Bhagat Phool Singh Mahila Vishwavidyalaya

Khanpur Kalan (Sonepat), Haryana-131305

(Established by the State Legislature Act 31 of 2006.
B++, NAAC Accredited)

Ref. No. BPSMV/Acad./25/ 574-62 Dated: 14/02/25

To

All the members of
Academic Council,
BPS Mahila Vishwavidyalaya,
Khanpur Kalan.

Sub:- Agenda for the 29th meeting of Academic Council.

Sir/ Madam,

In continuation to this office letter No. BPSMV/Acad/25/453-504 dated 06/02/2025, the agenda for the 29th meeting of the Academic Council scheduled to be held on 28/02/2025 at 11.00 a.m. in the Conference Hall, Administrative Block, BPS Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat) through blended mode (offline and online) is enclosed herewith.

TA/Honorarium will be paid as per University rules. The online meeting link is being sent through email.

With kind regards.

Yours sincerely,

14/02/25

Registrar

Endst.No. BPSMV/Acad/25/ 563-65 Dated: 14/02/25

Copy of the above is forwarded to the following for information and necessary action, please:-

1. The Secretary to Governor-Chancellor (for kind information of Hon'ble Governor-Chancellor, Haryana), Haryana Raj Bhawan, Chandigarh.
2. PS to Vice-Chancellor (for kind information of the Vice-Chancellor), BPSMV, Khanpur Kalan.
3. PA to Registrar (for kind information of the Registrar), BPSMV, Khanpur Kalan.

14/2/25

Deputy Registrar (Acad.)
for Registrar

BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA
KHANPUR KALAN (SONIPAT)

Agenda for 29th Meeting of Academic Council

Date:- 28/02/2025

Time:- 11:00 A.M.

Venue:- Conference Hall, Administrative Block, through blended mode (offline and online) BPS Mahila Vishwavidyalaya, Khanpur Kalan (Sonepat), Haryana

INDEX

Sr. No.	Particulars	Page No.
1.	Confirmation of the Minutes of the 28th meeting of Academic Council held on 14/06/2024.	1
2.	Follow up Action Report.	1
3.	To ratify the action taken by the Vice-Chancellor in approving the Scheme of Examination and Syllabus subject of Sociology, Psychology and Public Administration as per NEP-2020 being taught in the Affiliated Colleges in anticipation of the approval of the Academic Council.	1
4.	To note the action taken by the Vice-Chancellor in anticipation of approval of Academic Council regarding granting relaxation in promotion policy for students of various courses studying in University for the Academic Session 2024-25.	2
5.	To ratify the action taken by the Vice-Chancellor in approving the Ordinance, Scheme of Examination and Syllabus of PGDCA Programme being taught in Govt. College for women, Murthal Affiliated College of BPSMV,Khanpur Kalan in anticipation of the approval of the Academic Council w.e.f. 2024-25.	3
6.	To ratify the action taken by the Vice-Chancellor in approving the Ordinance, Scheme of Examination and Syllabus of LLM programme 1st to 4th semester as per the regulations of UGC on Credit allocation. As well as scheme of examinations and syllabus of Ph.D (Law) with effect from 2024-25 in anticipation of the approval of the Academic Council.	3-4
7.	To ratify the action taken by the Vice-Chancellor in approving the revised Ordinance of M.Ed. Programme and revised Scheme of Examination and Syllabus of B.Ed., M.Ed. and M.A. Education programmes with effect from Academic Session 2024-25 onwards in anticipation of the approval of the Academic Council.	4
8.	To consider the proposal for making amendment under the Clause 19(1) (v) of the Statute of BPSMV Act, 31 of 2006 regarding inclusion of Two Principals of Women Colleges/Institute admitted to the privileges of the University on the basis of seniority by rotation in the Constitution of the Faculty.	4-5
9.	To ratify the action taken by the Vice-Chancellor in approving the revised Scheme of Examination and Syllabus of BA/BBA LLB Programme 1st to 10th semester as per regulations of Bar Council of India after including three new criminal Laws namely (i) Bhartiya	6-7

	Nyaya Sanhita (ii) Bhartiya Nagrik Suraksha Sanhita (iii) Bhartiya Sakshya Adhiniyam in anticipation of the approval of the Academic Council.	
10.	To ratify the action taken by the Vice-Chancellor regarding implementation of guidelines of National Higher Education Qualifications Framework (NHEQF) issued by the UGC.	7
11.	To ratify the action taken by the Vice-Chancellor regarding updation in the Common Ordinance for 4 Year Under Graduate Programmes: Certificate, Diploma, 3 Year Degree, 4 Year Degree (Honours/Honours with Research) semester system under Learning Outcome Based Curriculum Framework-Choice Based Credit System (LOCF-CBCS) to be implemented from Academic Session 2024-25 in light of guidelines of National Higher Education Qualifications Framework (NHEQF) issued by the UGC on 20th April 2023 under clause no. 3,3.6,14.10.2,14.10.3 and 14.10.4.	7-9
12.	TO RATIFY THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D. DEGREES TO THE STUDENTS IN THE SUBJECTS AS MENTIONED AGAINST THEIR NAMES IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.	9-11
13.	TO RATIFY THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D. DEGREES TO THE STUDENTS IN THE SUBJECTS AS MENTIONED AGAINST THEIR NAMES IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.	11-13
14.	TO NOTE THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D DEGREE TO THE STUDENT IN THE SUBJECT AS MENTIONED AGAINST HER NAME IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.	13-14
15.	TO NOTE THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D DEGREE TO THE STUDENT IN THE SUBJECT AS MENTIONED AGAINST HER NAME IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.	14-15
16.	TO NOTE THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D DEGREE TO THE STUDENT IN THE SUBJECT AS MENTIONED AGAINST HER NAME IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.	15-16
17.	TO NOTE THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D DEGREE TO THE STUDENT IN THE SUBJECT AS MENTIONED AGAINST HER NAME IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.	16-17

18.	TO NOTE THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D DEGREE TO THE STUDENT IN THE SUBJECT AS MENTIONED AGAINST HER NAME IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.	17-18
19.	To ratify the action taken by the Vice-Chancellor in anticipation of the approval of the Academic Council, to adopt the UGC guidelines on pursuing two academic programmes simultaneously.	18-19
20	To ratify the action taken by the Vice-Chancellor Under Section 11 (6) of BPSMV, Act 2006 for increase of 10% Seats of total intake (60 Seats) i.e (06 Seats) in B.Com (Hons. and Hons. with Research) for the Academic Session 2024-25 only.	19-20
21.	To consider the case for Registration of students in Ph.D. in Deptt. of Commerce.	20-21
22.	To consider the case of Registration of students in Ph.D. in Deptt. of Social Work.	21
23.	To consider the case if Registration of student in Ph.D. in Deptt. of Economics.	22
24.	To consider & approve the new Gazette notification of PG course in Ayurveda published by NCISM on dated 04.10.2024.	22-23
25.	To consider the case of Registration of the following students in Ph.D. in Deptt. of Commerce.	23-24
26.	To consider the case of Registration of the following students in Ph.D. in Deptt. of Electronics and Communication Engineering.	24-25
27.	To consider the case of Registration of Ms. Ritu to Ph.D. programme in Deptt. of Hotel Management.	25
28.	To consider the case of Registration of the following students in Ph.D. in Deptt. of Physics.	25-26
29.	To consider the case of Registration of the following students in Ph.D. in Deptt. of Management Studies.	26-28
30.	To consider and approve the recommendations of the committee constituted regarding amendment in the rules of University Research Scholarship.	28-29
31.	To consider and approve the outcome –Based Curriculum for MD/MS Ayurveda (Prescribed by NCISM) for the MSM Institute of Ayurveda.	29
32.	Any other item.	29

AGENDA FOR THE 29th MEETING OF THE ACADEMIC COUNCIL SCHEDULED TO BE HELD ON 28/02/2025 AT 11:00 A.M. THROUGH BLENDED MODE (OFFLINE AND ONLINE), IN CONFERENCE HALL, ADMINISTRATIVE BLOCK, BPS MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT), HARYANA.

1. **Confirmation of the Minutes of the 28th meeting of Academic Council held on 14/06/2024.**
   To confirm the Minutes of the 28th meeting of the Academic Council held on 14/06/2024 **(Annexure-1, page-1-13.**

2. **Follow up Action Report.**
   To note the action taken report on the decisions taken by the Academic Council in its 28th meeting held on 14/06/2024 **(Annexure-2, page-14-16).**

3. **To ratify the action taken by the Vice-Chancellor in approving the Scheme of Examination and Syllabus subject of Sociology, Psychology and Public Administration as per NEP-2020 being taught in the Affiliated Colleges in anticipation of the approval of the Academic Council.**
   Statement of the case:-

   A Memo No. DHE-170005/5/2023- Deputy Director-NPE Dated 8th June 2023 was received from Department of Higher Education regarding implementation of key components of NEP 2020 in colleges and universities. The matter was placed before the Vice Chancellor who had constituted a Common Curriculum Development Board under the Chairmanship of Dean Academic Affiars to prepare the common ordinance and Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC) and Value Added Courses (VAC) in light of NEP. The Syllabus of Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC) and Value Added Courses (VAC) has been prepared which is to be implemented from Academic Session 2024-25. The same is also approved in the meeting of all the Deans, Chairpersons under the chairpersonship of the Vice-Chancellor.

   The Adhoc committees were constituted under the Convenership of the Dean Faculty of Social Sciences for preparation of the syllabus i.e. Sociology, Psychology and Public Administration. The meeting of these committees were held on held on 12/07/2024 and 18/07/2024 respectively and Committee prepared the above mentioned syllabus **(Annexure-3, pages-17-127)** for implementation with effect from Academic Session 2024-25.

   The proposal duly recommended by the Dean, Faculty of Social Sciences was put up to the Vice Chancellor who after due consideration has approved the same in anticipation of the approval of the Academic Council and further desired to refer the same to the Academic Council for ratification.

4. To note the action taken by the Vice-Chancellor in anticipation of approval of Academic Council regarding granting relaxation in promotion policy for students of various courses studying in University for the Academic Session 2024-25.

Statement of the case:-

Requests from the students of the Institute of Higher Learning, Department of Laws and Department of Pharmaceutical Education & Research were received for granting relaxation in the promotion policy as they have not cleared/passed their required semester.

Presently, in view of the instructions received from the State Govt. vide Memo No. 18/1-20211 UNP-(4) dated 01/07/2014, the following promotion policy has been approved vide Resolution No. 3 of the 13th Meeting of Academic Council held on 16/12/2014:-

"The students will be promoted to 5th Semester only if, she has completed all her 1st semester papers".

Further, resolved that since this condition is basically for three years course where as in the University there are other courses having the durations of four and five years. Accordingly, it was resolved that on the same pattern, the promotion policy for the courses having the duration of four and five years will be as under:-

(i) For promotion to 7th semester, if completed all papers of 1st and 2nd semesters.
(ii) For promotion to 9th semester, if completed all papers of 1st, 2nd & 3rd semesters.

There will be no such condition on the courses having the duration of less than three years. The above decision will not be applicable on BAMS Course where CCIM Rules are applicable.

The above promotion policy has also been relaxed by the Academic Council from the Academic Session 2017-18 to 2023-24. The present request received from the students of the Institute of Higher Learning, Department of Laws and Department of Pharmaceutical Education & Research was put up to the competent authority for consideration.

Keeping in view of the academic interest and career of the girl students, the Vice-Chancellor has granted relaxation in promotion policy for the students in all the Departments/Institutions/ Regional Centres of the University for the current Academic Session 2024-2025 as per past practice in anticipation of the approval of the Academic Council. Further, she has desired that the same be placed before Academic Council for information and approval.

5. **To ratify the action taken by the Vice-Chancellor in approving the Ordinance, Scheme of Examination and Syllabus of PGDCA Programme being taught in Govt. College for women, Murthal Affiliated College of BPSMV,Khanpur Kalan in anticipation of the approval of the Academic Council w.e.f. 2024-25.**

Statement of the case:-

As per the Memo No. 03/01-2024 C-1(4) dated 20/06/2024, issued by Additional Chief Secretary of Govt. of Haryana Higher Education Department, Chandigarh Programme PGDCA Progrmme has been allotted to Govt. College for Women, Murthal. The said College is an affiliated College of the University. Based on the requests received from the Dean of Colleges and Principal of the concerned College, the Ordinance, Scheme of Examinations and syllabus of PGDCA programme have been prepared/approved by the PG Board of Studies Department of CSE&IT in its meeting held on 08/08/202. The recommendations of the PGBOS has also been approved by the Faculty of Engineering and Technology in its meetings held on 23/08/2024 and 23/10/2024 respectively.

Minutes of the PGBOS, Department of CSE&IT and Faculty of Engineering and Technology, are placed at- , **(Annexure-4, page-128-132)**

The case was put up to the Vice-Chancellor who after due consideration approved the Ordinance, Scheme of Examinations and syllabus of PGDCA programme **(Annexure-5, page-133-163)**in anticipation of the approval of the Academic Council and further ordered to place the same before the Academic Council in its upcoming meeting for ratification.

6. **To ratify the action taken by the Vice-Chancellor in approving the Ordinance, Scheme of Examination and Syllabus of LLM programme 1st to 4th semester** (Annexure-6, page-164-250) **as per the regulations of UGC on Credit allocation. As well as scheme of examinations and syllabus of Ph.D (Law)** (Annexure-7, page—251-258) **with effect from 2024-25 in anticipation of the approval of the Academic Council.**

Statement of the case:-

The Department of Laws, BPSMV, Khanpur Kalan is running two years LLM course since 2021. As per the requirement of syllabus one paper of dissertation has shifted from LLM 3rd semester to LLM 4th semester and changes have also been made in Credit System from 5:1 to 3:1 and 4 credits have been adopted. Further, passing criteria has also been revised from 45% to 50% from the Academic Session 2024-25.

It is pertinent to mention here that the Common Ordinance of Ph.D programme of BPSMV has also been adopted in toto and accordingly the scheme for admission in Ph.D programme Department of Law has been revised from the Academic Session

2024-25. The same have also been approved in Department PGBOS and Faculty of Law meeting held on 30/07/2024 and 23/08/2024.

Minutes of the PGBOS and Faculty of Law are placed at- , **(Annexure-8 , page-259-268)**

The case was put up to the Vice-Chancellor who after due consideration approved the same in anticipation of the approval of the Academic Council and further ordered that the same may be placed before the Academic Council in its ensuing meeting for information.

7. **To ratify the action taken by the Vice-Chancellor in approving the revised Ordinance of M.Ed. Programme and revised Scheme of Examination and Syllabus of B.Ed., M.Ed. and M.A. Education programmes with effect from Academic Session 2024-25 onwards in anticipation of the approval of the Academic Council.**

Statement of the case:- Education,

The Department of BPSMV, Khanpur Kalan are running B.Ed., M.Ed. and M.A. Education programmes. In accordance with the directions of the Dean Academic Affairs, ' the Chairperson, Department of Education has revised the Ordinance of M.Ed. Programme **(Annexure-9, page-269-276)** and Scheme of Examinations and Syllabus of B.Ed., M.Ed. and M.A. Education programmes **(Annexure-10, page-277-676)** with effect from Academic Session 2024-25 onwards The same have also been approved through circulation in the meeting of UG/PGBOS and Faculty of Education respectively meetings held on 04/09/2024 and 06/09/2024.

Minutes of the UG/PGBOS and Faculty of Education are placed at- , **(Annexure-11, page-677-689)**

The case was put up to the Vice-Chancellor who after due consideration approved the same in anticipation of the approval of the Academic Council and further ordered that the same may be placed before the Academic Council in its ensuing meeting for information.

8. **To consider the proposal for making amendment under the Clause 19(1) (v) of the Statute of BPSMV Act, 31 of 2006 regarding inclusion of Two Principals of Women Colleges/Institute admitted to the privileges of the University on the basis of seniority by rotation in the Constitution of the Faculty.**

Statement of the Case:-

It is submitted that there is a provision under Statute 19(i)(v) of BPSMV, Act that two Principals from Women's Colleges/Institutes are to be nominated to each Faculty of BPSMV based on seniority by rotation.

The composition of Faculty is as under: - .

(i) *Dean of the Faculty- (Chairperson);*

(ii) *Chairman of the Departments included in that Faculty;*

(iii) *One Professor from each Department on the basis of seniority by rotation;*

(iv) *One reader and one lecturer appointed or recognized by the University in the Departments included in the Faculty by rotation according to seniority;*

(v) *Two Principals of Women colleges/Institutes admitted to the privileges of the University on the basis of seniority by rotation.*

It is pertinent to mention here that the University offers a range of specialized programme in fields such as Law, Engineering, Pharmaceuticals and Ayurveda , which are not offered by any of its affiliated Colleges. Consequently, the nominated principals often lack the expertise to participate effectively in discussion on these programme, as they fall outside their areas of specialization. Additionally, their nomination may lead to financial burdens and challenges in scheduling faculty meetings. In light of these observations a committee was constituted under the Convenership of the Dean Academic Affairs' vide letter no. BPSMV/Acad/24/4554-59 dated 06/09/2024 to review the Statute-19 of BPSMV, Act-2006.

Accordingly, as per recommendations of the Committee following amendments in the Clause 19(1) (v) of Statute of University Act have been proposed:

Statute 19(1) (v)	
Existing	**Proposed**
Two Principals of Women colleges/Institutes admitted to the privileges of the University on the basis of seniority by rotation.	Two Principals of Women colleges/Institutes admitted to the privileges of the University on the basis of seniority by rotation provided that the similar Programmes are being run in the concerned Women Colleges/Institutes.

As per Clause 3 of Section 23, **"The Academic Council may propose to the Executive council a draft of any Statue relating to academic matters for consideration by the Executive council."**

Further, as per clause 23 (4) every new statute or addition to the statute or amendment or repeal of statute shall require the approval of the Hon'ble Chancellor.

The recommendations of Committee was submitted to the Hon'ble Vice-Chancellor, who after due consideration, has ordered to place the same before the Academic Council for consideration and approval.

9. **To ratify the action taken by the Vice-Chancellor in approving the revised Scheme of Examination and Syllabus of BA/BBA LLB Programme 1st to 10th semester as per regulations of Bar Council of India after including three new criminal Laws namely (i) Bhartiya Nyaya Sanhita (ii) Bhartiya Nagrik Suraksha Sanhita (iii) Bhartiya Sakshya Adhiniyam in anticipation of the approval of the Academic Council.**

Statement of the case:-

The Department of Laws, BPSMV, Khanpur Kalan is running BA/BBALLB 5 years Course. In July 2024, the Legislature has introduced three new criminal Laws namely (i) Bhartiya Nyaya Sanhita (ii) Bhartiya Nagrik Suraksha Sanhita (iii) Bhartiya Sakshya Adhiniyam. As per the regulations of Bar Council of India, these laws will be replaced with old criminal laws. The detail are as under:-

Existing / old Criminal Laws	Proposed/ new criminal laws
BA/BBALLB 4th semester Paper code 1114 Law of Crime -1 (Indian Penal code)	BA/BBALLB 4th semester Paper code 1114 A Law of Crime -1 (Bhartiya Nyaya Sanhita)
BA/BBALLB 5th semester Paper code 1129 Law of Crime -11 (Criminal Procedure Code)	BA/BBALLB 5th semester Paper code 1129 A Law of Crime -11 (Bhartiya Nagrik Suraksha Sanhita)
BA/BBALLB 8th semester Paper code Law : 1140 (Law of Crime)	BA/BBALLB 8th semester Paper code Law 1140 A Bhartiya Sakshya Adhiniyam

On the recommendations of the UGBOS Department of Laws and Faculty concerned meeting held on 17/07/2024 and 23/08/2024 respectively, these three new laws as mentioned above have been included in the Scheme of Examinations and Syllabus of BA/BBALLB Programme with credit system of 5:1 (6) for old scheme running before Academic Session 2024-25 **(Annexure-12, Page-690-701)** and Scheme of Examinations and Syllabus with the inclusion of credit system of 4:1=(5) for news bathes for Academic Session 2024-25. **(Annexure-13, Page-702-1010)** Minutes of the UGBOS, Department of Law and Faculty of Law, are placed at- , **(Annexure-14 , page-1011-1015)**

The case was put up to the Vice-Chancellor who after due consideration approved the same in anticipation of the approval of the Academic Council and further

ordered that it be placed before the Academic Council in its ensuing meeting for information.

10. **To ratify the action taken by the Vice-Chancellor regarding implementation of guidelines of National Higher Education Qualifications Framework (NHEQF) issued by the UGC.**

Statement of the case:-

The University Grants Commission has issued the guidelines of National Higher Education Qualifications Framework (NHEQF) on 20th April 2023. **(Annexure-15, Page-1016-1022)** It is submitted that New Education Policy (NEP) announced in 2020 and University has adopted the same from the Academic Session 2024-25. The Dean Academic Affairs has proposed that these Guidelines of National Higher Education may be followed by the University in letter and spirit following approval from both the Academic Council and Executive Council.

The case was put up before the Vice-Chancellor who after due consideration has approved the same in anticipation of the approval of the Academic Council and further desired to refer the same to the Academic Council for ratification.

11. **To ratify the action taken by the Vice-Chancellor regarding updation in the Common Ordinance for 4 Year Under Graduate Programmes: Certificate, Diploma, 3 Year Degree, 4 Year Degree (Honours/Honours with Research) semester system under Learning Outcome Based Curriculum Framework-Choice Based Credit System (LOCF-CBCS) to be implemented from Academic Session 2024-25 in light of guidelines of National Higher Education Qualifications Framework (NHEQF) issued by the UGC on 20th April 2023 under clause no. 3,3.6,14.10.2,14.10.3 and 14.10.4.**

Statement of the case:-

On the recommendations of the Committee constituted under the Chaipersonship of the Dean Academic Affairs the Common Ordinance for 4 year Under Graduate Programmes: Certificate, Diploma, 3 Year degree, 4 year degree (Honours/ Honours with Research) Semester System Under Learning Outcome based Curriculum Framework – Choice Based Credit System (LOCF-CBCS) with effect from the academic session 2024-25 has already been approved vide Resolution no. 39 in

the 27th Academic Council held on 15.03.2024 and 79th meeting of Executive Council held on 08/04/2024.

In reference to the Guidelines of National Higher Education Qualifications Frame Work issued by the UGC. **(Annexure-15, Page-1016-1022)** the Common Ordinance required following updation :-

Clause	Existing Rule	Proposed Rule
3	A candidate who has passed Senior Secondary Certificate Examination (10+2 Standard) of the Board of School Education, Haryana; or any other examination recognized as equivalent thereto with at least 40% marks in aggregate with English as one of the subjects, shall be eligible to join First Semester of the UG Programme (NHEQF Level 5) subject to the following conditions: The ITI pass outs (with English qualified as additional subject at 10+2 level) are also eligible for seeking admission in First Semester of the UG Programme (Level 5) in Arts subjects.	A candidate who has passed Senior Secondary Certificate Examination (10+2 Standard) of the Board of School Education, Haryana; or any other examination recognized as equivalent thereto with at least 40% marks in aggregate with English as one of the subjects, shall be eligible to join First Semester of the UG Programme **(NHEQF Level 4.5)** subject to the following conditions: The ITI pass outs (with English qualified as additional subject at 10+2 level) are also eligible for seeking admission in First Semester of the UG Programme **(Level 4.5)** in Arts subjects.
3.6	New admission to vacant seats at Levels 6, 7 and 8 will be provided if a candidate seeking admission has passed preceding level(s) and secured the prescribed number of credits, respectively. However, this will be subject to fulfilment of other eligibility conditions.	New admission to vacant seats at **Levels 5, 5.5 and 6** will be provided if a candidate seeking admission has passed preceding level(s) and secured the prescribed number of credits, respectively. However, this will be subject to fulfilment of other eligibility conditions.
14.10.2	A student will also be allowed an exit option at Level 6 after passing two academic years of the programme with requisite credits of internship and will be awarded Undergraduate Diploma in subjects/discipline (Arts/ Science/ Commerce/ Computer Applications/ Management/ Tourism/	A student will also be allowed an exit option at **Level 5.5** after passing two academic years of the programme with requisite credits of internship and will be awarded Undergraduate Diploma in subjects/discipline (Arts/ Science/ Commerce/ Computer

	Mass communication/ Fine Arts/ etc.).	Applications/ Management/ Tourism/ Mass communication/ Fine Arts/ etc.).
14.10.3	A student will be allowed to exit at Level 7 after passing three years of the programme and will be awarded Bachelor's degree in subjects/discipline (Arts/ Science/ Commerce/ Computer Applications/ Management/ Tourism/ Mass communication/ Fine Arts/Home Science, etc.).	A student will be allowed to exit at **Level 6** after passing three years of the programme and will be awarded Bachelor's degree in subjects/discipline (Arts/ Science/ Commerce/ Computer Applications/ Management/ Tourism/ Mass communication/ Fine Arts/Home Science, etc.).
14.10.4	Bachelor's Degree Honours /Honours with Research in a subject will be awarded at Level 8 after four years of study.	Bachelor's Degree Honours /Honours with Research in a subject will be awarded at **Level 6** after four years of study.

The case was put up before the Vice-Chancellor, who after due consideration has approved the same in anticipation of the approval of the Academic Council and further desired to refer the same to the Academic Council for ratification.

12. **TO RATIFY THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D. DEGREES TO THE STUDENTS IN THE SUBJECTS AS MENTIONED AGAINST THEIR NAMES IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.**

Statement of the Case:

Following Ph.D. Scholars from various departments had submitted their Ph. D thesis in their respective departments. For awarding the degree of Doctorate of Philosophy, the provision laid down in BPSMV Ph.D. Ordinance vide clause 13.3 is: -

"The confidential reports submitted by the examiners on the thesis as well as on the viva-voce examination duly signed by the examiner and countersigned by the Chairperson shall be placed before Research Committee consisting of Vice-Chancellor, the Dean of the Faculty and the Head of the Department concerned, within one month of the viva-voce examination.

If the Dean or Head of the Department is not able to participate in the meeting, the Vice-Chancellor will co-opt any other senior member of the Faculty, in his/ her/ their place.

Provisional degree will be awarded after recommendations of the committee and the case will be placed before the Academic Council for approval"

Sr. No.	Research Scholar	Name of the Supervisor(s)	Name of the Department	Registration No.	Title of the Thesis	Date of the URC
1.	Ms. Pooja D/o Sh. Krishan Lal	Dr. Rajesh Hooda	Department of Laws	20180411 00005206	"Realities of Laws Related to Wife's Right to Maintenance: Implementation and Challenges"	26.07.2024
2.	Ms. Vandna D/o Sh. Dinesh Munjal	Dr. Kapil Kumar	Department of Management Studies	20180411 00030491	"Customer Value Management Practices of Online Food Delivering Platforms"	26.07.2024
3.	Ms. Sunny Arora D/o Sh. Parkash Chander	Dr. Bhupinder Singh	Department of Management Studies	20170411 00022954	"Impact of Learning Orientation on Innovation Practices and Performance: A Study of Select Firms"	26.07.2024
4.	Ms. Kamlesh D/o Sh. Raj Kumar	Dr. Ashok Kumar	Department of Laws	20180411 00040462	"Conflicts in Judicial System in India: An Analysis"	21.08.2024
5.	Ms. Komal Sehrawat D/o Sh. V. S. Sehrawat	Dr. Krishan Kumar	Department of Management Studies	20180411 00030467	"Governance Structure of Entrepreneurial Ecosystem (E.E.) and Digital Ecosystem (D.E.) for Grampreneurs in India"	21.08.2024

On the recommendations of the examiners in viva-voce reports and the approval of the University Research Committee, the Provisional Degrees and Notifications have already been issued to the candidates by the Controller of Examinations after due approval

of the Vice-Chancellor in anticipation of the approval of the Academic Council. The Vice Chancellor has further ordered to place the same before Academic Council for ratification.

13. **TO RATIFY THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D. DEGREES TO THE STUDENTS IN THE SUBJECTS AS MENTIONED AGAINST THEIR NAMES IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.**

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Following Ph.D. Scholars from various departments had submitted their Ph. D thesis in their respective departments. For awarding the degree of Doctorate of Philosophy, the provision laid down in BPSMV Ph.D. Ordinance vide clause 13.3 is: -

"The confidential reports submitted by the examiners on the thesis as well as on the viva-voce examination duly signed by the examiner and countersigned by the Chairperson shall be placed before Research Committee consisting of Vice-Chancellor, the Dean of the Faculty and the Head of the Department concerned, within one month of the viva-voce examination.

If the Dean or Head of the Department is not able to participate in the meeting, the Vice-Chancellor will co-opt any other senior member of the Faculty, in his/ her/ their place.

Provisional degree will be awarded after recommendations of the committee and the case will be placed before the Academic Council for approval"

Sr. No.	Research Scholar	Name of the Supervisor(s)	Name of the Department	Registration No.	Title of the Thesis	Date of the URC
1.	Ms. Sonal D/o Sh. Ashwani Kumar	Dr. Nutan	BPS IHL (Food & Nutrition)	20160411 00022284	**"Evaluation of the Nutritional Potential of Digeramuricata (Kondhra) leaves, development of value added food products and their impact assessment on the iron status of adolescent girls".**	05/11/2024

2.	Ms. Reena Kumari D/o Sh. Virender Singh	Dr. Bhavna Sharma	Department of Commerce	20180411 00005206	**"Potential of Indigenous Knowledge towards Attainment of Sustainable Development Goals: A Study of Haryana"**	06/12/2024
3.	Ms. Shikha Sharma D/o Sh. Sanjay Kumar	Dr. Geeta Phogat	Department of English	20200411 00040991	**"Trauma of Exile in Select Kashmiri Memoirs (*From Home to House, Our Moon Has Blood Clots and A Long Dream of Home*)"**	20/12/2024
4.	Ms. Indu Sharma D/o Sh. Dalip Kumar	Dr. Priya Dhingra	Department of Education	20190411 00040617	**"Goal Orientation and Metacognition among Secondary School Students in Relation to Their Defensive Pessimism and Self-Handicapping"**	20/12/2024
5.	Ms. Bindia Rani D/o Sh. Suraj Parkash	Dr. Sarla Rani	Department of Education	20190411 00040625	**"Mathematical Achievement of Secondary School Students in Relation to Their Psychological Capital, Mathematical Anxiety and Peer Pressure"**	20/12/2024
6.	Ms. PreetiDa bas D/o Sh.	Deptt. Of Social Work	Deptt. Of Social Work	20200411 00040871	**"A Study of Bride Buying (Molki) in Haryana".**	16/01/2025

	Dilbag Singh,					

On the recommendations of the examiners in viva-voce reports and the approval of the University Research Committee, the Provisional Degrees and Notifications have already been issued to the candidates by the Controller of Examinations after due approval of the Vice-Chancellor in anticipation of the approval of the Academic Council. The Vice Chancellor has further ordered to place the same before Academic Council for notification.

14. **TO NOTE THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D DEGREE TO THE STUDENT IN THE SUBJECT AS MENTIONED AGAINST HER NAME IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.**

Statement of the Case:

Following Ph.D. Scholar from Computer Science & Engineeringhad submitted her Ph. D thesis in her department. For awarding the degree of Doctorate of Philosophy, the provision laid down in BPSMV Ph.D. Ordinance vide clause 13.3 is: -

"The confidential reports submitted by the examiners on the thesis as well as on the viva-voce examination duly signed by the examiner and countersigned by the Chairperson shall be placed before Research Committee consisting of Vice-Chancellor, the Dean of the Faculty and the Head of the Department concerned, within one month of the viva-voce examination.
If the Dean or Head of the Department is not able to participate in the meeting, the Vice-Chancellor will co-opt any other senior member of the Faculty, in his/ her/ their place.
Provisional degree will be awarded after recommendations of the committee and the case will be placed before the Academic Council for approval".

Sr. No.	Research Scholar	Name of the Supervisor(s)	Name of the Department	Registration No.	Title of the Thesis	Date of Meeting of URC
1.	Ms. Ekta D/o Sh. Beer Singh	Prof. Ajit Singh	Computer Science Engineering & Information Technology	20160411 00022326	"Design & Analysis of Hybrid Technique for information Security Based on Visual Cryptography & Steganography"	14.06.2024

On the recommendations of the examiner in viva-voce report and the approval of the University Research Committee, the Notification and Provisional Degree have already been issued to the candidate by the Controller of Examinations after due approval of the Vice-Chancellor in anticipation of the approval of the Academic Council. The Vice Chancellor has further ordered to place the same before Academic Council for approval.

15. TO NOTE THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D DEGREE TO THE STUDENT IN THE SUBJECT AS MENTIONED AGAINST HER NAME IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.

Statement of the Case:

Following Ph.D. Scholar from Management Studieshad submitted her Ph. D thesis in her department. For awarding the degree of Doctorate of Philosophy, the provision laid down in BPSMV Ph.D. Ordinance vide clause 13.3 is: -

"The confidential reports submitted by the examiners on the thesis as well as on the viva-voce examination duly signed by the examiner and countersigned by the Chairperson shall be placed before Research Committee consisting of Vice-Chancellor, the Dean of the Faculty and the Head of the Department concerned, within one month of the viva-voce examination.

If the Dean or Head of the Department is not able to participate in the meeting, the Vice-Chancellor will co-opt any other senior member of the Faculty, in his/ her/ their place.

Provisional degree will be awarded after recommendations of the committee and the case will be placed before the Academic Council for approval".

Sr. No.	Research Scholar	Name of the Supervisor(s)	Name of the Department	Registration No.	Title of the Thesis	Date of Meeting of URC
1.	Ms. Varuni Sharma D/o Sh. Vinod Kumar Sharma	Dr. Krishan Kumar (Supervisor) & Dr. Bhupinder Singh (Co-Supervisor)	Management Studies	201704110 0022931	"Value Chain Analysis of Organic Food Sector in India"	14.06.2024

On the recommendations of the examiner in viva-voce report and the approval of the University Research Committee, the Notification and Provisional Degree have already been issued to the candidate by the Controller of Examinations after due approval of the Vice-Chancellor in anticipation of the approval of the Academic Council. The Vice Chancellor has further ordered to place the same before Academic Council for approval.

16. **TO NOTE THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D DEGREE TO THE STUDENT IN THE SUBJECT AS MENTIONED AGAINST HER NAME IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.**

Statement of the Case:

Following Ph.D. Scholar from Computer Science & Engineeringhad submitted her Ph. D thesis in her department. For awarding the degree of Doctorate of Philosophy, the provision laid down in BPSMV Ph.D. Ordinance vide clause 13.3 is: -

"The confidential reports submitted by the examiners on the thesis as well as on the viva-voce examination duly signed by the examiner and countersigned by the Chairperson shall be placed before Research Committee consisting of Vice-Chancellor, the Dean of the Faculty and the Head of the Department concerned, within one month of the viva-voce examination.

If the Dean or Head of the Department is not able to participate in the meeting, the Vice-Chancellor will co-opt any other senior member of the Faculty, in his/ her/ their place.

Provisional degree will be awarded after recommendations of the committee and the case will be placed before the Academic Council for approval".

Sr. No.	Research Scholar	Name of the Supervisor(s)	Name of the Department	Registration No.	Title of the Thesis	Date of Meeting of URC
1.	Ms. Anjana D/o Sh. Nafe Singh	Prof. Ajit Singh	Computer Science Engineering & Information Technology	20160411 00022334	"Design & Analysis of Effective Techniques for Information Security in Cloud Computing"	14.06.2024

On the recommendations of the examiner in viva-voce report and the approval of the University Research Committee, the Notification and Provisional Degree have already been issued to the candidate by the Controller of Examinations after due approval of the Vice-Chancellor in anticipation of the approval of the Academic Council. The Vice Chancellor has further ordered to place the same before Academic Council for approval.

17. **TO NOTE THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D DEGREE TO THE STUDENT IN THE SUBJECT AS MENTIONED AGAINST HER NAME IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.**

Statement of the Case:

Following Ph.D. Scholar from Management Studies had submitted her Ph. D thesis in her department. For awarding the degree of Doctorate of Philosophy, the provision laid down in BPSMV Ph.D. Ordinance vide clause 13.3 is: -

"The confidential reports submitted by the examiners on the thesis as well as on the viva-voce examination duly signed by the examiner and countersigned by the Chairperson shall be placed before Research Committee consisting of Vice-Chancellor, the Dean of the Faculty and the Head of the Department concerned, within one month of the viva-voce examination.

If the Dean or Head of the Department is not able to participate in the meeting, the Vice-Chancellor will co-opt any other senior member of the Faculty, in his/ her/ their place.

Provisional degree will be awarded after recommendations of the committee and the case will be placed before the Academic Council for approval".

Sr. No.	Research Scholar	Name of the Supervisor(s)	Name of the Department	Registration No.	Title of the Thesis	Date of Meeting of URC
1.	Ms. Savita Lathwal D/o Sh. Bhoop Singh	Dr. Krishan Kumar	Management Studies	20190411 00040552	"Impact of Basel III Norms on Indian Public Sector Banks with reference to Financial Performance, Capital Adequacy and Risk Perception"	03.07.2024

On the recommendations of the examiner in viva-voce report and the approval of the University Research Committee, the Notification and Provisional Degree have already been issued to the candidate by the Controller of Examinations after due approval of the Vice-Chancellor in anticipation of the approval of the Academic Council. The Vice Chancellor has further ordered to place the same before Academic Council for approval.

18. **TO NOTE THE ACTION TAKEN BY THE VICE CHANCELLOR TO AWARD THE Ph. D DEGREE TO THE STUDENT IN THE SUBJECT AS MENTIONED AGAINST HER NAME IN ANTICIPATION OF THE APPROVAL OF THE ACADEMIC COUNCIL.**

Statement of the Case:

Following Ph.D. Scholar from Department of Education had submitted her Ph. D thesis in her department. For awarding the degree of Doctorate of Philosophy, the provision laid down in BPSMV Ph.D. Ordinance vide clause 13.3 is: -

"The confidential reports submitted by the examiners on the thesis as well as on the viva-voce examination duly signed by the examiner and countersigned by the Chairperson shall be placed before Research Committee consisting of Vice-Chancellor, the Dean of the Faculty and the Head of the Department concerned, within one month of the viva-voce examination.

If the Dean or Head of the Department is not able to participate in the meeting, the Vice-Chancellor will co-opt any other senior member of the Faculty, in his/ her/ their place.

Provisional degree will be awarded after recommendations of the committee and the case will be placed before the Academic Council for approval".

Sr. No.	Research Scholar	Name of the Supervisor(s)	Name of the Department	Registration No.	Title of the Thesis	Date of Meeting of URC
1.	Ms. Seema D/o Sh. Balwan Singh	Dr. Suman Dalal	Education	2016041 1000216 05	"Effect of Yoga Intervention Programme on Metacognition, Emotional Maturity and Academic Achievement of Secondary School Students"	05.07.2024

On the recommendations of the examiner in viva-voce report and the approval of the University Research Committee,the Notification and Provisional Degree have already been issued to the candidate by the Controller of Examinations after due approval of the Vice-Chancellor in anticipation of the approval of the Academic Council. The Vice Chancellor has further ordered to place the same before Academic Council for approval.

19. **To ratify the action taken by the Vice-Chancellor in anticipation of the approval of the Academic Council, to adopt the UGC guidelines on pursuing two academic programmes simultaneously.**

Statement of the case:-

In view of NEP 2020, to facilitate multiple pathways to learning involving both formal and non formal education mode the UGC has issued the guidelines permitting students to peruse two academic programmes simultaneously vide D.O. No. 1-6/2007 CPP-II New dated 31th April 2022. These guidelines have already been incorporated in Clause 18.2 of the Common Ordinance for Common Ordinance for 4 year Under Graduate programme:- Certificate, Diploma, 3 year Degree, 4 year Degree (Hons/Hons. with Research) Semester System Under Learning Outcome Based Curriculum Frame Work.

Choice Based Credit System (LOCF-CBCS) w.e.f. Academic Session 2024-25 These guidelines have been circulated to all the department/institute for implementation from the academic session 2024-25, vide letter No. BPSMV/Acad/24/5438-5440 dated 15/10/2024 **(Annexure-16, page-1023-24)**

Now, the Clause 18.2 of the Common Ordinance shall be perused as under:-

1. A student can pursue two full time academic programmes in physical mode provided that in such cases, class timings for one programme do not overlap with the class timings of the other programme.
2. A student can pursue two academic programmes, one in full time physical mode and another in Open and Distance Learning (ODL)/Online mode; or up to two ODL/Online programmes simultaneously.

3. Degree or diploma programmes under ODL/Online mode shall be pursued with only such HEIs which are recognized by UGC/Statutory Council/Govt. of India for running such programmes.
4. Degree or diploma programmes under these guidelines shall be governed by the Regulations notified by the UGC and also the respective statutory/professional councils, wherever applicable.
5 These guidelines shall come into effect from the date of their notification by the UGC. No retrospective benefit can be claimed by the students who have already done two academic programmes simultaneously prior to the notification of these guidelines.

The above guidelines shall be applicable only to the students pursuing academic programmes other than Ph.D. programme.

These UGC guidelines regarding permitting students to pursue two academic programmmes simultaneously from academic session 2024-25 onwards were put up before the Hon'ble Vice Chancellor for its implementation who after due consideration approved the same in anticipation of the approval of the Academic Council and desired to refer the same to the Academic Council for ratification.

20. **To ratify the action taken by the Vice-Chancellor Under Section 11 (6) of BPSMV, Act 2006 for increase of 10% Seats of total intake (60 Seats) i.e (06 Seats) in B.Com (Hons. and Hons. with Research) for the Academic Session 2024-25 only.**

Statement of the case:-

The Chairperson, Department of Commerce has submitted a proposal indicating that all 60 seats of B.Com (Hons. and Hons. with Research) have been filled in the Academic Session 2024-2025. Further, the department has received various requests from the students interested in admission to the B.Com (Hons. and Hons. with Research) 4 years programme running under NEP-2020. The Department has adequate infrastructure to accommodate the required increase in seats.

At that time the admission process was undergo and no additional facilities were required to increase the seats. In light of the upliftment of female students and academic growth of the University, the case was put up before the Vice-Chancellor for increase of 10% Seats of total intake (60 Seats) i.e. (06 Seats) for the Academic Session 2024-25. The Hon'ble Vice-Chancellor has considered the matter and

approved in anticipation of approval of Academic Council and ordered to place it in the upcoming Academic Council meeting, to ratify the same.

21. To consider the case for Registration of students in Ph.D. in Deptt. of Commerce.

Statement of the case:-

The students mentioned in the below list have successfully completed their Pre-Ph.D. Course Work in Deptt. of Commerce. The case has been duly approved by the Research Advisory Committee, Departmental Research Committee, Post-Graduate Board of Studies (PGBOS) and Deptt. Staff Council. The minutes of the RAC, DRC, PGBOS & DSC are enclosed at **(Annexure-17, page-1025-)1034** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the Academic Council for approval of the registration. The details of the candidate alongwith the topic and name of the Supervisor is as follows:

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1.	Ms. Nancy D/o Sh. Bijender Kumar 2022041100042141	**Adoption of Self-Service Technologies among Quick Service Restaurants Customers**	Dr. Bhavna Sharma	26.07.2024
2.	Ms. Lakshaya D/o Sh. Sunil Kumar 2022041100042125	**Enrolment Trend, Satisfaction and Revisit Intention of International Students in Universities of Delhi-NCR for Higher Studies**	Dr. Bhavna Sharma	26.07.2024
3.	Ms. Meenakshi Yadav D/o Sh. Ajit Singh 2022041100042117	**Navigating the Road to Sustainable Development: Startups' Engagement and Challenges in Haryana**	Dr. Seema Malik	26.07.2024
4.	Ms. Kajal D/o Sh. Ramesh Jain 2019041100014195	**Upcycled and Second-hand Apparel: An Empirical Study of Awareness and Purchase Intention among Customers in Haryana**	Dr. Ishani Patharia	26.07.2024

The case of the above candidates was put up to the Hon'ble Vice-Chancellor who after due consideration ordered to place the same before the Academic Council for approval of the

Registration of above candidates to Ph.D. programme in Deptt. of Commerce w.e.f. 26.07.2024 i.e. date of meeting of PGBOS.

22. **To consider the case of Registration of students in Ph.D. in Deptt. of Social Work.**

Statement of the case

The students mentioned in the below list have successfully completed their Pre-Ph.D. Course Work in Deptt. of Social Work. Their case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS) and Deptt. Staff Council. The minutes of the DRC, PGBOS & DSC are enclosed at **(Annexure-18, page-1035-1040)** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the Academic Council for approval of the registration. The details of the candidates alongwith the topic and names of the Supervisor is as follows:

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1.	Ms. Arti D/o Sh. Anil Kumar 2019041100008836	Utilization of Social Security Schemes by Women Workers in the Agriculture Sector in Haryana	Dr. Gian Chand	18.07.2024
2.	KM Deepa D/o Sh. Yogendra Singh 2022041100042052	Entrepreneurship in Dairy Farming by the omen of Marginalized Sections in Haryana	Dr. Gian Chand	18.07.2024
3.	Ms. Kritika Singh Bawaniwal D/o Sh. Balwan Singh Bawaniwal 2022041100042067	Exploring the Spiritual Dimension in Social Work Education and Practice in India	Dr. Deepali Mathur	18.07.2024

The case of the above candidates was put up to the Hon'ble Vice-Chancellor who after due consideration ordered to place the same before the Academic Council for approval of the Registration of above candidate to Ph.D. programme in Deptt. of Social Work w.e.f. 18.07.2024 i.e. date of meeting of PGBOS.

23. To consider the case if Registration of student in Ph.D. in Deptt. of Economics.

Statement of the case:-

The student mentioned in the below list has successfully completed her Pre-Ph.D. Course Work in Deptt. of Economics. Her case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS) and Deptt. Staff Council. The minutes of the DRC, PGBOS & DSC are enclosed at **(Annexure-19, page-1041-1043)** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the Academic Council for approval of the registration. The details of the candidate alongwith the topic and name of the Supervisor is as follows:

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1.	Ms. Manisha D/o Sh. Satish Kumar 2022041100042075	Intention to Use Solar Rooftops for Cooking: A Study of Rural Households in Haryana	Dr. Anju Rani	24.09.2024

The case of the above candidate was put up to the Hon'ble Vice-Chancellor who after due consideration ordered to place the same before the Academic Council for approval of the Registration of above candidate to Ph.D. programme in Deptt. of Economics w.e.f. 24.09.2024 i.e. date of meeting of PGBOS.

24. To consider & approve the new Gazette notification of PG course in Ayurveda published by NCISM on dated 04.10.2024.

Statement of Case:-

The NCISM (National Commission for Indian System of Medicine) Ministry of AYUSH, Govt. of India is the apex body to regulate Ayurveda education throughout the India. The NCISM (for merely as CCIM Central Council of Indian Medicine) issued a new Gazette notification of PG Course (MD Ayurveda) on dated 04th October 2024. **(Annexure-20, pege-1044-1230)**

In this regard, the emergent meeting of college council, UG BOS & Faculty of Ayurvedic Medicine were held on dated.12.2.2024, 13.8.2024 & 12.12.2024 and all the bodies resolved that above mentioned Gazette notification and academic calendar be adopted in toto being mandatory guideline to grant approval for

admission in P.G. in Ayurveda course (M.D. Ayurveda course) from the apex body NCISM, Ministry of AYUSH. The minutes of the same are attached here with. **(Annexure-21, page-1231-1234)**

Therefore the matter was submitted to the Vice-Chancellor. After due consideration, She has ordered to place the same before the next meeting of Academic Council and Executive Council for approval please.

25. To consider the case of Registration of the following students in Ph.D. in Deptt. of Commerce

A proposal for placing the agenda of the following students has been received from the Chairperson, Department of Commerce. These students have successfully completed their Pre-Ph.D. Course Work. Their case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS). The minutes of the meeting of DRC, PGBOS are enclosed at **(Annexure-22, page-1235-1246)** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the Academic Council for approval of the registration. The details of the candidates alongwith the topic and names of the Supervisor is as follows:

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	Ms Seema Rani	Antecedents and Consequences of Technology Assisted Mindfulness Meditation	Dr Bhawna Sharma	05/12/24
2	Ms Aarti	Empowering Sustainable Choices: Harnessing Emotional Intelligence for Informed Consumption	Dr Bhawna Sharma	05/12/24
3	Ms Ashu	An Empirical Study of Customer Behaviour: Exploring Awareness and Purchase Intention of Wearable Payment Devices	Dr. Seema Malik	05/12/24

The case of the above candidates was submitted to the Hon'ble Vice-Chancellor who after due consideration has desired to place the same before the Academic Council for approval.

26. **To consider the case of Registration of the following students in Ph.D. in Deptt. of Electronics and Communication Engineering.**

A proposal for placing the agenda of the following students has been received from the Chairperson, Department of Electronics and Communication Engineering. These students have successfully completed their Pre-Ph.D. Course Work. Their case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS). The minutes of the meeting of DRC, PGBOS are enclosed at **(Annexure-23, page-1247-1256)** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the Academic Council for approval of the registration. The details of the candidates alongwith the topic and names of the Supervisor is as follows:

Sr. No.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	**Ms. Anupriya (Roll no 23141001, PRN No. 2014041100013855),**	**Design, Analysis and Performance Evaluation of Low Power, Energy Efficient Multi-Valued Logic Circuits**	**Dr. Rajender Kumar**	15/01/25
2	**Ms. Nidhi (Roll No 23141002, PRN No. 202304110041935)**	**Performance Analysis of Optical Millimeter Wave Generation Scheme for Future Communication Network**	**Dr. Sandeep Dahiya**	15/01/25
3	**Ms. Rekha (Roll no 23141003, PRN No. 2023041100041943)**	**Intelligent Modeling and Design of Hybrid Renewable Energy System Ensuring Sustainable Green Energy Solution**	**Dr. Priyanka**	15/01/25

The case of the above candidates was submitted to the Hon'ble Vice-Chancellor who after due consideration has desired to place the same before the Academic Council for approval.

27. **To consider the case of Registration of Ms. Ritu to Ph.D. programme in Deptt. of Hotel Management**

A proposal for placing the agenda of the following students has been received from the Chairperson, Department of Hotel Management. The student has successfully completed her Pre-Ph.D. Course Work. The case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS). The minutes of the meeting of DRC, PGBOS are enclosed at **(Annexure-24, page-1257-1259)** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the Academic Council for approval of the registration. The details of the candidate alongwith the topic and names of the Supervisor is as follows:

Sr. No.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	Ms. Ritu	Factors Affecting Customer's Impulse Buying Behaviour towards Food and Beverage Products in the Hospitality Industry	Dr. Pankaj Mishra	7.10.2024

The case of the above candidates was submitted to the Hon'ble Vice-Chancellor who after due consideration has desired to place the same before the Academic Council for approval.

28. **To consider the case of Registration of the following students in Ph.D. in Deptt. of Physics**

A proposal for placing the agenda of the following students has been received from the Chairperson, Department of Physics. These students have successfully completed their Pre-Ph.D. Course Work. Their case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS). The minutes of the meeting of DRC, PGBOS are enclosed at **(Annexure-25, page-1260-1269)** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the Academic Council for approval

of the registration. The details of the candidates alongwith the topic and names of the Supervisor is as follows:

Sr. No.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	Ms Madhu Rani	**"Microstructural, Thermal, Electrical Characterization and Application of Polyaniline and its Composites"**	Dr. Asha, Associate Professor, Physics	14/01/25
2	Ms Sanju	**"Impact of Composite formation on Structural, Thermal, Electrical Characterization and Application of Conducting Polymer"**	Dr. Asha, Associate Professor, Physics	14/01/25
3	Ms Pushpal Ruhal	**Dynamics of Fusion Process and Quasi-elastic Scattering Process**	Dr. Suman, Associate Professor, IHL	14/01/25
4	Ms Samiksha	**Investigations on Fusion Dynamics of Stable Nuclei in Medium Mass Regions**	Dr. Suman, Associate Professor, IHL	14/01/25

The case of the above candidates was submitted to the Hon'ble Vice-Chancellor who after due consideration has desired to place the same before the Academic Council for approval.

29. To consider the case of Registration of the following students in Ph.D. in Deptt. of Management Studies

A proposal for placing the agenda of the following students has been received from the Chairperson, Department of Management Studies.These students have successfully completed their Pre-Ph.D. Course Work. Their case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS). The minutes of the meeting of DRC, PGBOS are enclosed at **(Annexure-26, page-1270-1272)** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the

Academic Council for approval of the registration. The details of the candidates alongwith the topic and names of the Supervisor is as follows:

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	Ms. Niku	Impact of Psychological Contract on Organisational Citizenship Behaviour and Work Centrality in Higher Education Institutes in NCR	Prof. Ipshita Bansal	14/12/24
2	Ms. Sunita	Impact of Microfinance on Political, Social and Economic Empowerment of Women in Rural Haryana	Prof. Shweta Singh	14/12/24
3	Ms. Rimpy	Transformative HRM: Role of AI in Improving Employee Experience and Work Performance	Prof. Ipshita Bansal	14/12/24
4	Ms. Prachi Nirwal	Sustainable Business Practices as Antecedent of Firm Performance: A Study of MSMEs	Dr. Anshu Bhardwaj	14/12/24
5	Ms. Himanshi	Factors Affecting Green Gap between Purchase Intention and Purchase Decisions	Dr. Kapil Kumar	14/12/24
6	Ms. Aarti Dagar	Role of Remote Work on Employer Branding and Employee Retention	Dr. Krishan Kumar	14/12/24
7	Ms. Sonia	The Impact of Social Media Influencers on Shaping Online Impulse Buying Behaviour	Dr. Meenakshi Katyal	14/12/24
8	Ms. Pinki	Customer Perception towards Private Label Electronics Brands: A Comparative Study of Offline and Online Retail Market	Dr. Meenakshi Katyal	14/12/24

9	**Ms. Ritu**	**Financial Implications of Venturing into EV Segment: A Study of Indian Auto Firms and Consumers**	**Dr. Krishan Kumar Co-supervisor- Dr. Manju Saroha**	14/12/24
10	**Ms. Preety Devi**	**Role of Effectuation in Shaping the Relationship Between Entrepreneurial Orientation and Performance: A Study of MSME sector**	**Dr. Anshu Bhardwaj**	14/12/24
11	**Ms. Pooja**	**Role of Green Marketing Affecting Consumer Purchase Behaviour in Apparel Industry**	**Prof. Ipshita Bansal**	14/12/24
12	**Ms. Manisha Devi**	**Financial Performance of Foreign Bank in India: A Study of Machine Learning Model**	**Dr. Krishan Kumar**	14/12/24

The case of the above candidates was submitted to the Hon'ble Vice-Chancellor who after due consideration has desired to place the same before the Academic Council for approval.

30. To consider and approve the recommendations of the committee constituted regarding amendment in the rules of University Research Scholarship

Statement of the Case

At present the University Research Scholarship (URS) rules have been approved by the concerned statutory body of the university. Now the UGC has issued latest guidelines regarding Ph.D, Moreover the Ph.D ordinance of the university has also amended and approved recently.

Keeping in view of above, it was felt that the existing URS rules need to be amended. The matter was considered by the higher authority and a committee of the following was constituted:

1 Dean Academic Affair
2 Director Research
3 DR/AR (R & S)

The meeting of the committee was held on 03/01/25 and URS rules have been amended by the committee in the light of the latest UGC guidelines **(Annexure-27, page-1273)**

The case was submitted to Hono'ble Vice-Chancellor who after due consideration has desired to place the same before Academic Council for approval.

31. **To consider and approve the outcome –Based Curriculum for MD/MS Ayurveda (Prescribed by NCISM) for the MSM Institute of Ayurveda.**

Statement of the case:-

The MSM Institute of Ayurveda has been granted permission of admission to the PG Programmes (M.D. Ayurvrda) for the Academic Session 2024-25. The programmes are having intake of 04 seats in the Kayachikitsa Department and 04 seats in the Department of Dravyaguna. The admission have been made on 04 seats in the Kayachikitsa and 03 seats in Dravyaguna.

As per the new MSER guidelines of NCISM, the PG Ayurveda Syllabus outcome based dynamic curriculum for MD/MS Ayurveda (Prescribed by NCISM) is spanning into the semesters. The first semester, spanning six months is scheduled from November, 11, 2024 to April 11,2025. **(Annexure-28, Page-**1274-1471) and is to be mandatorily followed in toto by the MSM Institute of Ayurveda, BPSMV, Khanpur Kalan.

The PG BOS, MSM Institute of Ayurveda in its meeting held on 11/12/2024 and Faculty of the Ayurvedic Medicine in its meeting held on 12/12/2024 has approved the scheme of examination and syllabus of the PG Ayurveda (MD/MS Ayurveda) (Prescribed by NCISM)) with effect from 2024-25.

The minutes of PG BOS of MSM Institute of Ayurveda and the minutes of the Faculty of Ayurvedic Medicine are placed at **(Annexure-30, page-**1472-1479).

The case duly forwarded by the Principal, MSM, Institute of Ayurveda was put up to the Vice-Chancellor, who after due consideration, has ordered that the same be placed before the Academic Council for approval.

32. Any other item.

14/02/25
Registrar

SUPPLEMENTARY AGENDA FOR THE 29th MEETING OF THE ACADEMIC COUNCIL SCHEDULED TO BE HELD ON 28/02/2025 AT 11:00 A.M. THROUGH BLENDED MODE (OFFLINE AND ONLINE), IN CONFERENCE HALL, ADMINISTRATIVE BLOCK, BPS MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT), HARYANA.

32. **To consider and approve a minor revision of the Scheme of Examination and Syllabus of Ph.D Electronics and Communication Engineering (ECE) with effect from Academic Session 2025-26.**

Statement of the case:-

The PGBOS Department of Electronics and Communication Engineering in its meeting held on 15/01/2025 and Faculty of the Engineering and Technology in its meeting held on 23/01/2025 have approved the minor revision of the scheme of examination and syllabus Ph.D. Electronics and Communication Engineering (ECE) **(Annexure-30, page-1480-1504)** with effect from Academic Session 2025-26.

The minutes of PG BOS of Department of Electronics and Communication Engineering and the minutes of the Faculty of Engineering and Technology are placed at **(Annexure-31, page-1505-1514).**

The case duly forwarded by the Dean Faculty of Engineering and Technology was put up to the Vice-Chancellor, who after due consideration, has ordered that the same be placed before the Academic Council for its approval.

33. **To consider and approve Syllabus of Bachelor of Computer Application Programme (Honours) Interdisciplinary 3rd semester to 8th semester under National Education Policy – 2020.**

Statement of Case:

A Memo No. DHE-170005/5/2023- Deputy Director-NPE Dated 8th June 2023 was received from the Department of Higher Education regarding implementation of key components of NEP 2020 in colleges and universities. The Scheme of Examinations 1st to 8th semester and Syllabus of 1st and 2nd semester has already been approved by the 27th meeting of the Academic Council held on 15/03/2024.

Accordingly, the Syllabus of 3rd to 8th semester of Bachelor of Computer Application Programme (Honours) interdisciplinary Programme was approved by the UG BOS Department of CSE&IT in its meeting held on 27/08/2024and Faculty of Engineering and Technology in its meeting held on 23/10/2024. **(Annexure-32, Page-1515-1590)** The

minutes of the UG BOS Department of CSE&IT and Faculty of Engineering and Technology are placed at **(Annexure-33, Page-1591-1595)**

The student is required to opt major, minor, multidisciplinary, Ability Enhancement Courses (AEC), Value Added Courses (VAC) and Skill Enhancement Courses (SEC) in accordance with Concerned Curriculum and Credit Framework (CCFUGP) mentioned in the common ordinance of undergraduate programme.

The case was placed before the Vice-Chancellor who after due consideration has desired that the same be placed before the Academic Council for consideration.

34. To consider the case of Registration of the following students in Ph.D. in BPS Institute of Higher Learning.

A proposal for placing the agenda of the following students has been received from the Dean Faculty of Sciences. These students have successfully completed their Pre-Ph.D. Course Work. Their case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS). The minutes of the meeting of DRC, PGBOS are enclosed at **(Annexure-34, Page-1596-1600)** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the Academic Council for approval of the registration. The details of the candidates alongwith the topic and names of the Supervisor is as follows:

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	Mahima Kumari D/o Karan Singh	Nutritional, Phytochemical Assesment of Giloy (*Tinospora Cordifolia*) and its utilization in Value Added Food Products	Dr. Parvinder Kaur Dr. Veena	22/01/25
2	Ramni Purnima Katyal D/o Rajender Katyal	Nutritional Phytochemical Analysis of Underutilized Medicinal Plants and their Utilization in Product Development	Dr. Nutan Dr. Veena	22/01/25
3	Neeru	Nutritional, Antioxidant and Antibacterial activity of *Acacia nilotica* bark powder and its utilization in food products.	Dr. Nutan	22/01/25
4	Aayushi	Nutritional and antibacterial activity of *Butea monosperma* flower, leaf powder and their products.	Dr. Parvinder Kaur	22/01/25

5	Swati Malik	Effect of selected spice extracts on stability of hydrogenated vegetable oil.	Dr. Nutan	22/01/25
6	Shabnam	Nutritional and Phytochemical properties of *Mangifera indica* kernel and its utilization in food products.	Dr. Parvinder Kaur	22/01/25
7	Kapila Bajaj	Development and nutritional evaluation of ready to cook moong microgreen powder supplemented products.	Dr. Parvinder Kaur Dr. Veena	22/01/25

The case of the above candidates was submitted to the Hon'ble Vice-Chancellor who after due consideration has desired to place the same before the Academic Council for approval.

35. To consider the case of Registration of students in Ph.D. in Deptt. of CSE/IT.

The students mentioned in the below list have successfully completed their Pre-Ph.D. Course Work in Deptt. of Social Work. Their case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS) and Deptt. Staff Council respectively. The minutes of the DRC, PGBOS & DSC are enclosed at **(Annexure-35, page-1601-1604)** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the Academic Council for approval of the registration. The details of the candidates alongwith the topic and names of the Supervisor is as follows:

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1.	Ms.Nisha 2023041100041517	Designing Deep Learning based Crime Prediction Model(s).	Dr. Vinod Kr. Saroha	03.12.24
2.	Ms. Punerva 2023041100041525	Design of Machine Learning based technique(s) for detection and prevention of phishing.	Prof. Ajit Singh	03.12.24
3.	Ms. Saya 20230411000415	Enhancement of security using Deep Learining Model(s) for Io T Networks.	Prof. Ajit Singh	03.12.24

	33			
4.	Ms. Meenakshi Gahlawat 20230411000415 41	Design of Deep Learning based Technique(s) for Load balancing in Cloud Envionment.	Dr. Vinod kumar Kr.Saroha	03.12.24

The case of the above candidates was put up to the Hon'ble Vice-Chancellor who after due consideration ordered to place the same before the Academic Council for approval.

36. To consider and approve the Scheme of Examinations and Syllabus of Physics, Chemistry, Mathematics, Computer Science, Zoology, Botany and Home Science for 2nd and 3rd year for the Programme Bachelor of Physical Science, Bachelor of Life Science, Bachelor of Home Science (interdisciplinary) and Bachelor of Arts Multidisciplinary(Home Science) for the Academic Session 2025-26 in accordance with New Education Policy (NEP) 2020.

Statement of the case:-

BPSMV had implemented the NEP-2020 from the Academic Session 2024-25 and framed the Scheme of Examinations and Syllabus of 1st year for UG Programme. Now, the Scheme of Examinations and Syllabus of Physics, Chemistry, Mathematics, Computer Science, Zoology, Botany and Home Science for 2nd and 3rd year for the Programme Bachelor of Physical Science, Bachelor of Home Science (Interdisciplinary) and Bachelor of Life Science and Bachelor of Arts Multidisciplinary (Home Science) for the Academic Session 2025-26 have been received from the Dean Faculty of Sciences. All the Scheme of Examinations and Syllabus have also been approved by the UGBOS in its meeting held on 20/12/2024 and the Faculty of Sciences in its meeting held on 20/12/202430/01/2025 **(Annexure-36, Page-1605-1624, 1625-1646, 1647-1684, 1685-1702, 1703-1727, 1728-1751, 1752-1777, 1778-1798).**

The minutes of UG BOS and the Faculty of Sciences is placed at **(Annexure-37, page-1799-1805).**

On the request of the Dean Faculty of Sciences the proposal was put up to the Vice-Chancellor for consideration and she after due consideration has desired that the same be placed before Academic Council for kind consideration.

37. **To ratify the action taken by the Vice-Chancellor regarding approving the Scheme of Examination and Syllabus of Ph.D. Course work under Faculty of Commerce and Management with effect from Academic Session 2024-25 in anticipation of the approval of the Academic Council.**

Statement of the case:-

The Faculty of the Commerce and Management in its meeting held on 20/01/2025 has approved the scheme of examination for syllabus and Ph.D Course work **(Annexure-38 , page-1806-1815)** with effect from 2024-25.

The minutes of the Faculty of Commerce and Management are placed at **(Annexure-39, page-1816-1821).**

The case duly forwarded by the Dean Faculty of Commerce and Management was put up to the Vice Chancellor who after due consideration has approved the same in anticipation of the approval of the Academic Council and desired to refer the same to the Academic Council for ratification.

38. **To ratify the action taken by the Hon'ble Vice- Chancellor regarding the approval of the Introduction of Statistics as a Minor Subject in Bachelor of Physical Science (Multidisciplinary) programme.**

Statement of the Case:-

The New Education Policy-2020 has already been implemented from the Academic Session 2024-25 in our University. A Memo No GCWS/2024/1430 from Govt. College for women, Madlauda, Panipat was received requesting the inclusion of Statistics as Minor Subject in place of Mathematics for Bachelor of Physical Science (Multidisciplinary) programme. The matter was furher discussed by the Concerned Committee of Govt. College for women, Madlauda, Panipat with the Dean Academic Affairs . It was observed that due to a shortage of teaching Staff, GCW-M had offered the Mathematics subject as both Major and Minor subjects which violates the Common Ordinance of the 4 year UG Programme .

In light of students' career prospects Statistic Subject has been offered as Minor subject in place of Mathematics for Bachelor of Physical Science. The syllabus was prepared by the officials of Govt. College for women, Madlauda, Panipat subsequently verified, updated and approved by the Dean Faculty of Sciences.. **(Annexure-40, Page-1822-23).**

The case regarding Introduction of Statistics as Minor Subject in Physical Sciences (Multidisciplinary) programme was placed before the Vice-Chancellor for approval who after due consideration has desired that the same be placed before the Academic Council for ~~consideration~~ ratification.

39. **To ratify the action taken by the Vice-Chancellor to approve the revised Scheme of Examination and Syllabus of BBA Programme with effect from Academic Session 2024-25 in anticipation of the approval of the Academic Council.**

Statement of the case:-

The UG BOS, Department of Management Studies in its meeting held on 14/09/2024 and Staff Council in its meeting held on 11/09/2024 has approved the revised scheme of examination and syllabus BBA Programme **(Annexure-41, page-1824-1852)** with effect from 2024-25.

The minutes of UG BOS of Department of Management Studies and Staff Council are placed at **(Annexure-42, page-1853-1854).**

The case duly forwarded by the Chairperson Department of Management Studies was put up to the Vice Chancellor who, after due consideration approved the revision in anticipation of the approval of the Academic Council and has referred to the same to the Academic Council for ratification.

40. **To consider and approve the proposed amendments to the Clauses 9 (b) (v) and (vi) , 11 (II) (a) and (b), 14 (II) (IV), (a,b,c), 19 (I0 (v), 30 (2) (iv) and 30 (2) (vi) and 30 (3) (iv) of the BPSMV Act, 31 of 2006 regarding the inclusion of Faculty Member from Maintained/ Constituent Colleges of the University in all the Statutory Bodies including University Court, Executive Council, Academic Council, Faculties, PGBOS and UGBOS respectively.**

Statement of the Case:-

Currently, there is no provision for inclusion of Faculty member from the Institute of Higher Learning in the University's Statutory Bodies such as University Court, Executive Council, Academic Council, Faculties, PGBOS and UGBOS respectively.

To address this gap, the amendments are proposed to include faculty members from maintained/ Constituent Colleges of the University into all Statutory bodies:. The proposed modification to the Clauses 9 (b) (v)and (vi) , 11 (II) (a) and (b), 14 (II) (IV), (a,b,c), 19 (I) (v), 30 (2) (iv) and 30 (3) (iv) of the BPSMV Act, 31 of 2006 are outlined as under :

Statute 9(b) (v) and (vi) related to constitution of University Court

Existing	Proposed
(v) one principal to be elected from amongst themselves by the principals holding their posts in substantive capacity in colleges, other than colleges of education, included in each of the four zones to be demarcated by the vice-Chancellor;	(v) one principal to be elected from amongst themselves by the principals holding their posts in substantive capacity in colleges **and constituent/maintained colleges**, other than colleges of education, included in each of the four zones to be demarcated by the vice-Chancellor;
(vi) four teachers other than principals to be elected from amongst themselves by the teachers holding their posts in a substantive capacity in colleges included in each of the four zones to be demarcated by the vice-Chancellor: Provided that not more than one teacher under this sub-clause, shall belong to any one college;	(vi) four teachers other than principals to be elected from amongst themselves by the teachers holding their posts in a substantive capacity in **Women colleges and constituent/maintained colleges** included in each of the four zones to be demarcated by the vice-Chancellor: Provided that not more than one teacher under this sub-clause, shall belong to any one college;

Statute 11 (II) (a,b) related to constitution of Executive Council

Existing	Proposed
(a) two principals (other than the Deans of Faculties) of women colleges, by rotation, on the basis of seniority by age;	(a) two principals (other than the Deans of Faculties) of women colleges **and constituent/maintained colleges**, by rotation, on the basis of seniority by age;
(b) one teacher (other than a principal) of a college to be elected by the members of the Court from amongst themselves;	(b) one teacher (other than a principal) of a **Women college and constituent/maintained colleges** to be elected by the members of the Court from amongst themselves;

Statute 14 (II) (iv) related to constitution of Academic Council

Existing	Proposed
(iv) one principal and three teachers to be elected from amongst themselves by the principals and teachers respectively, holding their posts in substantive capacity in the colleges included in each of the constituencies mentioned	(iv) one principal and three teachers to be elected from amongst themselves by the principals and teachers respectively, holding their posts in substantive capacity in the **Women colleges and constituent/maintained colleges** included in each of the constituencies

below:- (a)Government Colleges for Women, other than the Women Colleges of Education; (b) Colleges of Education; (c) Non- Government Women Colleges, other than the Women Colleges of Education, in Each of the four zones to be demarcated by the Vice-Chancellor;	mentioned below:- (a)Government Colleges for Women, other than the Women Colleges of Education; (b) Colleges of Education; (c) Non- Government Women Colleges, other than the Women Colleges of Education, in Each of the four zones to be demarcated by the Vice-Chancellor
Statute 19(1) (v) related to constitution of Faculties	
Existing	**Proposed**
Two Principals of Women colleges/Institutes admitted to the privileges of the University on the basis of seniority by rotation.	Two Principals of Women colleges/Institutes **and constituent/ maintained colleges** admitted to the privileges of the University on the basis of seniority by rotation provided that the similar Programmes are being run in the concerned Women Colleges/Institutes **and constituent/maintained Colleges**.
Statute 30(2) (iv) related to constitution of UGBOS	
Existing	**Proposed/Amended**
(iv) Six Teachers (including Principals) of under–graduate Courses from the women college in the subject concerned, to be nominated by the Vice-Chancellor, by rotation, according to seniority, to be determined by the length of under graduate teaching experience ensuring that there is not more than one such member from any one such College: Provided that no such teacher shall be nominated for two consecutive terms: Provided further that a teacher who has been nominated as a member of	(iv) Six Teachers of under –graduate courses from the women colleges **and constituent/maintained colleges** in the subject concerned, to be nominated by the Vice-Chancellor, by rotation, according to seniority, to be determined by the length of under graduate teaching experience ensuring that there is not more than one such member from any one such College: The Principal of the Constituent College shall be nominated by the Vice-Chancellor in addition to above teachers.

Faculty shall not be nominated under this sub –clause;	

Statute 30(3) (iv) related to constitution of PGBOS	
Existing	**Proposed**
(iv) Two teachers including the Heads of the Post-Graduate Departments in women colleges admitted to the privileges of the University in the subject concerned with at least ten years teaching experience, out of which five years shall be as a Post-Graduate Degree teacher, to be nominated by the Vice-Chancellor, by rotation according to seniority to be determined by the length of Post-Graduate teaching experience: Provided that if the number of women colleges having Post-	(iv) two teachers including the Heads of the Post-Graduate Departments in women colleges **and constituent/maintained colleges** admitted to the privileges of the University in the subject concerned with at least ten years teaching experience, out of which five years shall be as a Post-Graduate Degree teacher, to be nominated by the Vice-Chancellor, by rotation according to seniority to be determined by the length of Post-Graduate teaching experience:

Graduate Department is more than six, then one more teacher of the subject concerned shall be nominated but not more than one such member shall be from the same college;	

The above proposal was submitted to the Vice-Chancellor for approval who after due consideration has ordered to place the same before the Academic Council for consideration and approval.

41. To ratify the action taken by the Vice-Chancellor regarding the Syllabus of SEC-(B-SEC-112) "Yoga awam Vyaktitv Vikas" and to add this subject in University Pool of SEC-Courses, under National Education Policy- 2020.

Statement of the Case:

A proposal Vide CFMS No. 7598 from Principal, Institute of Higher Learning was received to approve the syllabus of SEC-(B-SEC-112) "Yoga awam Vyaktitv Vikas"., under National Education Policy- 2020. **(Annexure-43, page-1855-1857).** Since, this course is already being taught at BPSIHL. It was proposed to add this subject to the University Pool of SEC-Courses, as the said Course has already been taught in the BPSIHL (B.A. programme 1st semester).

The scheme and syllabus of SEC-(B-SEC-112) "Yoga awam Vyaktitv Vikas" were prepared by the Adhoc Committee constituted by the Vice-Chancellor under the Dean Faculty of Arts and Languages in according to NEP- 2020.

The case duly forwarded by the Principal, Institute of Higher Learning was put up to the Vice Chancellor who, after due consideration has approved it in anticipation of the approval of the Academic Council and desired to refer the same to the Academic Council for ratification

42. To consider and approve the uniformity in MDC Course codes in the Common Pool of 4 years UG Programme in accordance with New Education Policy (NEP) 2020.

Statement of the case:-

It has been observed that the Course codes of Multi-Disciplinary Course (MDC) are not symmetrically in the Common Pool/Scheme of 4 year UG Programmes. It will create confusion regarding reflection of types of Courses in student's DMCs.

Accordingly, in order to make uniformity in the common pool Courses, on the request of the Controller of Examinations the MDC codes were re-examined by the Dean Academic Affairs BPSMV, Khanpur Kalan. As per the suggestions of the Dean Academic Affairs the following common format will be adopted:-

For the semester 1st–B-SUB-MDC1- numeric value e.g. (B-ENG-MDC1-101).

For semester 2nd –B-SUB-MDC2 numeric value e.g. (B-ENG-MDC2-201).

For semester 3rd –B-SUB-MDC3 numeric value e.g. (B-ENG-MDC3-301).

The proposal was put up to the Vice-Chancellor for approval and she after due consideration has desired that the same be placed before Academic Council for kind consideration.

43. **To ratify the action taken by the Vice-Chancellor regarding approving the revision of Syllabus in subject of Physics for minor Course (1st and 2nd Semester) for Bachelor of Physical Science with effect from Academic Session 2024-25 in anticipation of the approval of the Academic Council.**

Statement of the Case:-

It has come to the notice of Dean Faculty of Sciences that syllabus in subject of Physics for minor course (1st semester and 2nd semester) **(Annexure-44, page-1858-1859)** for Bachelor of Physical Science needs some revision whereas the Course code, Name of Course, Credits and other instructions will remain unchanged. The revised Syllabus will be implemented w.e.f. Academic Session 2024-25. Now, the revised Syllabus in subject of Physics for minor Course (1st and 2nd Semester) for Bachelor of Physical Science has also been approved by the UGBOS in its meeting held on 26/07/2024 and the Faculty of Sciences in its meeting held on 06/08/2024.

The details of revised Syllabus of the following two courses are as under:-

1. Elementary Mechanics (B-PHY-102)
2. Semiconductor Devices (B-PHY-202)

The minutes of UG BOS and the Faculty of Sciences is placed at **(Annexure-45, page-1860-1863).**

The case duly forwarded by the Dean Faculty of Sciences was put up to the Vice Chancellor who after due consideration has approved the same in anticipation of the approval of the Academic Council and desired to refer the same to the Academic Council for ratification.

44. To consider and approve the syllabus of SEC-01 "Basic of IT Tools" for the single Major Geography programme and to add this subject to the University Pool of SEC-Course., under National Education Policy- 2020.

Statement of the Case:

A Memo No GCWS/2024/485 dated 16/05/2024 received from the Principal, Govt. College for women, Sonepat was received to prepare scheme and syllabus of SEC-01 "Basic of IT Tools" for the single major Geography programme **(Annexure-46, page-1864)**and to include this subject in University Pool of SEC-Courses, under National Education Policy- 2020. The Chairperson Department of Geography has prepared the scheme and syllabus of SEC-01 "Basic of IT Tools" according to NEP- 2020.

The case was placed before the Vice-Chancellor who after due consideration desired that the same be placed before the Academic Council for consideration.

45. To ratify the action taken by the Vice-Chancellor regarding the proposal to start Ph.D. programme in the Department of History and Archaeology including the Scheme of Examination and Syllabus from the Academic Session 2024-25.

Statement of the case:-

The In-charge, Department of History and Archaeology has submitted a proposal to start Ph. D. program in History and Archaeology from the Academic Session i.e. 2024-2025 duly recommended by the PGBOS, Staff Council and Faculty concerned. The scheme & syllabus **(Annexure-47, page-1865-1870)** of Pre Ph. D. Programme have also been approved by the concerned PGBOS in its meeting held on 24/07/2024 & by the Faculty of Social Sciences in its meeting held on 15/10/2024..

The minutes of PG BOS of the Department of History and Archaeology and the minutes of the Faculty of Social Sciences are placed at **(Annexure-48, page-1871-1878).**

The case was put up to the Vice Chancellor who, after due consideration has approved it in anticipation of the approval of the Academic Council and desired to refer the same to the Academic Council for ratification.

46. To consider and approve the revised Scheme of Examination of B.A. Hons with Research in Economics and four year B.A. Economics (Multidisciplinary) programme alongwith the Syllabus for these Programme for B.A. Hons with

Research in Economics and four year B.A. Economics (Multidisciplinary) programme 2nd and 3rd year Department of Economics as per NEP-2020 with effect from Academic Session 2024-25.

Statement of the case:-

The UGBOS Department of Economics in its meeting held on 18/01/2025 and Faculty of the Social Sciences in its meeting held on 13/02/2025 has approved the revised Scheme of Examination of B.A. Hons with Research in Economics and four year B.A. Economics (Multidisciplinary) programme and Syllabus of programme B.A. Hons with Research in Economics and four year B.A. Economics (Multidisciplinary) programme 2nd and 3rd years in Department of Economics as per NEP-2020 with effect from Academic Session 2024-25 **(Annexure-49, page-1879-1923, 1924-1948).**

The minutes of the UGBOS Department of Economics and Faculty of Social Sciences are placed at **(Annexure-50, page-1949-1951).**

The case duly forwarded by the Chairperson Deptt. of Economics was put up to the Vice Chancellor for consideration and she after due consideration has ordered that the same be placed before Academic Council for kind consideration and approval.

47. **To consider and approve the Ordinance, Scheme of Examinations and Syllabus of M.A. Psychology programme with effect from Academic Session 2024-25.**

Statement of the case:-

The Faculty of the Social Sciences in its meeting held on 31/01/2025 has approved the Ordinance, Scheme of Examinations and Syllabus of M.A. Psychology programme (1st year) **(Annexure-51, page-1952-1978**) with effect from 2024-25.

The minutes of Faculty of Social Sciences are placed at **(Annexure-52, page-1979-1984).**

The case duly forwarded by the Chairperson Deptt. of Psychology was put up to the Vice Chancellor for consideration. She after due consideration has ordered that the same be placed before Academic Council for kind consideration and approval.

48. **To Discuss and approve the Common Ordinance ~~for Common Ordinance~~ for Postgraduate Programmes (Master Degrees and Postgraduate Diploma) based on NEP-2020 Curriculum & Credit Framework for Postgraduate Programmes (CCFPG)**

Learning Outcomes-based Curriculum Framework with Choice Based Credit System (LOCF-CBCS) (w.e.f. Academic Session 2025-26.

The Common Ordinance for Postgraduate Programmes (Master Degrees and Postgraduate Diplomas) based on NEP-2020 Curriculum & Credit Framework for Postgraduate Programmes (CCFPG) Learning Outcomes-based Curriculum Framework with Choice Based Credit System (LOCF-CBCS) to be implemented from Academic Session 2025-26 has been discussed in the meeting of Deans and chairpersons, held on 09.01.2025 under the Chairpersonship of the Vice-Chancellors.

As resolved, the chairpersons were once again requested to present the CCFPG to their respective Department councils for discussion and submit any observations on or before 15th January 2025. Observations/resolutions from the Departments of Political Science, Physical Education, Chemistry, Physics, Education, and Social Work have been received, and relevant feedback has been incorporated into this ordinance.

The revised CCFPG is submitted for the Vice-Chancellor's kind consideration and may be placed before the Academic and Executive Councils for discussion and approval, please. (Annexure-i)

It is pertinent to mention here that the revised information regarding Appendix – I of the CCFPG i.e. Eligibility for Postgraduate Programmes has not been received from any of the concerned UTDs. The Academic branch may be instructed to collect the information and append the same in the CCFPG document.

The case was placed before the Vice-Chancellor who after due consideration desired that the same be placed before the Academic Council for consideration.

49. **To rectify discrepancies in Common Ordinance for 4 Year Under Graduate Programmes: Certificate, Diploma, 3 Year Degree, 4 Year Degree (Honours/Honours with Research) Semester System Under Learning Outcome Based Curriculum Framework- Choice Based Credit System (LOCF-CBCS).**

The Common Ordinance for Postgraduate Programmes based on NEP-2020 Curriculum & Credit Framework for Undergraduate Programmes (CCFUG) Learning Outcomes-based Curriculum Framework with Choice Based Credit System (LOCF-CBCS) has been implemented from Academic Session 2024-25 with approval of Academic and Executive Council of the University, following discrepancies have been identified.

1. Reference to Clause 9.5 of CCFUG,

"A student will select AEC, SEC and VAC courses from a pool of respective courses offered in Department/Institute/College. Each student will study one VAC in Human Values and Ethics before exit. The number of these courses will be offered by the Department/Institute/College according to the availability of faculty and infrastructure."

It is observed that Human Value and Ethics courses have been offered alternate with environmental courses in 1st and 3rd semester. So in case a student opt environmental course in 1st semester than she does not have option to opt human value and ethics course before 3rd semester which hinders completion of 1st year of study and her exit from the programme.

It has been observed that the Human Values and Ethics course is offered alternately with the Environmental course in the 1st and 3rd semester of 4-year UG Programme. Consequently, if a student opts for the Environmental course in the 1st semester, she is unable to take the Human Values and Ethics course before the 3rd semester. This creates a challenge for students who wish to complete their first year and exit the programme.

2. Reference to Table 2 i.e. (Multidisciplinary) and Table 5 i.e. (Interdisciplinary) of CCFUG.

It has been observed that VAC courses are being offered in the 1st, 2nd, and 4th semesters of 4-year Multidisciplinary and Interdisciplinary programmes, while the mandatory courses, Human Values and Ethics and Environmental Studies, are being offered alternately in the 1st and 3rd semesters. As a result, if a student opts for the Environmental Studies course in the 1st semester, they cannot take the Human Values and Ethics course before the 3rd semester. This creates a barrier for students who wish to complete their first year and exit the programme. Additionally, under the scheme of Multidisciplinary and Interdisciplinary UG programs, VAC cannot be offered in the 3rd semester.

In light of the aforementioned discrepancies, it is proposed that the Human Values and Ethics course and the Environmental Studies course be offered alternately in the 1st, 2nd, and 3rd semester. This arrangement will ensure that students can complete both mandatory courses within the required timeframe, allowing for a seamless exit from the program after the completion of their first year of study.

The case was put up to the Vice Chancellor who, after due consideration has approved it in anticipation of the approval of the Academic Council and desired to refer the same to the Academic Council for ratification.

50. To consider and decide the case of Ms. Priyanshu a student of B. Tech programme CSE regarding grant of an additional one Academic Year to complete her degree.

Statement of the case:-

It is submitted that Ms. Priyanshu was admitted to the B. Teach (CSE) programme in the academic Session 2016-2020 as per the Ordinance she was required to complete her degree within six years. However she was unable to do so within the prescribed time frame. Subsequently based on the student's request vide resolution No. 4 of 27th Academic Council held on 15/03/2024 Ms. Priyanshu was granted additional two years upto June 2024 to complete her course **(Annexure-53, page-1985-1987**. Despite this extension, Ms. Priyanshu was not able to complete her course within eight years of her admission and has reappeared in various subjects except for the 3rd semester. Now the Staff Council of the CSE Department has recommended her case for grant an additional one Academic year 2024-25 to complete her degree. **(Annexure-54, page-1988)**

The recommendations of the staff council were placed before the Hon'ble Vice-Chancellor who after due consideration ordered to place before Academic Council for discussion.

51. To consider and approve the minor changes/rectification in the scheme and syllabus of Pre-Ph.D. in Political Science.

Statement of the case:-

The PG Board of Studies, Department of Political Science in its meeting held on 29.01.2025 and Faculty of on 10.02.2025 **(Annexure-55, page-1989-1991)** approved some minor changes in the Scheme and Syllabus of Pre-Ph.D. in Political Science **(Annexure-56, page-1992-2002).**

Sr. No.	Name of the Subject	Existing	Proposed
1	Change in Course Code paper Research and Publication ethics	DPS-3311	CPERPE-2023
2	Change the marks in internal assessment in	10	16

	the paper Research Methodology marks		

The Hon'ble Vice-Chancellor after considering the matter ordered to refer the same to the Academic Council for consideration and approval.

52. **To consider and approve the scheme and syllabus of B.A. Political Science 4 year multidisciplinary programme w.e.f. 2024-25.**

Statement of the case:-

The Departmental Staff Council and UGBOS Department of Political Science in its meeting held on 25.01.2025 and 30.01.2025 respectively approved the new syllabus and scheme of examination for 3rd to 6th semester according to NEP-2020 of B.A. Political Science 4 year multidisciplinary programme w.e.f. 2024-25. **(Annexure-57, page-2003-2047)** Further, the recommendations of the UGBOS has also been approved by the Faculty of Social Sciences in its meeting held on 10/02/2025 **(Annexure-58, page-2048-2052)**. The said syllabus and scheme of examination is placed at (annexure-page)

The Hon'ble Vice-Chancellor after considering the matter ordered to refer the same to the Academic Council for consideration and approval.

53. **To consider the case of Registration of the following students in Ph.D. in Deptt. of English (FAL).**

A proposal for placing the agenda of the following students has been received from the Chairperson, Department of English (FAL).These students have successfully completed their Pre-Ph.D. Course Work. Their case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS) & faculty (through circulation). The minutes of the meeting of DRC, PGBOS & faculty are enclosed at **(Annexure-, page-)** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the Academic Council for approval of the registration. The details of the candidates alongwith the topic and names of the Supervisor is as follows:

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	Neha	Contemporary Feminist Responses to Patriarchal Structures: A Study of Select	Dr Ashok Verma	22/01/25

		Indian Women Authors		
2	**Garima Sihan**	**Female Agency in Myth and History: A Study of Lilith, Hypatia,Yohllk'nal and Amrapali in Select Literary Texts**	**Dr. Shalini**	22/01/25
3	**Anish**	**Performing the 'New Tragic': A Study of Select Plays of Jon Fosse and Lars Noren**	**Dr. Ajeet Singh**	22/01/25
4	**Nikita**	**Hybridized Futures: A Cognitive Stylistic Study of Select Science Fiction**	**Dr. Amrita**	22/01/25
5	**Niketa Malik**	**Cultural Reflections in the Select Folk Songs of Haryana and Himachal Pradesh**	**Dr. Geeta Phogat**	22/01/25
6	**Sonam**	**From Ecosophy to Deep Ecology: A Study of Select Travel Writings by Bill Bryson, Bill Aitken and Avay Shukla**	**Dr. Ashok Verma**	22/01/25
7	**Harshita**	**Performing Voices: A Study of Selected Plays of Annie Zaidi, Poile Sengupta, Anju Makhija And Manjula Padmanabhan**	**Dr. Ajeet Singh**	22/01/25
8	**Prachi Kadian**	**Praxis of Negotiating the Maternal: A Study of Select Indian Writers**	**Dr. Amrita**	22/01/25
9	**Priyasha Bansal**	**Interfacing Cognition and Second Language Acquisition through Native Literature: Paradigms of ELT**	**Dr. Ravi Bhushan**	22/01/25
10	**Jyoti**	**An Aesthetic Appraisal of Select Poetry of Toru Dutt and John Keats**	**Dr. Ravi Bhushan**	22/01/25

The case of the above candidates was submitted to the Hon'ble Vice-Chancellor who after due consideration has desired to place the same before the Academic Council for approval.

54. Any other item.

for Registrar 22/2/25

TABLE AGENDA FOR THE 29th MEETING OF THE ACADEMIC COUNCIL SCHEDULED TO BE HELD ON 28/02/2025 AT 11:00 A.M. THROUGH BLENDED MODE (OFFLINE AND ONLINE), IN CONFERENCE HALL, ADMINISTRATIVE BLOCK, BPS MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT), HARYANA.

54. **To consider the case of Registration of students in Ph.D in Deptt. of Law.**

A proposal for placing the agenda of the following students has been received from the Chairperson, Department Law. These students have successfully completed their Pre-Ph.D. Course Work. Their case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS). The minutes of the meeting of DRC, PGBOS are enclosed at **(Annexure-60, pag-2062-2067)** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the Academic Council for approval of the registration. The details of the candidates is as follow:-

S. N.	Name of the Candidate	Title	Name of the Supervisor	Name of Co-Supervisor	Date of meeting of PGBOS
1	Ms. Tanvi – Raj Singh Dahiya (2023-24) (PRN No. 202304110004 1676)	Third Party Funding in International Commercial Arbitration: A Comparative Analysis with Special Focus on India	Dr. Alka Bharati Assistant professor in Law		27-11-24
2	Ms. Shagun Malik – Ajay Singh (2023-24) (PRN No.202304110 0041661)	Impact of E-Waste Management on Climate Change in India: Issues and Challenges	Dr. Alka Bharati Assistant professor in Law	--------	27-11-24
3	Ms. Kajal – Surat Singh (2023-24)(PRN No. 201504110000 2561)	Female Workforce Participation in Unorganized Sector in Haryana: An Empirical Study	Dr. Ashok Kumar Assistant Professor in Law	Dr. Ashish Kumar Assistant professor in Sociology	27-11-24
4	Ms. Deepti – Muni Ram (2023-24) (PRN No. 201604110000 0501)	Balancing Free Speech and Accountability: The Role of Social Media Regulation	Dr. Anil Balhera Assistant Professor in Law		27-11-24
5	Ms. Pooja – Surender Singh (2023-24) (PRN No. 201704110000 6456)	Expanding Horizons of Right to Termination of Pregnancy in India: A Critical Study	Dr. Rajesh Hooda Assistant professor in Law		27-11-24

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6	Ms. Muskan – Anil Kumar (2023-24) (PRN No. 202304110004 1653)	Election Commission and Electoral governance in India: A Critical Study	DR. Kritika Assistant Professor in Law		27-11-24
7	Ms. Deepanshu – Dalip Dass (2023-24) (PRN No. 202304110004 1692)	Cyber Security and Data Protection Laws in Corporate Sector: Issues and challenges	Dr. Ashok Kumar Assistant Professor in Law		27-11-24
8	Ms. Monika Yadav –Krishan Kumar Yadav (2023-24) (PRN No. 202304110004 1703)	Position of Domestic Workers: An Empirical Study in the State of Haryana	Dr. Ashok Kumar Assistant Professor in Law	Dr. Ashish Kumar Assistant professor in Sociology	27-11-24
9	Ms. Harsita – Laters Tiwari (2023-24) (PRN No. 202304100041 684)	A Critical Analysis of Laws Relating to Dowry in India	Dr Kritika Assistant Professor in Law		27-11-24
10	Ms. Anjani Devi – Bijender (2022-23) (PRN No 202204100042 044)	Cyber Security and Laws in the Digital Age: An Analytical Study of the digital India Programe.	Dr. Anand Kumar Assistant Professor in Law	Dr. Rajender Kumar Assistant Professor in ECE	27-11-24

The case of the above candidates was submitted to the Hon'ble Vice-Chancellor who after due consideration has desired to place the same before the Academic Council for approval.

55. To consider the registration of Students in Ph.D of Education.

The students mentioned in the below list have successfully completed their Pre-Ph.D. Course Work in Department of Education. Their case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS) and Faculty of Education in its meeting held on 20.09.2024, 18.11.2024 & 21.01.2025 respectively. The minutes of the DRC, PGBOS & Faculty are enclosed at **(Annexure-61, page-2068-2086)** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the Academic Council for approval of the registration.

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The details of the candidates along with their topic and name of the Supervisor(s) are as under:

SR. NO.	NAME OF THE CANDIDATE	TITLE	NAME OF THE SUPERVISOR	DATE OF MEETING OF PGBOS
1	REENA KUMARI D/O CHAND RAM **(2019041100001554)**	भगत फूल सिंह जी का महिला शिक्षा के क्षेत्र में योगदान और वर्तमान समय में इसकी उपयोगिता	DR. ANU BALHARA	19/11/2024
2	SUMAN D/O RANBIR SINGH **(2022041100041942)**	STUDENTS' AGGRESSIVE BEHAVIOUR IN RELATION TO THEIR LONELINESS, CYBERBULLYING PERPETRATION AND PARENTAL PHUBBING	DR. SARLA	19/11/2024
3	MANJU D/O SH. DHANPAT SINGH **(2015041100010026)**	DYNAMICS OF SOCIAL SUPPORT, CULTURAL VALUES, AND COGNITIVE FACTORS IN SHAPING MINDSET AND SCHOOL MOTIVATION AMONG ADOLESCENTS: AN EXPLORATORY STUDY	DR. POONAM	19/11/2024
4	JYOTI D/O SH. CHANDER BHAN **(2022041100043094)**	ACADEMIC BUOYANCY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC STRESS, COGNITIVE LOAD AND SOCIAL MEDIA UTILISATION	DR. PRIYA	19/11/2024

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5	EAKTA D/O SATYA PAL **(2022041100043 113)**	IMPACT OF DOMESTIC CHILD ABUSE ON ADOLESCENCES' ACADEMIC PERFORMANCE, MENTAL HEALTH, EMOTIONAL WELL BEING AND SOCIAL INTERACTION	DR. ANU BALHARA	19/11/2024
6	SWATI D/O PREM KUMAR KALSEN **(2022041100043 121)**	EVALUATING THE EFFECT OF TEACHER EMPATHY ON ACADEMIC ENGAGEMENT, STUDENT- TEACHER RELATIONSHIPS AND BEHAVIOURAL ISSUES OF HIGH SCHOOL STUDENTS IN HARYANA	DR. SARLA	19/11/2024
7	SEEMA KUMARI D/O PARDEEP KUMAR **(2022041100043 136)**	IMPACT OF EXPERIENTIAL LEARNING ON CONCEPT ATTAINMENT IN MATHEMATICS, CRITICAL THINKING AND MATHEMATICS ANXIETY OF 8TH GRADE STUDENTS	DR. MONIKA	19/11/2024

The case of the above candidates was put to the Vice Chancellor who after due consideration ordered to place the same before the Academic Council for approval.

56. To consider the Registration of students in Ph.D. in Deptt. of Political Science.

The students mentioned in the below list have successfully completed their Pre-Ph.D. Course Work in Deptt. of Political Science. Their case has been duly approved by the Departmental Research Committee, Post-Graduate Board of Studies (PGBOS) and Deptt. Staff Council and Faculty. The minutes of the DRC, PGBOS & Faculty are enclosed at (**Annexure-62, page 2187-2090** As per Ph.D. Ordinance of BPSMV Khanpur Kalan, the case is to be placed before the

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Academic Council for approval of the registration. The details of the candidate alongwith the topic and name of the Supervisor is as follows:

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1.	Kranti (PRN No. 2023041100041974)	The impact of India- China Confrontation on BRICS : An Explorative Study (2009-2024)	Dr. Rampal	29/01/2025
2	Priya (PRN No. 2023041100041966)	हरियाणा पंचायती राज व्यवस्था में महिला नेतृत्व : सोनीपत जिले का एक अध्ययन	Dr. Rampal	29/01/2025

The case of the above candidates was put up to the Hon'ble Vice-Chancellor who after due consideration ordered to place the same before the Academic Council for approval please

7. To consider and approve the requests of the following Ph.D Scholar in the Department of Education to change their Supervisor(s):-

SR. NO.	NAME OF THE CANDIDATE	TITLE	NAME OF THE EXISTING SUPERVISOR	NAME OF THE PROPOSED SUPERVISOR	DATE OF MEETING OF PGBOS
1	DEEPMALA D/O SH. DALIP KUMAR (202204110 0041981)	TECHNOLOGICAL INTEGRATION, PEDAGOGICAL REFORMS, AND INSTITUTIONAL TRANSFORMATIONS OF HIGHER EDUCATION IN INDIA: A STUDY OF EFFECTIVENESS OF	Dr. Monika	DR. SUSHIL KUMAR	19/11/2024

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		NEP 2020			
2	RINKU RANI D/O SH PARTAP SINGH (202204110 0041973)	EFFECT OF FINANCIAL LITERACY INTERVENTION PROGRAM ON FINANCIAL WELLNESS, COGNITIVE DEVELOPMENT AND CAREER ASPIRATIONS AMONG SECONDARY SCHOOL STUDENTS- AN EVALUATIVE STUDY	Dr. Suman Dalal	DR. SUSHIL KUMAR	19/11/2024
3.	SWATI TYAGI D/O SH. B.P. TYAGI (202204110 0041965)	AN EXPERIMENTAL STUDY ON THE EFFECTIVENESS OF A MOOC- BASED BLENDED LEARNING MODEL FOR ENHANCING ADAPTIVE TECHNO-PEDAGOGICAL SKILLS IN B.ED. SCIENCE STUDENTS	Dr. Priya	DR. SUSHIL KUMAR	19/11/2024

The above Ph.D scholars have requested to change their requests have also been recommended by the existing supervisor as well as Dr. Sushil Kumar **(Annexure-63, page2093-)**. Accordingly, the case was put in DRC, PGBOS & Faculty of Education in its meeting held on 20.09.2024, 18.11.2024 & 21.01.2025 respectively. The minutes of the DRC, PGBOS & Faculty are enclosed at **Annexure-63, page-2093-2110)**

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The case was put to the Vice Chancellor who after due consideration ordered to place the same before the Academic Council for consideration and approval.

58. **To consider and approve the request of the Ph.D Students of Dept. of Law for the appointment of Co-Supervisor.**

The requests have been received from the following Ph.D students for the appointment of the Co-Supervisor **(Annexure-64, page-2111-2125):**

Sr. No.	Name of the Candidate along with registration No.	Title of Research Work	Name of the Supervisor	Name of the proposed co-supervisor	Registration approved by the Academic Council
1	Ms. Uma bearing registration no 202004100041062	"Right to education in India : An analysis"	Dr. Anand Kumar, Assistant Professor in Law	Dr. Sudipta Sil, Faculty Foreign language	Resolution No. 25 of its 24th meeting held on 09/06/2022
2	Ms. Reena bearing registration no 2020041100040952	"The Psychopathic and psychological Crimes with Special Reference to Defense of Insanity: A socio-legal study"	Dr. Anand Kumar, Assistant professor of law	Dr. Piyush Chaudhary, Assistant professor at the MSM Institute of Ayurveda	Resolution No. 25 of its 24th meeting held on 09/06/2022
3	Ms. Samriti bearing registration no. 2017041100005712	"Custodial Violence vis-à-vis Subversion of Human Rights in contemporary India : A Socio Legal Study of National capital Region."	Dr. Pawan Kumar, Assistant professor in Law	Dr. Ashish Kumar, Assistant Professor in Sociology	Resolution No. 16 of its 24th meeting held on 09/06/2022

Accordingly, the request of the Ph.D students was placed before the statutory bodies of the Department as per Clause 5.3 Ph.D Ordinance. The minutes are placed at annuexure-- .

The case was put before the Vice Chancellor who after due consideration has ordered to refer the matter to the Academic Council for consideration and approval.

59. Any other item.

Registrar 28/8/22

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Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

MINUTES OF THE 29th MEETING OF THE ACADEMIC COUNCIL HELD ON 28/02/2025 AT 11:00 A.M. IN THE CONFERENCE HALL, ADMINISTRATIVE BLOCK, BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA, KHANPUR KALAN, THROUGH BLENDED MODE.

Members Present:

1.	Prof. Sudesh Vice-Chancellor	Chairperson
2.	Prof. SanketVij Dean Academic Affairs	Ex-Officio Members Attended offline
3.	Prof. Shweta Singh, Dean - Faculty of Commerce and Management	-do-
4.	Prof. Neelam Jain, Dean -Faculty of Pharmaceutical Sciences	-do-
5.	Prof. Vijay Nehra, Dean -Faculty of Engineering & Technology	-do-
6.	Prof. Ravi Bhushan, Dean - Faculty of Social Sciences	-do-
7.	Prof. Ashok Verma, Dean - Faculty of Arts & Languages,	-do-
8.	Dr. Suman Dalal Dean - Faculty of Physical Education.	-do-
9.	Dr. Sunil Kumar Dean - Faculty of Sciences	-do-
10.	Dr. Bhupinder Singh Chairperson - Department of Chemistry	-do-
11.	Prof. Jagdeep Singla, Chairperson - Department of Commerce	-do-
12.	Dr. Krishan Kumar Chairperson - Department of Management Studies	-do-
13.	Dr. Manju Panwar Chairperson - Department of Social Work	-do-
14.	Dr. Asha, Chairperson -Department of Physics	-do-
15.	Dr. Priyanka, Chairperson - Department of ECE	-do-
16.	Mrs. Sonal Chairperson - Department of CSE&IT	-do-
17.	Dr. Rampal Chairperson - Department of Political Science	-do-
18.	Dr. Pankaj Mishra Chairperson - Departmentof Hotel Management	-do-

19.	Dr. Varuna Chairperson - Department of Psychology	-do-
20.	Dr. Shrilekha Chairperson - Department of Sanskrit	-do-
21.	Dr. Ajit Chairperson - Department of English	-do-
22.	Dr. Sandeep Dahiya Controller of Examinations	-do-
23.	Prof. Amrita Dean – Colleges	-do-
24.	Prof. Shalini Department of English	Other Members
25.	Prof. Priya Dhingra, Department of Education	-do-
26.	Dr. Veena Agarwal Associate Professor, Faculty of Ayurvedic Medicines	-do-
27.	Dr. Anshu Bhardwaj Associate Professor, Faculty of Commerce & Management	-do-
28.	Dr. Sudipta Sil Associate Professor, Faculty of Arts & Languages	-do-
29.	Dr. Anju Rani Associate Professor, Faculty of Social Sciences	-do-
30.	Dr. Poonam Associate Professor, Faculty of Education	-do-
31.	Dr. Sunita Rani Associate Professor, Faculty of Engg. & Technology	-do-
32.	Prof. Suman Singh Department of Biochemistry, Kurukshetra University, Kurukshetra	Attended online
33.	Prof. Poonam Silotia Department of Physics & Astrophysics, University of Delhi, Delhi.	-do-
34.	Prof. Kusum Lata Principal, Sri Aurobindo College (Evening) University of Delhi, Delhi.	-do-
35.	Dr. MuditaVerma Govt. P.G. College, Hisar.	-do-
36.	Dr. Mathachan K.J. In-charge - Department of Foreign Languages	Special invitee Attended offline
37.	Dr. Seema Dahiya In-charge - Department of Laws	-do-
38.	Mr. Ashish Hooda In-charge - Department of Fashion Technology	-do-

39.	Dr. Archna Malik In-charge - Department of History &Archaeology	-do-
40.	Prof. Shivalik Yadav Registrar, BPSMV	Member Secretary

At the outset, the Vice-Chancellor welcomed all the members to the 29th meeting of the Academic Council. She informed that Dr. Shivalik Yadav has assumed the charge of regular Registrar on 07.02.2025. The House congratulated Prof. Yadav and wished him for his successful tenure as Registrar. Further, she has apprised that the University has successfully implemented New Education Policy, 2020 at UG level and appreciated the efforts made by the Dean Academic Affairs, Coordinator, NEP and all Deans and Chairpersons for the same. The House appreciated the efforts of the Vice Chancellor and congratulated her for the same. Further, she informed that the Third Alumni Meet of the University was held on February 22, 2025, jointly organized by the Department of Commerce, the Department of Hotel Management, and the Department of Management Studies, with approximately 300 alumni in attendance. The Vice Chancellor congratulated the Controller of Examinations and his team for timely declaration of the results. After the exchange of pleasantries, the formal agenda items with the permission of the Chairperson were taken up by the Registrar cum member Secretary of Academic Council.

1. Confirmation of the Minutes of the 28th meeting of Academic Council held on 14/06/2024.

RESOLVED THAT THE MINUTES OF THE 27th MEETING OF THE ACADEMIC COUNCIL HELD ON 14.6.2024 BE CONFIRMED.

2. Follow up Action Report.

RESOLVED THAT THE FOLLOW UP ACTION TAKEN ON THE DECISIONS OF THE ACADEMIC COUNCIL MEETING HELD ON 14.6.2024 BE NOTED.

3. To ratify the action taken by the Vice-Chancellor in approving the Scheme of Examination and Syllabus subject of Sociology, Psychology and Public Administration as per NEP-2020 being taught in the Affiliated Colleges in anticipation of the approval of the Academic Council.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

Action By – Academic Branch

4. To note the action taken by the Vice-Chancellor in anticipation of approval of Academic Council regarding granting relaxation in promotion policy for students of various courses studying in University for the Academic Session 2024-25.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

Action By – Academic Branch

5. To ratify the action taken by the Vice-Chancellor in approving the Ordinance, Scheme of Examination and Syllabus of PGDCA Programme being taught in Govt. College for women, Murthal Affiliated College of BPSMV, Khanpur Kalan in anticipation of the approval of the Academic Council w.e.f. 2024-25.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED AND THE HOUSE FURTHER AUTHORIZED THE VICE-CHANCELLOR TO APPROVE NECESSARY MINOR AMENDMENTS TO BE MADE BY THE CHAIRPERSON OF THE CONCERNED PGBOS, UPON VERIFICATION BY THE DEAN OF ACADEMIC AFFAIRS.

Action By – Academic Branch

6. To ratify the action taken by the Vice-Chancellor in approving the Ordinance, Scheme of Examination and Syllabus of LLM programme 1st to 4th semester as per the regulations of UGC on Credit allocation. As well as scheme of examinations and syllabus of Ph.D (Law) with effect from 2024-25 in anticipation of the approval of the Academic Council.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED AND THE HOUSE FURTHER AUTHORIZED THE VICE-CHANCELLOR TO APPROVE NECESSARY MINOR AMENDMENTS TO BE MADE BY THE CHAIRPERSON OF THE CONCERNED PG BOS, UPON VERIFICATION BY THE DEAN OF ACADEMIC AFFAIRS.

Action By – Academic Branch

7. To ratify the action taken by the Vice-Chancellor in approving the revised Ordinance of M.Ed. Programme and revised Scheme of Examination and Syllabus of B.Ed., M.Ed. and M.A. Education programmes with effect from Academic Session 2024-25 onwards in anticipation of the approval of the Academic Council.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

Action By – Academic Branch

8. To consider the proposal for making amendment under the Clause 19(1) (v) of the Statute of BPSMV Act, 31 of 2006 regarding inclusion of Two Principals of Women Colleges/Institute admitted to the privileges of the University on the basis of seniority by rotation in the Constitution of the Faculty.

Statute 19(1) (v)	
Existing	**Proposed**
Two Principals of Women colleges/Institutes admitted to the privileges of the University on the basis of seniority by rotation.	Two Principals of **affiliated and constituent Women Colleges/Institutes** admitted to the privileges of the University on the basis of seniority by rotation provided that the similar Programmes are being run in the concerned **affiliated and constituent Women Colleges/Institutes.**

RESOLVED THAT THE RECOMMENDATIONS OF THE COMMITTEE BE APPROVED. FURTHER RESOLVED THAT THE SAME BE REFERRED TO THE UPCOMING MEETING OF EXECUTIVE COUNCIL IN LIGHT OF CLAUSE 23 (3) OF UNIVERSITY ACT .

Action By – Academic Branch

9. To ratify the action taken by the Vice-Chancellor in approving the revised Scheme of Examination and Syllabus of BA/BBA LLB Programme 1st to 10th semester as per regulations of Bar Council of India after including three new criminal Laws namely (i) Bhartiya Nyaya Sanhita (ii) Bhartiya Nagrik Suraksha Sanhita (iii) Bhartiya SakshyaAdhiniyam in anticipation of the approval of the Academic Council.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED AND THE HOUSE FURTHER AUTHORIZED THE VICE-CHANCELLOR TO APPROVE NECESSARY MINOR AMENDMENTS MADE BY THE CHAIRPERSON OF THE CONCERNED PGBOS, UPON VERIFICATION BY THE DEAN OF ACADEMIC AFFAIRS.

Action By – Academic Branch

10. To ratify the action taken by the Vice-Chancellor regarding implementation of guidelines of National Higher Education Qualifications Framework (NHEQF) issued by the UGC.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

Action By – Academic Branch

11. To ratify the action taken by the Vice-Chancellor regarding updation in the Common Ordinance for 4 Year Under Graduate Programmes: Certificate, Diploma, 3 Year Degree, 4 Year Degree (Honours/Honours with Research) semester system under Learning Outcome Based Curriculum Framework-Choice Based Credit System (LOCF-CBCS) to be implemented from Academic Session 2024-25 in light of guidelines of National Higher Education Qualifications Framework (NHEQF) issued by the UGC on 20th April 2023 under clause no. 3,3.6,14.10.2,14.10.3 and 14.10.4.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED AND FURTHER, REFERRED TO THE EXECUTIVE COUNCIL FOR APPROVAL.

Action By – Academic Branch

12. To ratify the action taken by the Vice-Chancellor to award the Ph. D. Degrees to the students in the subjects as mentioned against their names in anticipation of the approval of the academic council.

Sr. No.	Research Scholar	Name of the Supervisor(s)	Name of the Department	Registration No.	Title of the Thesis	Date of the URC
1.	Ms. Pooja D/o Sh. Krishan Lal	Dr. Rajesh Hooda	Department of Laws	2018041100005206	"Realities of Laws Related to Wife's Right to Maintenance: Implementation and Challenges"	26.07.2024
2.	Ms. Vandna D/o Sh. Dinesh Munjal	Dr. Kapil Kumar	Department of Management Studies	2018041100030491	"Customer Value Management Practices of Online Food Delivering Platforms"	26.07.2024
3.	Ms. Sunny Arora D/o Sh. Parkash Chander	Dr. Anshu Bhardwaj	Department of Management Studies	2017041100022954	"Impact of Learning Orientation on Innovation Practices and Performance: A Study of Select Firms"	26.07.2024

4.	Ms. Kamlesh D/o Sh. Raj Kumar	Dr. Ashok Kumar	Department of Laws	2018041100040462	"Conflicts in Judicial System in India: An Analysis"	21.08.2024
5.	Ms. Komal Sehrawat D/o Sh. V. S. Sehrawat	Dr. Krishan Kumar	Department of Management Studies	2018041100030467	"Governance Structure of Entrepreneurial Ecosystem (E.E.) and Digital Ecosystem (D.E.) for Grampreneursin India"	21.08.2024

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE COE.

Action by- Examination Branch

13. To ratify the action taken by the vice chancellor to award the Ph. D. Degrees to the students in the subjects as mentioned against their names in anticipation of the approval of the academic council.

Sr. No.	Research Scholar	Name of the Supervisor (s)	Name of the Department	Registration No.	Title of the Thesis	Date of the URC
1.	Ms. Sonal D/o Sh. Ashwani Kumar	Dr. Nutan	BPS IHL (Food & Nutrition)	201604110002228 4	**"Evaluation of the Nutritional Potential of Digeramuricata (Kondhra) leaves, development of value added food products and their impact assessment on the iron status of adolescent girls".**	05/11/2024

2.	Ms. Reena Kumari D/o Sh. Virender Singh	Dr. Bhavna Sharma	Department of Commerce	20180411 0001033 5	**"Potential of Indigenous Knowledge towards Attainment of Sustainable Development Goals: A Study of Haryana"**	06/12/2024
3.	Ms. Shikha Sharma D/o Sh. Sanjay Kumar	Dr. Geeta Phogat	Department of English	20200411 0004099 1	**"Trauma of Exile in Select Kashmiri Memoirs (*From Home to House, Our Moon Has Blood Clots and A Long Dream of Home*)"**	20/12/2024
4.	Ms. Indu Sharma D/o Sh. Dalip Kumar	Dr. Priya Dhingra	Department of Education	20190411 0004061 7	**"Goal Orientation and Metacognition among Secondary School Students in Relation to Their Defensive Pessimism and Self-Handicapping"**	20/12/2024
5.	Ms. Bindia Rani D/o Sh. Suraj Parkash	Dr. Sarla Rani	Department of Education	20190411 0004062 5	**"Mathematical Achievement of Secondary School Students in Relation to Their Psychological Capital, Mathematical Anxiety and Peer Pressure"**	20/12/2024

6.	Ms. Preeti D/o Sh. Dilbag Singh,	Dr. Manju Panwar	Deptt. Of Social Work	20200411 0004087 1	**"A Study of Bride Buying (Molki) in Haryana".**	16/01/2025

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE COE.

Action by- Examination Branch

14. To note the action taken by the vice chancellor to award the Ph. D degree to the student in the subject as mentioned against her name in anticipation of the approval of the academic council.

Sr. No.	Research Scholar	Name of the Supervisor (s)	Name of the Department	Registration No.	Title of the Thesis	Date of Meeting of URC
1.	Ms. Ekta D/o Sh. Beer Singh	Prof. Ajit Singh	Computer Science Engineering & Information Technology	20160411 0002232 6	"Design & Analysis of Hybrid Technique for information Security Based on Visual Cryptography & Steganography "	14.06.2024

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE COE.

Action by- Examination Branch

15. To note the action taken by the vice chancellor to award the Ph. D degree to the student in the subject as mentioned against her name in anticipation of the approval of the academic council.

Sr. No.	Research Scholar	Name of the Supervisor(s)	Name of the Department	Registration No.	Title of the Thesis	Date of Meeting of URC
1.	Ms. Varuni Sharma D/o Sh. Vinod Kumar Sharma	Dr. Krishan Kumar (Supervisor) & Dr. Bhupinder Singh (Co-Supervisor)	Management Studies	201704110 0022931	"Value Chain Analysis of Organic Food Sector in India"	14.06.2024

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE COE.

Action by- Examination Branch

16. To note the action taken by the vice chancellor to award the Ph. D degree to the student in the subject as mentioned against her name in anticipation of the approval of the academic council.

Sr. No.	Research Scholar	Name of the Supervisor (s)	Name of the Department	Registration No.	Title of the Thesis	Date of Meeting of URC
1.	Ms. Anjana D/o Sh. Nafe Singh	Prof. Ajit Singh	Computer Science Engineering & Information Technology	20160411 0002233 4	"Design & Analysis of Effective Techniques for Information Security in Cloud Computing"	14.06.2024

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE COE.

Action by- Examination Branch

17. To note the action taken by the Vice Chancellor to award the Ph. D degree to the student in the subject as mentioned against her name in anticipation of the approval of the Academic Council.

Sr. No.	Research Scholar	Name of the Supervisor (s)	Name of the Department	Registration No.	Title of the Thesis	Date of Meeting of URC
1.	Ms. Savita Lathwal D/o Sh. Bhoop Singh	Dr. Krishan Kumar	Management Studies	20190411 0004055 2	"Impact of Basel III Norms on Indian Public Sector Banks with reference to Financial Performance, Capital Adequacy and Risk Perception"	03.07.2024

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE COE.

Action by- Examination Branch

18. To note the action taken by the vice chancellor to award the Ph. D degree to the student in the subject as mentioned against her name in anticipation of the approval of the academic council.

Sr. No.	Research Scholar	Name of the Supervisor(s)	Name of the Department	Registration No.	Title of the Thesis	Date of Meeting of URC
1.	Ms. Seema D/o Sh. Balwan Singh	Dr. Suman Dalal	Education	20160411 0002160 5	"Effect of Yoga Intervention Programme on Metacognition, Emotional Maturity and	05.07.2024

					Academic Achievement of Secondary School Students"	

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE COE.

Action by- Examination Branch

19. To ratify the action taken by the Vice-Chancellor in anticipation of the approval of the Academic Council, to adopt the UGC guidelines on pursuing two academic programmes simultaneously.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

Action By – Academic Branch

20. To ratify the action taken by the Vice-Chancellor Under Section 11 (6) of BPSMV, Act 2006 for increase of 10% Seats of total intake (60 Seats) i.e (06 Seats) in B.Com (Hons. and Hons. with Research) for the Academic Session 2024-25 only.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

Action By – Academic Branch

21. To consider the case for Registration of students in Ph.D. in Deptt. of Commerce.

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1.	Ms. Nancy D/o Sh. Bijender Kumar 2022041100042141	**Adoption of Self-Service Technologies among Quick Service Restaurants Customers**	Dr. Bhavna Sharma	26.07.2024

2.	Ms. Lakshaya D/o Sh. Sunil Kumar 2022041100042125	**Enrolment Trend, Satisfaction and Revisit Intention of International Students in Universities of Delhi-NCR for Higher Studies**	Dr. Bhavna Sharma	26.07.2024
3.	Ms. Meenakshi Yadav D/o Sh. Ajit Singh 2022041100042117	**Navigating the Road to Sustainable Development: Startups' Engagement and Challenges in Haryana**	Dr. Seema Malik	26.07.2024
4.	Ms. Kajal D/o Sh. Ramesh Jain 2019041100014195	**Upcycled and Second-hand Apparel: An Empirical Study of Awareness and Purchase Intention among Customers in Haryana**	Dr. Ishani Patharia	26.07.2024

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

22. To consider the case of Registration of students in Ph.D. in Deptt. of Social Work.

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1.	Ms. Arti D/o Sh. Anil Kumar 2019041100008836	Utilization of Social Security Schemes by Women Workers in the Agriculture Sector in Haryana	Dr. Gian Chand	18.07.2024

2.	KM Deepa D/o Sh. Yogendra Singh 2022041100042052	Entrepreneurship in Dairy Farming by the Women of Marginalized Sections in Haryana	Dr. Gian Chand	18.07.2024
3.	Ms. Kritika Singh Bawaniwal D/o Sh. Balwan Singh Bawaniwal 2022041100042067	Exploring the Spiritual Dimension in Social Work Education and Practice in India	Dr. Deepali Mathur	18.07.2024

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

23. To consider the case if Registration of student in Ph.D. in Deptt. of Economics.

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1.	Ms. Manisha D/o Sh. Satish Kumar 2022041100042075	Intention to Use Solar Rooftops for Cooking: A Study of Rural Households in Haryana	Dr. Anju Rani	24.09.2024

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

24. To consider & approve the new Gazette notification of PG course in Ayurveda published by NCISM on dated 04.10.2024.

RESOLVED THAT THE NEW GAZETTE NOTIFICATION OF PG COURSE IN AYURVEDA PUBLISHED BY NCISM BE APPROVED. FURTHER, THE SAME MAY BE REFERRED TO THE UPCOMING MEETING OF THE EXECUTIVE COUNCIL.

Action by- Academic Branch

25. To consider the case of Registration of the following students in Ph.D. in Deptt. of Commerce.

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	Ms Seema Rani D/o Sh. Mahabir Singh 2022041100042091	Antecedents and Consequences of Technology Assisted Mindfulness Meditation	Dr. Bhawna Sharma	05/12/24
2	Ms Aarti Bhoker D/o Sh. Karambir Bhoker 2022041100042133	Empowering Sustainable Choices: Harnessing Emotional Intelligence for Informed Consumption	Dr. Bhawna Sharma	05/12/24
3	Ms Ashu D/o Sh. Jagbir Singh 2022041100042102	An Empirical Study of Customer Behaviour: Exploring Awareness and Purchase Intention of Wearable Payment Devices	Dr. Seema Malik	05/12/24

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

26. To consider the case of Registration of the following students in Ph.D. in Deptt. of Electronics and Communication Engineering.

Sr. No.	Name of the Candidate	Title	Name of the Supervisor/Co-supervisor	Date of meeting of PGBOS
1	Ms. Anupriya D/o Sr. Surender Kumar 2014041100013855	Design, Analysis and Performance Evaluation of Low Power, Energy Efficient Multi-Valued Logic Circuits	Dr. Rajender Kumar /Co-supervisor Dr. Vikram Singh Associate Professor , So ECE at SMVD, University, Katra	15/01/25
2	Ms. Nidhi D/o Satyapal 2023041100041935)	Performance Analysis of Optical Millimeter Wave Generation Scheme for Future Communication Network	Dr. Sandeep Dahiya	15/01/25
3	Ms. Rekha D/o Dharmpal 2023041100041943	Intelligent Modeling and Design of Hybrid Renewable Energy System Ensuring Sustainable Green Energy Solution	Dr. Priyanka /Co-supervisor Dr. Krishan Kumar, Associate Professor, Department of ECE, BPSMV, Khanpur Kalan.	15/01/25

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

27. To consider the case of Registration of Ms. Ritu to Ph.D. programme in Deptt. of Hotel Management.

Sr. No.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	Ms. Ritu D/o Sh. Ramesh	Factors Affecting Customer's Impulse	Dr. Pankaj Mishra	7.10.2024

	20180411000005493	Buying Behaviour towards Food and Beverage Products in the Hospitality Industry		

RESOLVED THAT THE ABOVE CASE FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

28. To consider the case of Registration of the following students in Ph.D. in Deptt. of Physics.

Sr. No.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	Ms Madhu Rani D/o Sh. Devender Kumar 20230411000418 85	"Microstructural, Thermal, Electrical Characterization and Application of Polyaniline and its Composites"	Dr. Asha, Associate Professor Department of Physics Co-supervisor Dr. Sheela Devi, Associate Professor Department of Physics	14/01/25
2	Ms Sanju D/o Sh. Ajmer 20230411000419 04	"Impact of Composite formation on Structural, Thermal, Electrical Characterization and Application of Conducting Polymer"	Dr. Asha, Associate Professor, Physics Co-supervisor Dr. Sheela Devi, Associate Professor Department of Physics	14/01/25
3	Ms Pushpal Ruhal D/o Sh. Vikas Ruhal 20230411000418 93	Dynamics of Fusion Process and Quasi-elastic Scattering Process	Dr. Suman, Associate Professor, IHL Co-supervisor Dr. Manjeet Singh, Assistant Professor, GC Alewa, Jind.	14/01/25

4	Ms Samiksha D/o Sh. Sombir Singh 20230411000418 62	. Investigations on Fusion Dynamics of Stable Nuclei in Medium Mass Regions	Dr. Suman, Associate Professor, IHL Co-supervisor Dr. Manjeet Singh, Assistant Professor, GC Alewa, Jind.	14/01/25

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

29. To consider the case of Registration of the following students in Ph.D. in Deptt. of Management Studies.

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	Ms. NikuD/o Sh. Jasbir Singh 2022041100043063	Impact of Psychological Contract on Organisational Citizenship Behaviour and Work Centrality in Higher Education Institutes in NCR	Prof. Ipshita Bansal	14/12/24
2	Ms. Sunita D/o Sh. Ramesh 2017041100000185	Impact of Microfinance on Political, Social and Economic Empowerment of Women in Rural Haryana	Prof. Shweta Singh	14/12/24
3	Ms. Rimpy D/o Sh. Shallender Kumar 2018041100006635	Transformative HRM: Role of AI in Improving Employee Experience and Work Performance	Prof. Ipshita Bansal	14/12/24
4	Ms. Prachi Nirwal D/o Sh. Gajender Singh 2018041100006964	Sustainable Business Practices as Antecedent of Firm Performance: A	Dr. Anshu Bhardwaj	14/12/24

		Study of MSMEs		
5	Ms. Himanshi D/o Sh. Surender 2018041100007372	Factors Affecting Green Gap between Purchase Intention and Purchase Decisions	Dr. Kapil Kumar	14/12/24
6	Ms. Aarti DagarD/o Sh. O. P. Dagar 2019041100008627	Role of Remote Work on Employer Branding and Employee Retention	Dr. Krishan Kumar	14/12/24
7	Ms. Sonia D/o Sh. Rishi Ram 2023041100041572	The Impact of Social Media Influencers on Shaping Online Impulse Buying Behaviour	Dr. Meenakshi Katyal	14/12/24
8	Ms. Pinki D/o Sh. Kailash 2023041100041587	Customer Perception towards Private Label Electronics Brands: A Comparative Study of Offline and Online Retail Market	Dr. Meenakshi Katyal	14/12/24
9	Ms. Ritu D/o Satbir Singh 2023041100041595	Financial Implications of Venturing into EV Segment: A Study of Indian Auto Firms and Consumers	Dr. Krishan Kumar Co-supervisor- Dr. Manju Saroha	14/12/24
10	Ms. Preety Devi D/o Sh. Jitender Singh 2023041100041606	Role of Effectuation in Shaping the Relationship Between Entrepreneurial Orientation and Performance: A Study of MSME sector	Dr. Anshu Bhardwaj	14/12/24
11	Ms. Pooja D/o Sh. Krishan 2023041100041614	Role of Green Marketing Affecting Consumer Purchase Behaviour in Apparel Industry	Prof. Ipshita Bansal	14/12/24

12	Ms. Manisha Devi D/o Sh. Surender Singh 2023041100041635	Financial Performance of Foreign Bank in India: A Study of Machine Learning Model	Dr. Krishan Kumar	14/12/24

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

30. To consider and approve the recommendations of the committee constituted regarding amendment in the rules of University Research Scholarship.

RESOLVED THAT THE RECOMMENDATIONS OF THE COMMITTEE BE APPROVED. FURTHER RESOLVED THAT PROVISION FOR THE EXPENDITURE ON THE URS BE MADE IN THE UNIVERSITY BUDGET. THE HOUSE ALSO RESOLVED TO REFER THE MATTER TO THE EXECUTIVE COUNCIL FOR APPROVAL.

Action by- R&S Branch

31. To consider and approve the outcome –Based Curriculum for MD/MS Ayurveda (Prescribed by NCISM) for the MSM Institute of Ayurveda.

RESOLVED THAT THE OUTCOME BASED CURRICULUM FOR MD/MS AYURVEDA (PRESCRIBED BY NCISM) FOR THE MSM INSTITUTE OF AYURVEDA BE APPROVED.

Action by- Principal, MSMIOA

32. To consider and approve a minor revision of the Scheme of Examination and Syllabus of Ph.D Electronics and Communication Engineering (ECE) with effect from Academic Session 2025-26.

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED.

(Action by- Academic Branch)

33. To consider and approve Syllabus of Bachelor of Computer Application Programme (Honours) Interdisciplinary 3rd semester to 8th semester under National Education Policy – 2020.

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED AND THE HOUSE FURTHER AUTHORIZED THE VICE-CHANCELLOR TO APPROVE NECESSARY MINOR AMENDMENTS MADE BY THE CHAIRPERSON OF THE CONCERNED PG BOS, UPON VERIFICATION BY THE DEAN OF ACADEMIC AFFAIRS.

(Action by- Academic Branch)

34. To consider the case of Registration of the following students in Ph.D. in BPS Institute of Higher Learning.

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	Mahima Kumari D/o Karan Singh 2018041100040535	Nutritional, Phytochemical Assesment of Giloy (*TinosporaCordifolia*) and its utilization in Value Added Food Products	Dr. Parvinder Kaur Dr. Veena	22/01/25
2	Ramni Purnima Katyal D/o Rajender Katyal 2018041100040574	Nutritional Phytochemical Analysis of Underutilized Medicinal Plants and their Utilization in Product Development	Dr. Nutan Dr. Veena	22/01/25
3	Neeru D/o Satbir 2016041100009314	Nutritional, Antioxidant and Antibacterial activity of *Acacia nilotica* bark powder and its utilization in food products.	Dr. Nutan	22/01/25
4	Aayushi D/o Raj Piyush 2022041100040312	Nutritional and antibacterial activity of *Butea monosperma*flower, leaf powder and their products.	Dr. Parvinder Kaur	22/01/25
5	Swati Malik D/o Devpal Singh 2014041100006824	Effect of selected spice extracts on stability of hydrogenated vegetable	Dr. Nutan	22/01/25

		oil.		
6	Shabnam D/o Prem Singh 2014041100007425	Nutritional and Phytochemical properties of *Mangiferaindica* kernel and its utilization in food products.	Dr. Parvinder Kaur	22/01/25
7	Kapila Bajaj D/o Tapender Bajaj 2018041100001731	Development and nutritional evaluation of ready to cook moong microgreen powder supplemented products.	Dr. Parvinder Kaur Dr. Veena	22/01/25

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

35. To consider the case of Registration of students in Ph.D. in Deptt. of CSE/IT.

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1.	Ms.Nisha D/o Kuldeep Singh 2023041100041517	Designing Deep Learning based Crime Prediction Model(s).	Dr. Vinod Kr. Saroha	03.12.24
2.	Ms. Punerva D/o Anil Kumar 2023041100041525	Design of Machine Learning based technique(s) for detection and prevention of phishing.	Prof. Ajit Singh	03.12.24
3.	Ms. Saya D/o Mahender Singh 2023041100041533	Enhancement of security using Deep Learining Model(s) for lo T Networks.	Prof. Ajit Singh	03.12.24
4.	Ms. Meenakshi Gahlawat D/o	Design of Deep Learning based Technique(s) for	Dr. Vinod kumar Kr.	03.12.24

	Parveen Gahlwat 2023041100041541	Load balancing in Cloud Envionment.	Saroha	

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

36. To consider and approve the Scheme of Examinations and Syllabus of Physics, Chemistry, Mathematics, Computer Science, Zoology, Botany and Home Science for 2nd and 3rd year for the Programme Bachelor of Physical Science, Bachelor of Life Science, Bachelor of Home Science (interdisciplinary) and Bachelor of Arts Multidisciplinary (Home Science) for the Academic Session 2025-26 in accordance with New Education Policy (NEP) 2020.

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED.

(Action by- Academic Branch)

37. To ratify the action taken by the Vice-Chancellor regarding approving the Scheme of Examination and Syllabus of Ph.D. Course work under Faculty of Commerce and Management with effect from Academic Session 2024-25 in anticipation of the approval of the Academic Council.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

(Action by- Academic Branch)

38. To ratify the action taken by the Hon'ble Vice- Chancellor regarding the approval of the Introduction of Statistics as a Minor Subject in Bachelor of Physical Science (Multidisciplinary) programme.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

(Action by- Academic Branch)

39. To ratify the action taken by the Vice-Chancellor to approve the revised Scheme of Examination and Syllabus of BBA Programme with effect from Academic Session 2024-25 in anticipation of the approval of the Academic Council.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

(Action by- Academic Branch)

40. To consider and approve the proposed amendments to the Clauses 9 (b) (v) and (vi) , 11 (II) (a) and (b), 14 (II) (IV), (a,b,c), 19 (Io (v), 30 (2) (iv) and 30 (2) (vi) and 30 (3) (iv) of the BPSMV Act, 31 of 2006 regarding the inclusion of Faculty Member from Maintained/ Constituent Colleges of the University in all the Statutory Bodies including University Court, Executive Council, Academic Council, Faculties, PGBOS and UGBOS respectively.

Statute 9(b) (v) and (vi) related to constitution of University Court	
Existing	**Proposed**
(vii) one principal to be elected from amongst themselves by the principals holding their posts in substantive capacity in colleges, other than colleges of education, included in each of the four zones to be demarcated by the vice-Chancellor; (viii) four teachers other than principals to be elected from amongst themselves by the teachers holding their posts in a substantive capacity in colleges included in each of the four zones to be demarcated by the vice-Chancellor: Provided that not more than one teacher under this sub-clause, shall belong to any one college;	(vii) one principal to be elected from amongst themselves by the principals holding their posts in substantive capacity in **affiliated and constituent Women Colleges/Institutes**, other than colleges of education, included in each of the four zones to be demarcated by the vice-Chancellor; (viii) four teachers other than principals to be elected from amongst themselves by the teachers holding their posts in a substantive capacity in **affiliated and constituent Women Colleges/Institutes** included in each of the four zones to be demarcated by the vice-Chancellor: Provided that not more than one teacher under this sub-clause, shall belong to any one college;
Statute 11 (II) (a,b) related to constitution of Executive Council	
Existing	**Proposed**
(a) two principals (other than the Deans of Faculties) of women colleges, by rotation, on the basis of seniority by age;	(a) two principals (other than the Deans of Faculties) of **affiliated and constituent Women Colleges/Institutes**, by rotation, on the basis of seniority by age; (b) one teacher (other than a principal) of a

(b) one teacher (other than a principal) of a college to be elected by the members of the Court from amongst themselves;	**affiliated and constituent Women Colleges/Institutes** to be elected by the members of the Court from amongst themselves;

Statute 14 (II) (iv) related to constitution of Academic Council	
Existing	**Proposed**
(iv) one principal and three teachers to be elected from amongst themselves by the principals and teachers respectively, holding their posts in substantive capacity in the colleges included in each of the constituencies mentioned below:- (a)Government Colleges for Women, other than the Women Colleges of Education; (b) Colleges of Education; (c) Non- Government Women Colleges, other than the Women Colleges of Education, in Each of the four zones to be demarcated by the Vice-Chancellor;	(v) one principal and three teachers to be elected from amongst themselves by the principals and teachers respectively, holding their posts in substantive capacity in the **affiliated and constituent Women Colleges/Institutes** included in each of the constituencies mentioned below:- (a)Government Colleges for Women, other than the Women Colleges of Education; (b) Colleges of Education; (c) Non- Government Women Colleges, other than the Women Colleges of Education, in Each of the four zones to be demarcated by the Vice-Chancellor

Statute 19(1) (v) related to constitution of Faculties	
Existing	**Proposed**
Two Principals of Women colleges/Institutes admitted to the privileges of the University on the basis of seniority by rotation.	Two Principals of **affiliated and constituent Women Colleges/Institutes** admitted to the privileges of the University on the basis of seniority by rotation provided that the similar Programmes are being run in the concerned Women Colleges/Institutes **and affiliated and constituent Women Colleges/Institutes** .

Statute 30(2) (iv) related to constitution of UGBOS	
Existing	**Proposed/Amended**
(iv) Six Teachers (including Principals) of under–graduate Courses from the women college in the subject concerned, to be nominated by the Vice-Chancellor, by rotation, according to seniority, to be determined by the length of under graduate teaching experience ensuring that there is not more than one such member from any one such College: Provided that no such teacher shall be nominated for two consecutive terms: Provided further that a teacher who has been nominated as a member of Faculty shall not be nominated under this sub –clause;	(iv) Six Teachers of under –graduate courses from the **affiliated and constituent Women Colleges/Institutes** in the subject concerned, to be nominated by the Vice-Chancellor, by rotation, according to seniority, to be determined by the length of under graduate teaching experience ensuring that there is not more than one such member from any one such College: Provided that no such teacher shall be nominated for two consecutive terms: Provided further that a teacher who has been nominated as a member of Faculty shall not be nominated under this sub – clause;

Statute 30(3) (iv) related to constitution of PGBOS	
Existing	**Proposed**
(iv) Two teachers including the Heads of the Post-Graduate Departments in women colleges admitted to the privileges of the University in the subject concerned with at least ten years teaching experience, out of which five years shall be as a Post-Graduate Degree teacher, to be	(iv) two teachers including the Heads of the Post-Graduate Departments in **affiliated and constituent Women Colleges/Institutes** admitted to the privileges of the University in the subject concerned with at least ten years teaching experience, out of which five years shall be as a Post-Graduate Degree teacher, to be nominated by the

nominated by the Vice-Chancellor, by rotation according to seniority to be determined by the length of Post-Graduate teaching experience: Provided that if the number of women colleges having Post-Graduate Department is more than six, then one more teacher of the subject concerned shall be nominated but not more than one such member shall be from the same college;	Vice-Chancellor, by rotation according to seniority to be determined by the length of Post-Graduate teaching experience: Provided that if the number of women colleges having Post-Graduate Department is more than six, then one more teacher of the subject concerned shall be nominated but not more than one such member shall be from the same college;

RESOLVED THAT THE ABOVE AMMENDEMENTS BE APPROVED AND THE CASE BE REFERRED TO THE EXECUTIVE COUNCIL.

(provided that the similar Programmes are being run in the concerned affiliated and constituent Women Colleges/Institutes)

(Action by- Academic Branch)

41. To ratify the action taken by the Vice-Chancellor regarding the Syllabus of SEC-(B-SEC-112) "Yoga awamVyaktitv Vikas" and to add this subject in University Pool of SEC-Courses, under National Education Policy- 2020.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

(Action by- Academic Branch)

42. To consider and approve the uniformity in MDC Course codes in the Common Pool of 4 years UG Programme in accordance with New Education Policy (NEP) 2020.

RESOLVED THAT THE ABVOE PROPOSAL BE APPROVED.

(Action by- Academic Branch)

43. To ratify the action taken by the Vice-Chancellor regarding approving the revision of Syllabus in subject of Physics for minor Course (1st and 2nd Semester) for Bachelor of Physical Science with effect from Academic Session 2024-25 in anticipation of the approval of the Academic Council.

RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

(Action by- Academic Branch)

44. To consider and approve the syllabus of SEC-01 "Basic of IT Tools" for the single Major Geography programme and to add this subject to the University Pool of SEC-Course, under National Education Policy-2020.

RESOLVED THAT THE ABVOE PROPOSAL BE APPROVED.

(Action by- Academic Branch)

45. To ratify the action taken by the Vice-Chancellor regarding the proposal to start Ph.D. programme in the Department of History and Archaeology including the Scheme of Examination and Syllabus from the Academic Session 2024-25.

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED

(Action by- Academic Branch)

46. To consider and approve the revised Scheme of Examination of B.A. Hons with Research in Economics and four year B.A. Economics (Multidisciplinary) programme alongwith the Syllabus for these Programme for B.A. Hons with Research in Economics and four year B.A. Economics (Multidisciplinary) programme 2nd and 3rd year Department of Economics as per NEP-2020 with effect from Academic Session 2024-25.

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED.

(Action by- Academic Branch)

47. To consider and approve the Ordinance, Scheme of Examinations and Syllabus of M.A. Psychology programme with effect from Academic Session 2024-25.

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED.

(Action by- Academic Branch)

48. To Discuss and approve the Common Ordinance for Common Ordinance for Postgraduate Programmes (Master Degrees and Postgraduate Diploma) based on NEP-2020 Curriculum & Credit Framework for Postgraduate Programmes (CCFPG) Learning Outcomes-based Curriculum Framework with Choice Based Credit System (LOCF-CBCS) (w.e.f. Academic Session 2025-26.

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED AND FURTHER REFERRED TO EXECUTIVE COUNCIL FOR APPROVAL.

(Action by- Academic Branch)

49. To rectify discrepancies in Common Ordinance for 4 Year Under Graduate Programmes: Certificate, Diploma, 3 Year Degree, 4 Year Degree (Honours/Honours with Research) Semester System Under Learning Outcome Based Curriculum Framework- Choice Based Credit System (LOCF-CBCS).

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED AND FURTHER REFERRED TO EXECUTIVE COUNCIL FOR APPROVAL.

(Action by- Academic Branch)

50. To consider and decide the case of Ms. Priyanshu a student of B. Tech programme CSE regarding grant of an additional one Academic Year to complete her degree.

THE HOUSE DELIBERATED ON THE MATTER IN DETAIL AND RESOLVED THAT THE CONCERNED STUDENT BE GRANTED A FINAL OPPORTUNITY UNTIL MAY 2026 TO PASS HER PAPERS AND COMPLETE HER DEGREE, CONSIDERING THE SPECIAL CIRCUMSTANCES. THIS RESOLUTION SHALL NOT BE CONSIDERED A PRECEDENT. FURTHERMORE, IT WAS RESOLVED THAT THE DEAN OF THE CONCERNED FACULTY AND THE CHAIRPERSON SHALL ASSIST AND COUNSEL THE STUDENT IN OVERCOMING THIS SITUATION.

(Action by- Dean, FET, Chairperson, CSE & IT, Academic Branch and Examination Branch)

51. To consider and approve the minor changes/rectification in the scheme and syllabus of Pre-Ph.D. in Political Science.

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED. FURTHER, RESOLVED THAT THE VICE CHANCELLOR IS AUTHORIZED TO APPROVE MINOR AMENDMENTS MADE BY THE CHAIRPERSON OF THE CONCERNED PGBOS, UPON VERIFICATION BY THE DEAN OF ACADEMIC AFFAIRS.

(Action by- Academic Branch)

52. To consider and approve the scheme and syllabus of B.A. Political Science 4 year multidisciplinary programme w.e.f. 2024-25.

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED.

(Action by- Academic Branch)

53. To consider the case of Registration of the following students in Ph.D. in Deptt. of English (FAL).

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1	Neha D/o Surender Kumar 202204110004 2187	Contemporary Feminist Responses to Patriarchal Structures: A Study of Select Indian Women Authors	Dr Ashok Verma	22/01/25
2	Garima Sihan D/o Gulab Singh Sihan 202304110004 1726	Female Agency in Myth and History: A Study of Lilith, Hypatia,YohlIk'nal and Amrapali in Select Literary Texts	Dr. Shalini	22/01/25
3	Anish D/o Satyawan Jatain 202304110004 1742	Performing the 'New Tragic': A Study of Select Plays of Jon Fosse and Lars Noren	Dr. Ajeet Singh	22/01/25

4	Nikita D/o Jagbir Singh 202304110004 1765	Hybridized Futures: A Cognitive Stylistic Study of Select Science Fiction	Dr. Amrita	22/01/25
5	Niketa Malik D/o Davender Malik 202304110004 1781	Cultural Reflections in the Select Folk Songs of Haryana and Himachal Pradesh	Dr. Geeta Phogat	22/01/25
6	Sonam D/o Naresh Kumar 202304110004 1796	From Ecosophy to Deep Ecology: A Study of Select Travel Writings by Bill Bryson, Bill Aitken and Avay Shukla	Dr. Ashok Verma	22/01/25
7	Harshita D/o Devender Nandal 202304110004 1815	Performing Voices: A Study of Selected Plays of Annie Zaidi, Poile Sengupta, Anju Makhija And Manjula Padmanabhan	Dr. Ajeet Singh	22/01/25
8	Prachi Kadian D/o Ajay Kadian 202304110004 1831	Praxis of Negotiating the Maternal: A Study of Select Indian Writers	Dr. Amrita	22/01/25
9	Priyasha Bansal D/o Shri Peeyush Prakash 202304110004 1807	Interfacing Cognition and Second Language Acquisition through Native Literature: Paradigms of ELT	Dr. Ravi Bhushan	22/01/25
10	Jyoti D/o Mahinder Singh 202304110004 1773	An Aesthetic Appraisal of Select Poetry of Toru Dutt and John Keats	Dr. Ravi Bhushan	22/01/25

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

54. To consider the case of Registration of students in Ph.D in Deptt. of Law.

S. N.	Name of the Candidate	Title	Name of the Supervisor /Co-Supervisor	Date of meeting of PGBOS
1	Ms. Tanvi D/o Raj Singh Dahiya 2023041100041676)	Third Party Funding in International Commercial Arbitration: A Comparative Analysis with Special Focus on India	Dr. Alka Bharati Assistant professor in Law	27-11-24
2	Ms. Shagun Malik D/o Ajay Singh 20230411000416 61)	Impact of E-Waste Management on Climate Change in India: Issues and Challenges	Dr. Alka Bharati Assistant professor in Law	27-11-24
3	Ms. Kajal D/o Surat Singh (2023-24)(PRN No. 20150411000025 61)	Female Workforce Participation in Unorganized Sector in Haryana: An Empirical Study	Dr. Ashok Kumar Assistant Professor in Law Co-Supervisor Dr. Ashish Kumar Assistant professor in Sociology	27-11-24
4	Ms. Deepti D/o Muni Ram (2023-24) (PRN No. 20160411000005 01)	Balancing Free Speech and Accountability: The Role of Social Media Regulation	Dr. Anil Balhera Assistant Professor in Law	27-11-24

5	Ms. Pooja D/o Surender Singh (2023-24) (PRN No. 20170411000064 56)	Expanding Horizons of Right to Termination of Pregnancy in India: A Critical Study	Dr. Rajesh Hooda Assistant professor in Law	27-11-24
6	Ms. Muskan D/o Anil Kumar (2023-24) (PRN No. 20230411000416 53)	Election Commission and Electoral governance in India: A Critical Study	DR. Kritika Assistant Professor in Law	27-11-24
7	Ms. Deepanshu D/o Dalip Dass (2023-24) (PRN No. 20230411000416 92)	Cyber Security and Data Protection Laws in Corporate Sector: Issues and challenges	Dr. Ashok Kumar Assistant Professor in Law	27-11-24
8	Ms. Monika Yadav D/o Krishan Kumar Yadav (2023-24) (PRN No. 20230411000417 03)	Position of Domestic Workers: An Empirical Study in the State of Haryana	Dr. Ashok Kumar Assistant Professor in Law Co-Supervisor Dr. Ashish Kumar Assistant professor in Sociology	27-11-24
9	Ms. Harsita D/o Late R S Tiwari (2023-24) (PRN No. 20230410004168 4)	A Critical Analysis of Laws Relating to Dowry in India	Dr Kritika Assistant Professor in Law	27-11-24
10	Ms. Anjani Devi D/o Bijender (2022-23) (PRN No 20220410004204 4)	Cyber Security and Laws in the Digital Age: An Analytical Study of the digital India Programe	Dr. Anand Kumar Assistant Professor in Law Co-Supervisor Dr. Rajender Kumar Assistant Professor in ECE	27-11-24

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

55. To consider the registration of Students in Ph.D of Education.

SR. NO.	NAME OF THE CANDIDATE	TITLE	NAME OF THE SUPERVISOR	DATE OF MEETING OF PGBOS
1	REENA KUMARI D/O CHAND RAM (2019041100001554)	भगत फूल सिंह जी का महिला शिक्षा के क्षेत्र में योगदान और वर्तमान समय में इसकी उपयोगिता	DR. ANU BALHARA	19/11/2024
2	SUMAN D/O RANBIR SINGH (2022041100041942)	STUDENTS' AGGRESSIVE BEHAVIOUR IN RELATION TO THEIR LONELINESS, CYBERBULLYING PERPETRATION AND PARENTAL PHUBBING	DR. SARLA	19/11/2024
3	MANJU D/O SH. DHANPAT SINGH (2015041100010026)	DYNAMICS OF SOCIAL SUPPORT, CULTURAL VALUES, AND COGNITIVE FACTORS IN SHAPING MINDSET AND SCHOOL MOTIVATION AMONG ADOLESCENTS: AN EXPLORATORY STUDY	DR. POONAM	19/11/2024
4	JYOTI D/O SH. CHANDER BHAN (2022041100043094)	ACADEMIC BUOYANCY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC STRESS, COGNITIVE LOAD AND SOCIAL MEDIA UTILISATION	DR. PRIYA	19/11/2024

5	EAKTA D/O SATYA PAL (2022041100 043113)	IMPACT OF DOMESTIC CHILD ABUSE ON ADOLESCENCES' ACADEMIC PERFORMANCE, MENTAL HEALTH, EMOTIONAL WELL BEING AND SOCIAL INTERACTION	DR. ANU BALHARA	19/11/2024
6	SWATI D/O PREM KUMAR KALSEN (2022041100 043121)	EVALUATING THE EFFECT OF TEACHER EMPATHY ON ACADEMIC ENGAGEMENT, STUDENT- TEACHER RELATIONSHIPS AND BEHAVIOURAL ISSUES OF HIGH SCHOOL STUDENTS IN HARYANA	DR. SARLA	19/11/2024
7	SEEMA KUMARI D/O PARDEEP KUMAR (2022041100 043136)	IMPACT OF EXPERIENTIAL LEARNING ON CONCEPT ATTAINMENT IN MATHEMATICS, CRITICAL THINKING AND MATHEMATICS ANXIETY OF 8TH GRADE STUDENTS	DR. MONIKA	19/11/2024

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

56. To consider the Registration of students in Ph.D. in Deptt. of Political Science.

S. N.	Name of the Candidate	Title	Name of the Supervisor	Date of meeting of PGBOS
1.	Kranti D/o Abhey Ram 202304110004 1974)	The impact of India-China Confrontation on BRICS : An Explorative Study (2009-2024)	Dr. Rampal	29/01/2025
2	Priya D/o Jaibhagwan Ahlawat 202304110004 1966)	हरियाणा पंचायती राज व्यवस्था में महिला नेतृत्व : सोनीपत जिले का एक अध्ययन	Dr. Rampal	29/01/2025

RESOLVED THAT THE ABOVE CASES FOR REGISTRATION BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

57. To consider and approve the requests of the following Ph.D Scholar in the Department of Education to change their Supervisor(s):-

SR. NO.	NAME OF THE CANDIDATE	TITLE	NAME OF THE EXISTING SUPERVISOR	NAME OF THE PROPOSED SUPERVISOR	DATE OF MEETING OF PGBOS
1	DEEPMALA D/O SH. DALIP KUMAR (20220411 00041981)	TECHNOLOGICAL INTEGRATION, PEDAGOGICAL REFORMS, AND INSTITUTIONAL TRANSFORMATIONS OF HIGHER EDUCATION IN INDIA: A STUDY	Dr. Monika	DR. SUSHIL KUMAR	19/11/2024

		OF EFFECTIVENESS OF NEP 2020			
2	RINKU RANI D/O SH PARTAP SINGH (20220411 00041973)	EFFECT OF FINANCIAL LITERACY INTERVENTION PROGRAM ON FINANCIAL WELLNESS, COGNITIVE DEVELOPMENT AND CAREER ASPIRATIONS AMONG SECONDARY SCHOOL STUDENTS-AN EVALUATIVE STUDY	Dr. Suman Dalal	DR. SUSHIL KUMAR	19/11/2024
3.	SWATI TYAGI D/O SH. B.P. TYAGI (20220411 00041965)	AN EXPERIMENTAL STUDY ON THE EFFECTIVENESS OF A MOOC-BASED BLENDED LEARNING MODEL FOR ENHANCING ADAPTIVE TECHNO-PEDAGOGICAL SKILLS IN B.ED. SCIENCE STUDENTS	Dr. Priya	DR. SUSHIL KUMAR	19/11/2024

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

58. To consider and approve the request of the Ph.D Students of Dept. of Law for the appointment of Co-Supervisor.

Sr. No.	Name of the Candidate along with registration No.	Title of Research Work	Name of the Supervisor	Name of the proposed co-supervisor	Registration approved by the Academic Council
1	Ms. Uma bearing registration no 202004100041062	"Right to education in India : An analysis"	Dr. Anand Kumar, Assistant Professor in Law	Dr. Sudipta Sil, Faculty Foreign language	Resolution No. 25 of its 24th meeting held on 09/06/2022
2	Ms. Reena bearing registration no 202004110040952	"The Psychopathic and psychological Crimes with Special Reference to Defense of Insanity: A socio-legal study"	Dr. Anand Kumar, Assistant professor of law	Dr. Piyush Chaudhary, Assistant professor at the MSM Institute of Ayurveda	Resolution No. 25 of its 24th meeting held on 09/06/2022
3	Ms. Samriti bearing registration no. 201704110005712	"Custodial Violence vis-à-vis Subversion of Human Rights in contemporary India : A Socio Legal Study of National capital Region."	Dr. Pawan Kumar, Assistant professor in Law	Dr. Ashish Kumar, Assistant Professor in Sociology	Resolution No. 16 of its 24th meeting held on 09/06/2022

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED. FURTHER, THE HOUSE AUTHORIZED THE VICE-CHANCELLOR TO APPROVE ANY NECESSARY TYPOGRAPHICAL CORRECTIONS, CHANGES, OR AMENDMENTS AFTER VERIFICATION BY THE CHAIRPERSON OF THE CONCERNED DEPARTMENT.

(Action by- R&S Branch)

The meeting ended with a vote of thanks to the Chair.

Registrar

Vice Chancellor

ANNEXURE-1

BPS MAHILA VISHWAVIDYALAYA KHANPUR KALAN (SONEPAT)

MINUTES OF THE 28th MEETING OF THE ACADEMIC COUNCIL HELD ON 14/06/2024 AT 11:30 A.M. IN THE CONFERENCE HALL, ADMINISTRATIVE BLOCK, BPS MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT) THROUGH BLENDED MODE.

Members Present:-

1.	Prof. Sudesh Vice-Chancellor	Chairperson
		Ex-Officio Members
2.	Smt. Veena Rani, Deputy Director O/o DGHE, Panchkula	Attended offline
3.	Prof. Sanket Vij, Dean Academic Affairs	-do-
4.	Prof. Ravi Bhushan, Dean, Faculty of Social Sciences,	-do-
5.	Prof. Ashok Verma, Dean, Faculty of Arts & Languages,	-do-
6.	Prof. Vijay Nehra, Dean, Faculty of Engineering & Technology,	-do-
7.	Prof. S.P. Gautam, Dean, Faculty of Ayurvedic Medicine	-do-
8	Dr. Sunil Sangwan, Dean, Faculty of Sciences, Chairperson, Department of Mathematics	-do-
9.	Dr. Suman Dalal, Dean Faculty of Physical Education.	-do-
10.	Dr. Sandeep Dahiya, Controller of Examinations.	-do-
11.	Dr. Bhupinder Singh, Chairperson, Department of Chemistry	-do-
12.	Dr. Geeta Phogat, Chairperson, Department of English	-do-
13.	Dr. Bhavna Sharma, Chairperson Department of Commerce	Attended online
14.	Dr. Krishan Kumar, Chairperson, Deptt.of Management Studies	Attended Offline
15.	Dr. Kokila Malik, Chairperson, Deptt.of Geography	-do-
16.	Dr. Priyanka, Chairperson, Department of ECE	-do-
17.	Dr. Sonal, Chairperson, Department of CSE&IT	-do-
18.	Dr. Rampal, Chairperson, Department of Political Science	

25.6.24

19.	Prof. Ipshita Bansal, Proctor	-do-
		- Other Members-
20.	Dr. Shalini , Associate Prof., Faculty of Arts & Languages	Attended Online
21.	Mrs. Sudesh Nandal, Associate Professor, Faculty of Engg. & Technology	Attended offline
22.	Dr. Veena Agarwal, Associate Professor, Faculty of Ayurvedic Medicines	-do-
23.	Dr. Anshu Bhardwaj, Associate Professor, Faculty of Commerce & Management	-do-
24.	Dr. Sunita Rani, Asstt. Prof., Faculty of Engg. & Technology.	-do-
25.	Dr. Asha, Asstt. Prof., Faculty of Sciences	-do-
26.	Dr. Sangeeta Sapra, Principal, Tau Devi Lal, Govt. College for Women, Murthal, Sonepat.	Attended online
27.	Dr. Vandana Nasa, Associate Professor of Commerce, Govt. college for Women, Sonepat.	-do-
28.	Prof. Kulwinder Kaur, Deptt. of Sociology, Jamia Millia Islamia, Central University, New Delhi,	-do-
29.	Prof. Suman Singh, Department of Biochemistry, Kurukshetra University, Kurukshetra,	-do-
30.	Prof. Poonam Silotia, Department of Physics & Astrophysics, University of Delhi,	-do-
31.	Prof. Kusum Lata, Principal, Sri Aurobindo College (Evening) University of Delhi,	--do-
32.	Dr. Mudita Verma, Retired, Associate Professor from PG College Hisar,	- do-
33.	Dr. Seema Dahiya, In-charge, Deptt.of Laws	Special invitee Attended offline
34.	Dr. Archna Malik, In-Charge, Department of History & Archaeology	-do-
35.	Dr. Pankaj Mishra, In-charge, Department of Hotel Management.	-do-
36.	Mr. Ashish Hooda, In-charge, Deptt.of Fashion Technology	-do-
37.	Prof. Shweta Singh Officiating Registrar	Member Secretary

25.6.24

At the outset, the Vice-Chancellor welcomed all the members to the 28th Meeting of the Academic Council. She informed the House about the four newly started PG programmes from the Academic Session 2024-25 i.e. Master of Arts in Hindi, Master of Arts in Sanskrit, Master of Arts in Psychology and Master of Science in Environmental Sciences and one UG programme i.e. Bachelor of Arts in Journalism and Mass Communication (Hons) (Interdisciplinary) Programme under National Education Policy – 2020.

The House was also apprised about the achievements of BPS Mahila Vishwavidyalaya in brief. She informed about the PMUSHA Project wherein an amount of Rs.20 crore has been sanctioned to strengthen the University. She also informed the House that two PG programmes will be started in the MSM Institute of Ayurveda very soon.

The Hon'ble Vice-Chancellor appreciated the efforts of Dr. Sandeep Dahiya, (Controller of Examinations), for smooth conducting of examinations and declaring the results of various classes in time.

The House was also informed that the University is going to establish a Census Data Research Work Station in the Campus very soon as per the directions of Govt. of India and also informed that New Education Policy-2020 has been implementation in BPSMV from the current Academic Session i.e. 2024-25. In spite of multiple assignments to the Teachers, they all have completed their work related to NEP-2020 well in time.

After the exchange of pleasantries, the formal agenda items with the permission of the Chairperson were taken up by the Registrar.

1. Confirmation of the Minutes of the 27th meeting of Academic Council held on 15/03/2024.

RESOLVED THAT THE MINUTES OF THE 27TH MEETING OF THE ACADEMIC COUNCIL HELD ON 15/03/2024 BE CONFERMED.

HOWEVER, THE CHAIRPERSON DEPARTMENT OF COMPUTER SCIENCE RAISED THE OBSERVATION WITH REGARD TO AGENDA NO.18 OF 27TH MEETING.

RESOLOVED THAT THE OBSERVATION OF THE CHAIRPERSON BE APPROVED AND THE PAPER CURRENT ISSUES AND SOCIATIL DEVELOPMENT (CISD-001) SHALL BE IMPLEMENTED IN THE 5TH SEMESTER IN ALL THE DEPARTMENTS OF FACULTY OF ENGINEERING AND TECHNOLOGY (CSE&IT, ECE AND FT) INSTEAD OF 3RD SEMESTER.

Action By -Examination Branch & Academic Branch

2. Follow up Action Report.

RESOLVED THAT THE FOLLOWUP ACTION TAKEN ON THE DECISIONS OF THE ACADEMIC COUNCIL MEETING HELD ON 15/03/2024 BE NOTED.

Action By - Academic Branch

25.6.24

3. To ratify the action taken by the Vice-Chancellor in approving the Scheme of Examination and Syllabus for four years of Bachelor of Arts (Hons/Hons with Research) in Economics Programme in anticipation of the approval of the Academic Council.

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED.

Action By - Academic Branch & Department of Economics

4. To consider and approve the proposal regarding discontinue the M.A. English Integrated (5 years) programme w.e.f. Academic Session 2024-25.

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED.

Action By -Academic Branch & Department of English

5. To consider and approve the panel of Outside Subject Experts in various teaching subjects.

RESOLVED THAT THE PANEL OF SUBJECT EXPERTS FOR SELECTION COMMITTEE OF VARIOUS TEACHING POSTS ALONG WITH THE FIVE NEW PROGRAMMES GIVEN AS UNDER BE APPROVED :-

1. Department of Hindi
2. Department of Sanskrit
3. Department of Psychology
4. Department of Environmental Sciences
5. Department of Journalism Master of Mass Communication

FUTHER, THE SAME BE SENT TO HON'BLE GOVERNOR-CHANCELLOR OF BPSMV, KHANPUR KALAN FOR APPROVAL.

Action By –O/o Vice-Chancellor

6. To ratify the action taken by the Hon'ble Vice-Chancellor in anticipation of approval of Academic Council to grant permission/extension of six months to Ms. Parul Kathuria to complete the requirements for M.Phil English Degree.

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED.

Action By –Department of English

7. **To ratify the action taken by the Vice Chancellor to Award the Ph. D. Degrees to the students in the subjects as mentioned against their name in anticipation of the approval of the Academic Council.**

Sr. No.	Research Scholar	Name of the Supervisor(s)	Name of the Department	Registration No.	Title of the Thesis	Date of the URC

25.6.24

1.	Ms. Purnima Gupta D/o Sh. Sat Narain Garg	Dr. Kritika	Department of Laws	20180411 00040423	"Towards Reproductive Justice: Surrogacy Laws In India"	20.03.2024
2.	Ms. Kavita Devi D/o Sh. Ram Chander	Dr. Anand Kumar and Dr. Deepali Mathur (Co-Supervisor)	Department of Laws	20180411 00040415	"Rights of Accused In India And USA: A Comparative Study"	20.03.2024
3.	Ms. Poornima D/o Sh. Subhash Chander	Dr. Nutan	BPS Institute of Higher Learning	20150411 00021666	"To study the influence of selected Indian spices on Trans Fat content and Quality of repeated Fried oil"	01.04.2024

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED. FURTHER, PROVISIONAL DEGREE WILL BE AWARDED AFTER CLEARING THEIR PENDING FEE, IF ANY BY THE CONCERNED DEPARTMENT.

Action By -Examination Branch

8. **To consider the Registration of Seven students of Ph.D. in Department of English.**

Sr. No.	Name	Supervisor /Co-Supervisor	Topic Approved by DRC	Date of PGBOS
1	Rashika	Prof. Amrita	Decoding Cultural Myth: A Semiotic Study of AmrutaPatil's Trilogy	07.05.2024
2.	Yogita	Dr. Ravi Bhushan	Critiquing Existentialism in Amitav Ghosh's Fiction	07.05.2024
3.	Vaishali Duhan	Dr. Ajeet Singh	Anthropocene and Contemporary Norwegian Performance Space: A Study of Select Plays of Jon Fosse and CecilieLøveid	07.05.2024
4.	Anu Dahiya	Dr. Ravi Bhushan. Co-supervisor Dr. Urvashi Kuhad (RLA College),	Dialectics of Religion: A Comparative Study of Praxis and Ritual in Select Literary Texts	07.05.2024

25.6.24

		University of Delhi.		
5.	Manjeet Kaur	Dr. Ajeet Singh	Performing Resistance: Relooking at BadalSircar's Plays	07.05.2024
6.	Madhu	Dr. Ashok Verma	Interrogating Colonial Hegemony: A Study of Select Aboriginal Plays	07.05.2024
7.	Anvee	Dr. Ravi Bhushan	From Human to Posthuman: The Evolution of Self in Kazuo Ishiguro's Novels	07.05.2024

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED. IT WAS ALSO RESOLOVED THAT THE TOPIC BE CHECKED AGAIN AND IF THERE IS ANY TYPOGRAPHICAL ERROR/CHANGE/AMENDMENTS, THE SAME MAY BE APPROVED AT THE LEVEL OF THE VICE-CHANCELLOR.

Action By –R&S Branch

9. To Consider and approve the supernumerary seats in different courses for Girls of Khanpur Kalan and Bhainswal Kalan Village.

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED.

Action By - Academic Branch and All the Departments.

10. To ratify the action taken by the Vice-Chancellor in anticipation of the approval of the Academic Council, to approve the amendments in the Ordinance of admission passed by the Academic Council in its 7th meeting held on 22/03/2012.

RESOLVED THAT THE ACTION TAKEN BY THE VICE-CHANCELLOR BE APPROVED.

Action By - Academic Branch

11. To consider and approve the proposal to introduce Bachelor of Computer Application Programme (Honours) Interdisciplinary under National Education Policy – 2020.

RESOLVED THAT THE SCHEME OF EXAMINATIONS AND SYLLABUS BE APPROVED. THE NECESSARY AMENDMENTS WILL BE CARRIED OUT BY THE CONCERNED CHAIRPERSON AND THE SAME MAY BE GOT VERIFIED BY THE DEAN ACADEMIC AFFAIRS AND THEN MAY BE APPROVED AT THE LEVEL OF THE VICE-CHANCELLOR.

Action By -Examination Branch & Academic Branch

12. To note the action taken by the Hon'ble Vice-Chancellor in anticipation approval of Academic Council while considering the recommendations of the committee constituted vide Academic Council Resolution No. 17 dated 15.03.2024.

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED EXCEPT POINT NO 1 (I) THE POINT NO. 1 (i) BE APPROVED AS UNDER:-

EXISTING RULES	AMENDED RULES
1 (I) If the award(s) in the paper(s) is/are less than 20% of maximum marks (theory only), no condition for the re-evaluation of answer books will be allowed	1(I) If the award(s) in the paper(s) is/are less than 20% of maximum marks (theory only), no re-evaluation of answer books will be allowed.

Action By -Examination Branch

13. To note the action taken by the Vice-Chancellor in approving the proposal for encouraging Internationalization as per mandate of NEP-2020.

Sr. No.	Name of the Programme	Duration	Fee in Rs.	Eligibility
1.	Feel India Programme	15 days	12,500/-,	Open to students from all academic background and nationalities registered in Higher Education Institution of the Country of Origin and recommended by their Head of the Institutions.
2.	Overseas Semester/ Internship Programme	1 Semester Start date for Fall Semester:- August to December For spring semester January to May	42000/-	Open to students from all academic background and nationalities registered in Higher Education Institution either at Undergraduate or Postgraduate level of the Country of Origin and recommended by their Head of the Institutions.
3.	Study in India Programmes	UG:- 1 or 2 or 3 or 4 years	42000/- per semester	Open to students from all academic background and nationalities who have completed their schooling and recommended by their Head of the Institution.

25-6-24

		PG :- 1 or 2 years	42000/- per semester	Open to students from all academic background and nationalities who have completed 3 or 4 years of Under Graduate Studies and recommended by their Head of the Institution
		Ph.D. :- minimum 3 years Start date from July	As given below in tabulation form	Open to students from all academic background and nationalities who have completed their Post Graduate Studies and recommended by their Head of the Institution

Component of Fee	For Science Students	For Social Sciences/ Arts & Humanities Students
Enrolment Fee	Rs. 5450/-	Rs. 5000/-
Course Fee	Rs. 20450/-	Rs. 15450/-
Registration Fee	Rs.10450/-	Rs. 10000/-
Annual Fee	Rs. 30400/-	Rs. 15450/-
Evaluation Fee	Rs. 5450/-	Rs. 5450/-
Hostel Fee	Rs. 18400/-	Rs. 18400/-
Meals	Rs. 9200/-	Rs. 9200/-

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVE AND THE HOSTEL CHARGES AND MEAL CHARGES WILL BE CHARGED AS PER UNIVERSITY RULES. THE PROSPECTUS FEE WILL BE CHARGED OF Rs. 500/- FOR ALL CANDIDATES BELONGS TO ANY CATEGORY

Action By –O/o International Affairs.

14. To consider and approve the proposal regarding introduction of new programme Master of Arts in Hindi (2 years) w.e.f. the Academic Session 2024-25.

RESOLVED THAT THE ORDINANCE, SCHEME OF EXAMINATIONS AND SYLLABUS BE APPROVED. THE NECESSARY AMENDMENTS WILL BE CARRIED OUT BY THE CONCERNED DEAN OF THE FACULTY AND THE SAME MAY BE GOT VERIFIED BY THE DEAN ACADEMIC AFFAIRS AND THEN MAY BE APPROVED AT THE LEVEL OF THE VICE-CHANCELLOR.

Action By - Academic Branch

15. To consider and approve the recommendations made by the Faculty of Arts and Languages regarding introduction of new programme Master of Arts in Sanskrit (2 years) w.e.f. the Academic Session 2024-25.

RESOLVED THAT THE ORDINANCE, SCHEME OF EXAMINATIONS AND SYLLABUS BE APPROVED. THE NECESSARY AMENDMENTS WILL BE CARRIED OUT BY THE CONCERNED DEAN OF THE FACULTY AND THE SAME MAY BE GOT VERIFIED BY THE DEAN ACADEMIC AFFAIRS AND THEN MAY BE APPROVED AT THE LEVEL OF THE VICE-CHANCELLOR.

Action By - Academic Branch

16. To consider and approve the request of Ms. Priya Rani, Roll no 18142202, a student of M.Tech (ECE) of the Department of Electronics and Communication Engineering to allow her to submit pending thesis.

RESOLVED THAT THE EXTENSION OF TWO MONTHS BE APPROVED FOR SUBMISSION OF PENDING THESIS KEEPING IN VIEW OF THE ACADEMIC GROUTH OF THE STUDENT.

Action By –Chairperson Department of ECE

17. To consider and approve the proposal regarding introduction of new programme Master of Science in Environmental Sciences (2 years) w.e.f. the Academic Session 2024-25.

RESOLVED THAT THE ORDINANCE, SCHEME OF EXAMINATIONS AND SYLLABUS BE APPROVED. THE NECESSARY AMENDMENTS/CHANGES WILL BE CARRIED OUT BY THE CONCERNED DEAN OF THE FACULTY AND THE SAME MAY BE GOT VERIFIED BY THE DEAN ACADEMIC AFFAIRS AND THEN MAY BE APPROVED AT THE LEVEL OF THE VICE-CHANCELLOR.

Action By - Academic Branch

18. To consider and approve the revised scheme of Examinations and Syllabus of Bachelor of Commerce (Hons./Hons. with Research) (Interdisciplinary)-Programme under National Education Policy – 2020.

RESOLVED THAT THE SCHEME OF EXAMINATIONS AND SYLLABUS BE APPROVED.

Action By - Academic Branch &Department of Commerce

25-6-24

19. To consider and approve the proposal to introduce Bachelor of Arts, Geography (Honour's) Programme as single major, under National Education Policy- 2020.

RESOLOVED THAT THE SCHEME OF EXAMINATIONS AND SYLLABUS BE APPROVED. THE NECESSARY AMMENDEMENTS/CHANGES WILL BE CARRIED OUT BY THE CONCERNED DEAN OF THE FACULTY AND THE SAME MAY BE GOT VERIFIED BY THE DEAN ACADEMIC AFFAIRS AND THEN MAY BE APPROVED AT THE LEVEL OF THE VICE-CHANCELLOR.

Action By - Academic Branch

20. To consider and approve the proposal to include the Geography discipline as minor Subject in Physical Sciences (Multidisciplinary) programme.

RESOLVED THAT THE SCHEME OF EXAMINATIONS AND SYLLABUS BE APPROVED.

Action By -Academic Branch

21. To consider and approve the proposal regarding introduction of new programme Master of Arts in Psychology (2 years) w.e.f. the Academic Session 2024-25.

RESOLVED THAT THE ORDINANCE, SCHEME OF EXAMINATIONS AND SYLLABUS BE APPROVED. THE NECESSARY AMENDMENTS WILL BE CARRIED OUT BY THE CONCERNED DEAN OF THE FACULTY AND THE SAME MAY BE GET VERIFIED BY THE DEAN ACADEMIC AFFAIRS AND THEN MAY BE APPROVED AT THE LEVEL OF THE VICE-CHANCELLOR.

Action By - Academic Branch

22. To consider and approve the amendments in the clause no. 12.8 of Common Ordinance for 4 year Under Graduate Programmes: Certificate, Diploma, 3 Year degree, 4 year degree (Honours/ Honours with Research) Semester System Under Learning Outcome based Curriculum Framework – Choice Based Credit System (LOCF-CBCS).

Exiting Rule	Proposed Rule
The student will have to obtain 40% in external examination and 40 % in the aggregate of internal and external in each course. In case a student fails to acquire 40% in the aggregate of the internal and external, she will be awarded re-appear in	The student will have to obtain 40% in external examination (Theory /Practical /viva-voce) and 40 % in the aggregate of internal and external in each course. In case a student fails to acquire 40% in the aggregate of the internal and external,

25.6.24

the **theory (external)** of that course. There will be no re-appear in the internal assessment. If, a student gets re-appear in the external examination, the marks obtained in the internal assessment of a course shall be carried forward.	she will be awarded re-appear in the **external examination** of that course. There will be no re-appear in the internal assessment. If, a student gets re-appear in the external examination, the marks obtained in the internal assessment of a course shall be carried forward.

RESOLVED AND THE ABOVE PROPOSAL/AMENDEMENTS BE APPROVED.

Action By -Examination Branch.

23. To consider and approve the minor amendments in the Scheme of Examination and Syllabus of Ph.D. Economics w.e.f. the Academic Session 2023-24.

RESOLVED THAT THE SCHEME OF EXAMINATIONS AND SYLLABUS BE APPROVED.

Action By - Academic Branch

24. To consider and approve the recommendations made by the Faculty of Commerce and Management held on 12/06/2024, regarding change of nomenclature of Department of Mass Communication and Journalism to Department of Journalism and Mass Communication on the analogy of sister University i.e. M.D.U. Rohtak .

RESOLVED THAT THE ABOVE PROPOSAL BE APPROVED.

Action By - Academic Branch

25. To consider and approve the amendments in the Ordinance of M.A. Social Work under the Clause No. 7.8, 8.1, 9.2.

Existing	Proposed
As per the ordinance of the program the revised changes / scheme of examination will be applicable w.e.f 2023-24, whereas the session was started from July/August 2023. In that case how it is possible to adopt the scheme after the result declaration (as Semester 1st was held on Dec-2023 and Semester 2nd exams are under process.	Course name will be update from the Academic year 2024-25, as M.A. in Social Work. The same has been approved in the 27th meeting of the Academic Council held on 15/03/2024
As per the scheme of examination the program is	The programme is under CBCS

25.6.24

<table>
<tr><td>not under the CBCS pattern and offering the CBCS subjects for the students of other dept./colleges only. Please refer the Page number 4-5 of the ordinance. (attached herewith). As stated above the admission for the said program against the AY 2023-24 was made on the CBCS pattern and result of Semester 1st was declared accordingly. Therefore it may be re clarify that the program is under CBCS pattern or not.</td><td>Pattern. The same is updated in the scheme of Examination in the table of Semester 3rd and 4th.</td></tr>
<tr><td>7.8
If a candidate, after attending the classes for the paper of studies in the Department either not appeared or having appeared in any semester examination has failed in one or more papers for that examination, she can appear for such papers at subsequent examinations without attending a fresh paper of studies for that semester such a candidate may, in the meantime, prosecute his/her studies for the next semesters. Supplementary examinations for the last two semesters will be held after six months i.e. for odd semester in the month of May and for even semester in the month of December/January.</td><td>As per university common ordinance rule.</td></tr>
<tr><td>8.1 Reappear in Theory Papers

Re-appear/Supplementary examination will be held in even semester for even semester papers and in odd semester for odd semester papers. For 3rdand 4th semester the paper will be held in subsequent semester.

<table><tr><td>Semester</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>Along with</td><td>3</td><td>4</td><td>Subsequent semester</td><td>Subsequent Semester In</td></tr></table></td><td>A student having reappear in even/odd semester upto 4th Semester may reappear in the examination with the regular student. The student having reappear in final (5th & 6th) or pass out students may reappear in both even and odd semester's examination.
Flexi exam on the request of the candidate on a special fee prescribed by the university from time to time</td></tr>
<tr><td>9.2
The students will have to qualify internal and the external of theory examinations as per the University Rules/norms. (However, students have to qualify social work practical examinations internal and external separately with 40% in each) Internal examination in every semester shall be evaluated by the internal</td><td>The students will have to qualify internal and the external of theory examinations as per the University Rules/norms. (However, students have to qualify social work practical examinations internal and external separately with 40% in</td></tr>
</table>

25.6.24

examiners. Terminal/end semester theory papers- paper may be set and evaluated by the internal/external examiners depending on the situations. The minimum passed percentage in paper (internal & external) shall be 40% marks. The student is required to pass internal and end semester external evaluation (external) separately.	each)

RESOLVED AND THE ABOVE PROPOSAL/AMENDMENTS BE APPROVED.

Action By - Academic Branch

26. To consider and approve the proposal to introduce Bachelor of Arts in Journalism and Mass Communication (Hons) (Interdisciplinary) Programme under National Education Policy – 2020.

RESOLVED THAT THE SCHEME OF EXAMINATIONS AND SYLLABUS BE APPROVED.

Action By - Academic Branch

27. To Consider and approve the revised Scheme of the Bachelor of Hotel Management (Hons./Hons. with Research) (Interdisciplinary) Programme under National Education Policy–2020 regarding bifurcation of Internal Assessment in the Scheme.

Sr. No.	Existing Scheme	Proposed Scheme
1	In the existing scheme of the BHM programme, Discipline specific courses (DSC) of each semester was bifurcated in to internal marks (30) and external marks in to theory (35) and practical(35).	In the proposed scheme of the BHM programme, Discipline specific courses (DSC) of each semesters internal marks (30) further may be bifurcated in to theory (15) and practical(15).
2	In the scheme of 8th semester of BHM Honours with research, the marks of external of Dissertation/ Research Project (200) had been inadvertently mentioned in the section of external marks theory.	The bifurcated of external marks of Dissertation/ Research Project into theory and practical separately, it may be mentioned as viva-voce.

RESOLVED AND THE ABOVE PROPOSAL/AMENDMENTS BE APPROVED.

Action By - Academic Branch

The meeting ended with a vote of thanks to the Chair.

25/6/24
Vice-Chancellor

25.6.24
Registrar

ANNEXURE - 2

ACTION TAKEN REPORT

Sr. No.	Agenda	Action Taken
1.	Confirmation of the Minutes of the 27th meeting of Academic Council held on 15/03/2024.	Noted
2.	Follow up Action Report.	Noted
3.	To ratify the action taken by the Vice-Chancellor in approving the Scheme of Examination and Syllabus for four years of Bachelor of Arts (Hons/Hons with Research) in Economics Programme in anticipation of the approval of the Academic Council.	Noted and Implemented.
4.	To consider and approve the proposal regarding discontinue the M.A. English Integrated (5 years) programme w.e.f. Academic Session 2024-25.	Noted and Implemented.
5.	To consider and approve the panel of Outside Subject Experts in various teaching subjects.	The request has been submitted to the Hon'ble Governor-Chancellor vide this letter No. BPSMV/VC/24/49 dated 25/06/2024.
6.	To ratify the action taken by the Hon'ble Vice-Chancellor in anticipation of approval of Academic Council to grant permission/extension of six months to Ms. Parul Kathuria to complete the requirements for M.Phil English Degree.	Noted
7.	To ratify the action taken by the Vice Chancellor to Award the Ph. D. Degrees to the students in the subjects as mentioned against their name in anticipation of the approval of the Academic Council.	Provisional Certificates and Ph.D Notifications issued.
8.	To consider the Registration of Seven students of Ph.D. in Department of English.	Registration letter issued on 22/07/2024.
9.	To Consider and approve the supernumerary seats in different courses for Girls of Khanpur Kalan and Bhainswal Kalan Village.	Noted and implemented from the Academic Session 2025-26.
10.	To ratify the action taken by the Vice-Chancellor in anticipation of the approval of the Academic Council, to approve the amendments in the Ordinance of admission passed by the Academic Council in its 7th meeting held on 22/03/2012.	The revised notification has been issued on 09/04/2023.

11.	To consider and approve the proposal to introduce Bachelor of Computer Application Programme (Honours) Interdisciplinary under National Education Policy – 2020.	Noted and Scheme and Syllabus of the programme has been unloaded on the University Website. .
12.	To note the action taken by the Hon'ble Vice-Chancellor in anticipation approval of Academic Council while considering the recommendations of the committee constituted vide Academic Council Resolution No. 17 dated 15.03.2024.	Noted, implemented and circulated to all the Departments/Colleges/Regional Centres and Affiliated Colleges.
13.	To note the action taken by the Vice-Chancellor in approving the proposal for encouraging Internationalization as per mandate of NEP-2020.	Noted for immediate compliance.
14.	To consider and approve the proposal regarding introduction of new programme Master of Arts in Hindi (2 years) w.e.f. the Academic Session 2024-25.	The Programme has been started from the Academic Session 2024-25.
15.	To consider and approve the recommendations made by the Faculty of Arts and Languages regarding introduction of new programme Master of Arts in Sanskrit (2 years) w.e.f. the Academic Session 2024-25.	The Programme has been started from the Academic Session 2024-25.
16.	To consider and approve the request of Ms. Priya Rani, Roll no 18142202, a student of M.Tech (ECE) of the Department of Electronics and Communication Engineering to allow her to submit pending thesis.	Noted and Informed the concerned Student namely Ms. Priya Rani, Roll no. 18142202.
17.	To consider and approve the proposal regarding introduction of new programme Master of Science in Environmental Sciences (2 years) w.e.f. the Academic Session 2024-25.	The Programme has been started from the Academic Session 2024-25.
18.	To consider and approve the revised scheme of Examinations and Syllabus of Bachelor of Commerce (Hons./Hons. with Research) (Interdisciplinary) Programme under National Education Policy – 2020.	Noted and Scheme and Syllabus of the Programme has been unloaded on the University Website.
19.	To consider and approve the proposal to introduce Bachelor of Arts, Geography (Honour's) Programme as single major, under National Education Policy- 2020.	Noted and Scheme and Syllabus of the Programme has been unloaded on the University Website.
20.	To consider and approve the proposal to include the Geography discipline as minor Subject in Physical Sciences (Multidisciplinary) programme.	Noted and Scheme and Syllabus of the Programme has been unloaded on the University Website.

21.	To consider and approve the proposal regarding introduction of new programme Master of Arts in Psychology (2 years) w.e.f. the Academic Session 2024-25.	The Programme has been started from the Academic Session 2024-25.
22.	To consider and approve the amendments in the clause no. 12.8 of Common Ordinance for 4 year Under Graduate Programmes: Certificate, Diploma, 3 Year degree, 4 year degree (Honours/ Honours with Research) Semester System Under Learning Outcome based Curriculum Framework – Choice Based Credit System (LOCF-CBCS).	Noted.
23.	To consider and approve the minor amendments in the Scheme of Examination and Syllabus of Ph.D. Economics w.e.f. the Academic Session 2023-24.	Noted and Scheme and Syllabus of the Programme has been unloaded on the University Website.
24.	To consider and approve the recommendations made by the Faculty of Commerce and Management held on 12/06/2024, regarding change of nomenclature of Department of Mass Communication and Journalism to Department of Journalism and Mass Communication on the analogy of sister University i.e. M.D.U. Rohtak .	Noted and Implemented.
25.	To consider and approve the amendments in the Ordinance of M.A. Social Work under the Clause No. 7.8, 8.1, 9.2.	Implemented from the Academic Session 2023-24.
26.	To consider and approve the proposal to introduce Bachelor of Arts in Journalism and Mass Communication (Hons) (Interdisciplinary) Programme under National Education Policy – 2020.	The Programme has been started from the Academic Session 2024-25.
27.	To Consider and approve the revised Scheme of the Bachelor of Hotel Management (Hons./Hons. with Research) (Interdisciplinary) Programme under National Education Policy–2020 regarding bifurcation of Internal Assessment in the Scheme.	Noted and Scheme and Syllabus of the Programme has been unloaded on the University Website.

Annexure -3

BPS MAHILA VISHWAVIDYALAYA KHANPUR KALAN, SONEPAT

(A State University established by an Act of Haryana Legislature)

"B++" Grade, NAAC Accredited

Scheme of Examination for Undergraduate Programs in the Subject of Sociology in accordance to NEP-20
(Multiple Entry-Exit, Internship and CBCS-LOCF) w.e.f. the session 2024-25 in phased manner

Sem.	Course Type	Paper Code	Name of Course	Credits	Contact hrs Theory + Tutorial /Practical	Internal Marks	External Marks	Max. Marks	Time of Exam
First Year									
I	DSC	B24-SOC-101	Introduction to Sociology	4	4	30	70	100	3 Hrs
	MIC	B24-SOC-102	Basic Concepts of Sociology	2	2	15	35	50	3 Hrs
	MDC	B24-SOC-103	Principles of Sociology	3	3	25	50	75	3 Hrs
II	DSC	B24-SOC-201	Gender & Society	4	4	30	70	100	3 Hrs
	MIC	B24-SOC-202	Indian Society	2	2	15	35	50	3 Hrs
	MDC	B24-SOC-203	Indian Society & Culture	3	3	25	50	75	3 Hrs
Second Year									
III	DSC	B24-SOC-301	Indian Social System	4	4	30	70	100	3 Hrs
	MIC	B24-SOC-302	Rural Sociology	4	4	30	70	100	3 Hrs
	MDC	B24-SOC-303	Social Problems in India	3	3	25	50	75	3 Hrs
	DSC	B24-SOC-401	Research Methodology	4	4	30	70	100	3 Hrs
	MIC	B24-SOC-402	Perspectives on Indian Society	4	4	30	70	100	3 Hrs
	MDC	B24-SOC-403	Social Change & Social Movements in India	4	4	30	70	100	3 Hrs
Third Year									
V	DSC	B24- SOC-501	Foundation of Sociological Thought-I	4	4	30	70	100	3 Hrs
	MIC	B24- SOC-502	Social Psychology	4	4	30	70	100	3 Hrs
	MDC	B24- SOC-503	Sociology of Deviance &	4	4	30	70	100	3 Hrs

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Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

			Crime						
VI	DSC	B24- SOC-601	Modern Sociological Thought-I	4	4	30	70	100	3 Hrs
	MIC	B24- SOC-602	Urban Sociology	4	4	30	70	100	3 Hrs
	MDC	B24- SOC-603	Industrial Sociology	4	4	30	70	100	3 Hrs
Fourth Year									
VII	DSC-1 H1	B24- SOC-701	Feminist Sociological Approach	4	4	30	70	100	3 Hrs
	DSC-H	B24- SOC-702	Qualitative Research Methods	4	4	30	70	100	3 Hrs
	DSC-H	B24-SOC-703	Social Issues in India	4	4	30	70	100	3 Hrs
	DSC-H	B24-SOC-704	Political Sociology	4	4	30	70	100	3 Hrs
	DSC-H	B24-SOC-705	Environment & Society	4	4	30	70	100	3 Hrs
	DSC-H	B24-SOC-706	Sociology of Organization	4	4	30	70	10	3 Hrs
	MIC	B24-SOC-707	Marriage, Family & Kinship	4	4	30	70	100	3 Hrs
VIII	DSC-1 H1	B24-SOC-801	Research & Publication Ethics	4	4	30	70	100	3 Hrs
	DSC-H	B24-SOC-802	Quantitative Research Methods	4	4	30	70	100	3 Hrs
	DSC-H	B24-SOC-803	Globalisation & Society	4	4	30	70	100	3 Hrs
	DSC-H	B24-SOC-804	Sociology of Education	4	4	30	70	10	3 Hrs
	DSC-H	B24-SOC-805	Sociology of Sports	4	4	30	70	10	3 Hrs
	MIC	B24-SOC-806	Social Stratification	4	4	30	70	100	3 Hrs
OR SEMESTER-8 (FOR HONOURS WITH RESEARCH IN SOCIOLOGY)									
	DSC-H	B24-SOC-801	Statistics and Research Methodology common)	4	4	30	70	100	3 Hrs
	DSC-H	B24-SOC-802	Modern Sociological Thought-II	4	4	30	70	10	3 Hrs
	MIC	B24-SOC-803	Comparative Sociology	4	4	30	70	10	3 Hrs
	Research	B24-SOC-807	Dissertation/Project Report	12	--	--	--	300	--

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BPS MAHILA VISHWAVIDYALAYA

Undergraduate Programs (Sociology) Syllabus, Semester –I

DSC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	I		
Name of the Course	Introduction to Sociology		
Course Code	B24-SOC-101		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC		
Level of the course(As per Annexure-I	100-199		
Pre-requisite for the course (if any)	Sr. Secondary/10+2 Examination or Equivalent Examination		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand the nature, scope& development of sociology; relationship with other Social Sciences. 2. Learn about the basic concepts of Sociology 3. Acquire conceptual clarification regarding culture, socialisation & social control. 4. Gain knowledge about the process of social change and allied concepts.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B-Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

I	**Introduction to Sociology**: Meaning, Nature and Scope; Development of Sociology, Relationship of Sociology with History, Psychology and Economics. Perspective of Sociology, Functionalist, Conflict and Interactionist	12
II	**Basic concepts**: Society, Community, Institution, Association, Groups: Primary and Secondary; Reference Group, Social Structure, Status and Role.	12
III	**Culture and Society**: Culture and its types, Socialization – Stages and Agencies; Social Control: Forms and Agencies, Religion - Meaning, forms, functions and dysfunctions; Concept of Religiosity.	12
IV	**Social Change:** Meaning and Types of Change, Factors of Social Change; Forms of Social Change: Evolution, Progress, Growth, Development, Revolution; Barriers to Social Change.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **30 Marks**

Part C - Learning Resources

Recommended Books/e-resources/LMS:

Bottomore, T.B. (1972), Sociology: A Guide to Problems and literature. Bombay: George Allen and Unwin (India).
Harlambos, M. (1998), Sociology: Themes and Perspectives. New Delhi: Oxford University Press.
Jayaram, N. (1988),Introductory Sociology. Madras: Macmillan India.
Johnson, Harry M. (1995), Sociology: A Systematic Introduction. New Delhi: Allied Publishers.
Kingsley, D. (1981), Human Society, New Delhi: Surjeet Publications.
Gisbert. P. (2016), Fundamentals of Sociology, New Delhi, Orient Black Swan,
Nagla, B. K. & Singh S. (2019), Introducing Sociology, Jaipur, Rawat Publication
Yadav, R. G. (2014), Samajshastra Parichay, New Delhi, Oriental Black Swan (Hindi Version)
Sachdeva, Bhushan (2012), Fundamentals of Sociology, Delhi: Pearson. (Hindi Version)
Sachdeva, Bhushan (2012), Samajshastra, Delhi: Pearson. (Hindi Version)

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Khanpur Kalan, Sonepat
Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –I

MIC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	I		
Name of the Course	Basic Concepts of Sociology		
Course Code	B24-SOC-102		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MIC		
Level of the course(As per Annexure-I	100-199		
Pre-requisite for the course (if any)	Sr. Secondary/10+2 Examination or Equivalent Examination		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand nature, scope, significance and origin of the sociology. 2. Make sense of basic concepts of sociology. 3. Know about different social processes. 4. Learn about various social institutions.		
Credits	Theory	Tutorial	Total
	2		2
Contact Hours	2 Per week		2 per week / per group
Max. Marks: 50 **Internal Assessment Marks: 15** **End Term Exam Marks: 35**		**Time: 3 Hours**	

Part B-Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 7 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours

DEAN
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I	**Sociology:** Nature, Scope and Significance; Development of Sociology as a discipline in India	6
II	**Basic Concepts:** Society, Group, Community, Association, Social System, Social Structure; Status and Role; Socialization; Culture	6
III	**Social Process:** Co-operation, Accommodation, Assimilation; Competition, Conflict; Social Stratification and Social Mobility	6
IV	**Social Institution:** Marriage, Family, Kinship, Economy, Polity, Religion.	6

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
Theory Class Participation: **4 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **4 Marks** • Mid-Term Exam: **7Marks**	**15 Marks**

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Abrahm, F. (2003) History of Sociological Thought, OUP, New Delhi

Aron, R. (1965/67) Main Currents in Sociological Thought (Vol. I & II), Penguin;

Bottomore, T.B. (1972) Sociology: A Guide to Problems and Literature, George Allen and Unwin, Delhi;

Davis, K. (1981) Human Society, Surjeet Publication, New Delhi.

Fox, R.(1963) Kinship and Marriage; Cambridge University Press,

Giddens A. (1989) Sociology, Oxford University Press.

Ginsberg, M.(1979) Sociology, Surjeet Publication, New Delhi.

Haralambos (1985) Sociology: Themes and Perspectives, Bell and Hyman, London;

Inkeles A. (1987) What is Sociology, Prentice hall, New Delhi;

Johnson, H.M. (1995)Sociology: A Systematic Introduction, Allied Publishers, New Delhi;

Kapadia, K. M.(1980) Marriage and Family in India, Oxford University Press, Bombay;

MacIver, R. M. (1974) Society –An Introductory Analysis, Macmillan, New Delhi.

Parsons, T. (1951) The Social System, Amerind Pub. Company;

Yadav, R. G. (2014) Samajshastra Parichay, New Delhi, Oriental Black Swan (Hindi Version)

Sachdeva, B. (2012) Fundamentals of Sociology, Delhi: Pearson. (Hindi Version)

Sachdeva, B. (2012) Samajshastra, Delhi: Pearson. (Hindi Version)

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Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –I

MDC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	I		
Name of the Course	Principles of Sociology		
Course Code	B24-SOC-103		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MDC		
Level of the course(As per Annexure-I	100-199		
Pre-requisite for the course (if any)	Sr. Secondary/10+2 Examination or Equivalent Examination		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1 Understand the Sociological imagination and socialization process 2 Know about culture and social change. 3 Get insight about social structure and system of stratification 4 Identify social groups and classes.		
Credits	Theory	Tutorial	Total
	2	1	3
Contact Hours	2 Per week	1 per week/ Per group	3 per week / per group
Max. Marks: 75 **Internal Assessment Marks:25** **End Term Exam Marks: 50**		**Time: 3 Hours**	

Part B-Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 5 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 10 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours

DEAN
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Khanpur Kalan, Sonepat
Haryana 131305

I	**Sociological Foundations and Social Dynamics:** The Sociological Imagination; Theory and Methods in Sociology; Understanding Socialization; Agents of Socialization; Normality, Deviance and Social Control;	9
II	**Culture:** Introduction to Culture; Components of Culture; Cultural Diversity; **Social Change:** Social Movements and Social Change;	9
III	**Structure:** Components of Social Structure; Understanding Social Interaction; **Stratification:** Systems of Stratification; Gender and Social Inequality;	9
IV	**Social Group:** Types of Social Groups; Groups and Social Control; Formal Organizations; The Functions of Class; Class and Conflict	9
	Tutorials	9

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
➢ **Theory** • Class Participation: **5 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **7 Marks** • Mid-Term Exam: **13 Marks**	**25 Marks**

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Abrahm, F (2003) History of Sociological Thought, OUP, New Delhi

Aron, R. (1965/67) Main Currents in Sociological Thought (Vol. I & II), Penguin;

Bottomore, T.B. (1972) Sociology: A Guide to Problems and Literature, George Allen and Unwin, Delhi;

Davis, K. (1981) Human Society, Surjeet Publication, New Delhi.

Fox, R.(1963) Kinship and Marriage; Cambridge University Press,

Giddens A. (1989) Sociology, Oxford University Press.

Ginsberg, M.(1979) Sociology, Surjeet Publication, New Delhi.

Haralambos (1985) Sociology: Themes and Perspectives, Bell and Hyman, London;

Inkeles A. (1987) What is Sociology, Prentice hall, New Delhi;

Johnson, H.M. (1995)Sociology: A Systematic Introduction, Allied Publishers, New Delhi;

Kapadia, K. M.(1980) Marriage and Family in India, Oxford University Press, Bombay;

MacIver, R. M. (1974) Society –An Introductory Analysis, Macmillan, New Delhi.

Parsons, T. (1951) The Social System, Amerind Pub. Company;

Yadav, R. G. (2014) Samajshastra Parichay, New Delhi, Oriental Black Swan (Hindi Version)

Sachdeva, B. (2012) Fundamentals of Sociology, Delhi: Pearson. (Hindi Version)

Sachdeva, B. (2012) Samajshastra, Delhi: Pearson. (Hindi Version)

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Khanpur Kalan, Sonepat
Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –II

DSC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	II		
Name of the Course	Gender & Society		
Course Code	B24-SOC-201		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC		
Level of the course(As per Annexure-I	100-199		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand the basic concepts of gender sensitization. 2. Enable students to understand the conceptual aspects of patriarchy and construction of gender. 3. Get an insight about legislative aspects of women's rights and laws. 4. Get understanding about positive and negative aspects of media in the cont of gender.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B-Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours

DEAN
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Haryana 131305

I	**Understanding Concepts:** Sex and Gender; Masculinity and Feminity; Patriarchy and Matriarchy.	12
II	**Construction Gender:** Patriarchy as Ideology and Practice; Biology vs. Gender; Public vs. Private; Role of family in the formation of gender identity.	12
III	**Women's Rights and Law**: Dowry Prohibition Act; Divorce Act; Domestic Violence Act; Rape; Property Right Act.	12
IV	**Women and Media:** Projection of women through media- Positive and Negative aspects; Impact of Media on Women; Commodification of Women.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
➢ **Theory** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**30 Marks**

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Desai, Neera and M. Krishnaraj (1987), Women and Society in India. Delhi: Ajanta.
Geetha, V. (2002), Gender. Calcutta: Stree
Menon, N. (2001), Gender and Politics in India. Oxford University Press: New Delhi.
Sharma, U. (1983), Women, Work and Property in North-West India. London: Tavistock
Oakley, Ann. (1972), Sex, Gender and Society. New York: Harper and Row.
Sharma, G.L (2015), Samajik Mudde, New Delhi, Rawat Publications.
Arya S. & Menon, N. & Other (2001),Neriwadi Rajnity*: Sangharsh Evam Mudde*, Hindi Madhyamik karyanvya Nideshalya: Delhi University.

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Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –II

MIC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	II		
Name of the Course	Indian Society		
Course Code	B24-SOC-202		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MIC		
Level of the course(As per Annexure-I	100-199		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Familiarized with various socio-cultural dimensions of Indian society. 2. Enhance knowledge of the students about the structural inequalities in Indi society. 3. Acquainted with important familial issues. 4. Have understanding of contemporary social issues as well as their remedial		
Credits	Theory	Tutorial	Total
	2		2
Contact Hours	2 Per week		2 per week
Max. Marks: 50 **Internal Assessment Marks: 15** **End Term Exam Marks: 35**		**Time: 3 Hours**	
Part B-Contents of the Course			

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 7 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

DEAN
Faculty of Social Sciences
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

Unit	Topics	Contact Hours
I	**Dynamics of Indian Society:** Evolution of Indian Society and its Social Structure; Unity and Diversity in Indian Society; Multi-Ethnic; Multi-Religious; Cultural and Lingual	6
II	**Social Inequalities:** Inequality of Caste, Class and Gender; Backward Castes, Weaker Sections and Dalits.	6
III	**Family Dynamics and Social Issues:** Family Violence, Dowry, Divorce, Problems of the Aged and Children	6
IV	**Poverty:** Indicators, Causes & Alleviation Programmes, Unemployment, Development and Displacement	6

Suggested Evaluation Methods

Internal Assessment:

➢ **Theory**

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

End Term Examination:

15 Marks

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Beteille, A. (1974), Social Inequality, New Delhi: OUP
Dube, S.C. (1991), Indian Society, New Delhi: National Book Trust.
Desai N. & Mathayee K. (1997), Women and Society in India, Ajanta Bombay
Desai, Neera and Usha Thakkar (2001), Women in Indian Society, National Book Trust, India
Ahuja, R. (1997), Societyin India: Concept, Theories and Recent Trends, Jaipur: Rawat Publication.
Sharma K.L. (ed.) (1994), Caste and Class, Jaipur, Rawat Publication
Sharma, K.L (2011), Indian Social Structure and Change, Rawat Publications
Sharma, G.L (2015), Samajik Mudde, Rawat Publication

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Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –II

MDC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	II		
Name of the Course	Indian Society & Culture		
Course Code	B24-SOC-203		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MDC		
Level of the course(As per Annexure-I	100-199		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1 Know the historical moorings of Indian society with the continuity and contradiction through the centuries. 2 Understand about different forms of social stratification in Indian society. 3 Be familiar with the basis of social movements and protests. 4 Be acquainted with various social institutions of Indian society and changes in its.		
Credits	Theory	Tutorial	Total
	2	1	3
Contact Hours	2 Per week	1 per week/ Per group	3 per week / per group
Max. Marks: 75 **Internal Assessment Marks: 25** **End Term Exam Marks: 50**		**Time: 3 Hours**	

Part B-Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 10 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

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B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Harvana 131305

Unit	Topics	Contact Hours
I	**Historical Background:** Traditional Hindu Social Organization – Purushartha, Samaskara, Theory of Karma; Diversity and Unity in India; Impact of Islam and Christianity.	9
II	**Social Stratification:** Caste -- Features, functions and changes; Caste and Mobility; Class - Agrarian and Industrial Classes; Scheduled Tribes – Distribution & Economy	9
III	**Social Movements & Protests:** Movements Based on Caste, Ethnicity, Reservation and politics; Role of Caste in Indian Politics; Political Factions & Pressure Groups.	9
IV	**Family, Marriage and Kinship:** Joint Family – Structure, Function and Changing Pattern; Marriage – Types, Marriage in different ethnic groups; Contemporary changes Kinship System – Usage, Regional Variations	9
	Tutorials	9

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
➢ **Theory** • Class Participation: **5 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **7 Marks** • Mid-Term Exam: **13 Marks**	**25 Marks**

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Dube, S.C. (1986), Indian Society, National Book Trust, New Delhi.
Dumont, L. (1981), Homo Hierarchicus: The Caste System and Its Implications; University of Chicago Press.
Ghurye, G.S. (1969), Caste and Role in India, Popular Parkashan, Bombay;
Irawati Karve (1953), Family, Kinship and Marriage in India, New Delhi. OUP
Kapadia, K.M (1960), Marriage and Family in India, Oxford University Press, Bombay.
Mandelbaum, D.G. (1972) Society in India, Popular Parkashan, Bombay.
Majumdar & Madan (1966), An Introduction to Social Anthropology, Asia Publication House, Bombay.
Prabhu, P.H. (1963), Hindu Social Organization, Popular Parkashan, Bombay.
Rao, M.S.A. (1979), Social Movements in India, Manohar; New Delhi.
Rao, M.S.A. (1979), Social Movements and Social Transformation, Macmillan, Delhi.
Sharma, K.L. (1980) Essays on Social Stratification, Rawat Publication, Jaipur.
Singh, K.S. (1982), Tribal Movements in India, Manohar, New Delhi.
Singh, Yogendra. (1973), Modernization of Indian Tradition, Thomson press, Faridabad.
Singh, Yogendra. (1979), Social Stratification and change in India, Manohar Publications, New Delhi.
Singer & Cohn (1968), Structure and Change in Indian Society, Aldine Publishing Co. Chicago.
Srinivas, M.N. (1980), India Social Structure, Hindustan Publishing Corp. New Delhi.
Srinivas& Shah (1970), Hinduism in International Encyclopedia of Social Science, Meerut.
Srinivas, M.N. (1966), Caste in Modern India and other Essays, Asian Publishing House, Bombay.

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Khanpur Kalan, Sonepat
Harvana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –III

DSC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	III		
Name of the Course	Indian Social System		
Course Code	B24-SOC-301		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC		
Level of the course(As per Annexure-I	200-299		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1 Understand the historical moorings of Indian society with the continuity and contradiction through the centuries. 2 Know about demographic profile in Indian society. 3 Understand the basic of social institution of Indian Society. 4 Familiarize with rural and urban social system of Indian society and changes in its.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B-Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

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Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Harvana 131305

Unit	Topics	Contact Hours
I	**Indian Society:** The Textual and the Field Views of Indian Society; Interface between the past and the Present; Basic Features of Traditional Indian Social System; Unity and Diversity in Indian Society	12
II	**Features of Indian Society:** Demographic Profile of India in terms of Growth, Age, Sex, Religion, Language, Occupation and Scheduled Castes and Scheduled Tribes; Tribal Communities in India: Geographical Distribution, Assimilation, Integration and Assertion; Religions in India	12
III	**Marriage in India:** Tribal, Hindu, Muslim, Christian and Trends of Change; **Family in India:** Household, Joint Family, Nuclear family and Trends of Change; **Kinship in India:** Patriarchy, Matriarchy, Lineage & Descent and Types of Kinship Systems in India.	12
IV	**Indian Villages:** Social Structure and Features; Rural Urban Interaction; **Social Classes in India:** Agrarian-Rural and Industrial-urban; Exclusion versus Inclusion: Backward classes, Dalits.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
➢ **Theory** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**30 Marks**

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Dube, S.C. (1986), Indian Society, National Book Trust, New Delhi.
Dumont, L. (1981), Homo Hierarchicus: The Caste System and Its Implications ;University of Chicago Press.
Ghurye, G.S. (1969), Caste and Role in India, Popular Parkashan, Bombay.
Irawati Karve (1953), Family, Kinship and Marriage in India, New Delhi. OUP
Kapadia, K.M (1960), Marriage and Family in India, Oxford University Press, Bombay.
Mandelbaum, D.G. (1972) Society in India, Popular Parkashan, Bombay.
Majumdar &Madan (1966) An Introduction to Social Anthropology, Asia Publication House, Bombay.
Prabhu, P.H. (1963), Hindu Social Organization, Popular Parkashan, Bombay.
Rao, M.S.A (1979), Social Movements in India, Manohar; New Delhi.
Rao, M.S.A. (1979), Social Movements and Social Transformation, Macmillan, Delhi.
Sharma, K.L. (1980), Essays on Social Stratification, Rawat Publication, Jaipur.
Singh, K.S. (1982), Tribal Movements in India, Manohar, New Delhi.
Singh, Yogendra.(1973), Modernization of Indian Tradition, Thomson press, Faridabad.
Singh, Yogendra. (1979), Social Stratification and change in India, Manohar Publications, New Delhi.
Singer& Cohn (1968), Structure and Change in Indian Society, Aldine Publishing Co. Chicago.
Srinivas, M.N. (1980), India Social Structure, Hindustan Publishing Corp. New Delhi.
Srinivas & Shah (1970), Hinduism in International Encyclopedia of Social Science, Meerut.
Srinivas, M.N. (1966), Caste in Modern India and other Essays, Asian Publishing House, Bombay.

DEAN
Faculty of Social Sciences
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –I

MIC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	I		
Name of the Course	Rural Sociology		
Course Code	B24-SOC-302		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MIC		
Level of the course(As per Annexure-I	100-199		
Pre-requisite for the course (if any)	Sr. Secondary/10+2 Examination or Equivalent Examination		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand the introductory concepts about the rural society 2. Acquainted with rural social structure. 3. Get understanding of rural economy and trends of change in rural society. 4. Understand rural political structure &status of women in rural Haryana.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B-Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

I	**Introduction to Rural Society:** Importance of the study of rural society; Village Community, Rural Family, Rural-Urban Differences.	12
II	**Rural Social Structure:** Caste and Class in Rural Society; Inter-Caste Relations; Jajmani System and its changing pattern, Agrarian Class Structure.	12
III	**Agrarian Economy:** Green Revolution and its Impact; Migrant Labour; Agrarian crisis in Haryana; Role of Women in Rural Economy.	12
IV	**Rural Political Structure:** Khap Panchayat in Haryana; Panchayati Raj Institutions; Status of Women in Rural Haryana. PRI and Women Empowerment.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
➢ **Theory** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**30 Marks**

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Beteille, A. (1974), *Studies in Agrarian Social Structure*, Delhi: Oxford University Press.
Desai, A.R. (1969), *Rural Sociology in India*, Bombay: Popular Prakashan.
Desai, A.R. (2012), *Bhartiya Gramin Samajshastra*, Jaipur, Rawat Publication
Dube, S.C.(1955), *Indian Village*, London: Routledge and Kegan Paul.
Doshi, S.L. and P.C. Jain (1999), *Rural Sociology*, Jaipur: Rawat Publication.
Jodhka, S.S. (1995), *Debt, Dependence and Agrarian Change*, Jaipur:Rawat Publication.
Sharma, K.L. (1997), *Rural Society in India*, Jaipur: Rawat Publication.
Yadav, Ram. Ganesh (2014), *Gramin-Nagriya Samajshastra*, New Delhi, Oriental Black Swan.

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BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –III

MDC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	III		
Name of the Course	Social problems in India		
Course Code	B24-SOC-303		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MDC		
Level of the course(As per Annexure-I	200-299		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Learn about basic concepts of social problems. 2. Acquainted with different familial issues of the Indian society. 3. Learn about developmental issues of the society. 4. Learn about contemporary issues related with social problems.		
Credits	Theory	Tutorial	Total
	2	1	3
Contact Hours	2 Per week	1 per week/ Per group	3 per week / per group
Max. Marks: 75 **Internal Assessment Marks: 25** **End Term Exam Marks: 50**		**Time: 3 Hours**	
Part B-Contents of the Course			

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be requir to attempt FIVE questions. The first question will be compulsory and will have 5 short answer questions uniformly spread ov entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each questi will carry 10 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsc question.

Unit	Topics	Contact Hours
I	**Understanding Social Problems:** Deviance; Social Disorganization; Anomie; Alienation; Suicide, Crime	9
II	**Familial Issues:** Domestic Violence; Dowry, Inter-Caste Marriage; Problem of the Aged; Divorce.	9
III	**Developmental Issues:** Hygiene and Sanitation; Life style Disease; Housing; Uneven Development; Corruption, Unemployment	9
IV	**Contemporary Issues:** Cyber Crime; HIV AIDS; Drug Addiction; Mental Illness; Pandemics.	9
	Tutorials	9

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
➢ **Theory** • Class Participation: **5 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **7 Marks** • Mid-Term Exam: **13 Marks**	**25 Marks**

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Ahuja, Ram (2000), Social Problems in India, New Delhi: Rawat Publications.
Ahuja, Ram (2000), Bharat mein Samajik Samsayen, Jaipur, Rawat Publications
Desai, Neera & Usha Thakkar (2007), Women in Indian Society, Delhi: National Book Trust, India.
Gill, S.S. (1998),The Pathology of Corruption, New Delhi: Harper Collin Publishers.
Madan, G.R. (1991), Indian Social Problems, New Delhi: Allied Publisher, Vol. I.
Memoria, C.B (1981),Social Problem and Social Disorganization in India, Allahbad, Kitab Mahal
Rajaura, Suresh Chander (2000), Samkaleen Bharat ke Samajik Samsayen, Jaipur, Rajasthan Hindi Granth Akadami
Sharma G.L(2015),Samjik Mudde, Delhi: Rawat Publication

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Khanpur Kalan, Sonepat
Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –IV

DSC

Session: 2024-25

Part A-Introduction

Subject	Sociology		
Semester	IV		
Name of the Course	Research Methodology		
Course Code	B24-SOC-401		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC		
Level of the course(As per Annexure-I	200-299		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Know about the basic understanding of social research and scientific methc 2. Know about research design and sampling processes. 3. Explain various methods and techniques of data collection. 4. Acquire a skill in data analysis process in details.		
Credits	Theory	Tutorial	Total

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B-Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Social Research:** Meaning, Steps & Types; Fact &Theory; Concept &Variable; Scientific Method; Social Survey.	12
II	**Research Design:** Types and Usage **Sampling:** Types & Significance; Sample Size	12
III	**Sources of Data:** Primary, Secondary **Tools of Data Collection:** Interview, Questionnaire and Schedule	12
IV	**Data Analysis:** Editing, Coding, Classification and Tabulation. **Graphic Presentation:** Bar Diagram; Histogram; Pie Chart; Polygon.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
➢ **Theory** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**30 Marks**

Part C-Learning Resources

DEAN
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Haryana 131305

Recommended Books/e-resources/LMS:
Ahuja, Ram (2001), *Research Methods*, New Delhi: Rawat Publication.
Ahuja, Ram (2003), *Samajik Servekshanavm Anusandhan*, Jaipur, Rawat Publication
Goode,W.J. and P.K.Hatt(1952), *Methods in Social Research*, NewYork:McGraw International.
Srivastava, Prakash G.N. (1994), *Advances Research Methodology*, Delhi: Radha Publication.
Thakur, Devender (2003), *Research Methodology in Social Science*, Delhi:DeepandDeepPublication.
Young, P.V.(1988),*Scientific Social Survey and Research,* New Delhi Prentice Hall.
Kumar, Ranjit (2006), *Research Methodology*, Australia: Pearson Education
Mahajan, Dharamveer aur Kamlesh Mahajan (2019) *Samajik Anusandhan ka Pranhali Vigyan,* Delhi: Vivek Publication.

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –IV

MIC

Session: 2024-25

Part A-Introduction

Subject	Sociology		
Semester	IV		
Name of the Course	Perspectives on Indian Society		
Course Code	B24-SOC-402		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MIC		
Level of the course(As per Annexure-I	200-299		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Get an insight about text view and Indological approach to understand India social system. 2. Be acquainted with the structural-functional view to interpret Indian societ and culture. 3. Get a critical learning through Marxian perspective to analyse Indian soci structure. 4. Acquire understanding of subaltern perspective in terms of analyzing Ind social system.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group

DEAN
Faculty of Social Sciences
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70	Time: 3 Hours

Part B-Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Text View/Indological Approach :** G.S. Ghurye, Louis Dumont	12
II	**Structural-Functional View:** M.N. Srinivas, S.C. Dube	12
III	**Marxian Perspective:** D.P. Mukerjee, A.R. Desai	12
IV	**Subaltern Perspective:** B.R. Ambedkar, David Hardiman	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment:	End Term Examination:
➢ **Theory** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**30 Marks**

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Atal, Yogesh (2003), Indian Sociology from Where-to-Where Rawat Publication, New Delhi.
Ambedkar, B.R. (1949), The Untouchable Who Were They and Why They Became Untouchable, Amrit Book, Delhi.
Desai, A.R. (1996), Rural Sociology in India, Popular Prakashan, Bombay.
Desai, A.R. (1979), Rural India in Transition, Popular Prakashan, Bombay.
Dube, S.C. (1967), Indian Village, Routledge, London.
Dhanagre, D.N. (1993), Themes and Perspective in Indian Sociology, Rawat Publication, Jaipur.
Dumont, Louis (1970), Homo Hierarchicus: The caste System and its Implications, Vikas Pub., New Delhi.
Ghurye, G.S.(1969), Caste and Race in India Popular Prakashan, Bombay.
Hardiman, D. (1996), Feeding the Bania: Peasants and Usurers in Western India, Oxford University Press.
Hardiman, D. (1987), The Coming of the Devi: Adivasi Assertion in Western India, Oxford University Press.
Marriot, M. (1990), India Through Hindu categories, Sage Publication, New Delhi.
Momin, A.R. (1996), The Legacy of G.S. Ghurye: A Centennial Festschrift, Popular Parkashan, Bombay.
Oommen, T.K.& Mukerjee, P.N. (1986), Indian Sociology: Reflections and Introspections, Popular Parkashan, Bombay.
Singh, Y. (1973), Modernization of Indian Tradition, Thomson press, Faridabad.

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

Singh, Y. (1986) Indian Sociology: Social Conditioning and Emerging Concerns, Vistaar Pub., Delhi.
Srinivas, M.N.(1960), India's Village, Asia Publishing House, Bombay.
Surinder S. Jodhka (2012), Village Society, Orient Black Swan, Delhi.

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –IV

MDC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	IV		
Name of the Course	Social Change & Social Movement in India		
Course Code	B24-SOC-403		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MDC		
Level of the course(As per Annexure-I	200-299		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Get an understanding of the meaning, dimension and types of social change. 2. Get familiarized with forces of change in contemporary Indian society. 3. Gain knowledge of concepts, elements, classification and the theories of social movements. 4. Get an exposure to Social Movement & Protests in India.		
Credits	Theory	Tutorial	Total
	3	1	4

DEAN
Faculty of Social Sciences
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat

Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B-Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Social Change:** Meaning, Dimensions, Types, and factors, Functional and Conflict Theory.	12
II	**Process Of Social Changes:** Modernization, Westernization, Sanskritization, Secularization, Globalization	12
III	**Social Movements:** Concept, Elements, Classification and Theories; Type of Movement, Significance of Movement	12
IV	**Social Movements and Protests in India:** Reform movements; Tribal and Peasants Movements; Movements based on Caste, &Region; Reservation and Politics	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **30 Marks**

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Albrow, Martin & Elizabeth King (1990), Globalisation, Knowledge and Society, Sage: London.
Banks, J.A (1972), The Sociology of Social Movements: Macmillan, London;
Desai A.R. (1979), Peasant Struggles in India: Oxford University Press, Bombay.
Dhanagare D.N. (1983), Peasant Movements in Indian 1920-1950:O.U.P, Delhi.
Harlambos & Holborn (2000), Sociology: Themes and Perspectives 5th Edition, Harper Collins Pub. London.
Nash, J.(ed.) (2005), Social Movements: an anthropological reader, Blackwell Publishing, Oxford.
Oomen, T.K. (1990), Protest and Change: Studies in Social Movements: Sage Publication, Delhi.
Rao, M.S.A. (1979)Social Movements in India: Manohar; New Delhi.

DEAN
Faculty of Social Sciences
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

Rao, M.S.A. (1979), Social Movements and Social Transformation: Macmillan, Delhi.
Singh, K.S. (1982), Tribal Movements in India: Manohar, New Delhi.
Oommen, T.K., (1972), Charisma, Stability and Change: An Analysis of Bhoodan Grandan Movement: Thomas Press, New Delhi.
Shah, Ghanshyam, (1977), Protest Movements in two Indian States.: Ajanta, New Delhi.
Shah, Ghanshyam, (1990), Social Movements in India; a review of the Literature: Sage, Delhi.
Shah, Nandita, (1992),The Issues at Stake :Theory and Practice in the Contemporary women's movements in India, Kali for Women, New Delhi.
Shiva, Vandana, (1991), Ecology and the Politics of Survival : Sage, New Delhi.
Atal Yogesh (2016), *Bhartiya Samaj: Nirantaraur Parivartan*, New Delhi, Pearson Publication.
Singh, Sheobahal (2010), *Sociology of Development*, Jaipur: Rawat Publications.
Sharma, S.L. (1986), *Development: Socio-Cultural Dimensions*, Jaipur: Rawat Publications.
Verma, Manish K (2015), *Globalization and Environment: Discourse, Policies and Practices*, Jaipur: Rawat Publications.

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –V

DSC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	II		
Name of the Course	**Foundation of Sociological Thought**		
Course Code	B24-SOC-501		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC		
Level of the course(As per Annexure-I	100-199		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Learn about various aspects and role of positivism in sociology as a discipl 2. Know about the functionalist perspective in sociology in the opinion c pioneers. 3. To understand conflict perspective to study social phenomenon. 4. Acquire insight into interpretative understanding of society.		
Credits	Theory	Tutorial	Total
	3	1	4

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Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B-Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Positivism:** Comte's Law of Three Stages; Durkheim: Social Fact; Karl Popper: Post-Positivism	12
II	**Functionalism:** Radcliffe Brown's Structural Functional Approach; Merton's Social Structure; Parson's Social System	12
III	**Conflict:** Marx's Class; Coser's Approach of Social Conflict' Dahrendorf''s Class and Class Conflict in Industrial Society	12
IV	**Interactionism:** Weber's theory of Social Action; Herbert Blumer's Rational Interpretation; Erving Goffman: Dramaturgy	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
Theory • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **10 Marks** • Mid-Term Exam: **15 Marks**	**30 Marks**

Part C-Learning Resources

DEAN
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Recommended Books/e-resources/LMS:

Aron, Raymond (1967), *Main Currents in Sociological Thought*, London: Weidenfield and Nicholson, Vol.I and Vol.II.
Doshi, S.L and P.C. Jain (2001), *Parmukh Smajshastriya Vicharak: Kamte se Mertontak,* Jaipur, Rawat Publication
Hussain, Mujatba (2010), *Samajshastriya Vichar*, New Delhi, Oriental Blackswan
Jayapalan, N. (2001), *Sociological Theory*, New Delhi: Atlantic Publishers.
Judge, Paramjit Singh (2012), *Foundations of Classical Sociological Theory: Functionalism, Conflict and Action,* Delhi: Pearson.
Kundu, Abhijit (2010), *Sociological Theory*, New Delhi: Orient Black-swan.

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –V

MIC

Session: 2024-25	
Part A-Introduction	
Subject	Sociology
Semester	V
Name of the Course	Social Psychology
Course Code	B24- SOC-502
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MIC
Level of the course(As per Annexure-I	300-399
Pre-requisite for the course (if any)	

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand the nature, scope & development of social psychology and its relationship with other Social Sciences. 2. Learn about the various concepts of social perception. 3. Acquire conceptual clarification regarding social motivation & morals. 4. Gain knowledge about the various aspects of collective behavior.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Social Psychology:** Definition, Nature, Scope, Dimensions, Methods; Significance; Historical context; Relationship between Sociology and Psychology.	12
II	**Social Perception:** Human Consciousness and Self-Awareness; Social Cognition; Cognitive Dissonance; Self Concept; Impression Formation; Personality dynamics.	12
III	**Social Motivation & Moral:** Definition, Nature, Types - Achievement Motivation and Power Motivation; Moral.	12
IV	**Collective Behaviour:** Social Attitude, Prejudices and Stereotypes, Propaganda and Public Opinion. Violence, Leadership, Social Control.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

Recommended Books/e-resources/LMS:

Baron, R. A. & Byrne, D.H. (1995), Social Psychology, Prentice Hall of India, New Delhi.
B.N. Maltzer, W. (1945), Symbolic Interactionism, Routledge and Kegan John & Other Paul Ltd., New Jersey.
Karl Mannheim (1966), Essays on Sociology and Social Psychology, Routledge and Kegan Paul Ltd., London.
Krech D. & Crutchifield (1975), Theory and Problems of Social Psychology, McGraw Hill, New York.
Kuppuswami, B. (1980), An Introduction to Social Psychology, Media Promoters & Publishers Pvt, Ltd. Bombay.
Lindzey (1964), Handbook of Social Psychology, Vol. I & II, Wiley Publishing Co. The London Third Edition. (ed.)
Lindgren, H. Clay (1973), An Introduction to Social Psychology, Willey Eastern, New Delhi.
Merton, R.K. (1968), Social Theory and Social Structure, Amerind Publication, New Delhi.
McDavid, John & Herbert H (1986), Social Psychology, CBS Publishers & Distributers, Delhi.
Robert R. Evans (1975), Readings in Collective Behaviour, Chicago: Rand Monally College Publishing Co.
T.M. Newcomb (1950), Social Psychology, Drvdon Press, New York.
W.J.H. Sprott (1952), Social Psychology, Methuen and Co. London.

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Harvana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –V

MDC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	V		
Name of the Course	Sociology of Deviance & Crime		
Course Code	B24-C- 503		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MDC		
Level of the course(As per Annexure-I	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Familiarized with various concepts of crime and deviance. 2. Learn about the various theoretical perspectives of sociology of deviance & crime. 3. Acquaint with changing profile of crime. 4. Get understanding about juvenile delinquency and legislative measures.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Introduction:-** Nature Significance and scope of sociology of Crime and deviance; Concept of crime and deviance- old and modern; Characteristics of crime.; Causes for criminal behavior.	12

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

II	**Theoretical Perspectives:** Anomic theory (Durkheim, Merton); Differential Association Theory (Sutherland); Labeling theory; Contemporary Theoretical Perspectives.	12
III	**Changing Profile of Crime:** Organized crimes, Terrorism; White collar crime; Crimes against women; Crimes against marginalized sections of Society.	12
IV	**Juvenile Delinquency:** Meaning and causes; Legislative measures; Rehabilitation – remand home, certified schools, group therapy, vocational Training. Correction Methods: Meaning and significance of correction – deterrent, preventive and reformative; Judicial custody, prisons and prison system.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Clinard & Marshall, B. (1957), Sociology of Deviant Behaviour, New York: Holt, Rinehart and Winston, Inc.
Cohen, A. K. (1970), Deviance and Control, New Delhi, Prentice-Hall of India.
Frazier, C. E(1976), Theoretical Approaches to Deviance, Ohio: Charles E. Morrill Publishing Company.
Lemert, E. (1972), Human Deviance, Social Problems and Social Control, Englewood Cliffs. N.J.Prentice -hall.
Merton, R.K. (1972), Social Theory and Social Structure. New Delhi: Emerind Publishing Co.
Ministry of Home Affairs. (1998), Crime in India. New Delhi: Government of India, Ministry of Home Affairs. Report of the All-India Committee on Jail Reforms. 1980- 83. New Delhi: Government of India.
Nagla, B.K. (1991), Women, Crime and Law, Jaipur: Rawat Publications.
Reid, S. (1976), Crime and Criminology. Illinois: Deyden Press.
Shankardas, R. D. (2000), Punishment and the Prison: India and International Perspective. New Delhi: Sage Publications.
Williams, F. P. and Marilyn D. M. (1998), Criminological Theory. New Jersey: Prentice Hall.
Williamson, H. E. (1990), The Correction Profession. New Delhi: Sage Publications.
Ahuja, R. (2000), Social Problems in India, Jaipur: Rawat Publications.

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Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VI

DSC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	Viz		
Name of the Course	Modern Sociological Thought-I		
Course Code	B24- SOC- 601		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC		
Level of the course(As per Annexure-I	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand the various perspectives of exchange theory. 2. Learn about the various approaches of Interactionist theory like Symbolic Interactionism, Social Phenomenology, Ethnomethodology, and Thick Description. 3. Acquire conceptual clarification regarding Structuralism and Post-Structuralism. 4. Gain knowledge about various perspectives on Indian Society.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Exchange Theory:** G.C. Homans- Exchange Principles; Peter M. Blau- Power in Exchange; Emerson- Exchange Network.	12

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B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

II	**Interactionist Theory**: G.H. Mead/Goffman - Symbolic Interactionism; Schutz - Social Phenomenology; Garfinkel –Ethnomethodology; Clifford Geertz- Thick Description.	12
III	**Structuralism and Post-Structuralism**: Levi-Strauss–Concept of Social Structure; Althusser – Structural Marxism; Gramsci – Hegemony; Derrida—Deconstruction.	12
IV	**Perspectives on Indian Society:** M.K. Gandhi; B.R. Ambedkar; R.K. Mukherjee; G.S. Ghurye; M.N. Srinivas; Irawati Karve.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Ambedkar, B.R. (1949), The Untouchables Who Were They and Why They Became Untouchable: Amrit Book, Delhi.
Raymond A. (1965/67), Main Currents in Sociological Thought (Vol. I & II), Penguin.
Atal, Yogesh (2003), Indian Sociology from Where-to-Where Rawat Publication, New Delhi.
Berger & Luckmann (1963), The Social Construction of Reality, Penguin.
Cohen, S.P. (1968), Modern Sociological Theory, Heinemann Education Books Ltd.
Collins, R (1997), Sociological Theory, Rawat Publication, Jaipur.
Craib, I. (1992), Modern Social Theory, Harvestor.
Douglas, J. (1980), Introduction to Sociologies of Everyday Life, Allyn and Bacon.
Ghurye, G.S. (1969), Caste and Race in India. Popular Prakashan, Bombay.
Giddens, A. (1983), Central Problem in Social Theory, MacMillan, London.
Giddens, A.(1997), Capitalism and Modern Sociological Theory: Analysis of Writing of Marx, Durkheim and Weber, Cambridge Univ. Press.
Layder, D. (2006), Understanding Social Theory (2nd Ed.), Sage Publication, New Delhi.
Martindale, D. (1960), Nature and Types of Sociological Theory: Houghton-Millin, Boston.
Merton, R.K. (1968), Social Theory and Social Structure: Amerind Publishing Co. Pvt. Ltd.
Parsons, T.(1949), The Structure of Social Action: Free Press, New York.
Ritzer, G. (1992), Sociological Theory: McGraw Hill Inc.; (IIIrd Ed.)
Singhi, N.K. (1996), Theory and Ideology in Indian Sociology. Rawat publication, New Delhi.
Srinivas, M.N. (1960), India's Village, Asia Publishing House, Bombay.
Strauss, C. Levy (1968) Social structure in Structural Anthropology, Penguin.
Turner & Bryan S (1996), Social Theory, Blackwell Publishing, London.
Turner, J.H. (1995), The structure of Sociological Theory, Rawat Publication, Jaipur.
Thakkar, U. (2011), Gandhian Perspective of Development. Research Journal of Gandhian Studies Centre (GSC) of Smt. Chandabai Himachal Mansukhani College.
Wagner, H. (1970), Introduction: The Phenomenological Approach to Sociology. In Alfred Schutz on Phenomenology of Social Relations, The University of Chicago Press.

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Khanpur Kalan, Sonepat
Haryana 131305

MIC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VI		
Name of the Course	Urban Sociology		
Course Code	B24-SOC-602		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MIC		
Level of the course(As per Annexure-I	200-299		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Gain understanding about different sociological perspectives applied to understand urban society. 2. Know about different theories of urbanism. 3. Identify distinguished characteristics of urban community and also be able differentiate between urban and rural societies. 4. Become aware off urban social problems and will know about urban planni in India.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B-Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

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Khanpur Kalan, Sonepat
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Unit	Topics	Contact Hours
I	**Concepts:** Urbanism, Urbanity and Urbanization, Types of Cities-Towns, Cities and Megacities. **Classical Sociological Perspective:** Karl Marx, Max Weber.	12
II	**Urbanism& Urbanization:** Simmel–Metropolis and Mental Life; Louis Wirth – Urbanism; Manuel Castells – Sex and City; Pace of Urbanization, Over-urbanization and De-Urbanization.	12
III	**Urban Community:** Spatial Dimension–Robert E. Park, Burgess. Urban Society vis-à-vis Rural Society; Rural-Urban Convergence; Middle Class & Gated Communities; Industry, Service and Business, Significance of Cities.	12
IV	**Urban Problems and Planning in India:** Urban Polity, Urban Movements and Violence; Forms and Sources of Urban Stress; National Urban Renewal Mission; Neighborhood, Slums and Ethnic Enclaves; Cyber Crime	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
➢ **Theory** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**30 Marks**

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Abrahamson (1976), Urban Sociology, Prentice Hall, Englewood.

Alfredde S. (1979), The Indian City; Poverty, ecology and urban development, Manohar, Delhi.

ss A. (1979), Studies in India's Urbanisation; 1901-1971.

olling W. (1972), Problems of Urban Society VOL. 2, George and Unwin Ltd.

Bogue D. J. (1964), University of Chicago Press; (ed.)

Fulcher J. & John S. (2003), Sociology, Oxford University Press.

Desai A. R. (1970), Slums and Urbanisation, Popular Prakashan, Bombay.

Rao M.S.A. (1974), Urban Sociology in India.

Gore M.S. (1968), Urbanisation and Family Change, Bombay Popular Prakashan.

Jayapalan N. (2003), Urbanization in India in Contribution to Indian Sociology, Sage Pub.

Pickwance C. G. (1976), Urban Sociology; Critical Essays, Methuen.

Pillai S D & Gold H. (1982), The Sociology of Urban Life, Prentice Hall.

Quinn J. A. (1955), Urban Sociology, S Chand & Co., New Delhi.

Gandhi R. S. (1981), Urban Sociology in India, International Journal of Contemporary Sociology, Vol.18, Nos. 4.

Chandran, R. (1991), Urbanisation and Urban System in India, OUP, Delhi.

Saberwal, S. (1976) The Mobile Men: Limits to Social Mobility in Urban Punjab, Vikas Delhi.

Saberwal,S. (1978) Process and Institution in Urban India.

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Saunders P. (1981), Social Theory and Urban Question, Hutchinson.
Oommen T.K. (1967), The Rural Urban Continuum Re-examined in the Indian Context, Sociologia Ruralis, Vol.7 No.1.
Burgess W. W. (1964), Contributions to Urban Sociology, University of Chicago Press.
Wilson R.A. (1978), Urban Sociology, Prentice Hall, Englewood.

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BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VI

MDC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VI		
Name of the Course	Industrial Sociology		
Course Code	B24-SOC- 603		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MDC		
Level of the course(As per Annexure-I	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand about historical perspective of industrialization and the nature & scope of industrial sociology. 2. Acquaint with politico-economics frame of industry as a system. 3. Get an insight about various issues of industrial work force 4. Gain knowledge about the industrial and society interface.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Definition and Perspectives:** Nature and Scope of Industrial Sociology; History of Technological Development; Pace of Industrialization, De-Industrialization & Growth beyond Industrialization; Major Perspectives – Marx, Weber, Ritzer (McDonaldization).	12

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Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

II	**Politico-Economic Frame of Industry:** Sectors of Economy; Factory as a System; Industrial Management Approaches – Scientific Management and Human Relation; Industrial Democracy, Growth of Slums, Environmental Degradation and Health Hazards	12
III	**Industrial Work-Force:** Changing Character of Work-Force in India; Motivation and Morale; Work Culture; Worker's Welfare; From Collective Bargaining to Individual Negotiation	12
IV	**Industry Society Interface:** Impact of Industry on Social Structure i.e. on Caste, Class, Joint Family, Kinship and on Socio-Cultural Values of Society; Technology & Changing Family Relations.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Bell D. (1973), The Coming of Post-Industrial Society, Basic Books, New York.
Desai, A.R (1978), Rise and Development of Modern Indian Industries Perspective Chapter VII in Social Background of Indian Nationalism; Popular Prakashan, Bombay.
Edwards, P. (2003), Industrial Relations, Blackwell Publishing.
Faunce, W. (1968), Problem of Industrial Society, McGraw Hill Book Company.
Giddens, A. (2001), Sociology (4thEd.) Polity.
Gisbert, S.J. (1972), Fundamental of Industrial Sociology, McGraw Hill.
Arkese H. R. (1977) , Psychological Theory of Motivation, Thomson Brooks/Cole.
Haralambos (1985), Sociology: Themes and Perspectives, Bell and Hyman, London.
Garske J. P. (1985), Brookes/Cole Publishing Co. Ltd. New Delhi.
Hoselitz, B.& Moore, W.E. (1960), Industrialization and Society, UNESCO.
Melvin & Jacks (1965), New Foundations for Industrial Sociology, East-West Press Pvt. Ltd. New Delhi.
Ramaswamy, E.S. (1978), Industrial Relations in India: A Sociological Perspective, The Milan, India.
Sheth, N.R. (1985), Industrial Sociology in India, Allied Publishers Pvt. Ltd. New Delhi.
Vitalse, M. (1962), Motivation and Morale in Industry, Allied Pub. Bombay.
Watson, T.J. (1985), Sociology, Work and Industry, Routledge.

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Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VII

DSC-1-H1

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VII		
Name of the Course	Feminist Sociological Approach		
Course Code	B24-SOC- 701		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC-1-H1		
Level of the course(As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Map the basic concepts & feminist theories developed in gender studies. 2. Understand interface of sociology and feminism. 3. Interrogate the gendered nature of major social institutions and practices in India. Further it 1. Highlight the gender discourse of contemporary movements in India.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Introduction:** Concepts & Theoretical Background; Operationalizing Concepts- Sex/ Gender; Patriarchy; Sexual Division of Labour, Socialization practice; Intersectional locations of Gender.	12

DEAN
Faculty of Social Sciences
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

II	**Interface of Feminism & Sociology:** Sociology of Women- Feminist Sociology- Sociology of Gender; Feminist Sociological theory; Feminist Research Methodology.	12
III	**Interrogating &Engendering Institutions & Practices:** Engendering the Economic- Work, Labour, Development; Engendering the Social- Kinship, Health & Education; Engendering the Political-Politics, Media & Culture.	12
IV	**Gender Discourse of Movements in Modern India:** Women in the Nationalist Movement; Contemporary Women's Movement; Global Feminisms & Contemporary Trends.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Basu, A. (1995), The challenge of Local Feminism: Women's Movement in Global Perspective. Boulder Co., West view Press.
Choudhari, M (2004), Feminism in India. New Delhi: Women Unlimited.
Delamont, S. (2003), Feminist Sociology. Sage.
Dube, L(2001), Anthropological Explorations in Gender: Intersecting Fields. New Delhi: Sage Publications.
Saraswathi, T. S. (1999), Culture, Socialization & Human Development: Theory, Research & Applications (pp. 235-254) New Delhi: Sage Publications.
Harding, S. (1987), Feminism and Methodology. Bloomington: Indiana University Press.
John, M. (2008), Women's Studies in India: A Reader. Penguin.
Kabeer, N. (1994), Reversed Realities: Gender Hierarchies in Development Thought.
Khullar, M. (2005), Writing the Women's Movement - A Reader. New Delhi: Zubaan.
Rege, S. (1998), Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position". Economic and Political Weekly, Vol. 33, No. 44 (Oct.31 -Nov. 6, pp. 39-48).
Uberoi, P. (1994), Family, Kinship and Marriage in India. New Delhi: Oxford.
Chakravarty, U. (2003), Gendering caste through a feminist Lens. Calcutta: Stree.
Geetha, V. (2002), Gender. Calcutta: Stree.
Geetha, V. (2007), Patriarchy. Calcutta: Stree.
Rege, S. (2003), Sociology of Gender. New Delhi: Sage.
Shah, N., & Gandhi, N. (1992), Issues at Stake. New Delhi: Kali for Women.

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Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VII

DSC-H

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VII		
Name of the Course	Qualitative Research Methods		
Course Code	B24- SOC-702		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC-H		
Level of the course(As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Demonstrate skills of reading qualitative research in education. 2. Acquire skills of designing and conducting qualitative research. 3. Identify, plan, and demonstrate use of various methods employed in qualitative research. 4. Execute analysis of data emerging from qualitative data and present analysis in academic writing.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Introduction to Qualitative Research:** History and philosophical research: epistemology, realism, relativism, phenomenology, hermeneutics etc.; Characteristics of qualitative research; Research Ethics.	12

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Harvana 131305

II	**Methodologies in Qualitative Research:** Paradigms and Techniques of Qualitative Research: Action Research, Ethnography, Phenomenology, Grounded Theory and Case Study Research.	12
III	**Interpretation and Evaluation of Qualitative Analysis:** Data Collection in Qualitative Research; Reliability and Validity; Steps in qualitative data analysis; Software for Qualitative Research; Narrative analysis, Discourse analysis and Content analysis/Semiotic analysis.	12
IV	**Writing Up Research:** Report writing in APA format – Introduction, Literature Review, Statement of the Problem, Methodology; Results, Discussion, Conclusion, Summary of the research; References in APA format, and Appendices, Avoiding plagiarism.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Denzin, N. K., & Lincoln , Y. S. (2017), The Sage Handbook of Qualitative Research (5th ed.). SAGE Publications.

Creswell, J. W., & Poth. C.N. (2018), Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). SAGE Publications.

Charmaz, K. (2014), Constructing Grounded Theory (2nd ed.). SAGE Publications.

Saldana, J. (2016), The Coding Manual for Qualitative Researchers (3rd ed.). SAGE Publications.

Merriam, S. B., & Tisdell, E. J. (2016), Qualitative Research: A Guide to Design and Implementation (4th ed.). Jossey-Bass.

Smith, J. A., Flowers, P., & Larkin, M. (2009), Interpretative Phenomenological Analysis: Theory, Method and Research. SAGE Publications.

Hammersley, M., & Atkinson, P. (2019), Ethnography: Principles in Practice (4th ed.). Routledge.

Silverman, D. (2017), Doing Qualitative Research: A Practical Handbook (5th ed.). SAGE Publications.

Miles, M. B., Huberman A. M., & Saldana, J.(2014), Qualitative Data Analysis: A Methods Sourcebook (3rd ed.). SAGE Publications.

Yin, R. K. (2017), Case Study Research and Applications: Design and Methods (6th ed.). SAGE Publications.

Ackoff R.L. (1955), The Designing of Social Research, University of Chicago Press.

Babbie, E. (2004), The Practice of Social Research, Thomson Asia Pvt. Ltd., Singapore.

Garett H.E. (1981), Statistics in Psychology and Education, Vakils, Bombay.

Majumdar, P.K. (2005), Research Methods in Social Science, Viva Books Pvt. Ltd., New Delhi.

Matt H. (2006), A short introduction to Social Research, Vistaar Publication, New Delhi.

Sarandakos, S. (1998), Social Research (2nd Ed.), Palgrave, New York.

Seltiz, C.H. (1951), Research Methods in Social Relations, Holt Rine Hart, and Winston.

Thakur, D. (1998), The Research Methodology in Social Sciences, Deep and Deep Publications, New Delhi.

Young P.V. (1956), Scientific Social Survey and Research, Prentice Hall New Jersey.

DEAN
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Harvana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VII

DSC-H

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VII		
Name of the Course	Social Issues in India		
Course Code	B24- SOC-703		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC-H		
Level of the course(As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand various types of social issues in India. 2. Acquire conceptual clarification regarding major theoretical perspectives on social issues 3. Learn about the major social issues in India. 4. Gain knowledge about the contemporary social issues such as unemployment, rapid urbanization, child labour and various environmental issues.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Introduction to Social Issues in India:** Understanding Social Issues; Definition and types of social issues; Cause and reaction; Historical overview of social issues in India; Rural and Urban social issues in India.	12

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

II	**Theoretical Perspectives on social issues**: Conflict, functionalist, feminist, critical, developmental and post-modernist.	12
III	**Major Social issues in India:** Poverty and Inequality; Population Growth and Demographic Issues, Health and Healthcare; Social Exclusion and Marginalization- Caste and Untouchability; Gender Issues- Gender inequality: Patriarchy and gender roles, Violence against women.	12
IV	**Contemporary Social Issues**: Unemployment- Nature, Dimensions and remedies; Child labor; Environmental and developmental Issues; Urbanization and Migration, Urbanization trends and challenges: Slums, housing, and infrastructure.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Ahuja R. (1992), Social Problems in India, Rawat Publications, Jaipur.
Beteille, A. (1974), Social Inequality, OUP, New Delhi.
Beteille, A. (1992), Backward Classes in Contemporary India, Oxford University Press, New Delhi.
Berreman, G D (1979), Caste and Other Inequalities: Essays in Inequality, Folklore Institute, Meerut.
Ghurye, G.S. (1968), Social Tensions in India, Popular Prakashan, Bombay.
Gill, S.S. (1998), The Pathology of Corruption, Harper Collin Publisher, New Delhi.
Inden, R. (1990), Imaging India, Brasil Blackward, Oxford.
Merton R.K. (1972), Social Theory and Social Structure, Amerind Publishing Company, New Delhi.
Mamoria, C.B. (1981), Social Problems in India, Kitab Mehal, Allahabad.
Madan, G.K. (1973), Social Problems, Allied Publications, Bombay.
Ministry of Home Affairs (1998), Crime in India, Government of India, New Delhi.
Monterio, J.P. (1966), Corruption: Control of mal-administration, Bombay: Mankatalss.
Satya Murty, T.V. (1996), Region, Religion, Caste, Gender and Culture in Contemporary India, OUP. New Delhi,
Srinivas, M.N. (1972), Social Change in Modern India: Orient Longman, New Delhi.
Waxman (1983), The Stigma of Poverty: A Critique of Poverty Theories and Policies, Pergaman Press, Michigan.
Bhattacharya, R. (2004), Behind Closed Doors: Domestic Violence in India. New Delhi: Sage.
Uberoi, P. (1993),Family, Kinship and Marriage in India. Delhi, Oxford University Press.
Uberoi, P. (2006), Freedom and Destiny: Gender, Family, and Popular Culture in India. Delhi: Oxford University Press.
Beteille, A. (1992), Society and Politics in India: Essays in a Comparative Perspective. Delhi: Oxford University Press.
Crompton, R. (1998), Class and Stratification: An Introduction to Current Debates. Cambridge: Polity Press, 2nd Edition.
Tumin, M. (1999), Social Stratification. New Delhi: Prentice-Hall.
Gupta, D. (1992), Social Stratification. Delhi: Oxford University Press.
Desai, A. R. (1969), Rural Sociology in India. New Delhi: Popular Prakashan.
Epstein, S. (1976), Economic Development and Social Change. London ELTS.

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Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VII

DSC-H

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VII		
Name of the Course	Political Sociology		
Course Code	B24- SOC-704		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC-H		
Level of the course(As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Learn about nature and scope of Political Sociology and different Political Systems. 2. Understand different concepts of Political Sociology. 3. Get insight into various approaches to study Political Systems. 4. Familiarize with interlinkage of Society and Polity in India		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Political Sociology:** Definition, Nature, Scope; Political Systems-Major Types; Socio-Political Ideologies- Socialism, Fascism and Sarvodaya. Approaches to the study of Political System: Structural-Functional	12

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Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

	Approach, System Approach, Behavioral and Conflict Approaches.	
II	**Concepts in Political Sociology**: Political Culture, Political Socialization, Political Participation, Political-Parties, Pressure Groups; Grass Root Democracy Bureaucracy; Technology & Political Processes.	12
III	**Society and Polity in India:** Constitutional aspect; Institutional Structure; Law & Society; Social basis of Politics in India: Caste and Religion; Criminalization of Politics; Tribes, Nation State & Border.	12
IV	**State, Politics and Development:** Governance and Development; E-Governance; Right to Information and Good Governance; India Against Corruption Movement; Public Policy- Health, Education and Livelihood; Role of International Development Organizations.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Allardt, E. & Rukkan, S. (1970), Politics: Studies in Political Sociology, Free Press.
Almond C. (1960), The Politics of Developing Areas, Princeton University Press.
Almond and Powell (1972), Comparative Politics Development Approach, New Delhi.
Bendix, R. (1964), Nation Building and Citizenship: Studies of Our Changing Social Order, John Villey & Sons.
Dahl, R.A. (1994), Modern Political Analysis, Prentice Hal of India, New Delhi.
Desai, A.R. (1988), Social Background of Indian Nationalism, Popular Prakashan, Bombay.
Dowse, R.E. and Hughes J.A. (1972), Political Sociology, John Wiley, London.
Easton, D. (1965) A System Analysis of Political Life, Wiley, New-York.
Finkle, Jason & R.W. York (1971), Political Development and Social Change, John Wiley and Sons Inc. New
Horowitz, Irving L. (1972), Foundation of Political Sociology, Harper and Row, New York.
Huntington, S.P. (1969), Political Order in Changing Societies, University Press, New York.
Key V.O. (1964), Politics, Parities and Pressure Groups, Crowell New York.
Kothari R. (1979), Politics in India, Orient Longmans Ltd.
Kothari R. (1973), Caste in Indian Politics, Asia Book Corporation of America.
Lapalombaran, J. & Weiner M. (1966), Political Parties and Political Development, Princeton University Press.
Pizzorno, A. (1970), Political Sociology, Penguin Books.
Pye, Lucien (1966), Aspects of Political Development, Amerind Publishing Company Ltd.
Rush, M. (1966), Political Sociology, New York.
Runciman, W.G. (1969), Social Sciences and Political Theory, Cambridge University Press.

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Khanpur Kalan, Sonepat
Harvana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VII

DSC-H

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VII		
Name of the Course	Environment & Society		
Course Code	B24- SOC-705		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC-H		
Level of the course(As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Learn about sociological thinking on environment. 2. Acquire capability to analyze the developmental issues and their relation with environment. 3. Familiarize with various environmental movements in India. 4. Know about green policies and programs.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Environmental Sociology:** Meaning and Concept; Social and Cultural Ecology- Diverse Forms; Climate Change and International Policies. Sociological Thinking on Environment: Karl Marx; Max Weber; Luhman – Social System and Environment.	12

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Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

II	**Developmental Issues and Environmental Factors:** Technology Change, Agriculture and Biodiversity; Factorization; Environmental Consciousness, Dimensions of Environmental Degradation, Disasters and Community Responses; Food Security.	12
III	**Environmental Movements in India:** International Intervention; Green Movements, Chipco movement, Narmada Bachao Andolan, Ganga Bachao Abhiyan; Water and Social Exclusion;	12
IV	**Green Policies and Programs:** Environmental Acts, Forest Policies, Adivasis and Exclusion; Displacement and Rehabilitation Policy; Environmental Pollution, Public Health and Disability; Gender and Environment; Culture and Environment; Indigenous knowledge Systems and Ethno-Medicine.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Martin A. (1990) Globalization, Knowledge and Society, Sage: London; Elizabeth King.

Agarwal, A. (1989), Economy and Environment in India", in Anil Aggarwal (ed) The Price of Forests. Centre or Science and Environment, New Delhi.

Baviskar. A. (1995), In the Valley of the River: Tribal Conflict over Development in the Narmada Valley, OUP, Delhi;

Benton, T. (1993), Natural Relations, Verso, London.

Bhatt, A. (1989), Development and Social Justice: Micro Action by Weaker Section, Sage: New Delhi.

Burman, B.K. Roy (1982), Report of Committee on Forest and Tribals in India, Government. of India, Ministry of Home Affairs, New Delhi.

Chauhan, I.S (1998), Environmental Degradation, Rawat Publications, Delhi.

Dickens, P. (1992), Society and Nature: Towards a Green Social Theory, Hemel-Hemsteed: Hawester Wheatsheaf.

Dobson. A. (1990), Green Political Thought: Andre Dentsch, London.

Fernandes, W. (1989), Tribals and Forests, New Delhi, Indian Social Institute.

Ghai, D. (1994), Development and Environment: Sustaining Peopleand Nature UNRISD, Blackwell Publication.

Giddens, A. (1996), Global Problems and Ecological Crisis", 2nd edition, W.W. Norton and C, New York.

Guha, R. C. (1995), The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya, OUP: Delhi.

Katyal, J. & Satake, M. (1989), Environmental Pollution, Anmol Publications.

Krishna, S. (1996), Environmental Politics: People's lives and Development Choices, New Delhi: Sage Publications.

Mehta S.R. (1997), Poverty, Population and Sustainable Development, Rawat Publications, New Delhi.

Munshi, I. (2000), Environment' in Sociological Theory, Sociological Bulletin, Vol. 49 No. 2.

Plumwood, V. (1992), Gender and Ecology: Feminism and Making of Nature: Routledge. London.

Shiva, V. (1988), Staying Alive: Women, Ecology and the Environment, Zed Books, London.

Wilson, D. (1984), The Environmental Crisis Heinemann, London.

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Khanpur Kalan, Sonepat
Haryana

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VII

DSC-H

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VII		
Name of the Course	Sociology of Organization		
Course Code	B24- SOC-706		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC-H		
Level of the course(As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Get acquaint with industrial evolution and growth of formal organization. 2. Learn about organizational behavior. 3. Understand the basic concepts and processes related to the human resource development. 4. Get a substantial understanding of human resource management and practice in India.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Industrial Revolution and Growth of Formal Organizations;** Corporatization; Theories of Modern Organization-Rational Bureaucracy (Max Weber), Informal Process in Organization (Blau, P.M.); Power and	12

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Khanpur Kalan, Sonepat
Haryana 131305

	Compliance (Etzioni); Fordism and Post-Fordism.	
II	**Organizational Behavior:** Organization Man, Organizational Environment, Organizational Leadership, Goal Commitment and Goal Displacement; Role of incentive and Punishment	12
III	**Human Resource Development:** Concept and Meaning; Importance of Human Resource; Component Concepts of Human Resource--Human Capital, Social Capital; Education and Human Resource Development	12
IV	**Human Resource Management and Practice in India:** Recruitment Principles, Training, Human Resource Maintenance; Grievances Redressal.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Chaturvedi A. & A. (1995), The Sociology of Formal Organizations, Oxford University Press, New Delhi.
Agarwal, R.D. (1972), Dynamics of labour Relations in India, A Book Readings, Tata Mc Graw Hill.
Denis, P. (1968), Industrial Society: Social Sciences in Management, Penguin Books, Paper Back.
Schneider E. V. (1969), Industrial Sociology, Second Edition, McGraw Hill, New York.
Etzioni, A. (1987), Modern Organizations: Prentice Hall of India, New Delhi.
William, F. (1967), Readings in Industrial Sociology, Appleton Century Books.
Gandhi H.C. (1961), Industrial Productivity and Motivations, Asia Publishing. House, Bombay.
Jean, F. (1971), Sociology of Works in Industry, Collier Macmillan Ltd.
Sen K.K. (1968), Indian Labour Legislation and Industrial Laws, The World Press Pvt. Ltd., Calcutta.
Karnik, V. B. (1970), Indian Trade Union: A survey, Popular Parkashan, Mumbai.
Laxamanna, C. et.al (1990),Workers Participation and Industrial Democracy: Global Perspective: Ajantha Publications, New Delhi.
Sheth N.R. (1968), The Social Framework of an Indian Factory, Oxford University Press.
Hancock P. & Taylor M. (2001), Work Post Modernism and Organization, Sage Publication, New Delhi.
Ramaswamy, E.A. (1988), Industry and labour, Macmillan New Delhi: OUP.
Ramaswamy, E.A. (1978), Industry relation in India, New Delhi.
Watson, K. T. (1995), Sociology, work and Industry, Routledge Kegan Paul.
Weber, M. (1997),Theory of Social and Economic Organization, The Free Press, New York.

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Khanpur Kalan, Sonepat
Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VII

MIC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	IV		
Name of the Course	Marriage, Family & Kinship		
Course Code	B24-SOC-707		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MIC		
Level of the course(As per Annexure-I	200-299		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Learn the characteristics, functions and types of marriage and famil relationship. 2. Get a sense of different forms of discrepancies in family and marriag institution. 3. Get expertise in Family and Marriage counseling. 4. Gain sufficient knowledge about counseling approaches and paradigms.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	
Part B-Contents of the Course			

DEAN
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Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to atten FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. T remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candid would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Family:** Meaning, Types, Characteristics and Functions; Family and household; Family structure and composition; Structural Changes in family; Family and gender issues.	12
II	**Marriage:** Types, Marriage in different ethnic groups; Contemporary changes Rules of Marriage: Endogamy, exogamy, prescriptive and preferential marriage, monogamy, polygamy, levirate and sororate, hypogamy and hypergamy.	12
III	**Kinship:** Basic concepts, Usage, Incest, affiliation, Consanguinity, affinity, clan, lineage, kindred kinship and Descent; Unilineal, double and cognatic descent Complimentary affiliation Kinship terminology; The genealogical method Kinship organization in India.	12
IV	**Contemporary Issues in Marriage & Family:** Inter-caste and Inter-Racial marriages; live-in-relationships, Power and Discrimination in the Family; Broken Homes, Family Tension.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
➢ **Theory** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**30 Marks**

Part C-Learning Resources

Recommended Books/e-resources/LMS:

Ahmed, I. (1976), Family, Kinship and marriage among Muslims in India, Manohar Pub., Delhi.
Ahuja, R. (1984), Indian Social System, Rawat Publications, Jaipur. (Hindi Version)
Ahuja, R. (2006), Social Problems, Rawat Publication, Jaipur. (Hindi Version)
Burgess, E.W. & Cottrell, L. S. (1939), Predicting success or failure in marriage, Prentice Hall, N Y.
Cheston (Ed) (2000), Counselor: Education and Supervision, Vol. 391.
De, Beauvoir, S. (1957), The Second Sex, Vintage, New York.
Goode W. J. (1989), The Family, Prentice Hall of India, New Delhi.
Harlambos, M. (1998), Sociology: Themes and perspectives, OPU New Delhi.
John M. (2004), An Introduction to Counselling, (IIIrd Ed), Open University Press.
Kapadia M. (1988), Marriage and Family in India, Oxford Press, Delhi.
Maccoby, E. (1975), The Psychology of Sex Differences, Stanford: Stanford University Press.
Patel, T. (2011), *Bharat Mein Parivar: Sanrachna evm vyavhar*, Rawat,Jaipur, (Hindi Version)
Prabhu, P. H. (2000), Hindu Social Organisation, Popular Prakashan,Bombay. (Hindi Version)
Rao S. N. (2001), Counselling Psychology, McGraw-Hill NewDelhi.
Rasheed N. (2011), Family Therapy (Models and Techniques), Sage Publication, London.

DEAN
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Haryana 131305

Richard S. S. (2012), Theories of Psychology and Counselling (Concepts and Cases), 6th Edition, Cengage Learning, Australia.
Shah, A.M. (1974), The household dimensions of the family in India: university of California press.
Uberoi, P. (1993), Family, kinship and marriage in India (Ed.), Oxford University Press New Delhi.
Whiston, S.C. (2009), Principles and Applications of Assessment of Counselling (2nd Ed.) Cengage Learning.

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VIII

DSC-1-H1

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VIII		
Name of the Course	Research & Publication Ethics		
Course Code	B24- SOC-801		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC-1-H1		
Level of the course(As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand basic concepts of philosophy and ethics. 2. Identify research misconduct and predatory publications. 3. Have understanding of various open access publication initiatives and software. 4. He acquaints with major databases and research metrics.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	
Part B – Contents of the Course			

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Faculty of Social Sciences
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Harvana 131305

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Philosophy and Ethics:** Introduction to philosophy: definition, nature and scope, concept, branches; Ethics: Definition, moral philosophy, nature of moral judgments and reactions.	12
II	**Scientific Conduct & Publication Ethics:** Ethics with respect to science and research, Intellectual honesty and research integrity, Scientific misconducts, Publication ethics: definition, introduction and importance, Best practices / standards setting initiatives and guidelines: COPE, WAME, etc., Conflicts of interest; Publication misconduct; Violation of publication ethics, Identification of publication misconduct, Predatory publishers and journals.	12
III	**Open Access Publishing:** Open access publications and initiatives SHERPA/ RoMEO online resource to check publisher copyright & self-archiving policies, Software tool to identify predatory publications developed by SPPU, Journal finder/ journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.	12
IV	**Databases and Research Metrics:** Databases, Indexing databases; Citation databases: Web of Science, Scopus, etc., Research Metrics, Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics: h-index, g index, i10 index, altimetric.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment:	**End Term Examination:**
➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Bird, A. (2006), Philosophy of Science. Routledge.

MacIntyre, Alasdair (1967), A Short History of Ethics. London.

P. Chaddah, (2018), Ethics in Competitive Research: Do not get scooped; do not get plagiarized,

Miller, T., Birch, M., Mauthner , M., & Jessop, J. (Eds.). (2012), Ethics in Qualitative Research (2nd ed.). SAGE Publications.

American Psychological Association (2020), Publication Manual of the American Psychological Association (7th ed.).

Israel, M., & Hay, I. (2006), Research Ethics for Social Scientists: Between Ethical Conduct and Regulatory Compliance SAGE Publications.

Shamoo, A. E., & Resnik, D. B. (2015), Responsible Conduct of Research (3rd ed.). Oxford University Press.

Resnik, D. B. (2011), What is ethics in research & why is it important. National Institute of Environmental Health Sciences,

Beall, J. (2012), Predatory publishers are corrupting open access. Nature, 489(7415), 179-179. http://doi.org/10.1038/489179a

Indian National Science Academy (INSA) (2019), Ethics in Science Education, Research and Governance, ISBN:978- 81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Book.pdf.

National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009) : On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition. National Academies Press.

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Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VIII

DSC-H

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VIII		
Name of the Course	Quantitative Research Methods		
Course Code	B24- SOC-802		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC-H		
Level of the course(As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Use statistical tools to conduct empirical research in the area education. 2. Identify which estimates of central tendency (mean, median, and mode) would be applied to solve a particular empirical problem. 3. Understand the concepts of probability distribution and their applicability to solve different empirical problems. 4. Apply relevant Test of significance in his/her research.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	
Part B – Contents of the Course			
Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.			

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Faculty of Social Sciences
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Unit	Topics	Contact Hours
I	**Quantitative research methods:** Introduction, Comparative study of quantitative, qualitative and mixed methods approach, Sampling, Longitudinal, cross- sectional and trend studies, Experimental/ quasi-experimental methods.	12
II	**Introduction to statistics:** Classification, Tabulation and Graphic Presentation, Frequency Distribution, Measures of Central Tendency and Variability	12
III	**Probability Distributions**: Normal Distribution, Divergence from Normality, Correlation, Co-efficient of Correlation, Methods–Product Moment, Rank Difference, Association of Attributes	12
IV	**Test of Significance:** t'test, Chi-Square; ANOVA - One Way and Two Way; Report Writing and Editing.	12
	Tutorials	12
Suggested Evaluation Methods		
Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**		**End Term Examination:** **70 Marks**
Part C – Learning Resources		

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Recommended Books/e-resources/LMS:

Singh, K. (2007), Quantitative Social Research Methods . SAGE Publications.
Babbie, E. R. (2020),The Practice of Social Research (15th ed.). Cengage Learning.
Neuman, W. L. (2014), Social Research Methods: Qualitative and Quantitative Approaches (7th ed.). Pearson.
Johnson, R. A., & Wichern, D. W. (2018), Applied Multivariate Statistical Analysis (6th ed.). Pearson.
Gorard, S. (2003), Quantitative Methods in Social Science . Continuum.
Salkind, N. J. (2019), Statistics for People Who (Think They) Hate Statistics (7th ed.). SAGE Publications.
Moore, D. S. and et.al (2020), Introduction to the Practice of Statistics (10th ed.). W.H. Freeman and Company.
Ackoff R.L. (1955), The Designing of Social Research, University of Chicago Press.
Babbie, E. (2004), The Practice of Social Research, Thomson Asia Pvt. Ltd., Singapore.
Garett H.E. (1981), Statistics in Psychology and Education, Vakils, Bombay.
Majumdar, P.K. (2005), Research Methods in Social Science, Viva Books Pvt. Ltd., New Delhi.
Matt H. (2006), A short introduction to Social Research, Vistaar Publication, New Delhi.
Sarandakos, S. (1998), Social Research (2nd Ed.), Palgrave, New York.
Seltiz, C.H. (1951), Research Methods in Social Relations, Holt Rine Hart, and Winston.
Thakur, D. (1998), The Research Methodology in Social Sciences, Deep and Deep Publications, New Delhi.
Young P.V. (1956), Scientific Social Survey and Research, Prentice Hall New Jersey

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Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VIII

DSC-H

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VIII		
Name of the Course	Globalisation & Society		
Course Code	B24- SOC-803		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC-H		
Level of the course(As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand the basic concepts and dynamics of Globalisation. 2. Get an insight about various agencies involved in the process of globalization. 3. Examine socio-economic and cultural impact of globalization. 4. Be acquaint with impact of globalization on Indian Society.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Introduction to Globalisation:** Meaning and distinctive characteristics of Globalisation, The Historical, Political and Social context of Globalisation; Advantages and Disadvantages of Globalisation ; The Role of Science and Technology in furthering the process of Globalisation.	12

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Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

II	**Agencies of Globalization:** Nation States, Mass Media, Non-Governmental Organizations, Multi-National Companies, I.M.F. and World Bank;	12
III	**Globalisation and Culture:** The Ethos of Globalisation like Unbridled freedom, individualism and consumerism, Diffusion of Western value system, Global Tourism and Culture; Consequences of Globalisation: Inequality within and among Nation States, Socio-economic and Politico-ethical impact of Globalisation;	12
IV	**Globalisation and the Indian Experience:** Beginning of Globalisation in Indian Subcontinent, Globalisation and Public Policy – A Debate, Impact of Globalisation on Women and Farmers.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Appadurai A. (1997), Modernity at Large: Cultural Dimensions of Globalization, Oxford University Press, New Delhi.

Stiglitz, J. E. (2002), Globalization and Its Discontents. W.W. Norton & Company.

Robertson, R. (1992), Globalization: Social Theory and Global Culture. SAGE Publications Ltd.

Jean D. & Sen A. (1996), Indian Economic Development and Social Opportunity, Oxford University Press, New Delhi

Arturo, E. (1995), Encountering Development: The making and unmaking of the third world. Princeton, Princeton University Press.

Ankie, H. (1997), Globalization and Post-colonial World: the New Political Economy of Development, Macmillan, London.

Ankie, H. (1998), The Sociology of Development. Macmillian, London.

Steger, M. B. (2017), Globalization: A Very Short Introduction (4th ed.). Oxford University Press.

Baylis, J., Smith, S., & Owens, P. (2020),The Globalization of World Politics: An Introduction to International Relations (8th ed.). Oxford University Press.

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Khanpur Kalan, Sonepat
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BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VIII

DSC-H

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VIII		
Name of the Course	Sociology of Education		
Course Code	B24-SOC- 804		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC-H		
Level of the course(As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand the nature, scope& development of Sociology of Education. 2. Familiarize themselves with different social perspectives of Education. 3. Get a detailed insight about the Indian Education System. 4. Know about the contemporary educational reforms in India.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Sociology of Education**: Definitions, Nature, Scope and importance; Relationship of Sociology and Education; Historical development of Educational Sociology, Feature of Educational Sociology.	12

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Faculty of Social Sciences
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

II	**Social Perspectives on Education:** Functionalism (Durkheim), Marxist (Althusser), Cultural Reproduction (Bourdieu); Alternative thinking on Education-- Gandhi, Ivan Illich.	12
III	**Indian Education System:** Structure of Education in India; Social issues of Education – Inequalities, Inclusive Education, Gender Dimension; Commoditization of Education; Values Education.	12
IV	**Educational Reforms:** Kothari Commission, J.B. Patnaik Committee; Education Policy, 1986; Right to Education and Sarva Shiksha Abhiyan; New Education Policy (NEP) 2020.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Acker, S. (1994), Gendered Education: Sociological Reflections on Women: Open University Press, Buckingham.
Altbach (1995), India Economic Development and Social Opportunity. Oxford University Press, Dreze, Jeanand Oxford.
Sen A. (1988), Socialization, Education and Women: Explorations in Gender Identity, Orient Longman, New Delhi.
Chanana, K. (1979), Towards a Study of Education and Social Change, In Economic and Political Weekly, 27, 14 (4):157-64.
Chitnis, S & P.G. (1993), Higher Education Reforms in India, Experience & Perspectives, Sage, New Delhi.
Durkheim, E. (1956), Education and Sociology, Free Press, New York.
Gandhi, M.K. (1962), Problems of Education, Navjeevan Prakashan, Ahmadabad.
Gore, M.S.et.al. (1975), Papers on the Sociology of Education in India, NCERT. New Delhi.
Illich, I. (1973), Deschooling Society, Penguin, London.
Jayaram, N. (1990), Sociology of Education in India, Rawat Publication, Jaipur.
Kamat, A.R. (1985), Education and Social Change in India, Somaiya, Bombay.
Robinson, P. (1987), Perspectives in the Sociology of Education: An Introduction: Routledge and Kegan Paul, London.
Shatrugan, M. (1988), Privatizing Higher Education, EPW.pp.2624.
Shukla, S.C & Kumar, K. (1985), Sociological Perspective In Education: A Reader, Chankya Publication, New Delhi.
National Policy on Edu. (1986), Ministry of Human Resource Development, Government of India; Education.

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Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VIII

DSC-H

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VIII		
Name of the Course	Sociology of Sports		
Course Code	B24- SOC-805		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC-H		
Level of the course(As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand foundational concepts, historical context, and theoretical perspectives in sports sociology. 2. Analyze the interactions between sports and social institutions like education, economy, politics, and religion. 3. Evaluate the impact of social stratification on sports, focusing on gender, race, caste and class. 4. Investigate contemporary issues in sports, including globalization, media influence, ethics, and future trends.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours

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Khanpur Kalan, Sonepat
Haryana 131305

I	**Introduction to Sports Sociology:** Definition and Scope of Sports Sociology; Historical Evolution of Sports; Theoretical Perspectives: Functionalism, Conflict theory; Research Methods in Sports Sociology.	12
II	**Social Institutions and Sports:** Sports and Education; Sports and Economy; Sports and Politics; Sports and Religion.	12
III	**Social Stratification and Sports**: Gender and Sports; Race, Ethnicity and Sports; Caste and sports, Class and Sports.	12
IV	**Contemporary Issues in Sports Sociology:** Globalization of Sports; Sports, Media and Technology; Ethics and Deviance in Sports; Future of Sports Sociology.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Bucher C.A. (2013), Foundations of Physical Education and Sports.
Dharam V. (2008), Sports and Society – Readings in Sociology of Sports.
Coakley J. J. (2003), Sports in Society – Issue and Controversies.
Marcellus W. (2019), A Sociological Perspective of Sport.
Sauners, E. D. & White G. (2018), Social Investigation in Physical Education and Sport.
Houlihan, B., & Malcolm, D. (2015), Sport and Society: A Student Introduction (3rd ed.). SAGE Publications Ltd.
Smith, E. (2010), Sociology of Sport and Social Theory. Human Kinetics.

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Undergraduate Programs (Sociology) Syllabus, Semester –V
MIC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	V		
Name of the Course	Social Stratification		
Course Code	B24- SOC-806		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MIC		
Level of the course(As per Annexure-I	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand the basic concepts of social stratification. 2. Acquaint with major theoretical perspectives on Social stratification 3. Enhance knowledge of the students about the social stratification and issues related with it. 4. Get an insight about the concept of social mobility.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Social Stratification:** Introduction, Concepts of Social Stratification, characteristics; Nature and various dimensions, Forms of Stratification.	12
II	**Perspectives on Social Stratification:** Functionalist Perspective, Conflict Perspective, Weberian Perspective, Feminist perspective and Davis-Moore Theory of Social Stratification.	12

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Khanpur Kalan, Sonepat
Haryana 131305

III	**Social Stratification and Issues:** Social Stratification and Social Change, Caste and Class Stratification, Caste and Politics, Identities and Inequalities, Race and Ethnicity, Feminism and Gendered Stratification.	12
IV	**Social Mobility:** Forms and Patterns, Social Mobility in Indian Society, Modernization and Sanskritization, Migration and mobility.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Acker, J. (1973), Women and Social Stratification: A Case of Intellectual Sexism'. American Journal of Sociology 78.4. Pp. 936-944

Bailey F. G . (1963), Closed Social Stratification in India', European Journal of Sociology Vol. 4, No. 1 pp. 107-124

Bendix R. (1974), Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2, pp. 149-161

Beteille, A. (1977), Inequality among Men. London: Blackwell, Chapter 1. The Two Sources of Inequality. Pp. 1-22

Bottero, W. (2005), Stratification. London: Routledge, Chapters 12 & 14 pp.205-223 & 246- 258

Collins, P. (1993), Toward a New Vision : Race Class and Gender as Categories of analysis and Connection, Race, Sex & Class, Vol. 1, No. 1, pp. 25-45

Davis K. & Moore W. E. (1953), Some Principles of Stratification: Critical Analysis: Reply'. American Sociological Review Vol. 18, No. 4,pp. 394-397

Davis, K. (1945), Some Principles of Stratification'. American Sociological Review

Goldthorpe , J. H. (1900), A Study of Class Mobility in Industrial Societies, .Oxford; Clarendon press.

Omi, M. and Howard W. (1986), Racial Formation in the United States. New York: Routledge & Kegan Paul, Chapters 1 & 4 , pp. 14-24 and 57-69

Pitt-Rivers, J. (1967), Race Colour and Class in Central America and the Andes Daedalus, Vol. 96, No. 2, Color and Race, pp. 542-559

Stinchcombe, A. L. (1963), Some Empirical Consequences of the Davis-Moore Theory of Stratification'. American Sociological Review 28.5, pp. 805-808

Tawney, R. H. (1953), London Unwin Books, 1964. Chapter 1. The Religion of Inequality, Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. American Sociological Review 18.4: 387-394

Wrong, D. H. (1959), The Functional Theory of Stratification: Some Neglected Considerations. American Sociological Review, Vol. 24, No. 6, pp. 772-782

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Khanpur Kalan, Sonepat
Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VIII
DSC-H

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VIII		
Name of the Course	Statistics and Research Methodology		
Course Code	B24-SOC-801		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC -H		
Level of the course(As per Annexure-I	200-299		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Know about the basic understanding of social research and scientific methods. 2. Know about research design and sampling processes. 3. Explain various methods and techniques of data collection. 4. Acquire a skill in data analysis process in details.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max.Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Social Research**: Meaning, Steps & Types; Scientific Method; Social Survey, Hypothesis, Research Design; Sampling.	12
II	**Measures of Central tendency:** Mean, Median, Mode; **Measures of variance:** Correlation and Regression	12

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B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

III	**Parametric and Non-parametric tests:** Test of significance- T-test, Chi-Square test; ANOVA, SPSS.	12
IV	**Data Analysis:** Editing, Coding, Classification and Tabulation. **Graphic Presentation:** Bar Diagram; Histogram; Pie Chart; Polygon. **Writing Up Research:** Report writing in APA format ; References in APA format, and Appendices, Avoiding plagiarism.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C-Learning Resources

Ackoff R. L. (1955), The Designing of Social Research, University of Chicago Press.

Babbie, E. (2004), The Practice of Social Research, Thomson Asia Pvt. Ltd., Singapore.

Garett H. E. (1981), Statistics in Psychology and Education, Vakils, Bombay.

Majumdar, P.K. (2005), Research Methods in Social Science, Viva Books Pvt. Ltd., New Delhi.

Matt H. (2006), A short introduction to Social Research, Vistaar Publication, New Delhi.

Sarandakos, S. (1998), Social Research (2nd Ed.), Palgrave, New York.

Seltiz, C.H. (1951), Research Methods in Social Relations, Holt Rine Hart, and Winston.

Thakur, D. (1998), The Research Methodology in Social Sciences, Deep and Deep Publications, New Delhi.

Young P.V. (1956), Scientific Social Survey and Research, Prentice Hall New Jersey

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Haryana 131305

BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VIII

DSC-H

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VIII		
Name of the Course	Modern Sociological Thought-II		
Course Code	B24- SOC-802		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	DSC-H		
Level of the course(As per Annexure-I	300-399		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Familiarized with various integrative genre of social theory. 2. Enhance knowledge of the students about concepts like Duality of Agency and Structure, Habitus &Field, and Life World and System. 3. Acquaint with the concept of synthesis in sociological theory. 4. Have understanding of post modernism and its various dimensions.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Integrative genre Social Theory-I:** Micro Foundation of Macro Sociology (Collins.); Neo-functionalism (Jaffrey C. Alexander); Social Construction of Reality (Berger &Luckman); Integrative Paradigm (Ritzer).	12
II	**Integrative genre Social Theory-II:** Duality of Agency and Structure (Giddens.); Habitus and Field (Bourdieu, P.); Life World and System	12

DEAN
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Mahila Vishwavidyalaya

	(Habermas, J.).	
III	**Synthesis in Sociological Theory:** Network Theory (Burt & others) Rational Choice Theory (Coleman, J. Elster); Feminist Theory (Dorothy, Patricia Collins).	12
IV	**Post Modern Scenario:** Decline of Grand Narrative (Lyotard) Hyperreal World (Baudrillard); Truth and Knowledge (Foucault); Post – Feminist Theory (Judith Butler).	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Adams Bert N & Sydie, R.A. (2001), Sociological Theory, Vaster Publication, New Delhi.
Aron R. (1967), Main Currents in Sociological Thought, Vol.1 and 2, Penguin, Chapters on Marx, Durkheim and Weber.
De, Beauvoir, S. (1957), The Second Sex, Vintage, New York.
Jhon, Hughes, Martin P, (2003), Understanding Classical Sociology-Marx, Sage Publication Delhi.
Sharrok J. (1995), Durkheim and Weber, Sage Publication, London.
Kivisto, P. (2004), Key Ideas in Sociology (2nd ed.), 8Pine Forge Press, New Delhi.
Lash, S. (1990), Sociology of Postmodernism; Routledge, London.
Parsons T. (1949), The Structure of Social Action, Vol.1 and 2. McGraw Hill, New York.
Ritzer, G. (1992), Sociological Theory, McGraw Hill, New York.
Ritzer, G. (2000), Modern Sociological Theory, McGraw Hill, New York.
Swingewood, A. (2000), A short history of Sociological thought, Palgrave; New York.
Seidman, S & Alexander, J.C. (2001),The New Social Theory Reader, Routledge, London.
Taylor S. (1999), Sociology: Issues and Debates, Palgrave.
Turner, J. H. (1995),The Structure of Sociological Theory, Rawat Publication, Jaipur, (4th edition).
Zeitlin, I. M. (1998), Rethinking Sociology: A Critique of Contemporary Theory, Rawat Publication, New Delhi;

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BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VIII

MIC

Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VIII		
Name of the Course	Comparative Sociology		
Course Code	B24- SOC-803		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VAC)	MIC		
Level of the course(As per Annexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Get an insight about comparative sociology and its development. 2. Be acquainted with the major theoretical frameworks in Comparative Sociology. 3. Acquaint with Comparative Research Methods. 4. Acquire understanding of Social Structures in Comparative Perspective.		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3 Per week	1 per week/ Per group	4 per week / per group
Max. Marks: 100 **Internal Assessment Marks: 30** **End Term Exam Marks: 70**		**Time: 3 Hours**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Introduction to Comparative Sociology:** Definitions, nature and scope of comparative sociology; Historical development of comparative methods; Importance of comparative studies in sociology.	12

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Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

II	**Major Theoretical Frameworks in Comparative Sociology-** Structural-functionalism; Conflict theory; World-Systems theory; Modernization and Dependency theories.	12
III	**Comparative Research Methods:** Quantitative and qualitative methods, Case study approach, Cross-national comparisons, Ethical considerations in comparative research.	12
IV	**Social Structures in Comparative Perspective-** Family and kinship systems; Class and stratification; Gender roles and relations; Ethnic and racial groups; Political system and governance, Comparative studies of labor markets, comparative studies of Urbanization and Migration patterns.	12
	Tutorials	12

Suggested Evaluation Methods

Internal Assessment: ➢ **Theory: 30 Marks** • Class Participation: **05 Marks** • Seminar/presentation/assignment/quiz/class test etc.: **5+5 Marks** • Mid-Term Exam: **15 Marks**	**End Term Examination:** **70 Marks**

Part C – Learning Resources

Recommended Books/e-resources/LMS:

Anderski, S. (1961), Elements of Comparative Sociology, London, Widerfield and Nicolson.
Bettelle, A. (1987), Essays in Comparative Sociology (new Delhi Oxford University Press).
Bettelle, A. (1992), Society and Policies in India: Essays in Comparative Sociology (New Delhi: Oxford University Press).
Berremen, G.D. (1981),The Policies of Truth :Essay in Critical Anthropology, New Delhi, South Asian Publishers.
Kuper A. (1996), Social Science Encyclopedia, London: Routledge.
Bendix, R. (1996), Nation-Building and Citizenship: Studies of Our Changing Social Order.
Eisenstadt, S. N. (1969), Modernization: Protest and Change.
Moore, B. (1999), Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World.
Tilly, C. (1999), Big Structures, Large Processes, Huge Comparisons.
Smelser, Neil J. (2010), Comparative Methods in the Social Sciences.

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BPS MAHILA VISHWAVIDYALAYA
Undergraduate Programs (Sociology) Syllabus, Semester –VIII

Research			
Session: 2024-25			
Part A-Introduction			
Subject	Sociology		
Semester	VIII		
Name of the Course	Dissertation/Project Report		
Course Code	B24-SOC- 807		
Course Type:(CC/MCC/MDC/CC-M/DSEC/VOC/DSE/PC/AEC/VA)	RESEARCH		
Level of the course(As perAnnexure-I	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Develop comprehensive skills to create, design, and evaluate research proposals. 2. Acquire proficiency in diverse research methodologies. 3. Master the techniques of data collection and analysis to effectively present quantitative and qualitative data. 4. Develop the ability to coherently write and present a dissertation, demonstrating advanced research skills.		
Credits	Evaluation Report	Viva- Voce	Total
	8	4	12
Contact Hours			12
Max. Marks: 300 **End Term Exam Marks: 300**		**Time:**	

Part B – Contents of the Course

Instructions for Paper-Setter: The question paper will consist of NINE questions out of which the candidate would be required to attempt FIVE questions. The first question will be compulsory and will have 7 short answer questions uniformly spread over entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each of the four units. Each question will carry 14 marks. The candidate would be required to attempt ONE question from each unit in addition to compulsory question.

Unit	Topics	Contact Hours
I	**Research Proposal Development-** Introduction to Research Design: Understanding the research process; Formulating research questions and Hypothesis. Literature review: Purpose and methods; Developing the Research Proposal- Selecting a research topic, Writing a research proposal. Ethical considerations in research, Proposal presentation and feedback session.	36
II	**Research Methodology:** Qualitative Research Methods, Introduction to qualitative research. Various Methods, Data collection techniques, Ensuring validity and reliability in qualitative research. Quantitative Research Methods: Introduction to quantitative research and its various Methods. Sampling	36

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	and avoiding plagiarism; Drafting and revising the dissertation.	
	Tutorials	36
Suggested Evaluation Methods		
Evaluation Report of the Dissertation – 200 **Viva-Voce – 100**		**300 Marks**
Part C – Learning Resources		
Recommended Books/e-resources/LMS: Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2018), Writing the Winning Thesis or Dissertation: A Step-by-Step Guide (4th ed.). Corwin Press. Roberts, C. M., & Hyatt, L. (2019), The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation (3rd ed.). Corwin Press. Eco, U. (2015), How to Write a Thesis. MIT Press. Biggam, J. (2018), Succeeding with Your Master's Dissertation: A Step-by-Step Handbook (4th ed.). Open University Press.		

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SYLLABI AND SCHEME OF EXAMINATIONS FOR DISCIPLINE SPECIFIC COURSES OF MULTIDISCIPLINARY PROGRAMS

(Based on Curriculum and Credit Framework for UG Programs under NEP)

WITH EFFECT FROM THE SESSION 2024-25

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-92-

Discipline Specific Courses/ Major Course			Credits Distribution			Total Credits	Workload			Total Workload	Marks				
	Nomenclature of Course	Course Code	L	T	P		L	T	P		Theory		Practical		Total Marks
											Internal	External	Internal	External	
Semester I (Session 2024-25)															
DSC @ 4 credits	Basics of Public Administration-I	24UGDSCPA 101	3	1	-	4					30	70			100
Semester II (Session 2024-25)															
DSC @ 4 credits	Basics of Public Administration-II	24UGDSCPA 102	3	1	-	4					30	70			100
Semester III - (Session 2025-26)															
DSC @ 4 credits	Indian Administration -I	25UGDSCPA 201	3	1	-	4					30	70			100
Semester IV (Session 2025-26)															
DSC @ 4 credits	Indian Administration -II	25UGDSCPA 202	3	1	-	4					30	70			100
Semester V (Session 2026-27)															
DSC @ 4 credits	Local Administration I	26UGDSCPA 301	3	1	-	4					30	70			100
Semester VI (Session 2026-27)															
DSC @ 4 credits	Local Administration II	26UGDSCPA 302	3	1	-	4					30	70			100

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L: Lecture; T: Tutorial; P: Practical

Note:

The Syllabi and Scheme of Examinations (SOE) for Discipline Specific Courses/Major Courses for UG Semester 7 and Semester 8 will be same as applicable for Syllabi and S.O.E. for Post Graduate semester 1 and semester 2 respectively.

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Syllabi for Under Graduate Programme Public Administration

Semester 1

Session: 2024-2025

Name of Program	Multidisciplinary (Public Administration)	Program Code	
Name of the Course	Basics of Public Administration-I	Course Code	24UGDSCPA 101
Hours per Week		Credits	4
Maximum Marks	100	Time of Examinations	3 Hours

Note:
Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Increases understanding about the emergence of Public Administration as a discipline and as anactivity.

CLO 2: Generates understanding among the students about the relationship of Public Administration with various disciplines.

CLO 3: Students would get knowledge about Organization, Bases, Types & its Principles

CLO4: Students would become well versed with the theories of Public Administration.

Unit 1:

Evolution of Public Administration, Public Administration: Meaning, Nature, Scope and Importance, Public Administration & Private Administration, Similarities &Differences, Relationship of Public Administration with Political Science, History, Economics, New Public Administration

Unit 2:

Organization: Meaning, bases & types organization (Formal & Informal). Principles of Organization: Hierarchy, Span of Control, Unity of Command, Centralisation & Decentralisation

Unit 3:

Principles of Organization: Coordination, Supervision, Communication, Leadership, Delegation of Authority

Unit 4:

Theories of Organization: Classical, Scientific Management, Bureaucratic, Human Relation theory

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References:

- B.L. Fadia & K. Fadia, Public Administration (Administrative Theories), Sahitya Bhawan Publication,Agra, 2015.
- Bidyut Chakrabarty and Prakash Chand, Public Administration in aGlobalizing World: Theories andPractices, Sage, New Delhi, 2012.
- Smita Srivatava, Theory and Practice of Public Administration, Pearson,Noida (U.P), 2011. D.Ravindra Prasad and Y. Pardhasaradhi (eds.,), Public Administration: Concepts, Theories andPrinciples (Eng), Telugu Akademi, Hyd, 2011.
- Hoshiar Singh and Pradeep Sachdeva, Public Administration Theory & Practice, Pearson EducationIndia, 2010.
- Siuli Sarkar, Public Administration in India, PHI, New Delhi, 2009.
- Shafritz Jay M. (ed.), Defining Public Administration, Jaipur; Rawat Publications, 2007.
- Dubey, R.K., Aadhunik Lok Prashasan: Modern Public Administration, Laxmi Narayan AgarwalPublishers, Agra, 2007
- Sharma M.P. & Sadana B.L., Public Administration in Theory and Practice,Allahabad: Kitab Mehal,2003.
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- K.K. Puri and G.S. Brara, Public Administration: Theory and Practice, Bharat Prakashan, Jalandhar,2000.
- Sharma, P.D. & Sharma, H.C., Theory and Practices of Public Administration, New Delhi: CollegeBook Depot, 1998.
- Naidu, S.P., Public Administration: Concepts and Theories, New AgeInternational Publishers, NewDelhi, 1996.
- Bhambri, C.P., Public Administration, Delhi: Vikas Publishers, 1991.
- Bhattacharya, M. Public Administration: Structure, Process and Behaviour, Calcutta: The WorldPress, 1991.
- Negro, F.A. & Nigro, G.N. Modern Public Administration, New York: Harper& Row Publishers, 1980.Dimock, M.E. Dimock, G.O. Public Administration, Oxford: IBH PublishingCompany, 1975
- While, L.D., Introduction to the Study of Public Administration, New York: Maxmillan Company,1958

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Syllabi for Under Graduate Programme in Public Administration

Semester II

Session: 2024-2025

Name of Program	Multidisciplinary (Public Administration)	Program Code	
Name of the Course	Basics of Public Administration-II	Course Code	24UGDSCPA 102
Hours per Week		Credits	4
Maximum Marks	100	Time of Examinations	3 Hours

Note:
Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: . To provide knowledge about the Role of Chief Executive, Role of Civil Society and peoples' participation.

CLO 2: Acquire knowledge about IRCs, Field-Headquarter Relationship, Public Corporation and Independent Regulatory Commission.

CLO 3: To provide knowledge about the Recruitment, Training and Promotion.

CLO 4: Develop knowledge about the Governance, Citizen Charter and Right to Information.

Unit 1:

Chief Executive: Meaning, Types, Functions & Qualities of Chief Executive, Head Quarter & Field Relationship , Role of Civil Society in Administration, Women Participation in Development

Unit 2:

Administrative Organizations: Line, Staff & Auxiliary Agencies, Department: Types, Features & Bases of Department, Public Corporation: salient features, merits and demerits, Difference between Public Corporation & Department, Independent Regulatory Commissions: Characteristics & its Functions.

Unit 3:

Recruitment: Types, Process, Method & Problems, Training: Types, Method & Significance Promotion: Purpose, Principles and Advantages, Morale: importance and measures to build moral

Unit 4:

Recent Trends in Public Administration, Good Governance, E- Governance, Right to Information, Impact of LPG on Public Administration

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References:

- B.L. Fadia & K. Fadia, Public Administration (Administrative Theories),Sahitya Bhawan Publication, Agra, 2015.
- Bidyut Chakrabarty and Prakash Chand, Public Administration in a Globalizing World: Theories and Practices, Sage, New Delhi, 2012.
- Smita Srivatava, Theory and Practice of Public Administration, Pearson, Noida (U.P), 2011.
- D.Ravindra Prasad and Y. Pardhasaradhi (eds.,), Public Administration: Concepts, Theories and Principles (Eng), Telugu Akademi, Hyd, 2011.
- Hoshiar Singh and Pradeep Sachdeva, Public Administration Theory & Practice, Pearson Education India, 2010.
- Siuli Sarkar, Public Administration in India, PHI, New Delhi, 2009.
- Dubey, R.K., Aadhunik Lok Prashasan: Modern Public Administration,Laxmi Narayan Agarwal Publishers, Agra, 2007.
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- Avasthi, A. & Maheshwari, S.R., Public Administration, Agra: Laxmi Narain Aggarwal, 2001.
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- Sharma, P.D. & Sharma, H.C., Theory and Practices of Public Administration,New Delhi: College Book Depot, 1998.
- Bhambri, C.P., Public Administration, Delhi: Vikas Publishers, 1991.
- Bhattacharya, M. Public Administration: Structure, Process and Behaviour,Calcutta: The World Press, 1991.
- Negro, F.A. & Nigro, G.N. Modern Public Administration, New York: Harper & Row Publishers, 1980.

While, L.D., Introduction to the Study of Public Administration, New York:Maxmillan Company, 1958

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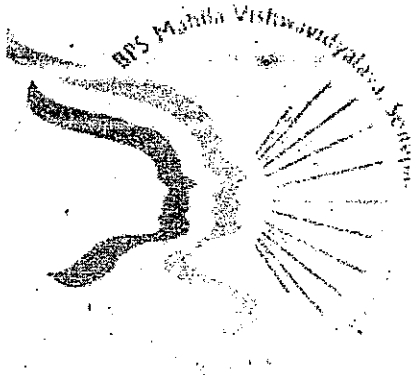
SYLLABI AND SCHEME OF EXAMINATIONS FOR MINOR COURSES FOR UNDER GRADUATE PROGRAMS (SINGLE MAJOR / MULTIDISCIPLINARY PROGRAMS)

(Based on Curriculum and Credit Framework for UG Programs under NEP)



WITH EFFECT FROM THE SESSION 2024-25

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SYLLABI AND SCHEME OF EXAMINATIONS FOR MINOR COURSES FOR UNDER GRADUATE SINGLE MAJOR/MULTIDISCIPLINARY PROGRAMS/ SINGLE MAJOR PROGRAM AFTER 2nd SEMESTER OF MULTIDISCIPLINARY PROGRAM

Minor Courses (MIC)/ Minor (Vocational) Course MIC(VOC)	TYPE OF PROGRAM				Credits Distribution			Total Credits	Workload			Total Workload	Marks				
	SINGLE MAJOR PROGRAM	MULTIDISCIPLINARY PROGRAM / SINGLE MAJOR PROGRAM AFTER 2nd SEMESTER OF MULTIDISCIPLINARY PROGRAM	Nomenclature of Course	Course Code	L	T	P		L	T	P		Theory		Practical		Total Marks
	SEMESTER	SEMESTER											Internal	External	Internal	External	
MIC 1 @ 2 credits	1	1	Introduction to Public Administration	24MINPA401	1	1	-	2					15	35			50
MIC 2 @ 2credits	2	3	Central Administration in India	24MINPA402	1	1	-	2					15	35			50
MIC 3 (VOC) @ 4 credits	3	5	State and District Administration in India	25MINPA403	3	1	-	4					30	70			100
MIC 4 (VOC) @ 4 credits	4	4	Personnel	25MINVPA404	3	1	-	4					30	70			100

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			Administration														
MIC 5 (VOC) @ 4 credits			Internship		-	-	-	4					-	-			-
MIC 6 (VOC) @ 4 credits	6	6	Fundamental of Governance	26MINVPA406	3	1	-	4					30	70			100

L: Lecture; T: Tutorial; P: Practical

Note:

1. Course coding of Minor courses for Single Major Programs will be applicable for Multidisciplinary Programs/ Multidisciplinary Programs after 2nd semester irrespective of their offering in any semester.
2. The student who select any Minor Course (MIC) of any discipline in first semester should study the Minor courses (MIC) in the same discipline in the subsequent semesters. However, while exercising the option for choosing Minor Vocational Course MIC (VOC), the student may opt the discipline either related to the discipline of Minor Course or the discipline of Major Course or any other discipline as per his/her choice.

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Syllabi For (Single Major / Multidisciplinary Programs) – Course Minor

Semester I

Session:2024-2025

Name of Program	Not to be filled	Program Code	Not to be filled
Name of the Course	**Introduction to Public Administration**	Course Code	24MIPA401
Hours per Week		Credits	2
Maximum Marks	50 (35+15)	Time of Examinations	2 Hours

Note:
Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Increases understanding about the emergence of Public Administration as a discipline and as anactivity.

CLO-2. Generates understanding among the students about the relationship of Public Administration with various disciplines.

CLO-3. Students would become well versed with organization and its various Principles..

CLO-4. Students would get knowledge about the Chief Executive, its main agencies

Unit 1:

Public Administration: Meaning, Nature, Scope & Significance; Public Administration: Art or Science;. Public Administration and Private Administration: Similarities and Differences.

Unit 2:

Organization: Meaning and Bases & Types
Principles of Organization: Hierarchy, Co-ordination, Span of Control, Centralization and Decentralization,.

References:

- B.L. Fadia & K. Fadia, Public Administration (Administrative Theories), Sahitya Bhawan Publication,Agra, 2015.
- Bidyut Chakrabarty and Prakash Chand, Public Administration in aGlobalizing World: Theories andPractices, Sage, New Delhi, 2012.
- Smita Srivatava, Theory and Practice of Public Administration, Pearson, Noida

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(U.P), 2011. D.Ravindra Prasad and Y. Pandhasaradhi (eds.,), Public Administration: Concepts, Theories andPrinciples (Eng), Telugu Akademi, Hyd, 2011.

- Hoshiar Singh and Pradeep Sachdeva, Public Administration Theory & Practice, Pearson EducationIndia, 2010.
- Shafritz Jay M. (ed.), Defining Public Administration, Jaipur; Rawat Publications, 2007.
- Dubey, R.K., Aadhunik Lok Prashasan: Modern Public Administration, Laxmi Narayan AgarwalPublishers, Agra, 2007
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- Avasthi, A. & Maheshwari, S.R., Public Administration, Agra: Laxmi Narain Aggarwal, 2001.
- K.K. Puri and G.S. Brara, Public Administration: Theory and Practice, Bharat Prakashan, Jalandhar,2000.
- Naidu, S.P., Public Administration: Concepts and Theories, New Age International Publishers, NewDelhi, 1996.
- Bhambri, C.P., Public Administration, Delhi:Vikas Publishers, 1991.
- Bhattacharya, M. Public Administration: Structure, Process and Behaviour, Calcutta: The WorldPress, 1991.
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Syllabi for (SINGLE MAJOR / MULTIDISCIPLINARY PROGRAMS)
Course Minor

Semester II

Session: 2024-2025

Name of Program	Not to be filled	**Program Code**	Not to be filled
Name of the Course	**Central Administration in India**	**Course Code**	24MIPA402
Hours per Week		**Credits**	**2**
Maximum Marks	**50(35+15)**	**Time of Examinations**	**2 Hours**

Note:
Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Students would be able to get knowledge about the Political Executive at Central Level.

CLO-2. They would get knowledge about the operational working of the Staff Agencies operating at central level.

CLO-3. Students would get understanding about the organization & functions Prime Minister and Lok Sabha Speaker Office

CLO-3 Develop awareness among the students about the various Commissions.

Unit 1:

Federal & Unitary aspects of Indian Administration,Political Executive at Union Level: President & Vice President: Powers and Functions, Prime Minister: Powers and Functions.

Unit 2:

Council of Ministers: Organizations and Functions, Role of Central Secretariat, Cabinet and its Features & Functions, Role of Cabinet Secretariat.

References:

- B.L. Fadia & K. Fadia, Indian Administration, Sahitya Bhawan Publication, Agra, 2017.

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- Ahmed, Nazim Uddin, Advanced Study of Indian Administration, The Readers Paradise, New Delhi,2013.
- Goyal, Vijay Kumar and B.K. Garg, Rural Development Administration, New Delhi: Alfa Publications, 2013.
- Gupta, Jawahar Lal, Indian Administration: Evolution & Development, Wisdom Press, New Delhi,2013.
- R.K. Arora, Indian Public Administration: Institutions and Issues, New Age International Publishers,New Delhi, 2012 (3rd edition).
- Jha, Rajesh K., Public Administration in India, Pearson Publication, Delhi, 2012.
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- Prasad, Kamala, Indian Administration, Politics, Policies and Prospects, New Delhi, Pearson Longman,2006.
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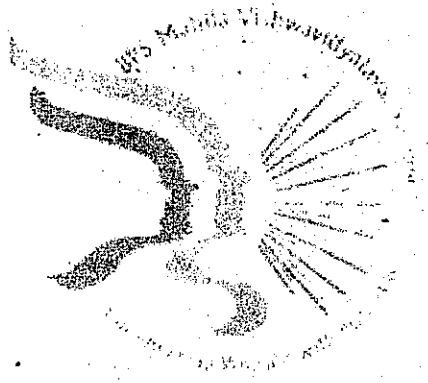
- Dhalimal, S.S., Good Governance in Local Self Government, New Delhi, Deep &Deep, 2004.
- Jain, R.B., Public Administration in India: 21 Century Challenges for Good Governance, New Delhi, Deep & Deep, 2002.
- Maheshwari, S.R., Indian Administration, New Delhi, Orient Longman, 2000.
- Mehta, Vinod, Reforming Administration in India, New Delhi, Har-Anand, 2000.
- Ministry of Personnel Public Grievances and Pension, Annual Reports on Administration, Govt. of India.
- Chahar, S.S., District Administration in Era of Globalization, Concept Publication, New Delhi.

SYLLABI AND SCHEME OF EXAMINATIONS FOR MULTIDISCIPLINARY PROGRAM (MDC) IN PUBLIC ADMINISTRATION

(Based on Curriculum and Credit Framework for UG Programs under NEP)



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Semester I (Session 2024-25)															
Discipline Specific Courses/ Major Course			Credits Distribution			Total Credits	Workload			Total Workload	Marks				
	Nomenclature of Course	Course Code	L	T	P		L	T	P		Theory		Practical		Total Marks
											Internal	External	Internal	External	
MDC@ 3 credits	Introduction to Public Administration-I	24MDCPA 501	2	1	-	3					25	50			75
Semester II (Session 2024-25)															
MDC @ 3 credits	Indian Administration	24MDCPA 502	2	1	-	3					25	50			75
Semester III (Session 2025-26)															
MDC@ 3 credits	Personnel Administration	25MDCPA 503	2	1	-	3					25	50			75

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INTRODUCTION TO PUBLIC ADMINISTRATION - I

Time: 3 Hours
Max. Marks: 75
Theory Marks: 50
Internal Marks: 25

Note: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short answer type questions of two marks each covering the whole syllabus. In addition, the students are required to attempt one question from each unit. All questions carry equal marks.

Unit – I

Public Administration: Meaning, Nature, Scope and Importance; Public Administration & Private Administration, Similarities & Differences; Relationship of Public Administration with Political Science, History, Sociology, Economics, Psychology

Unit – II

Organization: Meaning and forms of organization (Formal & Informal), Basis of Organization; Hierarchy, Meaning, Merits & Demerits; Span of Control, Dependent Factors, Unity of Command; Co-ordination, kinds of co- ordination & Methods of co-ordination

Unit – III

Supervision, its meaning, importance, techniques, Quality of a good supervisor; Communication, its meaning, types of communication & its importance in Public Administration; Centralization & Decentralization; Public Relation, Meaning, Methods & Significance

RECOMMENDED READINGS:

- D. Ravindra Prasad and Y. Pardhasaradhi (eds.,), Public Administration: Concepts, Theories and Principles (Eng), Telugu Akademi, Hyd, 2011.
- Hoshiar Singh and Pradeep Sachdeva, Public Administration Theory & Practice, Pearson Education India, 2010.
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- Sharma M.P. & Sadana B.L., Public Administration in Theory and Practice, Allahabad: Kitab Mehal, 2003.
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- K.K. Puri and G.S. Brara, Public Administration: Theory and Practice, Bharat Prakashan, Jalandhar, 2000.
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- Naidu, S.P., Public Administration: Concepts and Theories, New Age International Publishers, New Delhi, 1996.
- Bhambri, C.P., Public Administration, Delhi: Vikas Publishers, 1991.
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Indian Administration

Time: 3 Hours
Max. Marks: 75
Theory Marks: 50
Internal Marks: 25

Note: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short answer type questions of two marks each covering the whole syllabus. In addition, the students are required to attempt one question from each unit. All questions carry equal marks.

Unit-I

Administrative Structure at Central Level - President of India, Prime Minister, Council of Ministers & Central Secretariat

Unit-II

Administrative Structure at State Level – Office of Governor, Chief Minister, State Secretariat & Chief Secretary

Unit-III

Administrative Structure at Division & District Level: Divisional Commissioner, Deputy Commissioner, Superintendent of Police, District Rural Development Agency.

Suggested Readings:

1. Maheshwari, S.R., Evolution of Indian Administration, New Delhi: Orient Longman, 1974.
2. Maheshwari, S.R., Indian Administration, New Delhi: Orient Longman.
3. Arora, R.K. and Rajni Goyal, Indian Public Administration, New Delhi: Wishwa, 1997..
4. Misra, B.B., The Central Administration of East India Company, London: Manchester Press, 1959..
5. Sarkar, J.N., Mughal Administration, Calcutta: M.C. Sarkar, 1935.
6. Ray, Anirudh , Some Aspects of Mughal Administration, New Delhi: Kalyani 1984.
7. Khosla, R.P., Administrative Structure of the Great Mughals, Delhi: Kanti Publications, 1991.
8. Prasad K. Nayak, S. Sen and G.S. Mansukhani (Eds.), Indian Administration, New Delhi: Unique Publishers, 2007
9. Fadia, B.L., Indian Administration, Agra: Sahitya Bhawan, 2007.
10. Chand Ashok, Indian Administration, London: Allen and Unvin, 1967.
11. Singh Hoshiar, Indian Administration Allahabad: Kitab Mahal, 1998.
12 Kataria, Surender , Indian Administration, Jaipur: RSBA
13 Maheshwari, S.R., State Governments in India, New Delhi: Macmillan, 2000.

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14 Padhi, A .P. State Administration in India, Delhi: Uppal, 1998.
15 Sharma, Ashok, Bharat Mein Prashashnik Sansthan, Jaipur: RSBA, 2003.
16 Arora, Ramesh and Geeta Chaturvedi, Bharat Mein Rajya Prashashan, Jaipur, RSBA: 2001
17 Sharma, Harish Chander, State Administration in India (Hindi) Haipur: College Book Deport, 2002.

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Fwd: Request to approve the minutes of the meeting External Inbox

manju panwar
to me

Respected sir
This is to inform you that three names of psychology have approved the mintues related to Psychology 4 year MDC and syllabus of 1st and 2nd sem .
Warm regards
Dr Manju Panwar
-------- Forwarded message --------
From: **R Shyam** <rshyam033@gmail.com>
Date: Thu, 18 Jul, 2024, 4:21 pm
Subject: Re: Request to approve the minutes of the meeting
To: Anupriya Punia <anupriyapunia@gmail.com>
Cc: manju panwar <panwarmanju@gmail.com>, shalini singh <Shalinisinghpsy@gmail.com>

Hod-487
01/08/24

FSS.S3
01.08.2024

Sche

Approved
The scheme of examination of B.A. Psychology 4 year MDC and syllabus of 1st and 2nd sem .

On Thu, 18 Jul 2024, 15:52 Anupriya Punia, <anupriyapunia@gmail.com> wrote:
Respected

I hereby approve the minutes you sent.

Regards
Dr.Anupriya Punia
Assistant Professor
TDLGCW Murthal

On Thu, 18 Jul, 2024, 2:25 pm manju panwar, <panwarmanju@gmail.com> wrote:
Respected Sir/Madam,

A meeting of the Ad-hoc Committee for Psychology held a on 18th July 2024 at 10:30 AM through online. Following members were present:

1. Dr. Manju Panwar, Head. MSW (Convener)
2. Prof. Radhay Shayam, Retd Professor, Deptt of Psy. MDU (Member)/External Expert
3. Prof Shalini Singh, Deptt of Psy. MDU (Member)/ External Expert
4. Dr. Anupriya Punia (TDCGCW Murthal) (Member)

Following agenda were discussed:
1 Scheme of examination and Syllabus of B.A. Psychology 4 year Multi-disciplinary Course were discussed and approved.
2. The syllabus of the Ist and IInd semester of B.A. Psychology 4 year Multi-disciplinary Course was discussed and approved.
The meeting ended with thanks by the chair.

Request to kindly approve the minutes of the meeting

warm regards,
--
Dr. Manju Panwar.
Head, Dept of Social Work,
B.P.S Women's University,
Khanpur Kalan, Sonipat,
Haryana.
Pin Code 131305.

Dean Faculty of Social Sciences
-------- Forwarded message --------- From: manju panwar <panwarmanju@gmail.com> Date: Thu, Jul 18, 2024 at 5:27 PM Subject: Fwd: Request to approve the minute
Dean Faculty of Social Sciences
Approved
Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
to manju

approved

-112-

On Thu, Jul 18, 2024 at 5:27 PM manju panwar <panwarmanju@gmail.com> wrote:

Respected sir
This is to inform you that three names of psychology have approved the mintues related to Psychology 4 year MDC and syllabus of 1st and 2nd sem .
Warm regards
Dr Manju Panwar
-------- Forwarded message --------
From: R Shyam <rshyam033@gmail.com>
Date: Thu, 18 Jul, 2024, 4:21 pm
Subject: Re: Request to approve the minutes of the meeting
To: Anupriya Punia <anupriyapunia@gmail.com>
Cc: manju panwar <panwarmanju@gmail.com>, shalini singh <Shalinisinghpsy@gmail.com>

Sche

Approved
The scheme of examination of B.A. Psychology 4 year MDC and syllabus of 1st and 2nd sem .

On Thu, 18 Jul 2024, 15:52 Anupriya Punia, <anupriyapunia@gmail.com> wrote:
Respected

I hereby approve the minutes you sent.

Regards
Dr.Anupriya Punia
Assistant Professor
TDLGCW Murthal

On Thu, 18 Jul, 2024, 2:25 pm manju panwar, <panwarmanju@gmail.com> wrote:
Respected Sir/Madam,

A meeting of the Ad-hoc Committee for Psychology held a on 18th July 2024 at 10:30 AM through online. Following members were present:

1. Dr. Manju Panwar, Head. MSW (Convener)
2. Prof. Radhay Shayam, Retd Professor, Deptt of Psy. MDU . (Member)/External Expert
3. Prof Shalini Singh, Deptt of Psy. MDU (Member)/ External Expert
4. Dr. Anupriya Punia (TDCGCW Murthal) (Member)

Following agenda were discussed:
1 Scheme of examination and Syllabus of B.A. Psychology 4 year Multi-disciplinary Course were discussed and approved.
2. The syllabus of the Ist and IInd semester of B.A. Psychology 4 year Multi-disciplinary Course was discussed and approved.
The meeting ended with thanks by the chair.

Request to kindly approve the minutes of the meeting

warm regards,
--
Dr. Manju Panwar.
Head, Dept of Social Work,
B.P.S Women's University,
Khanpur Kalan, Sonipat,
Haryana.
Pin Code 131305.

Schemes and Syllabus of B.A. Psychology 4 Year Multi-Disciplinary Course

Program Specific Outcomes Learning Outcomes:

1. Students would gain theoretical knowledge of basic psychological principles related to adjustment in their personal and social lives.
2. Students would gain knowledge of the basics of social psychology, health psychology, and industrial and organizational psychology.
3. Students would be familiarized with the basics of positive psychology and guidance & counselling to deal with their day-to-day issues.
4. Students would get an understanding of remedial aspects of psychological disorders to have a good adjustment in life.
5. Students would be able to understand techniques to enhance community development in the current world.
6. Students would understand how psychology can be applied to solve problems facing humankind.
7. Students would learn skills to update their wellness.

Semester 1st

Sr.No.	Course Code	Course Type	Course Title	Workbad	Credits	Division of Marks		
						Internal	External	

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Semester 1st

				L	T	P		Th.	Pr.	Th.	Pr.	Tota l
1.	B-PSY101	DSC	Fundamentals of Psychology	3	0	2	4	20	0	50	30	100
2.	B-PSY102	MIC	Introduction to Psychology	2	0	0	2	15		35		50
3.	B-PSY103	MDC	Promoting Health	3	0	0	3	25		50		75

Semester 2nd

Sr.No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	T	P		Internal		External		Tota l
								Th.	Pr.	Th.	Pr.	
1.	B-PSY201	DSC	Social Psychology	3	0	2	4	20	0	50	30	100
2.	B-PSY202	MIC	Life Skills Development	2	0	0	2	15		35		50
3.	B-PSY203	MDC	Psychology of Humor	3	0	0	3	25		50		75

Semester 3rd

Sr.No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	T	P		Internal		External		Tota l
								Th.	Pr.	Th.	Pr.	
1.	B-PSY301	DSC	Developmental Psychology	3	0	2	4	20	0	50	30	100
2.	B-PSY302	MIC	Fundamentals of Social Psychology	2	0	0	2	15		35		50
3.	B-PSY303	MDC	Elementary Statistics	3	0	0	3	25		50		75

Semester 4th

Sr.No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	T	P		Internal		External		Tota l
								Th.	Pr.	Th.	Pr.	
1.	B-PSY401	DSC	Basics of Psychological Assessment and Testing	3	0	2	4	20	0	50	30	100
2.	B-PSY402	MIC	Promoting Health	2	0	0	2	15		35		50
3.	B-PSY403	MDC	Life Skills Interventions	3	0	0	3	25		50		75

Semester 5th

Sr.No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	T	P		Internal		External		Tota l
								Th.	Pr.	Th.	Pr.	
1.	B-PSY501	DSC	Introduction to Psychological Disorders	3	0	2	4	20	0	50	30	100
2.	B-PSY502	MIC	Psychology of Community Development	2	0	0	2	15		35		50
3.	B-PSY503	MDC	Stress Management	3	0	0	3	25		50		75

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Semester 6th

Sr.No.	Course Code	Course Type	Course Title	Workbad			Credits	Division of Marks				
								Internal		External		
				L	T	P		Th.	Pr.	Th.	Pr.	Tota l
1.	B-PSY601	DSC	Basics of Health Psychology	3	0	2	4	20	0	50	30	100
2.	B-PSY602	MIC	Media Psychology	2	0	0	2	15		35		50
3.	B-PSY603	MDC	Organisational Psychology	3	0	0	3	25		50		75

Semester 7th

Sr.No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	T	P		Internal		External		Tota l
								Th.	Pr.	Th.	Pr.	
1.	B-PSY701	DSC-P1	Theoretical Perspectives of Psychology I	4	0	0	4	20	0	50	30	100
2.	B-PSY702	DSC P2	Criminal and Forensic Psychology	4	0	0	4	30	0	70	0	100
3.	B-PSY703	DSC-P3	Experimental Psychology	2	0	4	4	30	0	50	20	100
4.	B-PSY704	DSC-P4	Research Methods, Design Statistics	4	0	0	4	30	0	70	0	100
5.	B-PSY705	DSC-P5	Advanced Social Psychology	3	0	2	4	30	0	50	20	100
6.	B-PSY706	MIC	Positive Psychology	4	0	0	4	30	0	70	0	100

Semester 8th

Sr.No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	T	P		Internal		External		Tota l
								Th.	Pr.	Th.	Pr.	
1.	B-PSY801	DSC-P1	Theoretical Perspectives of psychology II	4	0	0	4	20	0	50	30	100
2.	B-PSY802	DSC P2	Health Psychology	4	0	0	4	30	0	70	0	100
3.	B-PSY803	DSC-P3	Sports Psychology	2	0	4	4	30	0	50	20	100
4.	B-PSY804	DSC-P4	Coaching and mentoring	4	0	0	4	30	0	70	0	100
5.	B-PSY805	DSC-P5	Psychological Testing	3	0	2	4	30	0	50	20	100
6.	B-PSY806	MIC	Basics of Guidance and Counselling	4	0	0	4	30	0	70	0	100

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Semester -I
Session: 2024-25
(DSC)

Part A: Theory - 50 Marks
Part B: Practicals - 30 Marks
Internal Assessment - 20 Marks
Total Marks - 100 Marks Part A: Theory

Name of Program	Under Graduate in Psychology (Multidisciplinary)		
Name of the Course	Fundamentals of Psychology **(DSC)**	**Course Code**	**B-PSY-101**
Hours per Week	4	**Credits : 4**	3 (L:3 T:0 P:2)
Maximum Marks	70 (Internal 20 and External 50)	**Time of Examinations**	3 Hours

Note:
Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):
CLO 1: Students will gain theoretical knowledge of historical developments in the field of psychology.
CLO 2: Students will gain knowledge regarding the concept of personality.
CLO 3: Students will gain knowledge about the theoretical perspectives of motives.
CLO 4: Students will gain knowledge about various theoretical perspectives of emotions.
CLO 5: Students will develop a conceptual understanding of intelligence.

Unit 1:
Introduction: - Definition, Historical origins of Psychology, goals and fields of psychology. Methods in Psychology: Experimental, observation, Interview, Questionnaire and Case Study.

Unit 2:
Personality: Nature, Major Approaches- Trait and Type, Psychodynamic, Behavioural and Humanistic.

Unit 3:
Motivation: Nature, Biological and Psychosocial Motives, Frustration and Conflict. Emotion: Nature, Bodily changes, Theories of Emotion: James-Lange, Cannon-Bard and, Schachter–Singer.

Unit 4:
Intelligence: Nature, Theories: Guilford, Gardener and Sternberg.

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References:

1. Atkinson, R.L., & Atkinson, R.L. (1985). *Introduction to Psychology*. HBJ Publishers.
2. Cicearelli, S.K., & White, J.N. (2018). *Psychology*. Pearson Education.
3. Nolen-Hoeksema, S., Fredriekson, B., Loftus, G.R., & Lutz, C. (2014). *Alkinson's Hilgard Introduction to Psychology*. Cengage.
4. Pundit, S., (2022). *Introduction to Psychology*. Sage Publications.
5. Singh, A.K. (2009). *Ucchatar Samanya Manovigyan*. Motilal Banarsidass.
6. Singh, A.K. (2006). *Adhunik Samanaya Manovigyan: Modern General Psychology*. (Hindi, English). Motilal Banarsidass.
7. Singh, A.K. (2007) *Saral Vyavaharik Manovigyan* (Hindi, English). Motilal Banarsidass.
8. Singh, R. & Shyam, R. (2008). *Adhunik Sangyanatmak Manovigyan*. Haryana Sahitya Akadami.

Part B: Practicals

Name of Program	Under Graduate in Psychology (Multidisciplinary)		
Name of the Course	**Fundamentals of Psychology**	**Course Code**	**B-PSY-101**
Hours per Week		**Credits**	
Maximum Marks	30	**Time of Examinations**	3 Hours

Note:

1. Students have to conduct and report at least **Five (5)** practicals.
2. The examiner will allot one practical at the time of examination. Evaluation will be based on record file, performance and viva.

Course Learning Outcomes (CLO):

CLO 1: Students would acquire the ability to administer, interpret and report psychological tests.

List of Practical

1. Verbal Test of Intelligence
2. Performance Test of Intelligence
3. Observation Test
4. Test of Motivation
5. Case Study
6. RPM
7. Assessment of Emotions
8. EPI/EPQ

Semester -I (MIC)
Session: 2024-25

External Theory - 35 Marks
Internal Assessment - 15 Marks
Total Marks - 50 Marks

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Name of Program	Under Graduate in Psychology(Multidisciplinary)	Program Code	
Name of the Course	Introduction to Psychology (MIC)	Course Code	B-PSY-102
Hours per Week	2	Credits: 2	(L:2 T:0 P:0)
Maximum Marks	50 (Internal 15 and External 35)	Time of Examinations	3 Hours

Note:
Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):
CLO 1: Students will gain theoretical knowledge of historical developments in the field of psychology.
CLO 2: Students will gain knowledge regarding the concept of personality.
CLO 3: Students will gain knowledge about the theoretical perspectives of motives.
CLO 4: Students will gain knowledge about various theoretical perspectives of emotions.
CLO 5: Students will develop a conceptual understanding of intelligence.

Unit 1:
Introduction: - Definition, Historical origins of Psychology, goals and fields of psychology. Methods in Psychology: Experimental, observation, Interview, Questionnaire and Case Study.

Unit 2:
Personality: Nature, Factors influencing Personality, Major Approaches- Trait and Type, Psychodynamic, Behavioural and Humanistic.

Unit 3:
Motivation: Nature, Biological and Psychosocial Motives, Frustration and Conflict.
Emotion: Nature, Bodily changes, Theories of Emotion: James-Lange, Cannon-Bardand, Schachter–Singer.

Unit 4:
Intelligence: Nature, Theories: Spearman, Guilford, Gardener and Sternberg.

References:

1. Atkinson, R.L., & Atkinson, R.L. (1985). *Introduction to Psychology*. HBJ Publishers.
2. Cicearelli, S.K., & White, J.N. (2018). *Psychology*. Pearson Education.
3. Nolen-Hoeksema, S., Fredriekson, B., Loftus, G.R.,& Lutz, C. (2014). *Alkinson's Hilgard Introduction to Psychology*. Cengage.
4. Pundit, S., (2022). *Introduction to Psychology*. Sage Publications.
5. Singh, A.K. (2009). *Ucchatar Samanya Manovigyan*. Motilal Banarsidass.
6. Singh, A.K. (2006). *Adhunik Samanaya Manovigyan: Modern General Psychology*. (Hindi, English). Motilal Banarsidass.
7. Singh, A.K. (2007) *Saral Vyavaharik Manovigyan* (Hindi, English). Motilal Banarsidass.
8. Singh, R., & Shyam, R. (2008). *Adhunik Sangyanatmak Manovigyan*. Haryana Sahitya Akadami.

Semester -I (MDC)

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Session: 2024-25

External Theory - 50 Marks
Internal Assessment - 25 Marks
Total Marks - 75 Marks

Name of the Course	**Promoting Health**	**Course Code**	**B-PSY-103**
Maximum Marks	50 (Internal 15 and External 35)	**Time of Examinations**	3 Hours
Credits: 3	L:3 T:0 P:0		

Note:
Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):
CLO 1: Students would gain knowledge about the concept of health and wellbeing.
CLO 2: Students would gain knowledge of relaxation techniques.
CLO 3: Students would develop an understanding of the concept of cognitive restructuring and assertiveness skills.
CLO 4: Students would be able to understand the role of communication skills in the promotion of health.
CLO 5: Students would gain knowledge regarding art and humor therapies.

Unit 1:
Health: Concept and components; Wellbeing: Concept and Types.
Stress: Types, Sources, General Adaptation Syndrome, Biopsychosocial aspects of stress.
Stress-prone and Stress-resistant Personality Traits.

Unit 2:
Relaxation techniques: Diaphragmatic breathing, Meditation and Mindfulness, Hatha yoga, Music therapy, Massage therapy, Biofeedback.

Unit 3:
Cognitive Restructuring: Steps to initiate, Tips, Acceptance.
Assertiveness Skills: Assertiveness, Tips to improve assertiveness.
Time Management - Seps to initiate, Roadblocks.

Unit 4:
Journal Writing as a Coping Technique: Types, Short-term and Long-term effects, Tips. Communication Skills: Verbal and Non-verbal communication, Steps to enhance face-to-face communication.
Art Therapy: Types, Steps to Initiate.
Humour Therapy: Types and Senses of Humour, Steps to Initiate.

References:

1. Anisman, H. (2016). *Health Psychology*. Sage.
2. Fiest, J., & Brannon, L. (2000). *Health Psychology: Introduction to Behaviour & Health*. Wadsworth.
3. Gurung, (2010). *Health Psychology: A Cultural Approach*. Wadsworth.
4. Marks, D., Murray, M., Evans,B.,& Estacio, E.V. (2015). *Health Psychology: Theory, Research and Practice*. Sage.
5. Sarafino, E. P., & Smith, T.W. (2014). *Health psychology: Biopsychosocial Interactions*. New York: Wiley.

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-120-

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6. Seaward, B.L. (2009). *Managing Stress: Principles and Strategies for Health and Well-Being.* Jones and Bartlett Publishers.
7. Straub, R.O. (2017). *Health Psychology: A Biopsychosocial Approach.* Worth Publishers.
8. Taylor, S.E. (2015). *Health Psychology.* McGraw-Hill Education.

Semester -II (DSC)
Session: 2024-25

Part A: Theory - 50 Marks
Part B: Practicals - 30 Marks
Interna Assessment- 20 Marks
Total Marks - 100 Marks Part A: Theory

Name of Program	Under Graduate in Psychology (Multidisciplinary)	**Program Code**	
Name of the Course	Social Psychology (DSC)	**Course Code**	**B-PSY-201**
Hours per Week	4	**Credits:4**	(L:3 T:0 P:2)
Maximum Marks	70 (Internal 20 and External 50)	**Time of Examinations**	3 Hours

Note:
Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):
CLO 1: Students will develop an understanding of the nature and methods of social psychology.
CLO 2: Students will acquire knowledge about the process of socialization.
CLO 3: Students will gain knowledge about social influences on behaviour.
CLO 4: Students will acquire the knowledge of conflict resolution techniques.
CLO 5: Students will be apprised of pro-social behaviour and prevention of aggressive behaviour

Unit 1:
Introduction: Nature and Subject-matter; Methods: Sociometry and Case study. Socialization: Nature, Process and Agents of Socialization.

Unit 2:
Social Influence: Meaning and Nature of Compliance, Conformity and Obedience. Prejudice:

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Nature, Development and Stereotypes.

Unit 3:

Social Processes: Meaning of Cooperation and Conflict, Conflict Resolution Techniques. Social Perception: Impression Formation, Attribution Theory: Heider.

Unit 4:

Aggression: Nature, Determinants and Prevention.
Pro-Social Behaviour: Nature, Determinants of Pro-Social Behaviour, Empathy- Altruism Hypothesis, Negative State Relief Hypothesis.

References:

1. Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2018). *Social Psychology*. Pearson Education.
2. Baron, R.A., & Byrne, D. (2008). *Samajik Manovigyan* (Hindi Sanskaran). Pearson Education.
3. Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2012). *Fundamentals of Social Psychology*. Pearson Education.
4. Crisp, R.J., & Turner, R.N. (2014). *Essentials of Social Psychology*. Sage.
5. Singh, A.K. (2009). *Samaj Manovigyan Ki Rooprekha*. Motilal Banarsidass.
6. Shetgovekar, S. (2017). *An Introduction to Social Psychology*. Sage. Haryana Sahitya Akadami.

Part B: Practicals

Name of Program	Under Graduate in Psychology (Multidisciplinary)	**Program Code**	
Name of the Course	**Social Psychology**	**Course Code**	B-PSY-201
Maximum Marks	30	**Time of Examinations**	3 Hours

Note:

1. Students have to conduct and report at least **Five (5)** practicals.
2. The examiner will allot one practical at the time of examination. Evaluation will be based on record file, performance and viva.

Course Learning Outcomes (CLO):

CLO 1: Students would acquire the ability to administer, interpret and report psychological tests.

List of Practicals

1. Sociometry
2. Social Facilitation / Loafing
3. Social Conformity
4. Aggression / Anger Expression
5. Conflict Resolution
6. Altruism/ Helping Attitude Scale
7. Case Study
8. Attribution Scale
9. Prejudice / Stereotypes

Semester -II (MIC)
Session: 2024-25

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External Theory - 35 Marks
Internal Assessment - 15 Marks
Total Marks - 50 Marks

Name of Program	Under Graduate in Psychology (Multidisciplinary)	**Program Code**	
Name of the Course	Life Skills Development **(MIC)**	**Course Code**	B-PSY-202
Hours per Week	2	**Credits**	2
Maximum Marks	50 (Internal 15 and External 35)	**Time of Examinations**	3 Hours

Note:
Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):
CLO 1: Students will gain knowledge of the concept of life skills.
CLO 2: Students will gain knowledge of various types of life skills.
CLO 3: Students will gain knowledge about life skills for self-understanding and self-management.
CLO 4: Students will develop a conceptual understanding of life skills for knowing and living with others.
CLO 5: Students will develop a conceptual understanding of the life skills dealing with issues and problems.

Unit 1:
Life Skills: Concept, Definition and Categories of Life Skills.

Unit 2:
Life Skills for Self- Understanding: Self-esteem, Self-efficacy and Self-Regulation.

Unit 3:
Life Skills for Interpersonal Management: Effective Communication skills, Interpersonal Relations skills and Conflict Resolution skills and Assertiveness Training.

Unit 4:
Life Skills Dealing with Issues and Problems: Critical Thinking, Creative Thinking and Problem Solving.

References:

1. Coll (2012). *Life Skills: How To Do Almost Anything*. Agate Digital.
2. DeJaeghere J., & Murphy, G. E. (2021). *Life Skills Education for Youth: Critical Perspectives*. Springer International Publishing.
3. Joseph, K.S. (2008). *Equip Yourself with Life Skills*. Better Yourself Books.
4. Sharma, P. (2021). *Soft Skills Personality Development for Life Success*. BPP Publications.

Semester -II (MDC) Session: 2024-25

External Theory - 50 Marks
Internal Assessment - 25 Marks
Total Marks - 75 Marks

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Name of the Course	Psychology of Humour (MDC)	Course Code	B-PSY-203
Maximum Marks	50 (Internal 15 and External 35)	Time of Examinations	3 Hours
Credits: 3	L:3 T:0 P:0		

Note:
Examiner will set nine questions and the candidates will be required to attempt five questions in all. Question number one will be compulsory containing short answer type questions from all units. Further, examiner will set two questions from each unit and the candidates will be required to attempt one question from each Unit. All questions will carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Students would develop an understanding of the nature and effects of humor on mental health.

CLO 2: Students would gain knowledge about the cognitive perspective of humor. CLO 3: Students would be able to understand the psychological approaches to humor and its effects on cognition.

CLO 4: Students would be able to understand the social aspects of humor.

CLO 5: Students would gain knowledge about the applications of humor in education and workplace settings.

Unit 1:

Humor: Nature, Historical Development, Forms, Psychological Functions, Effects of Humor on Physical and Mental Health.

Unit 2:

Cognitive Perspectives of Humor: Schemas, Frames, and Scripts and its Applications, Psychological Approaches to Humor, Cognitive Processes in Humor, Effects of Humor on Cognition.

Unit 3:

Social Psychology of Humor: Interpersonal Functions, Social Perception, and Interpersonal Attraction, Humor and Persuasion, Attitudes, Prejudice and Gender.

Unit 4:

Humor in Education: Teachers' Use of Humor in Classroom Environment and Students' Learning,

CHAIRPERSON
DEPT. OF SOCIAL WORK
B.P.S.M.V.

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

Effects of Humor in textbook, Tests and Exams, Caveats in the Use of Humor in Education. Humor at Workplace: Humor styles at Workplace; Organizational outcomes, Humor in Negotiation and Mediation and in Leadership.

References:

1. Gibson, J.M. (2019). *An Introduction to the Psychology of Humor*. Routledge.
2. Holland, N.N. (1982). *Laughing: A Psychology of Humor*. Cornell University Press.
3. Martin, R. A. (2007). *The Psychology of Humor: An Integrative Approach*. Elsevier Academic Press.
4. Romero E.J., & Cruthirds, K.W. (2006). The use of humor in the workplace. *Academy of Management Perspectives*, *20*(2), 58-69. https://doi.org/10.5465/AMP.2006.20591005

CHAIRPERSON
DEPT. OF SOCIAL WORK
B.P.S.M.V.

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

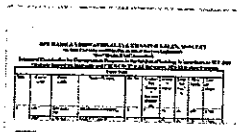
Final (revised) UG Scheme of Examination d Syllabus NEP 2020 w.e.f. July 2024 for BPS Khanpur as per discussion & requirement. External Inbox

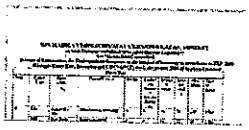
JOGINDER SINGH
to me, desraj.sabharwal

Dear sir,

Kindly find the attached documents for the final (revised) UG Scheme of Examination d Syllabus NEP 2020 w.e.f. July 2024 for BPS Khanpur as per discus

2 Attachments • Scanned by Gmail


BPS Khanpur UG...


BPS Khanpur UG...

Dean Faculty of Social Sciences
Respected Prof. Sabharwal Ji Kindly approve the draft scheme and syllabus shared in the trailing email. Since the academic session has commenced, the scheme and

Desraj Sabharwal
to me

To
The Dean
Faculty of Social science
BPS,Khanpur

Subject:Approval of UG syllabus as per NEP-2020

Sir
As you know I suggested some changes and modification in the syllabus and most of corrections has been done by teacher concern . My side UG syllabus is approved and i

With Regards
Prof.Desraj Sabharwal
Department of sociology
M D university Rohtak

Sent from Yahoo Mail for iPhone

On Wednesday, July 31, 2024, 7:02 AM, Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in> wrote:

> Respected Prof. Sabharwal Ji
> Kindly approve the draft scheme and syllabus shared in the trailing email. Since the academic session has commenced, the scheme and syllabus are urgently required further suggestions the same could be incorporated from the next semester onwards, but to begin with let us accept the proposed scheme and syllabus. Kindly approve
>
> regards
>
> Prof. Ravi Bhushan
> Dean, Faculty of Social Sciences
>
> On Mon, Jul 29, 2024 at 5:08 PM JOGINDER SINGH <jogi2598@gmail.com> wrote:
> > Dear sir,
> >
> > Kindly find the attached documents for the final (revised) UG Scheme of Examination d Syllabus NEP 2020 w.e.f. July 2024 for BPS Khanpur as p

Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
to JOGINDER, Desraj

Respected Sir
Thank you for approving the scheme and syllabus. We as the committee approve the same. I shall share the same with the academic branch for notification.

Thank you

best regards

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Harvana 131305

-126-

On Wed, Jul 31, 2024 at 10:00 AM Desraj Sabharwal <desraj.sabharwal@yahoo.in> wrote:
To
The Dean

Faculty of Social science
BPS,Khanpur

Subject:Approval of UG syllabus as per NEP-2020

Sir
As you know I suggested some changes and modification in the syllabus and most of corrections has been done by teacher concern . My side UG syllabus is approved an

With Regards
Prof.Desraj Sabharwal
Department of sociology
M D university Rohtak

Sent from Yahoo Mail for iPhone

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Kindly approve the draft scheme and syllabus shared in the trailing email. Since the academic session has commenced, the scheme and syllabus are urgently requir
further suggestions the same could be incorporated from the next semester onwards, but to begin with let us accept the proposed scheme and syllabus. Kindly apprc

regards

Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

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Dear sir,
Kindly find the attached documents for the final (revised) UG Scheme of Examination d Syllabus NEP 2020 w.e.f. July 2024 for BPS Khanpur as

DEAN
Faculty of Social Sciences
B.P.S Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat
Haryana 131305

ANNEXURE-4

Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpswomenuniversity.ac.in

Ref. No. BPSMV/ FET/24/ 40

Date:-23/08/2024

Proceeding of the meeting of Faculty of Engineering and Technology held on 23.08.2024 at 10.30 am. in the office of Dean, Faculty of Engineering and Technology, BPSMV, Khanpur Kalan.

The following members were present:-

1. Dr. Vijay Nehra, Dean FET, BPSMV, Khanpur Kalan
2. Dr. Priyanka, Chairperson, ECE, BPSMV, Khanpur Kalan, Sonipat
3. Mrs. Sonal, Chairperson, CSE&IT, BPSMV, Khanpur Kalan,Sonipat
4. Mr. Ashish Hooda , In-Charge, Deptt of FT, BPSMV, Khanpur Kalan, Sonipat
5. Dr. Manju Saroha, Department of CSE&IT
5 AR, Secretary, BPSMV, Khanpur Kalan

After detailed discussion and deliberation, the following decisions were taken:-

Agenda No.1: To consider and approve the recommendation of PG BOS Meeting held on 08/08/2024 in department of CSE&IT the scheme and syllabus of PGDCA as submitted by chairperson CSE&IT.

Resolution: - Considered the recommendation of PG BOS meeting held on 08/08/2024 in department of CSE&IT. The scheme and syllabus of PGDCA Programme as approved by PG BOS Computer Science and Engineering & Information Technology is forwarded for further course of action.

Any other agenda

Agenda No. 2: To consider and approve the recommendation of PG BOS Fashion Technology for Change in eligibility criteria for admission in M.Tech Programme.

Resolution:- The house resolved that the updated ordinance with all amendment till yet for PG as well as UG drafted by all the three Chairperson in consultation with their staff council and the same will be put up in forth coming meeting of FET.

Vijay Nehra 23/8/24
Prof. (Dr) Vijay Nehra
Dean, FET

Priyanka 23/08/2024
Dr. Priyanka
Chairperson, ECE

Sonal 23/8/24
Mrs. Sonal
Chairperson, CSE&IT

Ashish 23/8/24
Mr. Ashish Hooda
In-Charge, FT

Manju 23/8/24
Dr. Manju Saroha
Member

23/08/2024
Assistant Registrar
(Academic Branch)

Copy of the above is forwarded to the following for information and further necessary action:-

1. **PS to VC (for kind information of Hob'ble Vice-Chancellor), BPSMV, Khanpur Kalan**
2. **PA to Registrar (For kind information of Worthy Registrar), BPSMV, Khanpur Kalan.**
3. **COE for information.**
4. **Assistant Registrar (Acad.) for information and necessary action.**
5. **Dean, Faculty of Engineering & Science for information.**
6. **Concerned person, for information.**

BPS Women University

Chairperson, CSE&IT <docse@bpswomenuniversity.ac.in>

Scheme and syllabus of PGDCA w.e.f 2024-25

7 messages

Chairperson, CSE&IT <docse@bpswomenuniversity.ac.in> Thu, Aug 8, 2024 at 6:24 PM
To: ajit ghangas <bpsmv.ajit@gmail.com>, Sunita Allen <sunita.bpsmv@gmail.com>, vikas malik <vikassmalik@gmail.com>, "Prof. Dilbag Singh" <dscdlu7@gmail.com>, shuchita_bhasin@yahoo.com, Sonia Dhull <sonidhull9@gmail.com>, meenu.d@hotmail.com
Cc: sonal beniwal <sonal@bpswomenuniversity.ac.in>

Respected all

As per the directions of competent authorities, scheme and syllabus are attached herewith for your kind consideration and approval through email (circulation) due to shortage of time.

I hope you all will consider my request and revert by tomorrow 10:00 am so that same may be submitted for further course of action , please.

Encl : scheme and syllabus of PGDCA

Regards

Sonal Beniwal
Chairperson, Dept of CSE and IT
Director, University Computer Centre
Incharge IT CELL

DOC-20240808-WA0017.
220K

Chairperson, CSE&IT <docse@bpswomenuniversity.ac.in> Thu, Aug 8, 2024 at 10:21 PM
To: ajit ghangas <bpsmv.ajit@gmail.com>, Sunita Allen <sunita.bpsmv@gmail.com>, vikas malik <vikassmalik@gmail.com>, "Prof. Dilbag Singh" <dscdlu7@gmail.com>, shuchita_bhasin@yahoo.com, Sonia Dhull <sonidhull9@gmail.com>, meenu.d@hotmail.com
Cc: sonal beniwal <sonal@bpswomenuniversity.ac.in>

Regards

Sonal Beniwal
Chairperson, Dept of CSE and IT
Director, University Computer Centre
Incharge IT CELL

[Quoted text hidden]

pgdca.pdf
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shuchita bhasin <shuchita_bhasin@yahoo.com> Fri, Aug 9, 2024 at 9:15 AM
To: ajit ghangas <bpsmv.ajit@gmail.com>, Sunita Allen <sunita.bpsmv@gmail.com>, vikas malik <vikassmalik@gmail.com>, "Prof. Dilbag Singh" <dscdlu7@gmail.com>, Sonia Dhull <sonidhull9@gmail.com>, "meenu.d@hotmail.com" <meenu.d@hotmail.com>, "Chairperson, CSE&IT" <docse@bpswomenuniversity.ac.in>
Cc: sonal beniwal <sonal@bpswomenuniversity.ac.in>

Dear Madam,

-129-

Approved from my side.

Thanks!!
Meenu

Sent from my iPhone

> On 8 Aug 2024, at 6:24 PM, Chairperson, CSE&IT <docse@bpswomenuniversity.ac.in> wrote:
>
>
[Quoted text hidden]
> <DOC-20240808-WA0017.>

Prof. Dilbag Singh <dscdlu7@gmail.com> Fri, Aug 9, 2024 at 10:17 AM
To: shuchita bhasin <shuchita_bhasin@yahoo.com>
Cc: ajit ghangas <bpsmv.ajit@gmail.com>, Sunita Allen <sunita.bpsmv@gmail.com>, vikas malik <vikassmalik@gmail.com>, Sonia Dhull <sonidhull9@gmail.com>, "meenu.d@hotmail.com" <meenu.d@hotmail.com>, "Chairperson, CSE&IT" <docse@bpswomenuniversity.ac.in>, sonal beniwal <sonal@bpswomenuniversity.ac.in>

I agree

[Quoted text hidden]

Sonia Dhull <sonidhull9@gmail.com> Fri, Aug 9, 2024 at 10:24 AM
To: "Prof. Dilbag Singh" <dscdlu7@gmail.com>
Cc: shuchita bhasin <shuchita_bhasin@yahoo.com>, ajit ghangas <bpsmv.ajit@gmail.com>, Sunita Allen <sunita.bpsmv@gmail.com>, vikas malik <vikassmalik@gmail.com>, "meenu.d@hotmail.com" <meenu.d@hotmail.com>, "Chairperson, CSE&IT" <docse@bpswomenuniversity.ac.in>, sonal beniwal <sonal@bpswomenuniversity.ac.in>

I Agree. Seems good.

[Quoted text hidden]

Chairperson, CSE&IT <docse@bpswomenuniversity.ac.in> Fri, Aug 9, 2024 at 12:13 PM
To: shuchita bhasin <shuchita_bhasin@yahoo.com>
Cc: ajit ghangas <bpsmv.ajit@gmail.com>, Sunita Allen <sunita.bpsmv@gmail.com>, vikas malik <vikassmalik@gmail.com>, "Prof. Dilbag Singh" <dscdlu7@gmail.com>, Sonia Dhull <sonidhull9@gmail.com>, "meenu.d@hotmail.com" <meenu.d@hotmail.com>, sonal beniwal <sonal@bpswomenuniversity.ac.in>

Respected all

It is submitted that all suggestions as as per trailing mail and discussion over telephone are incorporated in the scheme and syllabus of PGDCA. I am very thankful to all for your kind cooperation and guidance.

Best Regards

Sonal Beniwal
Chairman, PGBOS
[Quoted text hidden]

Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpswomenuniversity.ac.in

Ref. No. BPSMV/ FET/24/ 55 Date:-23/10/2024

Proceeding of the meeting of Faculty of Engineering and Technology held on 23.10.2024 at 11:00 am. in the office of Dean, Faculty of Engineering and Technology, BPSMV, Khanpur Kalan.
The following members were present:-

1. Dr. Vijay Nehra, Dean FET, BPSMV, Khanpur Kalan
2. Dr. Priyanka, Chairperson, ECE, BPSMV, Khanpur Kalan, Sonipat
3. Mrs. Sonal, Chairperson, CSE&IT, BPSMV, Khanpur Kalan,Sonipat
4. Mr. Ashish Hooda , In-Charge, Deptt of FT, BPSMV, Khanpur Kalan, Sonipat
5. Dr. Manju Saroha, Assistant Professor, Deptt of CSE&IT, Khanpur Kalan
6. AR, Secretary, BPSMV, Khanpur Kalan

After detailed discussion and deliberation, the following decisions were taken:-

Agenda No.1: To consider the proposal to start B.C.A (Bachelor of Computer application) course at Regional Center Krishan Nagar (Rewari).

Considered and approved the proposal to start B.C.A at Reginal center Krishan Nagar (Rewari). Possibilities be explored interms of infrastructure, faculty and other resource required to start the same. The programme offered diverse placement opportunities in digital era and beneficial for the Regional Center and surrounding area. The syllabus and scheme may be adopted as already approved by the university of affiliating college.

Agenda No. 2: To consider the ordinance of PGDCA.
Considered and approved the ordinance of PGDCA.

Agenda No. 2: To consider the scheme and Syllabus of BCA programme as per NEP-2020.
Considered and approved the scheme and Syllabus of BCA programme as per NEP-2020.

Prof. (Dr) Vijay Nehra	Dr. Priyanka	Mrs. Sonal	Mr. Ashish Hooda
Dean, FET 23/10/24	Chairperson, ECE	Chairperson, CSE&IT	In-Charge, FT

Dr. Manju Saroha
Member

Assistant Registrar
(Academic Branch)

Department of Computer Science & Engineering and Information Technology

BPS MahilaVishwavidyalayaKhanpurKalanSonipat

(A State University Established under the Legislative Act No. 31/2006)

Accredited with 'B++' grade by NAAC

C

(32)/T/24/K/429

12/09/24

Minutes of PGBOS dated 11.09.2024 (through email)

In reference to email dated 06.09.2024 received from Dean Academic Affairs regarding panel of examiners for PGDCA and email received dated 06.09.2024 from Academic Branch regarding ordinance of PGDCA. It is submitted that the panel and ordinance were circulated among the members of PGBOS through email for consideration and approval. The approval of following members of PGBOS were received through email dated 11.09.2024 (copy attached).

1. Prof. Shuchita
2. Prof. Dilbag
3. Dr. Sunita
4. Ms. Meenu
5. Ms Sonia Dhull

12/9/24

Chairman, BOS

A copy of the above is forwarded to the following for information:-

1. Assistant Registrar (Academic), for information.
2. Dean Academic Affairs, BPSMV, Khanpur Kalan.
3. Controller of Examinations for information and necessary action.

12/9/24

Chairman, BOS

ANNEXURE-5

ORDINANCE

Post Graduate Diploma in Computer Applications (Two-Semester Course)

(Effective from Academic Session 2024-2025)

For UTD/ Affiliated Colleges

Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan-131305 (Sonepat) Haryana

-133-

Chairperson
Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya,Khanpur Kalan, Sonepat (HR.)

ORDINANCE

POST GRADUATE DIPLOMA IN COMPUTER APPLICATIONS

(w. e. f. Academic Session 2024-2025)

1. Definitions

1.1 Programme stands for PGDCA (Post Graduate Diploma in Computer Applications).

1.2 Course stands for Individual Paper

1.3 Credit is the weightage assigned to a paper in terms of contact hours.

1.4 Grade stands for a letter grade assigned to a student on the basis of evaluation of a paper on the 10 scale.

1.5 Grade point stands for the numerical equivalent of the letter grade.

2. Duration

The duration of the Programme for PGDCA (Post Graduate Diploma in Computer Applications) shall be **one year** comprising two semesters. Each Semester shall be of 90 working days. However, all the candidates will be required to complete the Programme within a maximum period of two **years.**

3. Admission

Eligibility: Graduate or an equivalent degree with having at least 50% marks (45% for SC/ST candidates of Haryana only) in aggregate.

No candidate who is in employment (full time/part time/Honorary Service) shall be eligible to take admission in the programme without taking leave from her institution/office from the date of admission to termination of the final semester examination including other essential requirements. She has to submit an affidavit in this regard. If at any stage it is found that she has violated this rule, her admission shall stand cancelled.

Procedure: Admissions will be on the basis of merit/entrance test or any other criterion n adopted by B.P.S. Mahila Vishwavidyalaya from time to time. The last date for the receipt of the admission forms shall be notified by the University.

4. Fee

The Programme fee shall be paid by the candidate as prescribed by the University from time to

Chairperson
Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya,Khanpur Kalan, Sonepat (HR.)

time.

5. Teaching Methodology

The Methodology shall include Classroom teaching, Assignments, Viva-voce, Practical Work, Seminar, Workshop, Project Work, Quiz, Group Discussion etc.

6. Credit Weightage

Each Paper has a certain number of credits which describe its weightage. Credits of a paper are evaluated as under:-

6.1 Lecture/ Tutorial Practical Teaching: One credit per lecture per week per semester will generally be adopted.

6.2 Practical Teaching: Half credit per tutorial per week per semester.

7. Examination

7.1. At the end of the each semester, there shall be an examination where each candidate shall be examined in the papers studied by her in that semester. Each semester examination shall be designated as first semester examination, second semester examination.

7.2. The examination in each semester will be held according to the syllabi approved by the Post Graduate Board of Studies. The Board of examiners shall be appointed for each paper and shall be recommended by the Post Graduate Board of Studies.

7.3. The examination shall consist of theory papers and practical examination. Theory papers are to be set by the internal/external paper setters appointed by the Vice-Chancellor from a panel of examiners submitted by the Chairman of the department duly approved by the BOS of the concerned department.

7.4. For practical examination viva-voce shall be conducted jointly by the external and internal examiners. If an external examiner is unable to join, alternate examiner (including those of the same University dept.) may be appointed by the Chairperson of the concerned dept. with the intimation to the Controller of Examinations in the following preferential order:

i) From outside

ii) From BPSMV, Khanpur Kalan.

7.5. The examination for all odd semesters will normally be held in November/December and for the even semesters in April/May on such dates as provided by the University. The concerned teacher-paper coordinator should ensure that 100% syllabus is covered in each subject before the semester examination.

Chairperson
Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat (HR.)

7.6. Every paper is coordinated by a member of the teaching staff of the department which is offering the paper in a given semester. This faculty member is called the paper coordinator. He/ She has the full responsibility for conducting the paper, coordinating the work of the other members of the faculty involved in the paper, holding the minor test and assignments. For any difficulty, the student is expected to approach the paper coordinator for advice and clarification. All the responsibilities from teaching to the award of final grade will be of the paper-coordinator. Every student has to appear in the minor test. If a student does not take a minor test, she shall be awarded zero marks in the test. The marks obtained in sessional/practical/theory/drawing/general proficiency are to be submitted to the examination branch duly signed by the Chairperson of the department before the close of semester examination. The examination branch shall convert the marks in to equivalent grades as per the grading procedure.

7.7. If a candidate after attending the classes for the paper of studies in the department, either not appeared or having appeared in any semester examination and failed in one or more papers for that examination, she can appear for such papers as a re- appear student as per university rules.

7.8. For holding the Minor Tests during even and odd semester the schedule of minor exam shall be laid down by teacher(s) concerned in consultation with the Chairperson of the Department as the case may be and shall be made known to the students at the commencement of each semester. For each semester there will be two minor exams and both will be compulsory

7.9. For Minor Test, the syllabus for Examination will be what is covered in particular term. The Major Test (EXTERNAL EXAM) will be based on the entire syllabus. Every teacher will submit in writing to the Chairperson at the end of term i.e. intervening period between Minor Tests and Major Test, the content of the syllabus covered during the term.

7.10. After finalization of the marks of internal assessment, the same shall be displayed on the department notice board for the information of the students. Students, who have a specific grievance against the marks awarded to her, may discuss the same with the concerned Paper Co-ordinator, who after consideration of the grievances of all the students shall finalize the marks to be awarded for the paper. The awards of all internal assessments shall

Chairperson
Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat (HR.)

be sent to the examination branch within seven days of last day of the classes for that semester.

7.11 Re-appear

The candidates may take re-appear examinations as per the following guidelines:

Semester	When to appear
Ist	Along with Regular Ist Semester
IInd	Along with Regular IInd Semester

8. Evaluation and Grading

The assessment will be 20 % Internal and 80% External.

The minimum passing marks/grade for passing any semester Examination shall be:

8.1. 40% in external examination and 40% in the aggregate of internal and external. In case a student fails to acquire 40% in the aggregate of the internal and external, she will be awarded re-appear in the theory (external) paper of that subject. There will be no re-appear in the internal assessment. The marks obtained in the internal assessment of a subject shall be carry forwarded, if a student gets re-appear in the external examination.

8.2. (40% in each practical Examination /Viva-Voice Examination.

The weightage for internal evaluation is as follows:

Class tests/minor test/ sessional tests 10% i.e. 10 marks out of 100

Assignments/Presentations/Seminars/Group Discussions 5% i.e. 5 marks out of 100

Attendance 5% i.e. 5 marks out of 100.

Less than	60%	0 marks
Up to	65%	1 marks
Up to	70%	2 marks
Up to	75%	3 marks
Up to	80%	4 marks
Above	85%	5 marks

Chairperson
Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya,Khanpur Kalan, Sonepat (HR.)

9. Adhoc Grace:

If there is any discrepancy/ out of syllabus/ printing error/ untoward incident during the examination, the matter be referred to a Standing Committee of

(i) Controller of Examinations.

(ii) HOD of the concerned Department.

(iii) One faculty member concerning the subject.

The Committee may recommend re-conduct of the paper or uniform grace marks to all but that should not exceed 10% marks of that particular paper.

10. Moderation of Marks:

10.1. Internal Examinations:- If there are more than one teacher associated in any internal assessment, one of the member be made co-coordinator by the concerned HOD and he/she along with the others can moderate the marks to maintain uniformity so that no student get undue advantage or disadvantage. It can be done by fixing criteria beforehand.

11. Grading:

The academic performance of a student shall be graded on a ten point scale as prescribed by University Grants Commission

Academic Performance	Letter Grades	Grade Points (G)
Outstanding	O	10
Excellent	A+	09
Very Good	A	08
Good	B+	07
Above average	B	06
Average	C	05
Pass	P	04
Fail	F	00
Absent	Ab	00

11.1 The award of grades based on absolute marks out of 100 shall be made as follows:

Chairperson
Department of Computer Science &
Engineering and Information Technology
BPS Mahila Vishwavidyalaya,Khanpur Kalan, Sonepat (HR.)

Marks		Grades		Marks
85	≥	O	≤	100
75	≥	A+	≤	84
65	≥	A	≤	74
55	≥	B+	≤	64
50	≥	B	≤	54
41	≥	C	≤	49
		P	=	40
		F	≤	40
		AB		AB

11.2 Calculation **of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)**

The Grade Point Average is calculated as follows:

$$GPA = \frac{\text{S (Number of credits x Grade Points)}}{\text{S (Number of Credits Registered)}}$$

For the purpose of calculation of GPA for SGPA and CGPA only those programmes (including projects) will be taken into account in which the student has been awarded one of the pass grades. Here S stands for the sum of

(i) $SGPA = \frac{\sum C_i P_i}{\sum C_i}$

Where

C_i = Number of credits earned in the i^{th} programme of a semester for which SGPA is to be calculated.

p_i = Grade point earned in i^{th} programme

I = 1, 2, 3 ..... n, represent the number of programmes in which a student is registered in the concerned semester.

(ii) $CGPA = \frac{\sum C_j P_j}{\sum C_i}$

Where

C_j = Number of credits earned in the jth programme upto the semester for which CGPA

7

Chairperson
Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya,Khanpur Kalan, Sonepat (HR.)

is to be calculated.

P_j = Grade point earned in the j^{th} programme. Any grade lower than the pass grade in a programme shall not be taken into account.

j = 1, 2, 3 .....n, represent the number of programmes in which student was registered and obtained a grade not lower than 'C' upto the semester for which CGPA is to be calculated.

12. Attendance:

No candidate shall be considered to have pursued a regular programme of the study unless she has attended not less than 75% of the lectures in each paper/seminar case discussion, field trips, tutorials etc. This requirement shall be fulfilled separately for each course of study. A deficiency upto 10% may be condoned by the Chairperson of the Department.

If a student remains absent from the Department for more than four weeks without intimating the Chairperson/In-charge of the Department, her name will be removed from the Department rolls.

In case the student's name is struck off due to non-payment of fee and is re-admitted later, her attendance shall not be counted for that period.

13. General:

13.1 Where this document is silent about any rule, the university ordinance from time to time will be applicable.

13.2 Eligibility Criteria, Fee Structure, Academic Calendar, Examination Schedule, Sports Calendar and Cultural Calendar for the academic year shall be given in the University Prospectus.

13.3 Admission, teaching schedule, preparatory holidays, examination, winter, summer vacation, shall be followed as specified in academic calendar of University.

13.4 A student is deemed to have completed the requirements for degree and is eligible for the award of degree if:

13.4.1 She has satisfied all the academic requirements as per the regulations; and She has paid all fees due from her; and

13.4.2 There is no case of indiscipline pending against her.

13.5 The gap of one/two semesters missed by the student(s), as the case may be, will count towards the total durations of the programme permissible under the regulations.

13.6 All academic problems of the students other than those affecting the University rules and regulations framed from time to time may be looked into by the Dean of Academics.

13.7 The calendar for the academic year will be framed and declared at the beginning of the session by the university.

Chairperson
Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat (HR.)

BPS Mahila Vishwavidyalaya Khanpur Kalan

Course Curriculum & Scheme of Examinations

For

Post Graduate Diploma in Computer Applications
(w.e.f Session 2024-25)

Semester -1

S. No.	Course Code	Course Title	Hours per week			Credits	Marks		Total
			L	T	P		Internal Marks	External Marks	
Theory									
1.	PGDCA -101	Computer Fundamentals and Programming in C	3	1	0	4	20	80	100
2	PGDCA -103	Computer Organization and Architecture	3	1	0	4	20	80	100
3.	PGDCA -105	Internet and Web Technology	3	1	0	4	20	80	100
4.	PGDCA -107	Operating System	3	1	0	4	20	80	100
5.	PGDCA -109	Computer Networks	3	1	0	4	20	80	100
Lab									
6.	PGDCA -111	C Programming Lab	0	0	2	1	10	40	50
7.	PGDCA -113	Operating System Lab	0	0	2	1	10	40	50
8	PGDCA -115	Internet and Web Technology Lab	0	0	2	1	10	40	50
		Total	**15**	**5**	**6**	**23**	**130**	**520**	**650**

-141-

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Department of Computer Science & Engineering and Information Technology
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BPS Mahila Vishwavidyalaya Khanpur Kalan

Course Curriculum & Scheme of Examinations

For

Post Graduate Diploma in Computer Applications
(w.e.f Session 2024-25)

Semester -2

S. No.	Course Code	Course Title	Hours per week			Credits	Marks		Total
			L	T	P		Internal Marks	External Marks	
Theory									
1.	PGDCA -102	Software Engineering	3	1	0	4	20	80	100
2.	PGDCA -104	Data Base Management System	3	1	0	4	20	80	100
3.	PGDCA -106	Data Structures	3	1	0	4	20	80	100
4.	PGDCA -108	Object Oriented Programming with C++	3	1	0	4	20	80	100
5.	PGDCA -110	Artificial Intelligence	3	1	0	4	20	80	100
Lab									
6.	PGDCA -112	OOP with C++ Lab	0	0	2	1	10	40	50
7.	PGDCA -114	Data Structures Lab	0	0	2	1	10	40	50
8.	PGDCA -116	DBMS Lab	0	0	2	1	10	40	50
		Total	**15**	**5**	**6**	**23**	**130**	**520**	**650**

-142-

Chairperson
Department of Computer Science &
Engineering and Information Technol
Khanpur Kalan, Sonepa

Post Graduate Diploma in Computer Applications (PGDCA) Syllabus

SEMESTER-1

Computer Fundamentals and Programming in C

PGDCA-101

No. of Credits: 4
L T P
3 1 0

Internal Marks: 20
External Marks: 80
Total Marks: 100

Note: Examiner will be required to set NINE questions in all. Question Number 1 will consist of total 8 parts (short-answer type questions) covering the entire syllabus and will carry 16 marks. In addition to the compulsory question there will be four units i.e. Unit-I to Unit-IV. Examiner will set two questions from each Unit of the syllabus and each question will carry 16 marks. Student will be required to attempt FIVE questions in all. Question number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting one question from each Unit.

UNIT-I

Computer Fundamentals: Generations of Computers, Definition, Block Diagram along with its components, characteristics & classification of computers, Limitations of Computers, Applications of computers in various fields. Memory: Concept of primary & secondary memory, RAM, ROM, types of ROM, Cache Memory, flash memory, Secondary storage devices: Sequential & direct access devices viz. magnetic tape, magnetic disk, optical disks i.e. CD, DVD, virtual memory.

UNIT-II

Computer hardware & software: I/O devices, definition of software, relationship between hardware and software, types of software. Overview of operating system: Definition, functions of operating system, concept of multiprogramming, multitasking, multithreading, multiprocessing, time-sharing, real time, single-user & multi-user operating system. Computer Virus: Definition, types of viruses, Characteristics of viruses.

UNIT-III

Overview of C: History of C, Importance of C, Elements of C: C character set, identifiers and keywords, Data types, Constants and Variables, Assignment statement, Structure of a C Program, printf(), scanf() Functions, Operators & Expression: Arithmetic, relational, logical, bitwise, unary, assignment, shorthand assignment operators, conditional operators, Arithmetic expressions, evaluation of arithmetic expression, type casting and conversion. Decision making with IF statement, IF-ELSE statement, Nested IF statement, ELSE-IF ladder, switch statement, goto statement

-143-

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BFS Mahi...
...logy
...(HR.)

UNIT-IV

Decision making & branching:. Decision making & looping: For, while, and do-while loop, jumps in loops, break, continue statement, Nested loops.

Arrays (1-D, 2-D), Character arrays and Strings, example of iterative programs using arrays and use in matrix computations. Functions, parameters and return values, standard library functions, Pointers, relationship between arrays and pointers, Call by reference. Array of pointers, passing arrays as arguments. Character strings: processing strings using loops, and string library functions, Structures, Defining structures and Array of Structures

REFERENCES:

- Gottfried, Byron S., Programming with C, Tata McGraw Hill
- Balagurusamy, E., Programming in ANSI C, 4E, Tata McGraw-Hill
- Jeri R. Hanly& Elliot P. Koffman, Problem Solving and Program Design in C, Addison Wesley. YashwantKanetker, Let us C, BPB
- Balagurusamy E, Computing Fundamentals and C Programming, Tata McGraw Hill. 3 Norton, Peter, Introduction to Computer, McGraw-Hill
- Leon. Alexis & Leon, Mathews, Introduction to Computers, Leon Tech World
- Rajaraman, V., Fundamentals of Computers, PHI
- Ram, B., Computer Fundamentals, Architecture & Organization, New Age International (P) Ltd.
- Chhillar, Rajender Singh: Application of IT to Business, Ramesh Publishers, Jaipur. 7. Gill, Nasib Singh: Essentials of Computer and Network Technology, Khanna Books Publishing Co., New Delhi

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Computer Organization and Architecture

PGDCA-103

No. of Credits: 4
L T P
3 1 0

Internal Marks: 20
External Marks: 80
Total Marks: 100

Note: Examiner will be required to set NINE questions in all. Question Number1will consist of total 8 parts (short-answer type questions) covering the entire syllabus and will carry 16 marks. In addition to the compulsory question there will be four units i.e. Unit-I to Unit-IV. Examiner will set two questions from each Unit of the syllabus and each question will carry 16 marks. Student will be required to attempt FIVE questions in all. Question number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting one question from each Unit.

UNIT - I

STRUCTURE OF COMPUTERS: Computer types, Functional units, Basic operational concepts, Von Neumann Architecture, Bus Structures, Software, Performance, Multiprocessors and Multicomputer, Data representation, Fixed and Floating point, Error detection and correction codes.

COMPUTER ARITHMETIC: Addition and Subtraction, Multiplication and Division algorithms, Floating-point Arithmetic Operations, Decimal arithmetic operations.

UNIT - II

BASIC COMPUTER ORGANIZATION AND DESIGN: Instruction codes, Computer Registers, Computer Instructions and Instruction cycle. Timing and Control, Memory-Reference Instructions, Input-Output and interrupt. Central processing unit: Stack organization, Instruction Formats, Addressing Modes, Data Transfer and Manipulation, Complex Instruction Set Computer (CISC), Reduced Instruction Set Computer (RISC), CISC vs RISC.

UNIT - III

REGISTER TRANSFER AND MICRO-OPERATIONS: Register Transfer Language, Register Transfer, Bus and Memory Transfers, Arithmetic Micro-Operations, Logic Micro-Operations, Shift Micro-Operations, Arithmetic logic shift unit.

MICRO-PROGRAMMED CONTROL: Control Memory, Address Sequencing, Micro-Program example, Design of Control Unit.

UNIT - IV

MEMORY SYSTEM: Memory Hierarchy, Semiconductor Memories, RAM(Random Access Memory), Read Only Memory (ROM), Types of ROM, Cache Memory, Performance considerations, Virtual memory, Paging, Secondary Storage, RAID.

-145-

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BPS Mahila Vishwa... Sonepat

REFERENCES:

- Mano, M.M.: Computer System Architecture, Prentice-Hall of India.
- Stallings, William: Computer Organization & Architecture.
- Mano, M.M.: Digital Logic and Computer Design, Prentice-Hall of India.
- Kai Hwang: Advanced Computer Architecture,Mc Graw Hill International
- Any other book(s) covering the contents of the paper in more depth.

Chairperson
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Internet and Web Technology
PGDCA- 105

No. of Credits: 4
L T P
3 1 0

Internal Marks: 20
External Marks: 80
Total Marks: 100

Note: Examiner will be required to set NINE questions in all. Question Number1will consist total 8 parts (short-answer type questions) covering the entire syllabus and will carry 16 marks. In addition to the compulsory question there will be four units i.e. Unit-I to Unit-IV. Examiner will set two questions from each Unit of the syllabus and each question will carry 16 marks. Student will be required to attempt FIVE questions in all. Question number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting one question from each Unit.

UNIT-I

Introduction to the Internet and the World Wide Web, Web Pages; Hyper Text Transfer Protocol (HTTP);File Transfer Protocol (FTP) Domain Names; URL; Website, Web browser, Web Servers; Web Hosting.HTML.

UNIT - II

Introduction, Objectives, Introduction to Universal Resource Identifier (URI) ,History of HTML, Structure of HTML Basic Tags of HTML, Planning for designing Web pages, Model and structure for a Website, Developing Websites, Tag; Creating Links: Link to other HTML documents and same HTML documents .List, Tables: Creating Tables, Frames, Forms.

UNIT - III

Java Script Introduction to Scripting, JavaScript: Control Statements, JavaScript: Functions, JavaScript: Arrays JavaScript: Objects, CSS, External Style Sheets, Internal Style Sheets, Inline Style, The class selector, div & span tag.

UNIT - IV

DOM HTML DOM, XML: Introduction; Features of XML, Dynamic HTML (DHTML), DHTML form, XML DOM. CGI/PERL, Introduction to CGI, Testing & Debugging Perl CGI Script.

REFERENCES:

- D. Comer, "The Internet Book", 5th edition , 2019, Pearson Education.
- Ivan Bayross, "HTML, DHTML, JavaScript, Perl CGI", 4th (Revised) edition, 2022, BPB Publications.
- Godbole AS & Kahate A, "Web Technologies", 3rd edition, 2017, Tata McGraw Hill.
- Greenlaw R and Hepp E "Fundamentals of Internet and www" 2nd edition, 2007, Tata McGraw Hill.
- Fundamentals of the Internet and the World Wide Web, Raymond Greenlaw and Ellen Hepp 2001, TMH
- Internet & World Wide Programming, Deitel,Deitel& Nieto, 2000, Pearson Education
- Complete idiots guide to java script,. Aron Weiss, QUE, 1997.

-147-

Chairperson
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Operating System

PGDCA-107

No. of Credits: 4
L T P
3 1 0

Internal Marks: 20
External Marks: 80
Total Marks: 100

Note: Examiner will be required to set NINE questions in all. Question Number1 will consist of total 8 parts (short-answer type questions) covering the entire syllabus and will carry 16 marks. In addition to the compulsory question there will be four units i.e. Unit-I to Unit-IV. Examiner will set two questions from each Unit of the syllabus and each question will carry 16 marks. Student will be required to attempt FIVE questions in all. Question number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting one question from each Unit.

UNIT – I

Operating Systems Overview: Introduction, operating system operations, process management, memory management, storage management, protection and security, distributed systems.

Operating Systems Structures: Operating system services and systems calls, system programs, operating system structure, operating systems generations.

UNIT – II

Process Management: Process concepts, process state, process control block, scheduling queues. process scheduling, multithreaded programming, threads in UNIX/LINUX, comparison of UNIX/LINUX and windows.

Concurrency and Synchronization: Process synchronization, critical section problem, Peterson's solution, synchronization hardware, semaphores, classic problems of synchronization, readers and writers problem, dining philosophers problem, monitors, synchronization examples(Solaris), atomic transactions, Comparison of UNIX/LINUX and windows.

UNIT – III

Deadlocks: System model, deadlock characterization, deadlock prevention, detection and avoidance, recovery from deadlock banker's algorithm.

Memory Management: Swapping, contiguous memory allocation, paging, structure of the page table, segmentation, virtual memory, demand paging, page-replacement algorithms, allocation of frames, thrashing, case study – UNIX/LINUX.

UNIT IV

File System: Concept of a file, access methods, directory structure, file system mounting, file sharing, protection. File system implementation: file system structure, file system implementation, directory implementation, allocation methods, free-space management, efficiency and performance, comparison of UNIX/LINUX and windows.

Chairperson
Department of Computer Science & Engineering and Informatics
BPS Mahila Vishwavidyalaya, Khanpur Kalan

REFERENCES:

- Abraham Silberschatz, Peter Galvin, Greg Gagne, "Operating System Concepts Essentials‖, 9th Edition, Wiley Asia Student Edition. 2.
- William Stallings, —Operating Systems: Internals and Design Principles‖, 5th Edition, Prentice Hall of India.
- Naresh Chauhan, —Principles of operating systems‖. Oxford university Press.
- Charles Crowley, —Operating System: A Design-oriented Approach‖, 1st Edition, Irwin Publishing.
- Gary J. Nutt, —Operating Systems: A Modern Perspective‖, 2nd Edition, Addison-Wesley
- Maurice Bach, —Design of the Unix Operating Systems‖, 8th Edition, PHI
- Daniel P. Bovet, Marco Cesati, —Understanding the Linux Kernel‖, 3rd Edition, O'Reilly and Associates

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BPS Mahila Vishwavidyalaya,Khanpur Kalan, Sonepat (HR.)

Computer Networks
PGDCA-109

No. of Credits: 4 Internal Marks: 20
L T P External Marks: 80
3 1 0 Total Marks: 100

Note: Examiner will be required to set NINE questions in all. Question Number1will consist of total 8 parts (short-answer type questions) covering the entire syllabus and will carry 16 marks. In addition to the compulsory question there will be four units i.e. Unit-I to Unit-IV. Examiner will set two questions from each Unit of the syllabus and each question will carry 16 marks. Student will be required to attempt FIVE questions in all. Question number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting one question from each Unit.

UNIT - I

Data Communication Components: Representation of data and its flow Networks , Various Connection Topology, Protocols and Standards of ISO/OSI model, TCP/IP Model, Transmission Media, LAN: Wired LAN, Wireless LANs, Connecting LAN and Virtual LAN, Techniques for Bandwidth utilization: Multiplexing - Frequency division, Time division and Wavelength division, Concepts on spread spectrum.

UNIT-II

Data Link Layer And Medium Access Sub Layer: Error Detection and Error Correction - Fundamentals, Block coding, Hamming Distance, CRC; Flow Control and Error control protocols - Stop and Wait, Go back – N ARQ, Selective Repeat ARQ, Sliding Window, Piggybacking, Random Access, Multiple access protocols -Pure ALOHA, Slotted ALOHA, CSMA/CA .

UNIT-III

Network Layer: Switching, Logical addressing – IPV4, IPV6; Address mapping – ARP, RARP, BOOTP and DHCP–Delivery, Forwarding and Unicast Routing protocols: link state, distance vector, etc.

UNIT-IV

Transport Layer: Process to Process Communication, User Datagram Protocol (UDP), Transmission Control Protocol (TCP), SCTP Congestion Control; Quality of Service, QoS improving techniques: Leaky Bucket and Token Bucket algorithm. APPLICATION LAYER Domain Name Space (DNS), DDNS, TELNET, EMAIL, File Transfer Protocol (FTP), WWW, HTTP, SNMP, Bluetooth, Firewalls, Basic concepts of Cryptography

REFERENCES:

- Data Communication and Networking, 4th Edition, Behrouz A. Forouzan, McGrawHill.
- Data and Computer Communication, 8th Edition, William Stallings, Pearson Prentice Hall India.
- Computer Networks, 8th Edition, Andrew S. Tanenbaum, Pearson New International Edition.
- Internetworking with TCP/IP, Volume 1, 6th Edition Douglas Comer, Prentice Hall of India. TCP/IP Illustrated, Volume 1, W. Richard Stevens, Addison-Wesley, USA

Chairperson
Department of Computer Science
Engineering and Information
BPS Mahila Vishwavidyalaya, Khan

C Programming Lab
PGDCA- 111

No. of Credits:1
L T P
0 0 2

Internal Marks: 10
External Marks: 40
Total Marks: 50

At least 10 to 15 experiments to be performed related to the subject.

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Operating System Lab
PGDCA- 113

No. of Credits:1
L T P
0 0 2

Internal Marks: 10
External Marks: 40
Total Marks: 50

At least 10 to 15 experiments to be performed related UNIX/LINUX Commands, Shell Programming.

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Internet and Web Technology Lab
PGDCA- 115

No. of Credits:1
L T P
0 0 2

Internal Marks: 10
External Marks: 40
Total Marks: 50

At least 10 to 15 experiments to be performed related to the subject.

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SEMESTER-2

Software Engineering

PDGCA-102

No. of Credits: 4
L T P
3 1 0

Internal Marks: 20
External Marks: 80
Total Marks: 100

Note: Examiner will be required to set NINE questions in all. Question Number1will consist of total 8 parts (short-answer type questions) covering the entire syllabus and will carry 16 marks. In addition to the compulsory question there will be four units i.e. Unit-I to Unit-IV. Examiner will set two questions from each Unit of the syllabus and each question will carry 16 marks. Student will be required to attempt FIVE questions in all. Question number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting one question from each Unit.

UNIT-I

Introduction: Evolving role of software, Software Characteristics, Software crisis, Silver bullet, Software myths, Software process, Personal Software Process (PSP), Team Software Process (TSP), emergence of software engineering, Software process, project and product, Software Process Models: Waterfall Model, Prototype Model, Spiral, Model, RAD Model, Iterative Model, Incremental Model, Agile Model.

UNIT-II

Software Project Management : Project management concepts, Planning the software project, Estimation—LOC based, FP based, Use-case based, empirical estimation COCOMO- A Heuristic estimation techniques, team structures, staffing, risk analysis and management.

UNIT-III

Requirements, Analysis And Specification: Software Requirements engineering, Requirement engineering process, Types of requirements, SRS. System modeling: Data Modeling, Functional modeling and information flow: Data flow diagrams, Behavioral Modeling, The mechanics of structured analysis: Creating entity/ relationship diagram, data flow model, control flow model.
SYSTEM DESIGN: Design principles, the design process; Design concepts: Abstraction, refinement, modularity, software architecture, data structure, software procedure, information hiding; Effective modular design: Functional independence, Cohesion, Coupling.

UNIT-IV

Software Testing And Maintenance: Testing terminology- error, bug/defect/fault, failure, Verification and validation, Test case design, Static testing ,Dynamic testing--- Black box testing—Boundary value analysis, White box testing-- basis path testing, Unit testing, Integration testing, Acceptance Testing.

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REFERENCES:

- Software Engineering – A Practitioner's Approach, Roger S. Pressman, 1996, MGH.
- Fundamentals of software Engineering,Rajib Mall, PHI
- Software Engineering by Ian sommerville, Pearson Edu, 5th edition, 1999, AW,
- Software Engineering – David Gustafson, 2002, T.M.H

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Data Base Management System

PDGCA-104

No. of Credits: 4
L T P
3 1 0

Internal Marks: 20
External Marks: 80
Total Marks: 100

Note: Examiner will be required to set NINE questions in all. Question Number1will consist of total 8 parts (short-answer type questions) covering the entire syllabus and will carry 16 marks. In addition to the compulsory question there will be four units i.e. Unit-I to Unit-IV. Examiner will set two questions from each Unit of the syllabus and each question will carry 16 marks. Student will be required to attempt FIVE questions in all. Question number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting one question from each Unit.

UNIT-I

Introduction: Limitations of Manual Data Processing – Advantages of databases- Basic DBMS Terminology – Role of DBA, Data Manager, File Manager and Disk Manager.

Database system architecture: Three Level Architecture of DBMS- Physical and Logical Data Independence, Data Base languages and Interfaces, DBMS functions and component modules, Data Abstraction, Data Independence, Data Definition Language (DDL), Data Manipulation Language (DML).

Data models: Entity-relationship model, network model, relational and object oriented data models. integrity constraints, data manipulation operations.

UNIT-II

Entity Relationship Model: Concepts, Relationships, Constraints, Keys- Primary, Secondary, Composite & Foreign Key etc. E-R Diagrams, Mapping ER- diagrams to Relational Tables. Introduction to Data Models, Comparison between Hierarchical, Network and Relational models.

UNIT-III

Relational Algebra: Query Language, Basic Set Operations, Special Relational Operations, Introduction to SQL: DDL, DML, and DCL Commands, Views& Queries in SQL, Specifying Constraints & Indexes in SQL. Functional Dependencies, Normalization Normal forms based on primary keys (1 NF, 2 NF, 3 NF, & BCNF)

UNIT-IV

Transaction processing: Concurrency control, ACID property, Serializability of scheduling, Locking and timestamp based schedulers, Multi-version and optimistic Concurrency Control schemes, Database recovery.

REFERENCES:

- Elmasri & Navathe, Fundamentals of Database systems, 5th edition, Pearson Education.
- Taxali, R. K., "PC Software for Windows made simple", Tata McGraw Hill.
- Ivan Bayross, "SQL, PL/SQL The Programming Language of Oracle", BPB Publications. Korth & Silberschatz, Database System Concept, 4th Edition, McGraw Hill International Edition.
- Bipin C. Desai, An Introduction to Database System, Galgotia Publication, N. Delhi. 6. Windows XP Complete Reference. BPB Publications.

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RPS Mahila V...

Data Structures
PGDCA: 106

No. of Credits: 4
L T P
3 1 0

Internal Marks: 20
External Marks: 80
Total Marks: 100

Note: Examiner will be required to set NINE questions in all. Question Number1 will consist of total 8 parts (short-answer type questions) covering the entire syllabus and will carry 16 marks. In addition to the compulsory question there will be four units i.e. Unit-I to Unit-IV. Examiner will set two questions from each Unit of the syllabus and each question will carry 16 marks. Student will be required to attempt FIVE questions in all. Question number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting one question from each Unit.

UNIT-I

Introduction: Basic Terminologies: Elementary Data Organizations, Data Structure Operations: insertion, deletion, traversal etc.; Analysis of an Algorithm, Asymptotic Notations, Time-Space trade off.

Searching: Linear Search and Binary Search Techniques and their complexity analysis.

UNIT-II

Stacks and Queues: ADT Stack and its operations: Algorithms and their complexity analysis, Applications of Stacks: Expression Conversion and evaluation – corresponding algorithms and complexity analysis. ADT queue, Types of Queue: Simple Queue, Circular Queue, Priority Queue; Operations on each types of Queues: Algorithms and their analysis.

UNIT-III

Linked lists: Singly linked lists: Representation in memory, Algorithms of several operations: Traversing, Searching, Insertion into, Deletion from linked list; Linked representation of Stack and Queue, Header nodes, Doubly linked list: operations on it and algorithmic analysis; Circular Linked Lists: all operations their algorithms and the complexity analysis.

Trees: Basic Tree Terminologies, Different types of Trees: Binary Tree, Threaded Binary Tree, Binary Search Tree, AVL Tree; Tree operations on each of the trees and their algorithms with complexity analysis. Applications of Binary Trees, B Tree, B+ Tree: definitions, algorithms and analysis.

UNIT-IV

Sorting and Hashing: Objective and properties of different sorting algorithms: Selection Sort, Bubble Sort, Insertion Sort, Quick Sort, Merge Sort, Heap Sort; Performance and Comparison among all the methods. Hashing and collision resolution.

Graph: Basic Terminologies and Representations, Graph search and traversal algorithms and complexity analysis.

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REFERENCE

1. M. Tenenbaum, Langsam, Moshe J. Augentem , "Data Structures using C," PHI Pub.
2. K. Sharma, "Data Structures using C" Pearson Pub
3. A.V. Aho, J.E. Hopcroft and T.D. Ullman, "Data Structures and Algorithms" Original edition, Addison-Wesley, 1999, Low Priced Edition.
4. Ellis Horowitz &SartajSahni, "Fundamentals of Data structures" Pub, 1983,AW

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Object Oriented Programming in C++
PDGCA-108

No. of Credits: 4
L T P
3 1 0

Internal Marks: 20
External Marks: 80
Total Marks: 100

Note: Examiner will be required to set NINE questions in all. Question Number1will consist of total 8 parts (short-answer type questions) covering the entire syllabus and will carry 16 marks. In addition to the compulsory question there will be four units i.e. Unit-I to Unit-IV. Examiner will set two questions from each Unit of the syllabus and each question will carry 16 marks. Student will be required to attempt FIVE questions in all. Question number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting one question from each Unit.

UNIT-I

Object Oriented Programming Concepts: Procedural Language and Object Oriented approach, Characteristics of OOPS. Getting started with C++: syntax, data types, variables, string, function, namespace and exception, operators, flow control, recursion, array and pointer, structure .

UNIT-II

Features of Object Oriented Programming: Encapsulation, object identity, polymorphism – Inheritance in OO design. Implementing OO language features.- Classes, Objects and variables, Type Checking.

UNIT-III

Procedures: Commands as methods and as objects, Exceptions, Polymorphic procedures, Templates, Memory management.

Inheritance and Polymorphism: : Derived Class and Base Class, Different types of Inheritance, Overriding member function, Abstract Class, Virtual function, Friend function, Static function.

UNIT-IV

Exception Handling: Exception hierarchy, throwing and catching exceptions, built-in exceptions, creating own exceptions, Stack Trace Elements. Input / Output Basics ,Streams , Byte streams and Character streams , Reading and Writing Console , Reading and Writing Files.

REFERENCES:

- Herbert Schildts : C++ - The Complete Reference, Tata McGraw Hill Publications.
- BalaguruSwamy : C++, Tata McGraw Hill Publications.
- Object Oriented Programming in C++ by Robert Lafore Techmedia Publication.
- The complete reference C – by Herbert shieldt Tata McGraw Hill Publication.

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Artificial Intelligence

PDGCA-110

No. of Credits: 4
L T P
3 1 0

Internal Marks: 20
External Marks: 80
Total Marks: 100

Note: Examiner will be required to set NINE questions in all. Question Number1will consist of total 8 parts (short-answer type questions) covering the entire syllabus and will carry 16 marks. In addition to the compulsory question there will be four units i.e. Unit-I to Unit-IV. Examiner will set two questions from each Unit of the syllabus and each question will carry 16 marks. Student will be required to attempt FIVE questions in all. Question number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting one question from each Unit.

UNIT-I

Introduction: Definition and application of artificial intelligent, Problem solving: defining the problem as space state search, uniformed search strategies – Breadth first search, depth first Search. Search with partial information (Heuristic search), Hill climbing, A*, AO* Algorithms.

UNIT-II

First order logic. Inference in first order logic, propositional vs. first order inference, unification & lifts forward chaining, Backward chaining, Resolution, Learning from observation Inductive learning, Decision trees, Reinforcement Learning

UNIT-III

Knowledge representation issues, predicate logic- logic programming, semantic nets- frames and inheritance, constraint propagation, representing knowledge using rules, rules based deduction systems.

UNIT-IV

Expert systems: Introduction, basic concepts, structure of expert systems, the human element in expert systems, how expert systems works, problem areas addressed by expert systems, expert systems success factors, types of expert systems.

REFERENCES:

- Luger G.F. and Stubblefield W.A. (2008) —Artificial Intelligence: Structures and strategies for Complex Problem Solvingl. Addison Wesley, 6th edition.
- Russell S. and Norvig P. (2009) —Artificial Intelligence: A Modern Approachl, Prentice- Hall, 3rd edition.

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BPS Mahila Vishwavidyalaya Khanpur Kalan

OOP with C++ Lab
PDGCA-112

No. of Credits:1
L T P
0 0 2

Internal Marks: 10
External Marks: 40
Total Marks: 50

At least 10 to 15 experiments to be performed related to the subject.

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Data Structures Lab
PDGCA-114

No. of Credits:1
L T P
0 0 2

Internal Marks: 10
External Marks: 40
Total Marks: 50

At least 10 to 15 experiments to be performed related to the subject.

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DBMS Lab
PDGCA-116

No. of Credits:1
L T P
0 0 2

Internal Marks: 10
External Marks: 40
Total Marks: 50

At least 10 to 15 experiments to be performed related to the subject.

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Annexure - 6

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan, Sonipat

(Established by the State Legislature Act 31 of 2006)

LL.M. Syllabus

Two Year Programme

Course Code: 19

1st Semester to 4th Semester

w.e.f. 2024-25.

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Khanpur Kalan (Sonipat)

B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan

Department of Laws

ORDINANCE

MASTER OF LAW (LLM) Two Year Degree Programme of Study and Examination w.e.f session 2021-22

WHEREAS, it is necessary to reorient legal education by making provisions for instruction in new courses of study, extensive as well as intensive study of prescribed courses and for adequate practical training for diverse careers open to Law Graduates;

AND WHEREAS, with a view to reorient legal education as aforesaid and to provide sufficient opportunity for adequate instructions as well as training in Law from the Bhagat Phool Singh Mahila Vishwavidyalaya has already instituted a Five Years ten Semesters B.A .L.L.B., B.B.A.L.L.B. Degree Course of Study;

AND WHEREAS, with a view to further the process of reorientation of legal education and to provide sufficient opportunity for specialization in selected field of study as well as to develop research facilities, the Bhagat Phool Singh Mahila Vishwavidyalaya has decided to reorganize its LL.M. Degree Course of Study,

NOW, THEREFORE, the Bhagat Pool Singh Mahila Vishwavidyalaya frames this Ordinance.

1. Definitions:

1.1 **Programme** stands for **LLM (Master of Law)**

1.2 **Credit** is the weightage assigned to a Paper in terms of contact hours.

1.3 **Grade** stands for a letter grade assigned to a student on the basis of evaluation of a Paper on the 10 point scale.

1.4 **Grade point** stands for the numerical equivalent of the letter grade.

2. Duration:

The duration of the LLM programme shall be of **four semesters**. Each semester shall be of **90** working days. However, all candidates will be required to complete the programme within the maximum period of **four** years.

3. Admission:

3.1 **Eligibility**: (i) The minimum qualification for Admission to the first semester of the programme shall be open to candidates who have passed BBALLB 5 Year course/BALLB 5 year course/LLB 3Year course or equivalent degree with at least 50% marks (45% marks in case of SC/ST candidates/ person with disability) or an equivalent examination.

-165-

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

3.1.2 No candidate who is in employment (full time/part time/honorarium service) shall be eligible to take admission in LLM course without taking leave from her institution/ office etc. from the date of admission to the termination of programme including other essential requirements. She has to submit an affidavit in this regard. If found violation of this rules her admission shall stand cancelled.

3.2 **Procedure:**

Admission shall be done on the basis of merit in entrance examination or any other criteria adopted by the University.

4. Fees:

It is proposed to charge an amount of Rs. 10000 annually in terms of fee for the course. The Programme fee shall be paid by the candidates as prescribed by the University from time to time.

5. Teaching Methodology:

The Methodology shall include class room teaching, assignment, practical work, seminar, workshop, presentations, group discussions, quiz and project work etc.

6. Credit Weightage:

Each Paper has a certain number of credits which reflect its weightage. Credits of a Paper are evaluated as under:-

(a) For all lecture courses, one credit per lecture (one hour duration) per week per Semester will generally be adopted. The course scheme for each programme will clearly indicate the credits assigned to each course/ paper.

Detail is as follows:

6.1 **Lecture:** One credit per lecture per week per semester will generally be adopted.

6.2 **Tutorial:** One credit per tutorial hour per week per semester will be adopted.

7. Examination:

7.1 At the end of the each semester, there shall be an examination where each candidate shall be examined in the courses studied by them in that semester. Each semester examination shall be designated as first semester examination, second semester examination, and third semester examination and fourth semester.

7.2 The examination in each semester will be held according to the syllabi approved by the Board of Studies.

7.3 The examination shall consist of theory papers and internal assessment. Theory papers are to be set by the internal/external paper setters appointed by the Vice-Chancellor from a panel of examiners submitted by the chairman of the department duly approved by the BOS of the concerned department.

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

7.4 The examination for all even & odd semester will normally be held in December/January and also in April/May on such date as provided by the University. The concerned teacher/course coordinator should ensure that 100% syllabus is covered in each subject before the semester examination.

7.5 It is mandatory for all the students to appear in the internal tests (sessional) as per the schedule approved by the Chairperson. Otherwise student will be marked zero in the internal assessment and will be allowed to appear in the same in odd/even semester as applicable next year.

7.6 If a candidate, after attending the classes for the course of studies in the Department either not appeared or having appeared in any semester examination has failed in one or more papers for that examination, she can appear for such papers at subsequent examinations without attending a fresh course of studies for that semester such a candidate may, in the meantime, proceed with her studies for the next semesters. Supplementary examinations for the last two semesters will be held after six months i.e. for odd semester in the month of May and for even semester in the month of December/January.

7.7 For holding the Internal Tests (sessional) during even and odd semester the schedule of minor exam shall be laid down by teacher(s) concerned in consultation with the Chairperson of the Department as the case may be and shall be made known to the students at the commencement of each semester.

Re-appear Examination

A student having reappear in even/odd semester up to 3rd semester may reappear in the examination with the regular students. The students having reappear in final year (3rd & 4th semester) or pass out students may reappear in both even and odd semester's regular examination.

8. Evaluation & Grading:

8.1 The assessment will be 20% internal and 80% external.

The minimum passing marks for any subject (Paper) shall be 50% in the External examination and 50% in the aggregate of internal and external examinations of that subject. In case a student fails to acquire 50% in the aggregate of internal and external of a subject, she will be awarded re-appear in the external examination of that paper.

8.2 There will be no re-appear in internal examination. Marks obtained in internal examination/assessment shall be carried forwarded in case of re-appear (either less than 50% in external or less than 50% in aggregate of internal and external).

8.3 The weightage for internal evaluation shall be assigned by the respective departments covering following areas broadly :-

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Khanpur Kalan (Sonipat)

Component		Weightage
8.3.1	One internal test (sessional)	= 10% of total marks 100 i.e. 10 marks
8.3.2	Assignments/Seminar/ Presentations / Group Discussions etc.	= 5% of total marks 100 i.e. 05 marks
8.3.3	Attendance	= 5% of total marks 100 i.e. 05 marks

75 to 80 -1
80 to 85 - 2
85 to 90 - 3
90 to 95 - 4
95 to100 -5

8.4. **Ad-hoc Grace**

If there is any discrepancy/out of syllabi/printing error/untoward incident during the examination, the matter shall be referred to a standing committee of

(i) Controller of Examination
(ii) HOD of the concerned department
(iii) One faculty member concerning the subject

The committee may recommend re-conduct of the paper or uniform grace marks to all but that should not exceed 10% marks of that particular paper.

8.5 The evaluation of the Dissertation shall be done as follows:

8.5.A Evaluation by the external examiner (160 Marks)

8.5.B Internal evaluation

- Viva = 20 marks
- Dissertation Report = 20 Marks

Total = 160+20+20= 200 Marks

8.5.C Dissertation: -

(a) In the first week of 3rd semester HOD shall allot topic of research and supervisor to each candidate. The Candidate shall be required to submit the Dissertation prior to one week from the commencement of 4th Semester examination.

(b) The candidate shall be required to secure at least 50% marks in the Dissertation to pass the Examination.

(c) The Examiner shall either –

(i) Award at least 50% marks, or

(ii) Return the Dissertation for revision, or

(iii) Reject the Dissertation.

(d) The candidate who's Dissertation is returned for revision may revise the dissertation and re-submit it within a period of two months. Failure to submit in time shall result in a

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Khanpur Kalan (Sonipat)

5

declaration that the candidate has failed at the relevant LL.M. Examination.

(e) A Dissertation can be revised only once. If the candidate fails to secure pass marks in **the revised Dissertation he shall be declared failed in the LL.M. Examination.**

(f) The candidate whose Dissertation is rejected, may with the approval of the Faculty of Law write a Dissertation on another topic and submit it within a period of six months. And if he fails to secure pass marks in respect of this Dissertation also, she shall be declared failed at LL.M. Degree Examination.

(g) The dissertation will be essentially checked for plagiarism by any software as mandated by the central library of the University and the similarity must be 10% or less. This is of prime importance and by no means be omitted

(h) A Dissertation shall be examined by an examiner (Not below the rank of Associate Professor/assistant professor with ten years of teaching experience) shall necessarily be an external examiner except under special circumstances like COVID 19 subject to recommendations of Department staff & approved by Hon'ble Vice-Chancellor.

Note: For internal evaluation the viva will be taken by supervisor himself.

8.6 **Moderation of Marks:**

(a) **Internal Examinations:** If there are more than one teacher associated in any internal assessment, one of the member be made co-coordinator by the concerned HOD and he along with the others can moderate the marks to maintain uniformity so that no student get undue advantage or disadvantage. It can be done by fixing criteria beforehand.

(b) **External examinations:** if there is unusual variation (very high or very low) in the awards, the COE may refer the matter to a Moderation Committee consisting of

(i) Controller of Examinations

(ii) HOD of the Department of Law.

(iii) One faculty member (Subject expert).

As per recommendation of the committee the result may be revised.

(b) **Grace Marks:** Grace

(c) Marks shall be awarded in any external, viva-voce or other examination.

8.7 **Grading**

The academic performance of a student shall be graded on a scale as prescribed by the university. The award of grades based upon marks obtained out of 100 shall be made as follows:

Academic Performance	Letter Grades	Grade Points (p)
Outstanding	A+	10
Extraordinary	A	09

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Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

Excellent	B^+	08
Very Good	B	07
Good	C^+	06
Average	C	05
Poor	D	04

8.7.1 For the award of grades in a subject, all component wise evaluation shall be done in marks. The award of grades based on absolute marks (irrespective of no students) out of 100 shall be made as follows:-

Marks		Grade		Marks
90	≤	A^+	≤	100
80	≤	A	≤	89
70	≤	B^+	≤	79
60	≤	B	≤	69
50	≤	C^+	≤	59
40	≤	C	≤	49
30	≤	D	≤	39

Note: Pass grade is C+ grade or Higher.

C grade indicates fail.

8.7.2 **Pass Percentage**

The minimum passing marks/grade for passing any semester Examination shall be:

- **50% in internal and external examination jointly.**
- **50% in each Viva-Voice Examination.**
- Minimum pass grade in each course is 'C' grade. Grade will be awarded after adding the marks of sessional and major test/practical examination.

8.7.3 A candidate who fails to obtain the requisite marks/grade in any course shall be required to appear in the concerned course in the subsequent examinations.

8.7.4 **C' Grade:** The 'C' grade denotes poor performance, i.e. failing a course. A student has to repeat all compulsory (Core) courses in which she obtains 'C' grade, until a passing grade is obtained.

For the other (Elective) courses in which 'C' grade have been obtained, the student may take the

7

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

same course or any other course from the same category. Further, 'C' grade secured in any course stay permanently on the grade card. The weightage of these grades is not counted in the calculation of the CGPA; however, these are counted in the calculation of the SGPA.

The candidate having D grade in any Odd and Even semester's examination would be given a chance to improve the grade. On improving the C grade, the improved grade will be counted towards calculation of SGPA/CGPA. The examinations for reappear in any subject(S) in the odd semester and that of in the even semester shall be held in the respective semesters along with the regular students. In addition to above, examination for reappear in the subjects in odd semesters will also be held during the even semester examinations and vice-versa.

8.7.5 The performance of students will be evaluated in terms of cumulative grade point average (CGPA) which is the grade point average for all the completed semesters at any point of time. The CGPA is calculated of the basis of all pass grades, except audit courses obtained in all completed semesters.

$$CGPA = \frac{\text{S (Earned Credits x Grade Point) for courses with pass except audit courses Sem}}{\text{S (Earned Credits) of courses with pass grade except audit course Sem}}$$

For the purpose of calculation of GPA for SGPA and CGPA only those courses (including dissertation) will be taken into account in which the student has been awarded one of A, B, C, D grade.

9. Promotion: A student will be eligible for promotion if

3th semester: If she has passed 50% of total papers of 1st, 2nd, semester taken together.

10. Attendance:

10.1. No candidate shall be considered to have pursued a regular Paper of the study unless she has attended not less than 75% of the lectures in each paper/seminar, case discussion, tutorials etc. This requirement shall be fulfilled separately for each Paper of study. A deficiency up to 10% may be condoned by the Chairperson of the department. In some special cases the Hon'ble Vice-Chancellor may condone a further 5%.

10.2 If a student is absent from the Department for more than four weeks without intimating to the Chairperson/ Paper Co-ordinator of the department, her name will be struck off from the department rolls with information to the Academic Branch

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Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

10.3 In case the student name is struck off due to nonpayment of fee and is re-admitted later, her attendance shall not be counted for that period.

11 Division:

The successful candidates shall be classified in three divisions as under:

(i) Those who obtained 60% or more of the aggregate number of marks in all the subject in all semesters mention total semesters of that course taken together shall be placed in first division.

(ii) Those who obtain less than 60% but not less than 55% of the aggregate number of marks in all subjects in all semesters taken together shall be placed in the second division.

(iii) Those who obtain below 55% and not less than 50% of the aggregate number of marks in all subjects in all semesters taken together shall be placed in the third Division.

12. Scholarships:

A candidate while appearing in the re-appear examination shall not be eligible for a scholarship, a prize or a medal.

13. Improvement Case:

(i) A person who has qualified for the award of LLM from this university may be allowed to re-appear as an ex-student in at the most two subject(s) in which she appeared earlier, with a view to improve her previous performance. The candidate shall be awarded only two consecutive chances along with the re-appear students in the subject(s) concern immediately after her passing for her degree.

(ii) No candidate shall be eligible for improvement after one year of passing the examination for the degree course.

(iii) The Candidate will have to deposit fee and form for each examination separately.

(iv) The higher score in the subject(s) in which she re-appears for improvement will be taken into account towards the final result and the marks already obtained by the candidate in the subjects in which she has not opted to improve her result shall be carried forward. The candidate shall be awarded a new DMC clearly mentioning **'Improvement case'** subject(s) with improved marks, only and the new grand total.

(v) In case the candidate does not improve her result, it shall be declared as **'Previous Result Stands'**.

14. General Guidelines:

14.1 Where this document is silent about any rule, the University Policy & regulations as framed from time to time will be applicable.

14.2 Eligibility Criteria, Fee Structure, Academic Calendar, Examination Schedule, Sports Calendar and Cultural Calendar for the academic year shall be given in the University Prospectus.

14.3 Admission, teaching schedule, preparatory holidays, examination, winter, summer vacation, shall be followed as specified in academic calendar of the University.

14.4 A student is deemed to have completed the requirements for the degree and

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

is eligible for the award of degree if:

- She has satisfied all the academic requirements as per the regulations; and
- She has paid all fees due from her; and
- There is no case of indiscipline pending against her.
- Satisfied the minimum academic and residence requirements;

14.5 The gap of one/two semesters missed by the student(s), as the case may be, will count towards the total duration of the programme permissible under the regulations.

14.6 Absence of registered students from classes during a semester shall be discouraged. However, for bona fide reasons such as illness, maternity a student may be granted leave of absence as per provision of leave rules for students framed by the Academic Council.

14.7 All academic problems of the students other than those affecting the University rules and regulations framed from time to time may be looked into by a committee constituted by the Dean Academic Affairs.

15. REPEAL

The Ordinances governing One Year (Semester Examination System) Degree Course of study shall cease to have effect from the date the Ordinance governing Two Year (Four Semester) LL.M. Degree Course of study and examinations come into effect.

16. TRANSITORY ORDINANCE

The students who were admitted in LL.M. One Year (Semester Examination System) of the Academic Year 2020-21 or before and were either detained or failed in examinations of that concerned year, they shall be governed by old Ordinances subject to the condition that the candidates have to complete the study of both the semester comprising LL.M. Degree course within a maximum period of four years from the date of their registration for the First semester.

17. MISCELLANEOUS PROVISIONS

1. These Ordinances contained herein shall be deemed to have come into effect from the academic session 2021-22 to the extent of its applicability.
2. Any provision contained in earlier Ordinances in this regard repugnant to the present Ordinance shall stand deleted.
3. The Dean Faculty of Law/HOD in consultation with the Departmental Staff Council shall have the power to remove all difficulties in interpretation and/or application of these Ordinances, which shall be final.

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Khanpur Kalan (Sonipat)

1

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LL.M SCHEME						
LL.M. 1ST SEMESTER						
S.NO.	PAPER CODE	NOMENCLATURE OF PAPER	Hours per Week	MAX. MARKS External: Internal 80:20		CREDITS
Paper 1	LLM 101	Legal Theory	4	80	20	4
Paper 11	LLM 102	Indian Constitutional Law and the New Challenges	4	80	20	4
Paper 111	LLM 103	Principles of Statutory Interpretation	4	80	20	4
Paper 1V	LLM 104	Legal Research Methodology	4	80	20	4

Total Credits=16

LL.M. 2nd SEMESTER

LL.M. 2ndSEMESTER						
S.NO.	PAPER CODE	NOMENCLATURE OF PAPER	Hours per Week	MAX. MARKS External: Internal 80:20		CREDITS
Paper 1	LLM 201	Law & social Transformation in India	4	80	20	4
Paper 11	LLM 202	International laws & Human Rights	4	80	20	4
Paper 111	LLM 203	Public and Private International law	4	80	20	4
Paper1V	LLM 204	Family Law	4	80	20	4

Total Credits=16

LL.M. 3rd SEMESTER

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

11

LL.M. 3rdSEMESTER (the candidate is required to opt any one group out of the following groups) Group "A" Criminal and Corporate Law						
S.NO.	**PAPER CODE**	**NOMENCLATURE OF PAPER**	**Hours per Week**	**MAX. MARKS External: Internal 80:20**		**CREDITS**
Paper 1	LLM 301- A	Corporate Management	4	80	20	4
Paper 11	LLM 302- A	Intellectual Property Rights	4	80	20	4
Paper111	LLM 303- A	Penology and treatment of offenders	4	80	20	4
Paper 1V	LLM 304- A	Socio Economic offences	4	80	2 offences	4

Total Credits=16

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Khanpur Kalan (Sonipat)

LL.M. 3rd SEMESTER

LL.M. 3rd SEMESTER Group "B" Constitutional & Environmental Law						
S.NO.	**PAPER CODE**	**NOMENCLATURE OF PAPER**	**Hours per Week**	**MAX.MARKS External: Internal 80:20**		**CREDITS**
Paper I	LLM 301- B	Comparative constitutional law & governance	4	80	20	4
Paper 11	LLM 302- B	Administrative law and judicial process	4	80	20	4
Paper 111	LLM 303- B	International environmental law	4	80	20	4
Paper IV	LLM 304- B	Constitutionalism, Federalism and Pluralism	4	80	20	4

Total Credits=16

LL.M.

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-176-

13

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Khanpur Kalan (Sonipat)

SEMESTER

LL.M. 4th SEMESTER Group "A"						
S.NO.	PAPER CODE	NOMENCLATURE OF PAPER	Hours per Week	MAX.MARKS External: Internal 80:20		CREDITS
Paper 1	LLM 401- A	Competition and consumer protection laws	4	80	20	4
Paper 11	LLM 402- A	Banking and insurance laws	4	80	20	4
Paper 111	LLM 403- A	Human Right and Criminal justice System	4	80	20	4
Paper 1V	LLM 404- A	Dissertation		160	40	4

Total Credits=16

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Department of Laws
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Khanpur Kalan (Sonipat)

LL.M. 4th SEMESTER

Group"B"

S.NO.	PAPER CODE	NOMENCLATURE OF PAPER	Hours per week	MAX.MARKS External: Internal 80:20		CREDITS
Paper 1	LLM 401- B	Environmental law and policies	4	80	20	4
Paper 11	LLM 402- B	Environmental protection in India	4	80	20	4
Paper 111	LLM 403- B	Transparency laws and Indian democracy	4	80	20	4
Paper 1V	LLM 404- B	Dissertation		160	40	4

Total Credits=16

15

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Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

(w.e.f July 2021)

LLM (Two Year Degree Course)

Legal Theory

Paper Code – LLM 101

Semester 1st

L-T-P
3-1-0
Credits-4

Maximum Marks:100
External: 80
Internal: 20

Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives: The course aims at developing an analytical approach to understand the nature and development of law along with the working of a legal system in different dimensions with reference to popular legal theorists. Jurisprudential aspects in relation with nature of law, its evolution and its role in human life and society are focused.

Course outcomes: It is helpful to gain insights into dominant legal, societal and jurisprudential concepts regarding evolution and development of law. The course emphasizes the ideas of eminent theorists in building a legal institution for a civilized society. It is also helpful in understanding the notions behind rights and liabilities.

18

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

Unit-I

1. Nature, Value and Province of Jurisprudence
2. Positivism:
   (a) Bentham and Positivism
   (b) John Austin and Analytical Jurisprudence
3. Modern Positivism
   (a) Kelsen's Pure Theory of Law
   (b) Hart's Concept of Law
   (c) Dworkin's Criticism of Positivism and his theory of Law

Unit-II

1. Historical Jurisprudence:
   (a) Savigny and the Historical School
   (b) Henry Maine and the
   (c) Anthropological School
2. Natural Law
   (a) Revival of Natural Law
   (b) Lon L. Fuller- Morality of Law
   (c) Stammler- 'Natural Law with a variable content'
3. The Theory of Precedent in India

Unit-III

1. Modern Realism.
2. Sociological Jurisprudence:
   (a) Ihering, Ehrlich and Duguit

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Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

(b) Roscoe Pounds' Social Engineering

3. Theory of Social Justice:
   (a) John Rawls
   (b) Indian Approach to socio-economic justice

Unit-IV

Legal Concepts:

1. Legal Rights
2. Legal Personality
3. Possession and Ownership

Select Bibliography:

Paton: A Text book of Jurisprudence

Dias: Jurisprudence

Friedmann: Legal Theory

Hart : Concept of Law

Llioyd : Introduction to Jurisprudence

Fuller : The Morality of Law

Basu : Modern Theories of Law(TLL)

Austin : The Province of Jurisprudence Determined

Bodenheimer : Jurisprudence

Ludr,Amit : Law of Personal Autonomy (2012 ed)

Stone : Social Dimensions of Law and Justice

Jennings : Modern Theories of Law

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Pound : Jurisprudence Vol..I-IV

Weermantrury : Equality and Freedom: Some Third world Prospective

Hilaire Mc Coubery : Text Book of Jurisprudence
& Nigel D. White

Dworkin : Taking Rights Seriously (1972), Law's Empire (1986)

Bentham : Limits of Jurisprudence Defined(Ed.By Evertt)1945.

Savigny : Law of Possession

Stone ,Julius : The Province & Function of Law

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Department of Laws
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Khanpur Kalan (Sonipat)

Sir Henry Maine : Ancient Law

Rawls,John : Theory of Justice Cardoza

:Nature of Judicial Process

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(w.e.f July 2021)

LLM (Two year Degree Course)

Indian Constitutional Law and the New Challenges

Paper Code - LLM 102

Semester1ST

L-T-P

3-1-0

Credits-4

Maximum Marks:100

External: 80 Internal: 20

Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives: The prime objective of this paper is to acquaint the students with the provisions Constitution of India particularly in the context of its federal structure, legislature executive and the judiciary and the contemporary issues associated with the interpretation of constitution.

Course Outcomes: At the end of this course students will be able to understand the contemporary issues associated with the application and interpretation of the constitutional provisions. The students will be able to comprehend upon the basic principles of Indian constitution as socialism , secularism , basic structure and the other allied provisions related to Indian polity.

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Unit-I

1. The Executive- Union &States Parliamentary/Presidential form of Governments-Suitability.President/Governor&CouncilofMinisters-Relationship.Coalition government, Power Politics.
2. Parliament &State Legislatures Composition of Legislature, Elections, Corrupt Practices.
   Role of the Legislature, Elections, Corrupt Practices
3. JudiciaryinIndia,IndependenceofJudiciary,Appointment,RemovaloftheJudges, Code of Conduct for Judges .Power of Judicial Review, Writ Jurisdiction & other powers of the court, Judicial Activism .Separation of Powers, Relationship of Executive, Legislature &Courts.

Unit-II

1. Fundamental Rights, Definitions of State and Law.
2. Right to Equality, Reverse discrimination.
3. Political Freedoms of the citizen reasonableness of restrictions.
4. Right to life & personal liberty, various dimensions of the right to life and personal liberty.

Unit-III

1. Secularism, right of the minorities.
2. Socio-economic rights, Directive principles of state policy-enforcement by the state relationship between directive principles & fundamental rights.
3. Doctrine of eminent domain, right to property
4. Parliamentary Privileges & Fundamental Rights.
5. Fundamental duties of the citizen.

Unit-IV

1. Federalism, Co-operative federalism.
2. Legislative and Administrative relations.
3. Distribution of financial resources, Inter-State trade and commerce.
4. Amendment of the Constitution, Basic structure theory.

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Select Bibliography:

Seervai, H.M. :Constitutional Law of India(3Volumes).

Jain, M.P. : Indian Constitutional Law

Shukla ,V.N. :Constitution of India

Basu, D.D.: Constitution of India

Bar Council of India : Constitution of India

(Edited by Hidayatulla)

Ex. C.J. of India

Dr. Pal, Chander : Centre-State Relation and Co-operative Federalism.

Gupta,R.K. :Centre State Fiscal Relation under the Indian Constitutional Law

Wheare,K.C. : Federal Government(1963)

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(w.e.f July 2021)

LLM (Two year Degree Course)

Principles of Statutory Interpretation

Paper Code - LLM 103

Semester 1ST

L-T-P

3-1-0

Credits-4

Maximum Marks:100

External: 80 Internal: 20

Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives: Thiscourseaimstodiscussvariousprinciplesofstatutoryinterpretationand construction. It is aimed to aware the students about the various internal and external aids in drawing construction and to inculcate in them the skills to draw true legislative intent behind enactment of the statutes to settle down the ambiguities and uncertainties in it. Students will also learn to define the scope and purview of the judiciary in interpreting the law.

Course Outcomes: The course is useful in developing the basic and advance skills of interpretation among students. The principles and rules of interpretation, maxims and scope of construction are included to impart fundamental skills required for a lawman as an advocate, socio-legal thinker, interpreter which ascertains the respective domains of the legislature and the Judiciary to avoid any conflicting opinions.

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C 1

Unit-I

1. Basic Principles of Interpretation:

   Meaning of Interpretation, Interpretation and Construction, Intention of Legislature, Statute must be read as a whole in its context, Presumption in favour of constitutionality of a statute .If meaning plain, effect must be given to it irrespective of consequences.

2. Rule of Literal Construction.
3. Golden Rule of Construction.
4. Mischief Rule of Construction

Unit-II

1. Internal Aids to Construction:

   Short Title, long title, Preamble, Headings, Marginal Notes, Punctuations, Illustrations, Interpretations Clause, Proviso, Explanation,Schedules.

2. Maxims

   (i) Ejusdem Generis (ii) Expressio Unius Est Exclusio Alterius

   (iii) Noscituar A Sociis

3. Interpretation of Constitution.

Unit-III

Parliamentary History, Historical Facts and Surrounding Circumstances, Dictionaries, Text-books, Use of Foreign Decisions, Statutes in Pari-materia.

1. Codifying and Consolidation Statutes.
2. Mandatory and Directory Provisions.

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3. Commencement and Repeal of Statutes.
4. External Aids to Construction

Unit-IV

1. Beneficial and Liberal Construction.
2. Construction of Remedial and Penal Statutes.
3. Construction of Taxing Statutes.
4. Presumption as to Jurisdiction of the Courts.
5. Construction to Prevent, Evasion and Abuse.

Select Bibliography:

Maxwell : Interpretation of Statutes.

Craies : Statute Law.

Sutherland : Statutory Construction.

Singh,G.P. : Principles of Statutory Interpretation.

Swarup,Jagdish : Legislation and Interpretation.

Sarathi,V.P. : Interpretation of Statutes.

Bindra : Interpretation of Statute

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LLM (Two year Degree Course)

Legal Research Methodology

Paper Code - LLM 104

Semester 1st

L-T-P	**Maximum Marks:100**
3-1-0	**External: 80 Internal: 20**
Credits-4	**Time –03 Hours**

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives: Theobjectofthispaperistomakethestudentsawareaboutthelegalresearch methodology. The course is beneficial to impart research skills and its importance in future developments for law, society and institution building. It is very helpful by providing research skills to the students and develop in them analytical and critical thinking. Students can contribute in social and legal developments by acquiring skills for research analysis, data collection and various methodologies for research.

Course Outcomes: The students shall be well versed about the legal research methodology, procedure and methods.The course is beneficial to impart research skills and its importance in future developments for law, society and institution building. It is very helpful by providing research skills to the students and develop in them analytical and critical thinking. Students can contribute in social and legal developments by acquiring skills for research analysis, data collection

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and various methodologies for research.

Unit-I

1. Meaning; Objectives and Scope of Legal Research.
2. Socio-legal Research in India
3. Kinds of Legal Research, Doctrinal and non-doctrinal legal research
4. Legal Research and law Reform
5. Legal Reasoning: Use of Deductive and inductive method.

Unit-II

1. Legal knowledge- Meaning of Law, Sources of Law and where to find law.
2. Major steps involved in doing legal research
3. Identification & Formulation of Research Problem.
   (a) Survey of available literature and bibliography.
   (b) Legislative materials including subordinate legislation, notification and policy statement.
   (c) Decisional material
   (d) Juristic Writings, compilation of list of reports or special studies.
4. Hypothesis:Meaning,Importance,Characteristics,Types,sourcesanditsFormulation

Unit-III

1. Legal Research Design
   Meaning of Research Design, Aspects to be considered in Research design, Contents, Steps, Characteristics, Need Significance of good research Design Types of Research Design.
2. Sampling Design for Legal Research- Census and sampling methods, Merits and Demerits of Sampling, Characteristics of a good sampling unit, procedure to Selecta sample, size of a sample and types of sampling, sampling error and standard error.
3. Data to collection and its Methods.
   (a) Use of observation studies, questionnaires and schedules.
   (b) Interview techniques

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(c) Surging method

(d) Case study method

(e) Scaling techniques

(f) Project Technique

4. Analysis and Interpretation of legal Research DATA

Unit-IV

1. Generalization in Legal Research
2. Sociometry in Socio-Legal Research
3. Preparing Legal Research Report
4. Report Writing
5. Computer Application and Legal Research

Select Bibliography:

Price, M.O. Bitner,H.and :Effective Legal Research(1978) Bysiewiez

Young,PaulineV. : Scientific Social Survey and Research (1962) Grade,
WilliamJ.and : Methods in social Research, McGraw-Hill Book
Paul,K.Hatt : Company, London
Hyman, H.M. : Interview in gin Social Research (1965) Erwin, C.
Surrency, B. Fieif: A Guide to Legal Research (1959)
and J. Cera

Morris,L.Cohan :Legal Research in Nuishelc (1996)
West Publishing House Co

Havard Law Review Association, Uniform System of Citations.

ILI Publication, :Legal Research and Methodology
Baxi,Upendra :Social Legal Research in India.

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LLM (Two year Degree Course)

Law and Social Transformation in India

Paper Code - LLM 201

Semester 2ND

L-T-P	**Maximum Marks:100**
3-1-0	**External: 80 Internal: 20**
Credits-4	**Time –03 Hours**

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives: This course is designed to create awareness of Indian approaches to social and economic problems in the context of law as a means of social contract and change and also to examine how law and legal institution can be used to combat social oppression and inequalities in Indian Society. Limits of law in bringing out social transformation shall also be explored.

Course Outcomes:- After studying this subject the students gain an understanding in relation to the Indian approach to social and economic problems and means to address these through remedial measures through Law. Further they learn to explore and exploit the significance of law and legal institutions as a means of development within the framework of law. The students gain an understanding about barriers of society and impact of law to as an instrument of social control and change

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C 1

Unit-I

Law and Social Change

1. Law as an instrument of social change
2. Law as a product of traditions and culture
3. Introduction of common law system and institutions in India and the impact of received law on the Indian Social and Legal Order
4. Limits of Law in bringing out social change

Unit-II

Religion, Community and the Law

1. Indian Secularism: Constitutional Provision and Judicial Response
2. Constitutional Protection to Religious and Linguistic Responses
3. Affirmative Actions(Reservation)

Unit-III

1. Gender Injustice and its various forms
2. Empowerment of Women: Constitutional and Statutory Provisions; Women's Commission
3. Crime Against Women: Legislative and Judicial initiative

Unit-IV

Children and the Law

1. Child Labour
2. Sexual Exploitation of Children
3. Adoption and Related Problems
4. Children and Education

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Suggested Reading:

- Marc Galanter (ed), Law and Society in Modern India (1997)Oxford
- Robert Lingat, The Classical Law of India (1998),Oxford
- U. Baxi, The Crisis of the Indian Legal System (1982), Vikas, New Delhi
- U.Bixi(ed),Lawand Poverty Critical Essays(1988),Tripathi,Bombay
- Manushi, A journal About of Women and Society
- Duncan Derrret, The State, Religion and Law in India (1999), Oxford University Press, New Delhi
- H.M.Seervai, Constitutional Law of India (1996),Tripathi
- D.D.Basu, Shorter Constitution of India (1996), Prentice – Hall of India (P) Ltd., New Delhi
- Sunil Deshta and Kiran Deshta, Law and Menace of child Labour (2000) Armol Publications,Delhi.
- Savitri Gunasekhare, Children, Law and Justice (1997),Sage
- Indian Law Institute, Law and Social Change: Indo-American Reflections, Tripathi(1988)
- J.B.Kripalani, Gandhi: His Life and Thought, (1970) Ministry of Information and Broadcasting. Government of India
- M.P.Jain, Outlines of Indian Legal History, (1993), Tripathi,Bombay
- Agnes,Flavia,LawandGenderInequality:ThePoliticsofWomen'sRightsinIndia (1999),Oxford

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LLM (Two year Degree Course)

International Laws and Human Rights

Paper Code - LLM 202

Semester 2ND

L-T-P	**Maximum Marks:100**
3-1-0	**External: 80 Internal: 20**
Credits-4	**Time –03 Hours**

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives: The course is aimed to help students to understand the concept of Human Rights, challenges and issues in addition to international framework on Human Rights. This will be helpful in understanding and analyzing the state of human rights affairs and state obligations to implement International conventions. It offers deep insight over the concept of Human Rights evolution and protection mechanism.

Course Outcomes: International Human Rights Law provides students with a comprehensive insight into international and regional legal frameworks of human rights protection. This will enhance the knowledge and understanding of human rights. It will foster attitudes of tolerance, respect, solidarity and responsibility. It gave deep insight over the concept of Human Rights and its practical aspect, also sensitize about protection of human rights in society.

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1

Unit I

1. Human rights- Historical context, Development and Institutions
2. The United Nations Treaties and Institutions
3. Generation/ classification of human rights
4. The Right to Life

Unit – II

1. The Right to be Free from Torture, Inhuman, and Degrading Treatment
2. Social and Economic Rights
3. The Human Right to Health
4. ICJ and Human Rights

Unit -III

1. Rights of Refugees and Asylum Seekers
2. Women's Rights in International Human Rights System
3. International Environmental Law and Human Rights Regimes
4. Social Justice and Human Rights

Unit-IV

1. Global concerns over State of Human Rights affairs in today's world
2. Threats and challenges in protecting human Rights
3. A Case study on recent violations of Human Rights
4. State obligations and instruments of Human Rights Protection

Recommended cases:

1. The Republic of Nicaraguan vs. The State of America, ICJ-1986
2. The Lotus Case
3. Lalita Kumari vs. Govt. Of U.P & ORS AIR 2014 SC187

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4. Youth Bar Association of India vs. Union of India AIR 2016 SC4136
5. Shreya singhal v. Union of India,2015

Suggested Readings:

2. International law and human rights by K.C. Joshi1938
3. Concise book on international law and human rights by H.O. Agarwal
4. Human Right of Women :National and International perspective by Cook
5. The Oxford Handbook of International Human Rights Law by Dina Shelton
6. International Human Rights Law by Daniel Moeckli
7. The International Covenant on Civil and Political Rights: Cases, Materials, and Commentary by Jenny Schultz, Melissa Castan, and Sarah Joseph
8. International Law and Human Rights by S .k. Kapoor

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LLM(Two year Degree Course)

Public and Private International Law

Paper Code - LLM 203

Semester 2nd

L-T-P	Maximum Marks:100
3-1-0	External: 80 Internal: 20
Credits-4	Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives:- To apprise the students about the similarities and difference between Private International law and Public International Law, to develop the student's grasp of the foundations of International Law, it's evolution during the twentieth century and its role in world affairs. To help students understand both the legal and political aspects of International decisions and events.

Course Outcomes - On successful completion of the course students will be able to understand a thorough and contextual knowledge of public international law and private international law doctrine, principles and the role of legal institutions, in the areas covered during the course. It will encourage the students to identify contentious issues in public international law, and to apply legal doctrine to solve problems. It will create capacity of reflective understanding of the significance of notions of justice, sovereignty and rights within the international legal framework. It will be provide ability to conduct high-level legal research, exploring primary and secondary materials, and provide critical analysis of problems and questions.

Unit-I

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1

1. Development of International Law: Definition, Nature, and Sanctions of International Law.
2. Legality of International Law- Positive Morality and theories of basis
3. Relationship between international Law and Municipal Law.
4. SourcesandsubjectsofinternationalLawincludingpositionofIndividual

Unit-II

1. Recognition of State and Governments
2. State Jurisdiction
3. Acquisition and loss of State Territory
4. Extradition, Asylum, Settlement of Disputes

Unit-III

1. Diplomatic Relations
2. Settlement of International Disputes
3. International Institutions
4. Emerging Areas under International Law: Air Space and International Law

Aircraft Hijacking, Outer Space Laws, Star Wars

Unit-IV

Private International Law

1. Application and subject matter of private international law
2. Distinction with public international law
3. Concept of Renvoi
4. Material and formal validity of marriage under Indian and English law with Dissolution of marriage
5. Adoption, Recognition of foreign adoptions, adoption by foreign parents

Case Law:-

1. Zamora Case (1916) 2AC77
2. Daimler Co. Ltd. Continental Tyre and Rubber Co. Ltd. (1916) 2AC307
3. Columbian Peruvian Asylum Case ICJ Report (1951)71

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4. Haile Selassi Vs. Cable and Wireless Co. Ltd. (1939) CH12

Suggested Readings:

1. Starke'sInternationalLaw(OxfordUniversityPressButterworth&Co.Publisherltd. 11th Ed.2013)
2. V.K. Ahuja Public International Law (Lexis, 11st Ed.2016)
3. V.C. Govindraj. Conflict of Laws cases and Materials (Lexis Nexis, 1st Ed.2017)
4. Aggarwal, H.O. Public International Law and Human Rights (Central Law Publications Ed.2012)
5. Kapoor, S.K. International Law (Central Law Publications2013)
6. Harris,D.J.CasesandMaterialonInternationalLaw(Sweet&MaxwellEd.2007)

Greig, DW. International Law (Butter worth's and Co.(Publishers)Ed.(2007)

-200-

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LLM (Two year Degree Course)

Family law

Paper Code - LLM 204

Semester 2ND

L-T-P	Maximum Marks:100
3-1-0	External: 80 Internal: 20
Credits-4	Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives:- The primary objective of this paper is to acquaint the students with the socio legal aspects governing the matrimonial relationships. It further emphasizes upon the origin, sources and jurisprudential aspect of Hindu and Muslim law, the contemporary issues associated with family disputes within the social domain.

Course Outcomes:- At the end of this course students will be able to develop the deep knowledge of family system, standards, ethics, morality, rules, regulations, statutory provisions. They will be able to develop a clear understanding of personal laws including Hindu Laws, Muslim Laws and allied socio legal aspects.

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Unit-I

GENERAL PRINCIPLE OF HINDU & MUSLIM JURISPRUDENCE

A. CONCEPTUAL FRAMEWORK OF HINDUJURISPRUDENCE

Conceptual Framework of Hindu Jurisprudence: Constituents of Hindu Jurisprudence-Nature ofHinduLaw-LawunderHinduPhilosophy-ConceptofRitaandConceptofJustice-Ruleof Law, Morality and Religion-Law as Believed under Hindu Belief from Ancient to Modern Period.

SOURCES & SCHOOLS

Sources and School of Hindu Jurisprudence: Sources of Hindu Law with Regional or Other Relevant Variations; School of Hindu Jurisprudence and its Sub-Schools.

A. ISLAMICJURISPRUDENCE

History of the Growth of The Muslim Legal System: Nature and Scope of Islamic Legal Theory-Muslim Schools of Thought-Concept, Origin and Development of Islamic Law-Definition of Law under Islam-Analysis of Western Definitions Comparison-Development of Islamic Law- Khilafat-Elections.

SOURCES & SCHOOLS

Sources of Islamic Law: Basic Wisdom-Necessity of Revelation-Conflict Between Revelation&SecularReason;PrimarySources:TheHolyQuran-Quranasasourceof IslamicLegislation-InterpretationofQuran-LegislativeFunctionsofQuran;Sunnah (Hadith)-Jurisprudential Basis and Legal Validity of Sunnah- Legislative Functions of Sunnah-Ijma:Validity of Ijmaasa Source of Islamic Jurisprudence Qiyas: Arguments For and Against Qiyas; Ijtihad: Necessity of Ijtihad; Secondary Sources: Istihsan- Istadlal-Justice,EquityandGoodConscience-Legislations-OriginandDevelopment of Sunni and Shia Schools

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Unit-II

FAMILY AND EMERGING TRENDS

FamilyandItsChangingPatterns:NewEmergingTrends-WorkingWomenandtheirImpact on Spousal Relationship-Retention of Restitution of Conjugal Rights as a Matrimonial Remedy- Concept of Matrimonial Home-Property Rights of Women Spousal Property; Domestic Violence-Gender based Specifications of Offences Adultery, Rape, Martial Rape, Wife Beating and Dowry Death.

Unit-III

A. THE CONCEPT OFPATRIARCHY

Concept of Patriarchy: Notions of Discrimination and Paternalism- Different Forms of Patriarchy-Patriarchic Character of Legal Administration- Problems of Access Custodial Institution; Women and Law: Law as Protector and Law as an Instrument of Patriarchal Oppression-Patriarchal Notion of Public/Private Law Dichotomy How 'Private' Law is a Device to Perpetuate Patriarchal, Social, Economic and Cultural Factors Contributing to Patriarchy.

B. PATRIARCHAL ASPECTS OF INDIAN LAW

Patriarchal Aspects of Indian Law with regard to Family: Sexuality, Patriarchy and Social Reproduction; Patriarchy in Hindu ,Christian ,Islamic and Parsi Lawand Traditions-Board Overview of Developments and Reforms in these Laws Matrilineal Systems.

UNIT-IV

MARRIAGE AND DIVORCE IN CONFLICT OF LAWS

A. DOMICILE

Introduction: Theories of Private International Law-Characterization- Renvoi; Domicile: GeneralRules-DomicileofOrigin-DomicileofChoice-DomicileofMarriedWoman- During Coverture-After Judicial Separation-After Divorce-After Annulment-After Death of Husband.

B. MARRIAGE

Marriage: Nature, Concept and Meaning of Marriage-Governing Law-Choice between Law of the Place of Celebration and Law of Domicile-Validity of Marriage

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Classification of Rules of Marriage into Formal and Essential Conditions-Formal Validity-Governing Law-General Rule-Law of the Place of Celebration and Exception to the Rule; Essential Validity or Capacity to Marriage-Governing Law. Law of Domicile-Theories-Dual Domicile Theory-Intended Matrimonial Home Theory- Alternate Approaches.

C. DIVORCE

Divorce: Jurisdiction-Applicable Law-Recognition of Foreign Divorce/Decrees of Nullity-Position in India-General Rules laid down in Section 13 and 44A of CPC- The Rule of Real and Substantial Connection-Position in England-Development under Common-law-Current Position under Part II of the Family Law Act, 1986 .Effect of Matrimonial Rights - Effect of Dissolution of Marriage.

Suggested Readings:

1. Atul M. Setalvad: Setalvad's Conflict of Laws, LexisNexis India,Gurgaon.
2. C. G. J. Morse and David Mc Clean: Dicey, Morris & Collins on the Conflict of Laws, Sweet & Maxwell, London.
3. Flavia Agnes: Family Law and Constitutional Claims, Oxford University Press, New Delhi.
4. Kumud Desai: Indian Law of Marriage and Divorce, LexisNexis India ,Gurgaon.
5. Laura E. Little: Conflict of Laws, Wolters Kluwer Law & Business, New York.
6. Lennart Palsson: Marriage and Divorce in Comparative Conflict of Laws, Springer, Netherlands.
7. Martin George & Andrew Dickinson: Statutes on the Conflict of Laws, Hart Publishing ,UK.
8. Paras Diwan: Indian and English Private International Law, Deep & Deep Publication, New Delhi
9. Pearl, David: Inter-Personal Conflict of Laws–India, Pakistan and Bangladesh, N.M. Tripathi, Bombay.
10. Robert A. Leflar: The Law of Conflict of Law, The Bobbs-Merrill Co. Inc., Indianapolis.
11. Abdul Rahim: The Principles of Muhammadan Jurisprudence, Luzacand Company, London. 12. Ameer Ali, Muhammadan Jurisprudence, Vol. 1, Kitab Bhawan, New Delhi.
13. Ameer Ali, Muhammadan Jurisprudence, Vol. 2, Kitab Bhawan, New Delhi.
14. AsifAliA.Faizee:OutlinesofMuhammadanLaw,OxfordUniversityPress;Delhi
15. Asif Ali A. Faizee: A Modern Approach to Islam, Oxford University Press, Delhi.

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16. Sir D.F. Mulla: Principles of Mahomedan Law, Lexis Nexis India, Gurgaon.

17. J. Schachet: The Origin of Mohammadan Jurisprudence, Clarendon Press, Oxford.

18. S. Mahmassni: (Falsafat al-tashrifi-Islam)-Philosophy of Jurisprudence in Islam, Beirut,1946.[English Translation by F.J.Ziadeb (Beirut)Leiden,1961].

19. Khalid Rasheed: Muslim Law, Eastern Book Co., Lucknow. 20. Tahir Mahmood: Muslim Law in India and Abroad, Universal Law Publishing Co., NewDelhi

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LLM (Two year Degree Course)

GROUP—'A'(Criminal and corporate Law)

Corporate Management

Paper Code - LLM 301 A

Semester 3rd

L-T-P	Maximum Marks:100
3-1-0	External: 80 Internal: 20
Credits-4	Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Course Objectives: The object of this paper is to give knowledge of Company law and practices in India to the students. It is important to understand the role of corporate regulations and regulatory bodies for any company as well as for the society. It is aimed to motivate and prepare the students to render an analytical account of company law in India and to understand the scope and challenges in company law.

Course Outcomes:-. Students will learn the basics of company law, its management. How corporate social responsibility is mandatory enforced by companies act 2013. It also makes students aware about the latest development in corporate sectors and to prepare them to practice in corporate field,

Unit I

1. Meaning and definitions of company
2. Incorporation of accompany
3. SFIO Working

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Unit II

1. Prospectus and commencement of company business.
2. Auditor
3. Director- qualifications, powers and duties, removal of directors

Unit-III

1. Meetings and kinds of meetings in a company
2. Majority rule & Minority Rights
3. Role of Central Govt. In Regulations of companies affairs

Unit-IV

1. Winding up of a company under IB Code –2016.
2. Concept of Corporate Social Responsibility
3. Role of SEBI as regulator

Recommended Cases:-

1. Nisha v. Lynde, (1929) AC158
2. Rattan Singh v. M.D. Moga Transport Co. Ltd. (1959) 29 Comp. Cas.165
3. Rex.v. Kylsant (1932) 1 KB422
4. SundaramFinanceserviceLtd.V.Grandtrustfinanceltd.(2003)42SCL89Mad.
5. Peek v. Gurney, (1873) LR 6 (HL)377
6. Shree Gopal Papers Mills Ltd. V. CIT (1967) 37 Comp. Cas 240Cal.
7. Rich Paints Ltd. v. Vadodara Stock Exchange Ltd. (1998) Comp. Cas8
8. Universal In cast Ltd.V. Appellate Authority(SEBI)(2000)28SCL140P&H
9. Raymond Synthetic Ltd. V. Union of India (1992) 73 comp Cas 762SC

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Suggested Readings:-

1. A.K. Majoomdar & G.K. Company Law &Practice
2. Nicholas Bourne- Principles of Company Law
3. A. Rammaiya- Companies Act.
4. Charlswarth and Morse – CompanyLaw
5. M.C. Kuchhal- BussinessLaw
6. ICSI- Corporate Goverance- Beyond Letters
7. K.S. Anantharman Lectures on Company Law
8. S.C. Das Corporate Goverance in India
9. Frank B. Cross Law and Corporate Finance
10. Aswath Damodran – Corporate Finance Theory & Practice

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(w.e.f july 2021)

LL.M (Two year Degree Course) GROUP

" A"(Criminal and corporate Law)

Intellectual Property Rights

Paper Code- LLM 302 A

Semester 3RD

L-T-P	Maximum Marks:100
3-1-0	External: 80 Internal: 20
Credits-4	Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives: The aim of this subject is to know the various theories and different aspect of IP Laws. The course is designed to give students a thorough understanding of the IP Laws in India with related case studies to understand the basic concept of economics of IPRs.

Course Outcomes- Students are learning more about what intellectual property is and why it matters now days. They will understand the intellectual property that how much is too much. This object is fulfilled by studying the various IP legislations, theories of IP and its impact on developing countries particularly India. The students are learnt that how licenses and assignment can play important role in globalized world. It enables the students to take up professional practice in intellectual property law and policy in India and abroad.

UNIT- I

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Concept and Theories of Property, Constitutional aspects of Intellectual Property, General Principles of Intellectual Property Protection, Why Intellectual property matters,

International Legal Instruments relating to IPR, Paris Convention, 1883; Berne Convention 1886, TRIPS, 1994; Madrid Agreement, 1891, Hague Convention, Principle of Minimum Standards , Principle of National Treatment ,Principle of Most Favored Nation(MFN)

UNIT- II

Meaning of Copyright, Subject Matter, definitions, Sweat of Brow, Minimal creativity, Expression v. Idea, Originality, Works in Public Domain, Subject-matter-Literary, musical, artistic, dramatic works

Doctrine of Fair Dealing, Economic and Moral rights, Plagiarism, Copyright and Design, Public Domain

UNIT-III

PatentandEconomicDevelopment,ReportsofJusticeBaxiTekchandandJusticeAyyangar, Invention, Discovery and Innovation, Inventions which are not patentable, Compulsory Licensing, Parallel Importation, Impact of WTO TRIPs on Indian Patent Law, Patent amendment Act 1999, 2002, 2005, Objectives of Protection of Plant Varieties and Farmers Rights Act

UNIT -IV

Trademark and Geographical Indications, Objectives, Trademark and Economic Development, Non-Conventional Trademark, Well Known Trademark, Grounds of Refusal for registrations, Infringements and Remedies, Action for passing off, Objectives of Semiconductor Integrated Circuits Layout Designs 2000

Suggested Readings:

1. Feroz Ali, The Law Of Patents-With A Special Focus On Pharmaceuticals In India, Lexis Nexus
2. Jayashree Watal, Intellectual Property Rights: The Way Forward for Developing Countries, Oxford University Press

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3. Ananth Padmanabhan, Intellectual Property Rights-Infringement And Remedies, Lexis Nexus
4. Prabhuda Ganguli, Intellectual Property Rights: Unleashing the Knowledge Economy ,McGraw Hill Education
5. Lawrence Lessig Free Culture: The Nature and Future of Creativity, Penguin USA
6. Neil Weinstock Netanel, Copyright's Paradox ,Oxford University Press
7. Lionel Bently, Brad Sherman, Dev Gangjee & Phillip Johnson, Intellectual Property Law, OUP, Oxford
8. VKAhuja,LawOfCopyrightAndNeighbouringRights–NationalAndInternational Perspectives LexisNexis
9. Chandra Rajshree, Knowledge as Property: Issues in the Moral Grounding of Intellectual Property Rights, OUP, Oxford
10. Cornish, W and David Llewelyn, Intellectual Property: Patents, Copyrights, Trademarks&AlliedRights,SweetandMaxell,Thomson,SouthAsianPublication

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(w.e.f July 2021)

LLM (Two year Degree Course)

GROUP 'A'(Criminal and corporate Law)

Penology and treatment of offenders

Paper Code- LLM 303 A

Semester 3RD

L-T-P	**Maximum Marks:100**
3-1-0	**External: 80 Internal: 20**
Credits-4	**Time –03 Hours**

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives: The object of this paper is to discuss the causative factors of crime and treatment of criminals and victims. This course is to make the students aware about the care, custody, treatment, prevention and control of crimes and also the various modes of sentencing and rehabilitation of criminals. It also gives the knowledge and information about the treatment of the offenders under imprisonment and alternative to imprisonment.

Course Outcomes: After the completion of this course, the students will be able to understand the various dimensions of the different aspects of the Indian law related to penology and Victimology. Enable the learner to understand the concept of restorative justice and compensatory schemes for victims. Demonstrate a thorough and contextual knowledge of penal laws and the various leading cases particularly in its application to real law problems. To develop understanding of students regarding law mix strategies for their own law practice.

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Unit-1

1. Definition of Penology-historical and contemporary approaches to penology.

Theories of punishment - Retribution - Utilitarian prevention: Deterrence - Utilitarian: Intimidation Behavioral prevention: Incapacitation-Behavioral prevention: Rehabilitation-

2. Classical Hindu and Islamic approaches to punishment.

Unit-2

Punishment

1. Theories of Punishment Deterrent, Retributive, Preventive and Reformative Alternatives to imprisonment:Probation,Openjail,Paroleetc.PrisonreformandtheJudicialResponse

2. Sentencing-typesofsentencesinIPCandspeciallaws-sentencingforhabitualoffender,

Unit-3

1. **Juvenile Delinquency** - factors - response – J.J (care and protection of Children) - Act 2015 - JJ Board – Welfare Boards
2. Constitutional aspects - Neglected and Delinquent, care and protection.

Unit-4

Victimology

1. White collar crime-Pre-sentence hearing-summary punishment-Capital punishment
2. Victim ology and Compensation - state of Jail reform - Classification of prisoners – Rights of prisoners - open prison. Need for compensation, Compensation and Rehabilitation, Constitutional perspective of compensation.

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Suggested Readings:

1. Mamata Rao Law Relating to Women and Children
2. G B Reddy Law Relating to Women and Children
3. K S Shukla Adolescent Offender [1985]
4. C Chhabra The Quantum of Punishment in Criminal Law [1970]
5. H. L. A Hart Punishment and Responsibility
6. A Siddique Criminology [1984], Eastern Lucknow
7. Justice N. K. Chakraborti Probation system in the Administration of Criminal Justice 8. Bharat B Das Victims in the Criminal Justice System

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51

(w.e.f July 2021)

LLM (Two year Degree Course) GROUP 'A'

SOCIO – ECONOMIC OFFENCES

Paper Code- LLM 304 A

Semester 4TH

L-T-P

3-1-0

Credits-4

Maximum Marks:100

External: 80 Internal: 20

Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Course Objectives:--The objective of this paper is to make students understand the concept of socio economic offences. It will also help the students to understand the emergence of various modes of Socio economic offences.

Course Outcome: On completion of this course, the learner will be able understand the manner of conduct and the form of economic offences and stark dissimilarities they pose when analyzed alongside the conventional offences; learn the procedure of filing a case of various economic offences; Appreciate and critique the role of legislature, executive and Judiciary in curbing economic offences

Unit—1

Understanding Socio-economic offences, offences relating to Child Marriage, commission of

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Khanpur Kalan (Sonipat)

52

offences of Sati, offences against dowry, offences against honor killing, offences of scams/scandals against the society, Commission of offences by high profiled persons (Politicians, Judges, Doctors, Engineer, Bureaucratic, Police etc.)

Unit-II

Offences relating to Food Adulteration, drink, sale of noxious food, health, Spurious Drugs, spreading of infection of disease dangerous to life, offences against weights and measures, offences against Essential Commodities Act, 1955 and Black Marketing and Maintenance of Supplies Essential Commodities Act,1980

Unit-III

Offences against SC/STs(The Protection of Civil Rights Act,1955),The Prevention of Atrocities Act,989,Offences relating to Prevention of Corruption Act,1988 ,Prevention of Money Laundering Act, 2002 and Drugs and Cosmetic Act,1940.

Unit-IV

Enforcement Agencies for prevention and control of socio-economic offences i.e. Central Vigilance Commission (CVC), Central Bureau of Investigation (CBI), Criminal Investigation Department (CID), Lokpal, Police etc., Role of Judiciary in prevention of socio economic offences.

Suggested Readings:

The Indian Penal Code, 1860
The Protection of Civil Rights Act,
1955,
The Prevention of Atrocities Act, 1989,
The Prevention of Corruption Act, 1988,
The Prevention of Money Laundering Act,
2002
The Drugs and Cosmetic Act , 1940.
The Essential Commodities Act, 1955
The Black Marketing and Maintenance of Supplies Essential Commodities Act, 1980

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53

(w.e.f July 2021)

LLM (Two year Degree Course)

GROUP 'B' (Constitutional and Environmental Law)

Comparative constitutional law & governance

Paper Code -LLM 301 B

Semester 3rd

L-T-P	Maximum Marks:100
3-1-0	External: 80 Internal: 20
Credits-4	Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives: The curriculum covers issues concerning the development and operation of constitutional government in its broader political, social, historical, regional and international context. The core curriculum centers on fundamental issues in comparative constitutional law regarding constitution-making and constitutional design, constitutional government ,horizontal and vertical separation of powers and constitutional rights protection in leading, emerging and declining constitutional democracies around the world. The curriculum covers historic and current developments in all major legal systems.

Course outcomes: At the end of this course students will be able to analyze the constitutional problems from a comparative and interdisciplinary perspective in light of their historical context. They will be further able to develop substantial understanding of the constitutional law while developing a global comparative perspective about the constitutional rights and human rights.

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Unit 1

- Comparative constitutional law theory
- Constitution-making and preamble
- Comparing territorial structures: unitary, federal and mixed states
- Constitutions and the transnational: global constitutional values
- Constitutionsandtheirothers:women,indigenouspeople,minoritygroups

Unit 2

- Comparing systems of government: parliamentary, Presidential and Parliamentary forms of Government
- Federal and Unitary Governments
- Forms of Governments
- Federal and Unitary Forms
- (a)Features, Advantages ,and Disadvantages
- (b)Model of Federalism and Concept of Quasi-Federalism
- (c) Role of Courts in Preserving Federalism

Unit 3

- Supremacy of Legislature in Law Making
- Rule of Law
- (a) Dicey's Concept of Rule of Law
- (b) Modern Concept of Rule of Law
- (c)Social and Economic Rights as Part of Rule of Law
- Separation of Powers
- (a) Concept of Separation of Powers
- (b) Checks and Balances
- (c)Separation of Powers or Separation of Functions.

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Unit 4

- Right to equality as fundamental right
- Principles of Accountability and governance
- Concept of judicial review in India
- Scope of Judicial Review in UK
- Scope of Judicial Review in US
- Public Interest Litigation in India and Uk
- Globalization and Global Governance
- Players in Global Governance–Public , Private.
- Constitutional change :amendment ,replacement, revolution
- Constitutional enforcement and states of emergency

Suggested Readings:

1. D.D.Basu, Comparative Constitutional Law (2nded.,Wadhwa Nagpur).
2. David Strauss, The Living Constitution(OxfordUniversityPress,2010)
3. Dr.SubhashCKashyap,FramingofIndianCoanstitution(UniversalLaw,2004)
4. Vikram David Amar, Mark Tushnet, Global Perspectives on Constitutional Law (Oxford University
5. Press 2009).

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(w.e.f July 2021)

LLM (Two year Degree Course)

GROUP"B"

Administrative Law And Judicial Process

Paper Code - LLM 302B

Semester 3rd

L-T-P	**Maximum Marks:100**
3-1-0	**External: 80 Internal: 20**
Credits-4	**Time –03 Hours**

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives- The core objective of this paper is to comprehend upon the basic administrative process relating to administrative adjudication. Students will acquaint with the importance of discretionary powers exercised by the administrative bodies. Further it provides the various legislations relating to administrative adjudication and government privileges in legal proceedings.

Course Outcomes: At the end of this course students will be able to develop a clear understanding of the adjudicatory power& function of the judicial & quasi-judicial bodies and their jurisdiction. They will be further able to analyses various aspects relating to central and state administrative tribunals and their judicial process. They will be able to comprehend upon the concepts of discretionary power, judicial control and writ jurisdiction.

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Unit-1

1. Administrative Press

   Nature and purpose of administrative law

   Dicey, Unitary Democracy and ultra vires-Traditional approach

   Rights, legality and abuse of powers-new approach

   Rule of law- different approaches

2. The administrative systems: An historical perspective

   In England

   In India

   Characteristics of Indian

Unit- 2

3. Operation of judicial process

   Competition : law and policy

   Regulation- establishment, operation and control of regulatory bodies

   Utilities and market power- case study of regulatory bodies

   Privatization

   2.6 Citizen character

Unit-3

4. Nature of judicial control

   The power of judicial review

   Jurisdictional Questions

   problems of invalidity –direct or collateral proceedings, void or voidable , problems of proof

   Exclusion of judicial review: ouster clause

   conclusive evidence clauses

   time limits clauses

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Unit -4

5. Writ jurisdictions: General

1. Constitutional provisions
2. General conditions

6.Writ in particular

1. Mandamus
2. Ceritio- rari and prohibition
3. Habeas corpus and quowarran to

7. Other remedies

1. Declaratory orders
2. injunctions

Select Bibliography-

Friedmen, The state and the rule of law in amixedeconomy

dicey, introduction to the law of the constitution

Davis, Discretionary justice

Jain & Jain principles of administrative law (1986) Tripathi

Craig, p.p ::Administrative law(2001)

Sathe ,S.P. Administrative law(1998), Butterwords,. India

Massey ,I.P. Administrative law(1995),Eastern, Lukhnow

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(w.e.f July 2021)

LLM (Two year Degree Course)

GROUP'B'(Constitutional and Environmental Law)

International Environmental Law

Paper Code -LLM 303 B

Semester -3RD

L-T-P

3-1-0

Credits-4

Maximum Marks:100

External: 80 Internal: 20

Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives: This course aims to acquaint the students with the principles and rules governing International Environmental Law. It also envisages the legal regime governing the environmental issues at global level and make the students in tune with the international developments towards environmental protection. The concept of sustainable developments, international conventions and treaties are also focused in the course. It further aims to enhance the analytical skills of the students to review the efficacy of various international instruments to resolve the environmental issues.

Course Outcomes: The course is helpful in building a strong acumen among students about various environmental issues and challenges. It enables students to connect the law, environment and society by building analytical skills. Various notions, approaches and developments in the field of environment included in the course are advantageous to use legal institution in protection and development of environment.

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Unit -I

1. Evolution and Development of International Environmental Law,
2. U.N. Conference on Human Environment1972
3. World Charter for Nature
4. Rio Declaration ,1992 , Agenda21
5. JohnsburgDeclaraton,2002
6. Rio+20 United Nations Conference on Sustainable development

Unit -II

1. Principle of Sustainable development, Development v. Environment,
2. Inter-generational and Intra generational equity
3. Polluter pay principle, Precautionary principle
4. Principle of common but differentiated responsibility
5. Public Trust Doctrine

Unit -III

1. Montreal Protocol,
2. United Nations Framework Convention on Climate Change1992,
3. Kyoto Protocol ,1997
4. ParisAgreement,2015

Unit -IV

1. Convention on Biological Diversity,1992, Bonn Guidelines
2. Cartegena Protocol on Biosafety,2000,
3. Nagoya Protocol on Access and Benefit sharing,2014,
4. Traditional Knowledge and conservation of Biodiversity

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Unit -II

6. Principle of Sustainable development, Development v. Environment,
7. Inter-generational and Intra generational equity
8. Polluter pay principle, Precautionary principle
9. Principle of common but differentiated responsibility
10. Public Trust Doctrine

Unit -III

5. Montreal Protocol,
6. United Nations Framework Convention on Climate Change1992,
7. Kyoto Protocol ,1997
8. ParisAgreement,2015

Unit -IV

5. Convention on Biological Diversity,1992, Bonn Guidelines
6. Cartegena Protocol on Biosafety,2000,
7. Nagoya Protocol on Access and Benefit sharing,2014,
8. Traditional Knowledge and conservation of Biodiversity

Suggested Readings:

1. Phillipe sands and Jacqueline Peel, "Principles of International Environmental Law", (4th ed.,2018)
2. P. leelakrishnan, Environmental Law case book(2nded. 2010)
3. The World Commission on Environment and development, Our common future,1987
4. Daniel Bodansky, "International Climate Change Law"(Oxford University Press,2017)

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w.e.f July 2021

LLM (Two year Degree Course) GYOUP 'B'

Constitutionalism, Federalism and Pluralism

Paper Code- LLM 304B

Semester 4TH

L-T-P

3-1-0
Credits-4

Maximum Marks:100

External: 80 Internal: 20
Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Course Objectives: The main objective of this paper is to introduce the students to the concept of constitutionalism in India and around the world. Students would be able to understand various models of pluralism and federal structures. The students would also be able to identify the role of judiciary in promoting constitutionalism, federalism and pluralism while maintaining the integrity of individual rights along with related human rights.

Course Outcomes: Having completed this course, the learner will be able to get an adequate knowledge on various forms of governments, their advantages and disadvantages, etc. As a citizen, the forms of governments would help the students to understand the problems of the societies and the governments more deeply. They will be further able to have a deep insight into the comparative analysis of constitutional functioning of various countries.

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Unit I

Constitutionalism

Authoritarianism- Dictatorship

Democracy-communism

Limited Government-concept-Limitations on government power

Development of a democratic government in England- Historical evaluation of constitutional Government

Conventions of constitutionalism- law and conventions

Written constitutions: USA, Canada, Australia, Sweden, South Africa and India

Separation of powers: Montesquieu

Rule of law: concept and new horizons

Limits& doctrine of domestic jurisdiction in international Law

Unit II

Federalism

Concept and conditions of federal government

Patterns of federal government- U. S. A, Australia, Canada, India

Judicial review- for federal umpiring

New trends in federalism: Co- operative federalism

Dynamic of federalism.

Quasi- Federal structure and features of Indian Constitution

The Sarkaria Commission and India's struggle for quasi-federalism

India- central control vs State autonomy

Unit-III

Pluralism -Indian Constitutional Perspective

Concept of pluralistic society ,Ethnic, linguistic, cultural, political pluralism

Individual rights

Universal Declaration of Human Rights

Conventions against genocide

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Protection of religious, ethnic and linguistic minorities

State Intervention for protection of human rights

Right of self-determination

Unit-IV

Judicial Perspective of constitutionalism and Federalism in India

Supreme Court on constitutionalism

Doctrine of progressive realization of rights

Legal relationship between the individual and state

Judiciary on Federalism

Judiciary on resolving federal issues

Democracy and Federalism

Suggested Readings :-

1. Sudhir Krishnaswamy, Constitutional Federalism in the Indian Supreme Court (2015), Cambridge University press,
2. M.N. Sharma, Democracy, Pluralism and conflict(2017),Rawat Publication
3. Dr.S.K.Jain,IndianFederalismEmergingissues(2017),Klapazpublication
4. Lancy Lobo, Mrutuyanjaya Sahu, Federalism in India: Towards a fresh balance of power (2014) Raw at publication
5. D. Dua, Munidar. P. Singh, Indian federalism in the new Millennium (2003)
6. Manohar publication
7. Y.V.Reddy,G.R.Reddy,IndianfiscalFederalism(2019)OxfordUniversitypress
8. Mokbullasker,DynamicsofIndianfederalism:AComprehensiveHistoricalReview (2017), Notion press
9. N.W .Barber, The Principles of Constitutionalism (2018),Oxford university press

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LLM (Two year Degree Course) GROUP 'A'

Competition and Consumer Protection Laws Paper Code - LLM 401 A

Semester 4TH

L-T-P	Maximum Marks:100
3-1-0	External: 80 Internal: 20
Credits-4	Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives: This paper focuses on the competition laws of India in the contest of new economic order and understands the economic investment laws in ensuring competition in the Indian market. It will make aware the students about the anti-competitive practices of the companies, abuse of dominant positions and merger and combinations which are covered under anti-competitive practices, Non-performing assets, Foreign Exchange management, Foreign Trade and securities contract.

Course Outcomes– Students get acquainted with knowledge and understanding of practices having adverse effect on competition in market. Being a law student, they will learn how the justifications and rationales for promoting anti-competitive practices and know the role of CCI, SEBI in India. It develop reasonable legal arguments with respect to an anti-competition practices. It enables the students to take up professional practice in competition law and policy in India and abroad.

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Unit-I

Competition Act2002: Basic Concepts –Constitutional aspect of Elimination of Concentration of Wealth and Distribution of Resources Article 39 (b) (c) Relation between Competition Policy and Competition Law –Objectives of Competition Law Background, Prohibitions, Competition Commission of India, Competition Advocacy, The Sherman Anti-Trust Act, 1890

Unit-II

Corporate Finance and Regulatory Framework

SEBI Act, 1992, Securitization & Reconstruction of Financial Assets & Enforcement of Security Interest Act, 2002

Unit-III

Foreign Trade (Development and Regulation) Act,1992, Security
Contracts (Regulation) Act,1956

Unit-IV

ForeignExchangeManagementAct1999
Background, Policies and Authorities
Depositories Act1996

Suggested Readings:

1. Chatterji Souvik, Competition law in India and Interface with Sectorial Regulators, Thomson Reuters(2019).
2. Abir Roy & Jayant Kumar, Competition Law in India ,Eastern Law House(2018).
3. Sinha Manoj and Mallaya, Susmitha P Emerging Competition Law, Wolters Kluwer, (2017).
4. Richard Whish and David Bailey, Competition Law, 8thed.,Oxford University Press, (2015).
5. T Ramappa, Competition Law in India: Policy, Issues and Developments, 3rded., Oxford University Press, New Delhi,(2014).

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6. Vinod Dhall (ed.), Competition Law Today, Oxford University Press,(2007).
7. S.M.Dugar, Commentary on MRTP Law, Competition Law & Consumer Protection Law, 4th ed., Wadhwa Nagpur,(2006)
8. Investor Guide to Stock Market: Sanjiv Agarwal
9. SEBI guidelines and listing of Companies: V. A. Avadhani
10. Security Market in India: Bal Krishan Marta

Working of Stock Exchange in India : A. Sudhakar

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(w.e.f July 2021)

LLM (Two year Degree Course) GROUP 'A

Banking and Insurance Law Paper Code - LLM 402 A

Semester 4th

L-T-P **Maximum Marks:100**

3-1-0 **External: 80 Internal: 20**

Credits-4 **Time –03 Hours**

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives:- The course highlights the Basics of Banking, Origin, Need, Types, Scope and Functions of Banking - Need for Regulation and Supervision. It also makes students aware about Banking Operations -Types of accounts - Banking Services - Current Scenario, Financial Inclusion and Banking Regulations & Role of RBI. Students will be well acquainted for Understanding Risk - Kinds of business risks - Need and Scope of insurance - Evolution of. Insurance - Principles of insurance - Types of insurance and policies - Risk and Return.

Course Outcomes- This course is designed to acquaint the student with the conceptual and operational parameters of banking and insurance law, the judicial interpretation, the new and emerging dimensions of both the insurance as well as banking laws.

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Unit-I

Law of Banking

1. History of Banking services in India,
2. Types of Banks,
3. Bank nationalization and social control overbanking,
4. Contract between banker and customer, and relationship
5. Bankers rights against sureties and against collateral securities

Unit-II

Banks and Banking Business

1. Definition of Bank
2. Banking business
3. Board of Directors,
4. Banks' ability for contracts, fraud and wrong so fits agent and servants.
5. Rights and Duties of banker In bailment, Hypothecation and pledge

Unit-lll

1. Legislative History of insurance law in India
2. Nature of the contract of insurance, fundamental principles of general insurance

Nature of the Contract of Insurance, fundamental principles of General Insurance

Concept of premium,

Concept of insurable interest,

Concept of policy

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Unit-IV

1. Conditions in the policy,
2. Non –disclosure , fraud and Misrepresentation, Rights and remedies available to consumers
3. Claim and its Enforcement,
4. Return of premium,
5. Jurisdiction and conflict of law.

Suggested Readings:

1. Prescribed Books on Banking Laws C.R. Datta & P.M. Bakshi, M.L. Tannan's Banking - Law and Practice in India (21 th ed., 2008) 2. R.K. Gupta, Banking - Law and Practice (2nded.2008)3.Mark Hapgood ,Paget's Law of Banking(13thed.,2007)

4. M.L. Tannam, Banking Law and Practice in India (23rd ed., 2010)

2. Prescribed Books on Insurancelaws:1 .K. S .N. Murthy& K. V. S. Sarma, Modern Law of Insurance in India (4thed.,2002)2.S.V.JogaRao,M.N.Srinivasan'sPrinciples of Insurance Law (9th ed., 2009) 3. M.N. Mishra, Law of Insurance (9th ed., 2012) 4. Birds, John, Modern Insurance Law (2003) 5. M.B. Shah, Landmark Judgments on Insurance (2004)

Prescribed Legislation:

(1) The Banking Regulation Act, 1949 (B .R. Act)

(2) The Insurance Act,1938

(3) The Marine Insurance Act,1963

(4) The Life Insurance Corporation Act,1956

(5) The General Insurance Business (Nationalization) Act,1972

(6) The Insurance Regulatory and Development Authority Act,1999

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(w.e.f July 2021)

LLM (Two year Degree Course) GROUP'A'

Human Right and Criminal justice System

Paper Code -LLM 403 A

Semester 4th

L-T-P	**Maximum Marks:100**
3-1-0	**External: 80 Internal: 20**
Credits-4	**Time –03 Hours**

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Objectives: The object of the course is to make the learners get acquainted about evolution of Human Rights law, philosophy behind it , functioning of International Institutions for protection of Human rights and get well versed with the Indian criminal justice system which includes functionaries of criminal justice system. It also highlights the role of government and judiciary in protection of human rights

Course Outcomes: By the end of the course students will be able to: Demonstrate a good understanding of the provisions under the Constitution of India dealing with human rights; Display a good understanding of the nature and scope of special legislations dealing with protection of human rights of marginalized and vulnerable sections; Demonstrate a good understanding of the practical application of human rights law to specific human rights problems in India; Analyze complex human rights problems and apply relevant provisions of human rights law in India to a hypothetical situation/case study and a theoretical knowledge of the underpinnings of the human rights framework in India, its operation and issues associated with its implementation.

-235-

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Unit-I

1. Human Rights : Meaning, Evolution of Human Rights : Ancient and Natural law perspective,

1. Natural Rights and Human Rights, Legal Right and Human Rights, Human Rights-Classification,
2. SourcesofInternationalHumanRights,HumanRights-Theoriesandnotions,

Unit-II

1. U.N. Charter and Human Rights, Universal Declaration of Human Rights and its legal significance.
2. Covenants and Conventions : International Covenant on Economic, Social and CulturalRights,1966;
3. International Conventions on Civil & Political Rights, 1966 The European latest Human Rights issues and challenges

Unit III

1. The objectives and scope of Contemporary Human Rights Issues in India
2. National Human Rights Commission, National Commission for Minorities, National Commission for Women, National Commission for Backward Classes and National Commission for Schedule Castes and Schedule Tribes.
3. StateofHumanRightsAffairs:Judicialactivism&ProtectionofHumanRightsin India, Role of Non-Governmental organization in the Promotion and Protection of Human Rights

Unit IV

1. Criminal Justice System in India
2. Crime, Police, Courts
3. Prison system

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Suggested Readings:

1. Prof. S.K. Verma, Public International Law (1998) Prentice Hall of India
2. Wallace, International Human Rights, 1996 Sweet &Maxwell
3. Theodor Meron (ed.), Human Right in International Law
4. V.R. Krishna Iyer, The Dialectics and Dynamics of Human Right in India
5. S.K. Kapoor, Human Right under International Law & Indian Law
6 Manoj Kumar Sinha, Implementation of Basic Human, Lexis Nexis

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(w.e.f July 2021)

LLM (Two year Degree Course)

Dissertation

Paper Code- LLM 404A

Semester 4TH

L-T-P **Maximum Marks: -200**

3-1-0 **External Marks:- 160**

Credits-4 **Internal Marks: -40**

Objectives- Dissertation acquaint the students with the practical aspect of research hits conceptual and operational parameters in the field of law and justice in globalizing world, the judicial interpretation and the new and emerging dimensions.

Course Content:- In the 3rd semester within 07 days of the commencement of classes the student must apply to the director of the Centre for approval of her topic of dissertation and nomination of supervisor. The dissertation must be submitted one week prior to the commencement of 4thsemester examinations. The dissertation must be certified by the candidate about its originality and countersigned by the supervisor. The supervisor has to evaluate it for 40 marks based on the research aptitude, knowledge and work done by the student. For rest of 160 marks it shall be evaluated by an outside examiner not below the rank of an Associate Professor.

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(w.e.f July 2021)

LLM (Two year Degree Course) GROUP 'B'

Environmental Law and Policies

Paper Code- LLM 401 B

Semester 4TH

L-T-P

3-1-0

Credits-4

Maximum Marks:100

External: 80 Internal: 20

Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Course Objectives: This course aims to provide the students a comprehensive understanding about the complex environmental issues and challenges. Students will study the key institutions and the mechanism under various statutes and develop a proactive approach about the contemporary environmental concerns.

Course Outcomes: The course is found useful to aware the students regarding different legislative framework enacted to deal with environmental issues and challenges. It is important to develop critical skills among students to ascertain and render them capable to comment on efficacy and impact assessment of the environmental law and policies. It is helpful in determining the usefulness of the law and legal mechanism to address the demands and the needs for a safe and healthy environment.

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Unit –I

1. Effectiveness and Enforcement of International Environmental Law
2. EnvironmentalJustice-Relationshipwithhumanrightsandotherparticipatoryrights
3. Environmental governance and sustainable development
4. United Nations Environmental Programmes

Unit-II

1 Interplay between International Trade Law and Environmental Law
2 WTO and Environment Protection
3 Marrakesh Agreement
4 Climate change and emission trading

Unit-III

1. Sustainable Development Goals and Environmental Protection
2. Environment impact Assessment in India
3. National EnvironmentPolicy,2006
4. National Action Plan on Climate Change,2008

Unit –IV

1. Biological DiversityAct,2002
2. National Biodiversity Action Plan
3. National Wildlife Action Plan

Suggested Readings:

1. JamesSalzman,BartonHThompsonJr.,EnvironmentalLawandPolicy,St.Paul MN Foundation Press
2. Shyam Diwan & Rosencranz, Environmental law and Policy in India", Oxford University Press
3. Brian R. Copeland, Recent Developments in Trade and Environment, Edward Elgar PublishingLtd.
4. SanjayKumarSingh,EnvironmentLawandClimateChange,SBSPublishersand Distributors
5. Stuart Bell, Donald Mc Gillivrad, The Law and Policy relating to Protection of Environment, Oxford University Press

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6. Dr.VidyaBhagat,EnvironmentalLawissuesandConcerns,RegalPublications, New Delhi
P. Leelakrishnan, Environmental Law in India, Lexis Nexus Butterworth Nag

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LLM (Two year Degree Course) GROUP 'B'

Environmental Law and Policies

Paper Code- LLM 401 B

Semester 4TH

L-T-P **Maximum Marks:100**

3-1-0 **External: 80 Internal: 20**

Credits-4 **Time –03 Hours**

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Course Objectives: This course aims to provide the students a comprehensive understanding about the complex environmental issues and challenges. Students will study the key institutions and the mechanism under various statutes and develop a proactive approach about the contemporary environmental concerns.

Course Outcomes: The course is found useful to aware the students regarding different legislative framework enacted to deal with environmental issues and challenges. It is important to develop critical skills among students to ascertain and render them capable to comment on efficacy and impact assessment of the environmental law and policies. It is helpful in determining the usefulness of the law and legal mechanism to address the demands and the needs for a safe and healthy environment.

Unit –I

1 Effectiveness and Enforcement of International Environmental Law

2 EnvironmentalJustice-Relationshipwithhumanrightsandotherparticipatoryrights

3 Environmental governance and sustainable development

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4 United Nations Environmental Programmes

Unit-II

1 Interplay between International Trade Law and Environmental Law
2 WTO and Environment Protection
3 Marrakesh Agreement
4 Climate change and emission trading

Unit-III

1 Sustainable Development Goals and Environmental Protection
2 Environment impact Assessment in India
3 National EnvironmentPolicy,2006
4 National Action Plan on Climate Change,2008

Unit –IV

1 Biological DiversityAct,2002
2 National Biodiversity Action Plan
3 National Wildlife Action Plan

Suggested Readings:

1 JamesSalzman,BartonHThompsonJr.,EnvironmentalLawandPolicy,St.Paul MN Foundation Press
2 Shyam Diwan & Rosencranz, Environmental law and Policy in India", Oxford University Press
3 Brian R. Copeland, Recent Developments in Trade and Environment, Edward Elgar PublishingLtd.
4 SanjayKumarSingh,EnvironmentLawandClimateChange,SBSPublishersand Distributors
5 Stuart Bell, Donald Mc Gillivrad, The Law and Policy relating to Protection of Environment, Oxford University Press
6 Dr.VidyaBhagat,EnvironmentalLawissuesandConcerns,RegalPublications, New Delhi P. Leelakrishnan, Environmental Law in India, Lexis Nexus Butterworth Nag

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LLM

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LLM (Two year Degree Course) GROUP " B"

Environmental Protection in India

Paper Code- LLM 402 B

Semester 4TH

L-T-P	Maximum Marks:100
3-1-0	External: 80 Internal: 20
Credits-4	Time –03 Hours

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Course Objective: The core objective of this paper is to acquaint the students with the legislative framework to deal with environmental issues and problems in India. It further aims to apprise them about the various principles governing the environmental law and its development in India. Constitutional aspects and judicial activism to deal with environmental issues are also part of the course.

Course Outcomes: It is useful to understand the constitutional mandate and the legal provisions under various statutes dealing with environment. Developing countries has different environmental issues and challenges. The course makes the students aware about the procedure, liabilities and the institutional framework in India to control pollution. It is also helpful to critically analyze the strength and weaknesses of the law and the system which further lay down the future course of action in the environment protection.

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Unit-1

- Basic Principles of Environmental Law
- History of Environmental Legislations in India
- ConstitutionalProvisionsandEnvironmentProtectioninIndia-Article14,19,32,48-A, 51-A(g)

Public Interest Litigation and Environmental Protection, Judicial activism

Unit-2

The Environment Protection Act, 1986

- Aims and Objectives
- General Powers of the Central Government
- Prevention , Control and abatement of Environmental pollution
- Miscellaneous

Water Prevention and Control of Pollution Act, 1974

- Meaning, Constitution and Functions of the Central and State Pollution Control Boards
- Prevention and control of Water Pollution
- Penalties and Procedure

Unit- 3

Air Prevention and Control of Pollution Act, 1981

- Meaning, Causes and Effects of Air Pollution
- Powers and Functions of the Central and State Pollution Control Boards
- Prevention and Control of Ai r Pollution
- Offences and Penalties

Law related to hazardous substances

Unit-4

Protection of Wildlife

The National Green Tribunal Act,2010

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The Wildlife Protection Act, 1972

- Authorities under the Act
- Sanctuaries and National Parks
- Licensing of Zoos and Parks

Leading Cases:

1. Indian Council for Enviro legal Action v. Union of India AIR 1996 SC1446
2. Vellore Citizen Welfare Forum v. Union of India 1996 SC2715
3. R. L. and E. Kendra v. State of U.P. (1985) 2 SCC431
4. M.C. Mehta v. Kamal Nath 2002 (2) SCALE654
5. M.C. Mehta v. Union of India AIR 1988SC
6. State of M.P. v. Kedia Leather & Liquor Ltd. AIR 2003 SC3236
7. M. C .Mehta v. Union of India AIR 1997SC248
8. Sansar Chand v. State of Rajasthan 2010 (10) SCC604

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LLM (Two year Degree Course) GROUP "B"

Transparency Law and Indian Democracy

Paper Code- LLM 403 B

Semester 4TH

L-T-P **Maximum Marks:100**

3-1-0 **External: 80 Internal: 20**

Credits-4 **Time –03 Hours**

Note: (1) The entire syllabus has been divided into four units and the question paper shall be divided into five parts. The students are required to attempt five questions in all. Unit-I shall contain one compulsory question having eight questions. Each part shall carry two marks. This question shall be fairly spread over the entire syllabus. The student is required to attempt four more questions by selecting one question from each unit i.e. Unit-I to Unit-IV having two questions in each unit. Each question shall carry equal marks.

Course Objective-This course is designed to examine transparency in democratic structure and concepts that are found in Constitutions. The course is intended to make the students familiar with the constitutional systems of Indian democracy.

Course Outcomes: At the end of this course students will be able to analyses various aspects of democratic setup. They will be able to comprehend upon various components of fundamental freedoms and their interpretation in light of the constitutional provisions.

Unit 1

1. Place of Constitution in Indian democratic system.
2. Democracy :communism
3. Constitution and Public accountability
4. State : defined in relation of liberalization
5. Right to strike: challenge of democratic development
6. Accountability: executive and judiciary

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85

Unit 2

1. Right to Equality : Due process of Law
2. Rule of Law : concept and new transparency horizon
3. Doctrine of reasonable classification under transparent process
4. Fundamental Rights and judicial activism Equality and Social Justice
5. Freedom of press and challenges for transparency I Indian democracy
6. Right to be forgotten : the emergence of new right under ambit of ConstitutionIndian

Unit 3

1. Judicial activism -problem of accountability
2. Institutional liability of courts and judicial activism – scope and limits
3. Judicial Independence – doctrine of separation of power
4. Notions of judicial review – role in constitutional adjudication
5. Constitutional interpretation and Judiciary on right to information.
6. Personal accountability of public servant under Indian constitution.

Unit 4

1. Freedom of speech and Right to broadcast
2. Law of sedition and freedom of speech under Indian democratic system.
3. Access to information
4. Significance of Right to Information in democracy constitutional basis of RTI with special reference to Article 19 and 21 of the constitution.
5. Public participation in Right to information.
6. Liberties including political rights, civil and economic rights providing under Indian constitution.

Suggested Readings:

1. D.D.Basu Shorter Constitution of India.
2. Constituent Assembly Debates Vol. 1 to 12 H.M. Seervai,
Constitution of India, Vol. 1-3 M.P. Singh(ed.),
3. V. N. Shukla, Constitutional Law of India
4. G. Austin, Indian Constitution, Cornerstone of a Nation
M.N Karna, Democracy, Pluralism and Conflict, Raw at publication.
Latest judgments of the Supreme Court

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86

(w.e.f July 2021)

LLM (Two year Degree Course)

Dissertation

Paper Code- LLM 404 B

Semester 4TH

L-T-P

3-1-0

Credits-4

Maximum Marks: -200

External Marks:- 160

Internal Marks: -40

Objectives- Dissertation acquaint the students with the practical aspect of research hits conceptual and operational parameters in the field of law and justice in globalizing world, the judicial interpretation and the new and emerging dimensions.

Course Content:- In the 3rd semester within 07 days of the commencement of classes the student must apply to the director of the Centre for approval of her topic of dissertation and nomination of supervisor. The dissertation must be submitted one week prior to the commencement of 4thsemester examinations. The dissertation must be certified by the candidate about its originality and countersigned by the supervisor. The supervisor has to evaluate it for 40 marks based on the research aptitude, knowledge and work done by the student. For rest of 160 marks it shall be evaluated by an outside examiner not below the rank of an Associate Professor.

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Annexure -7

SCHEME

Pre- PhD Course (Law)

W.e.f July 2024

Sr No	Paper Code	Nomenclature Of Paper	Hours per week	Max Marks External		Credits
1	LAW 3101	Research Methodology	4	80	20	4
2	LAW 3102	Philosophy of Law	4	80	20	4
3	LAW 3103	Principal of Indian Constitutional Law	4	80	20	4
4	CPE-RPE-022	Research and Publication Ethics	2	40	10	2
		Total	14	280	70	14

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The course work consists of three papers of 4 credits and one paper of two credits in one semester.The paper having Four credits is of 100 marks out of which 20 marks are for internal assessment and paper having two credits is of 50 marks out of which 10 marks are of internal assessment. The internal assessment shall be made on the basis of the seminar paper prepared by the candidate. It shall be presented before the departmental committee by the candidate and marks shall be awarded by the present members of the committee. The paper again shall be evaluated by a committee constituted by the departmental committee for this propose on average basis. Passing marks shall be 50% in both in internal and external assessment independently.

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PhD in Law Course Work

1st Semester

Course Code:Law-3101

RESEARCH METHODOLOGY

External Theory Marks: 80

Total Credits : 4 (L- 4 T -0 P-0) **Internal Marks : 20**

Time 3 Hours

Note:- Eight questions is to be set covering the entire syllabus and the examinee has to attempt for questions at all. All questions carry equal marks.

1. Nature, Scope, Objectives and currents trends of Legal Research.
2. Modes of Legal Research.
   a) Doctrinal Non-doctrinal or Empirical Research.
   b) Descriptive and Analytical Research.
   c) Applied and Fundamental Research.
   e) Sociological Research.
3. Planning: Identification, Selection & Formulation of a Research Problem.
4. Methods of Investigation: Scientific, Case Study, Survey, Experimental and Discussion Methods.
5. Tools for Collecting of Data.
   a) Primary Data Method.
   b) Secondary Data Method.
   c) Observation, Interview, Questioner & Schedule Method.
   d) Hypothesis:
   e) Sampling:
   f) Data collection, analysis & interpretation.
   g) Research Report Writing.
6. Computer Application and Legal Research.
   a) Role of Computers in the field of Legal Research.
   b) Role of law Journals

Suggested Readings

1. Price, M.O. Bitner,H.and :Effective Legal Research(1978) Bysiewiez
2. Young,PaulineV. : Scientific Social Survey and Research (1962) Grade,
3. WilliamJ. and J. Cera: Methods in social Research, McGraw-Hill Book Paul,K.Hatt : Company, London
4. Hyman, H.M : Interview in gin Social Research (1965) Erwin,
5. C. Surrency, B. Fieif: A Guide to Legal Research (1959)
6. Morris,L.Cohan :Legal Research in Nuishelc (1996) West Publishing House Co
7. Havard Law Review Association, Uniform System of Citations.
8. ILI Publication :Legal Research and Methodology Baxi,Upendra:Social Legal Research in India

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PhD in Law Course Work

1st Semester

Course Code:Law-3102

PHILOSOPHY IN LAW

External Theory Marks: 80

Total Credits : 4 (L- 2 T -0 P-0) **Internal Marks : 20**

Time 3 Hours

Note:- Eight questions is to be set covering the entire syllabus and the examinee has to attempt for questions at all. All questions carry equal marks.

1. Philosophy if Law- Hindi, Muslim, Greek and Roman.
2. Legal Philosophy in middle ages.
3. Classical era of Natural Law.
4. Concept & theory of justice & Law.
5. Schools of Law-
   a) Historical School.
   b) Utilitarianism.
   c) Legal Positivism.
   d) Sociological jurisprudence.
   e) Legal Realism.
6. Expending horizons of concept of Justice.
7. Theories of Law-
   a) Marxist theories of Law.
   b) Feminist Legal Theory.
8. The functions of Law.
9. The sources and techniques of law.

Suggested Readings

1.Paton: A Text book of Jurisprudence Dias: Jurisprudence

2. Friedmann: Legal Theory Hart : Concept of Law
3. Llioyd : Introduction to Jurisprudence Fuller : The Morality of Law
4. Basu : Modern Theories of Law(TLL)
5. Austin : The Province of Jurisprudence Determined Bodenheimer : Jurisprudence
6. Ludr,Amit : Law of Personal Autonomy (2012 ed) Stone : Social Dimensions of Law and Justice Jennings : Modern Theories of Law
7. Allen : Law in the Making Pound : Jurisprudence Vol..I-IV
8. Weermantrury : Equality and Freedom: Some Third world Prospective Hilaire Mc Coubery : Text Book of Jurisprudence

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PhD in Law Course Work

1st Semester

Course Code:Law-3103

Principles of Indian Constitutional Law.

Time 3 Hoursr04 credits **External Theory Marks: 80**

Total Credits : 4(L- 4 T -0 P-0) Internal Marks : 10

Note:- Eight questions is to be set covering the entire syllabus and the examinee has to attempt for questions at all. All questions carry equal marks.

1. Nature and scope of Constitutional law
2. Fundamental Constitutional Concepts and type of the Constitution.
3. Central and local Governments.
4. Organs of the state and relation between them.
5. The electoral system.
6. Property, Contracts, Suits, trade and commerce.
7. Emergency provisions.
8. Fundamental freedoms.
9. Civil servants.
10. Constitutional change.
11. Basic structure theory.

Suggested Readings:

1. **Seervai, H.M.** : Constitutional Law of India(3Volumes). Jain, M.P. : Indian Constitutional Law
2. **Shukla ,V.N.** :Constitution of India Basu, D.D.: Constitution of India
3. **Bar Council of India** : Constitution of India (Edited by Hidayatulla) Ex. C.J. of India
4. **Dr. Pal, Chander** : Centre-State Relation and Co-operative Federalism.
5. **Gupta,R.K.** :Centre State Fiscal Relation under the Indian Constitutional Law
6. **Wheare,K.C.** : Federal Government(1963)

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PhD in Law Course Work

1st Semester

Course Code: CPERPE-2203

Research and Publication Ethics

Time 3 Hours | **External Theory Marks:40**

Total Credits : 2 (L- 2 T -0 P-0) | **Internal Marks : 10**

Instructions for External Theory Paper Setter/ Examiner :

The question paper will contain 8 questions of 10 marks each and student will be required to attempt 4 questions (1 question from each unit).

Course Objectives: The course aims to sensitize researchers regarding publication ethics and publication misconducts.

Course Input :

Unit – I

Philosophy and Ethics : Introduction to philosophy: definition, nature and scope, concept, branches; Ethics: definition, moral philosophy, nature of moral judgement and reactions.

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Scientific Conduct : Ethics with respect to science and research; Intellectual honesty and research integrity; Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP); Redundant publications: duplicate and overlapping publications, salami slicing; Selective reporting and misrepresentation of data

Unit - II

Publication Ethics : Publication ethics: definition, introduction and importance; Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.; Conflicts of interest;

Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types; Violation of publication ethics, authorship and contributorship; Identification of publication misconduct, complaints and appeals; Predatory publishers and journals Practice

Unit - III

Open Access Publishing : Open access publications and initiatives; SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies; Software tool to identify predatory publications developed by SPPU; Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

Publication Misconduct : Subject specific ethical issues, FFP, authorship; Conflicts of interest; Complaints and appeals: examples and fraud from India and abroad; Use of plagiarism software like TurnitIn, Urkund and other open source software tools.

Unit - IV

Databases And Research Metrics : Databases - Indexing databases; Citation databases –Web of Science, Scopus, SCI, etc.; Research Metrics - Impact Factor of journal as per Journal Citation

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

Report, SNIP, SIR, IPP, Cite Score; Metrics : h-index, g-index, i-index, Altmetrics journal database.

Suggested Readings:

- Bird, A. (2006). Philosophy of Science. Routledge.
- MacIntyre, Alasdair (1967) A Short History of Ethics. London.
- P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN:978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition. National Academies Press.
- Resnik, D. B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10. Retrieved from https://wwvv.niehs.nih.gov/research/resouices/bioethics/whatis/index.cfm
- Bcall, J. (2012). Predatory publishers are corrupting open access. Nature, 489(7415), 179-179. https://doi.org/10.1038/489179a
- Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN:978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics Book.pdf

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Khanpur Kalan (Sonipat)

Annexure - 8

Faculty of Law

BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat.

(A State University recognized under Section 2(f) and 12(B) of the U.G.C. Act 1956)

Ref. No BPSMV/CSE/IT/18/.....
Dated .....

Minutes of the meeting of the Faculty of Law, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 23/08/2024 at 12:30 P.M. The following members of the Faculty were present:

1. Prof. Ajit Singh, Dean, Faculty of Law, BPSMV, Khanpur Kalan — Chairperson
2. Dr. Seema Dahiya, In-Charge, Department of Laws, BPSMV, Khanpur Kalan — Member
3. Dr. Seema Thakran Officiating Principal, Tau Devi Lal, Govt. College for Women, Murthal, Sonepat — Member
4. Dr. Sudesh Lather, Principal, Govt. College for Women, Sonepat — Member

The meeting was convened in the office of the Dean, Faculty of Law, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat. The agenda items were discussed in detail and the decisions have been taken as under:

Item No. 1: Considered and Approved.

The recommendations of UGBOS held on 17.7.2024 of the Department of Laws with respect to the inclusion of three criminal laws w.e.f. July 2024-25 as per the BCI regulation were considered and approved.

Item No. 2: Considered and Approved

The recommendations of PGBOS held on 30.7.2024 of the Department of Laws with respect to the scheme, syllabus and ordinance of LLM two years programme and revised scheme of the Ph. D (Law) programme w.e.f. 2024-25 were considered and approved.

The meeting is ended with a vote of thank to the chair.

Seema 23/8/24
Dr. Seema Dahiya

Seema 23/8/24
Dr. Seema Thakran

23/8/24
Dr. Sudesh Lather

23/8/2024
Prof. Ajit Singh

B.P.S Mahila Vishwavldyalaya, Khanpur Kalan Sonepat.

Department of Laws

To

1. Dr. Seema Dahiya
   Chair Person(Deptt. of Law) BPSMV Khanpur Kalan
2. Dr. Rajesh Hooda
   Asstt. Prof. (Deptt. of Law) BPSMV Khanpur Kalan
3. Dr. Pawan Kumar
   Asstt. Prof. (Deptt. of Law) BPSMV Khanpur Kalan
4. Prof. (Dr.) Amit Ludri
   Dean Faculty of Law KUK
   Email:-amitludrikuk@gmail.com
5. Prof. Kavita Dhull
   Department of Law MDU, Rohtak.
   Email:- dhullkavita@gmail.com
6. Ms. Sandhya Lathwal
   Senior attorney Associate, Integreon Managed
   Solution, Sec 98 Noida.
   Email:- advsandhyalathwal@ahoo.com
7. Dr. Monika, Assistant Professor,
   Institute of Law,KUK.
   Email:- mcsdagar@gmail.xom

Sub:- **Minutes of the Meeting of PG BOS Law. 2024-25**

Dear Members,

The meeting of PGBOS of law was conducted in Blended mode at 12.00 PM on dated 30.07.2024. The meeting was attended by all the members and following is resolved.

Resolution 1.- PGBOS committee discussed Agenda 1 I.e For the Approval of Ordinance & Scheme w.e.f 2024-25 for LLM 2-year program. regarding following modifications:

1.1Increase of passing percentage from 45% to 50% in LLM Two Year Course. (50% to 45% was earlier passed in PGBOS and Faculty meeting held in year 2021 but couldn't be taken up to Academic Council.) Now it is proposed to be reverted to 50%.

ii) Increase in LLM Seats from 30 to 40 w.e.f 2025-26 session

iii) Admission in LLM Course shall be on the basis of merit through an entrance test.

The Agenda 1.1, 1.2, 1.3 stand approved as proposed.

Resolution 2: The PGBOS committee considered and discussed Agenda 2 regarding the approval of the revised Scheme regarding Credit System for PhD in Law w.e.f 2024-25 as per BPSMV policy and Common PhD Ordinance of BPSMV Khanpur Kalan will be applicable as it is and from time to time it will be.

2.1 Adoption of Credit System 3:1 for PhD in Law.

The Agenda 2 and 2.1 stand approved as proposed.

Resolution 3 : The PGBOS considered and discussed Agenda 3 regarding Approval of Examiners Panel for PG Courses I.e LLM and PH.D for the session 2024-25

- Appointment and approval of examiners for maintaining academic standards and quality assurance. The list is enclosed herewith.

Upon discussion, the updated panel as Agenda 3 was resolved as approved. Copy of the panel is attached herewith.

The meeting ended with thanks to all present. The minutes of the meeting are for your kind approval. We are highly thankful for your cooperation and valuable contribution.

Dr. Seema Dahiya
Chairperson

C.C:-

1. All Members of the P GBOS.
2. P.A to COE for information of COE.
3. F.O BPSMV to arrange on the spot payment of D.A and honorarium to outside experts.

Dr. Seema Dahiya
Chairperson

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Re: Minutes of PGBOS Meeting held on 30 July 2024

1 message

Kavita Dhull <dhullkavita@gmail.com>
To: Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>
Cc: AMIT LUDRI <aludri@kuk.ac.in>, "Dr. Rajesh Hooda" <drrajeshruhil_bps@rediffmail.com>, "Dr. Pawan Kumar" <pawankumar@bpswomenuniversity.ac.in>, Seema Dahiya Jakhar <seemadahiyajakhar@gmail.com>, Adv.sandhyalathwal@yahoo.com, mcdagar@gmail.com, Finance Officer <fo@bpswomenuniversity.ac.in>, Controller of Examinations <coe@bpswomenuniversity.ac.in>

Tue, Jul 30, 2024 at 1:29 PM

Approved.

On Tue, 30 Jul 2024, 1:19 pm Department of laws BPSMVKK, <dol@bpswomenuniversity.ac.in> wrote:

> Dear All PGBOS Members
> PFA regarding minutes of PGBOS & updated Panel of Examiners of LLM & Pre PhD. Kindly send your Approval in the trailing mail ASAP. As the Faculty meeting of Law is scheduled on 1st August.
>
> With Thanks and Regards

1262-

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Re: Minutes of PGBOS Meeting held on 30 July 2024

1 message

AMIT LUDRI <aludri@kuk.ac.in>
To: Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Tue, Jul 30, 2024 at 1:45 PM

Proceedings approved
pl change e mail id to dean.law@kuk.ac.in

Regards
prof Amit Ludri

On Tue, 30 Jul 2024, 1:19 pm Department of laws BPSMVKK, <dol@bpswomenuniversity.ac.in> wrote:

> Dear All PGBOS Members
> PFA regarding minutes of PGBOS & updated Panel of Examiners of LLM & Pre PhD. Kindly send your Approval in the trailing mail ASAP. As the Faculty meeting of Law is scheduled on 1st August.
>
> With Thanks and Regards

1 293 1

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Re: Minutes of PGBOS Meeting held on 30 July 2024

1 message

Seema Dahiya Jakhar <seemadahiyajakhar@gmail.com> Tue, Jul 30, 2024 at 1:56 PM
To: Sandhya Lathwal <adv.sandhyalathwal@yahoo.com>
Cc: AMIT LUDRI <aludri@kuk.ac.in>, Controller of Examinations <coe@bpswomenuniversity.ac.in>, Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>, "Dr. Pawan Kumar" <pawankumar@bpswomenuniversity.ac.in>, "Dr. Rajesh Hooda" <drrajeshruhil_bps@rediffmail.com>, Finance Officer <fo@bpswomenuniversity.ac.in>, Kavita Dhull <dhullkavita@gmail.com>, mcdagar@gmail.com

Duly Approved.

Dr. Seema Dahiya Jakhar
Assistant Professor in Law
BPSMV-KK Sonipat

1 h 27 1

On Tue, 30 Jul 2024 at 1:47 PM, Sandhya Lathwal <adv.sandhyalathwal@yahoo.com> wrote:

Acknowledged & Approved.

warm Regards,
Sandhya Lathwal

Sent from Yahoo Mail for iPhone

On Tuesday, July 30, 2024, 1:19 PM, Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:

Dear All PGBOS Members
PFA regarding minutes of PGBOS & updated Panel of Examiners of LLM & Pre PhD. Kindly send your Approval in the trailing mail ASAP. As the Faculty meeting of Law is scheduled on 1st August.

With Thanks and Regards

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Re: Minutes of PGBOS Meeting held on 30 July 2024

1 message

rajesh hooda <drrajeshruhil_bps@rediffmail.com>
To: dhullkavita@gmail.com
Cc: aludri@kuk.ac.in, pawankumar@bpswomenuniversity.ac.in, seemadahiyajakhar@gmail.com, Adv.sandhyalathwal@yahoo.com, mcdagar@gmail.com, fo@bpswomenuniversity.ac.in, coe@bpswomenuniversity.ac.in, dol@bpswomenuniversity.ac.in

Tue, Jul 30, 2024 at 1:47 PM

Approved.

Regards and Wishes

From: dhullkavita@gmail.com
Sent: Tue, 30 Jul 2024 13:43:57
To: Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>
Cc: AMIT LUDRI <aludri@kuk.ac.in>, "Dr. Rajesh Hooda" <drrajeshruhil_bps@rediffmail.com>, "Dr. Pawan Kumar" <pawankumar@bpswomenuniversity.ac.in>, Seema Dahiya Jakhar <seemadahiyajakhar@gmail.com>, Adv.sandhyalathwal@yahoo.com, mcdagar@gmail.com, Finance Officer <fo@bpswomenuniversity.ac.in>, Controller of Examinations <coe@bpswomenuniversity.ac.in>
Subject: Re: Minutes of PGBOS Meeting held on 30 July 2024

Approved.

On Tue, 30 Jul 2024, 1:19 pm Department of laws BPSMVKK, <dol@bpswomenuniversity.ac.in> wrote:

> Dear All PGBOS Members
> PFA regarding minutes of PGBOS & updated Panel of Examiners of LLM & Pre PhD. Kindly send your Approval in the trailing mail ASAP. As the Faculty meeting of Law is scheduled on 1st August.
>
> With Thanks and Regards

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Re: Minutes of PGBOS Meeting held on 30 July 2024

1 message

Pawan Kumar <pawankumar@bpswomenuniversity.ac.in> Tue, Jul 30, 2024 at 2:02 PM
To: Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Madam,

Thanks for the mail. I hereby consent to minutes of the meeting.

Regards

On Tue, 30 Jul, 2024, 1:19 pm Department of laws BPSMVKK, <dol@bpswomenuniversity.ac.in> wrote:

> Dear All PGBOS Members
> PFA regarding minutes of PGBOS & updated Panel of Examiners of LLM & Pre PhD. Kindly send your Approval in the trailing mail ASAP. As the Faculty meeting of Law is scheduled on 1st August.
>
> With Thanks and Regards

-266-

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Re: Minutes of PGBOS Meeting held on 30 July 2024

1 message

Sandhya Lathwal <adv.sandhyalathwal@yahoo.com>
To: Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>, AMIT LUDRI <aludri@kuk.ac.in>, Kavita Dhull <dhullkavita@gmail.com>, "Dr. Rajesh Hooda" <drrajeshruhil_bps@rediffmail.com>, "Dr. Pawan Kumar" <pawankumar@bpswomenuniversity.ac.in>, Seema Dahiya Jakhar <seemadahiyajakhar@gmail.com>, Adv.sandhyalathwal@yahoo.com, mcdagar@gmail.com
Cc: Finance Officer <fo@bpswomenuniversity.ac.in>, Controller of Examinations <coe@bpswomenuniversity.ac.in>
Tue, Jul 30, 2024 at 1:47 PM

Acknowledged & Approved.

warm Regards,
Sandhya Lathwal

Sent from Yahoo Mail for iPhone

On Tuesday, July 30, 2024, 1:19 PM, Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:

> Dear All PGBOS Members
> PFA regarding minutes of PGBOS & updated Panel of Examiners of LLM & Pre PhD. Kindly send your Approval in the trailing mail ASAP. As the Faculty meeting of Law is scheduled on 1st August.
>
> With Thanks and Regards

-267-

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Fwd: Invitation for PGBOS meeting on 30 July 2024 in blended mode

1 message

Seema Dahiya Jakhar <seemadahiyajakhar@gmail.com> Tue, Jul 30, 2024 at 2:17 PM
To: Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Dr. Seema Dahiya Jakhar
Assistant Professor in Law
BPSMV-KK Sonipat

---------- Forwarded message ---------
From: **Monika Dagar** <mcsdagar@gmail.com>
Date: Tue, 30 Jul 2024 at 2:14 PM
Subject: Re: Invitation for PGBOS meeting on 30 July 2024 in blended mode
To: Seema Dahiya Jakhar <seemadahiyajakhar@gmail.com>

1-268-1

The Agenda items discussed during the meeting of PGBOS of law held on 30-7-2024 may be treated as approved, please.

Sincerely regards

On Mon, Jul 29, 2024 at 10:19 PM Seema Dahiya Jakhar <seemadahiyajakhar@gmail.com> wrote:

> Dear Madam/ Sir
> Pleasant Greetings
> Hope you all are doing well.
> PFA regarding invitation for PGBOS meeting in blended mode.
> Link for meeting will be shared ten minutes before the meeting.
> Kindly make it convenient to attend the same.
>
> With thanks and regards
> Dr. Seema Dahiya Jakhar
> Assistant Professor in Law
> BPSMV-KK Sonipat

(1)

Annexure -9

B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan

Department of Education

ORDINANCE

MASTER OF EDUCATION

(W.e.f. academic session 2024-25)

1. DEFINITIONS:

1.1. **Programme** stands for Master of Education (M.Ed.)

1.2. **Credit Weightage** is a weightage assigned to a course in terms of contact hours.

1.3. **Grade** stands for letter grade assigned to students on the basis of examination of a paper on 10^{th} point scale.

1.4. **Grade points** stand for numerical equivalents of letter grade.

1.5 **Course Stand** for Paper

2. DURATION:

2.1 The duration of the M.Ed. programme shall be two academic years comprising four semesters. Each academic year shall be divided into two semesters i.e. July to November/ December and January to May/ June. The semesters in first academic year are referred to as Semester I and Semester II. The Semesters in second academic year are referred to as Semester III and Semester IV. Each semester shall comprise 100 working days of class transaction, practicum, field study and conduct of examination. There shall be 200 working days in each year as per National Council for Teacher Education (NCTE) requirements.

2.2 The normal duration of the programme is two year (4 semesters) and maximum duration of M.Ed. programme offered by Department of Education in four years (n+2). A candidate, who fails to pass M.Ed. examination within a period of four years of her admission to the programme, shall be required to repeat the Programme *de movo*.

3. ADMISSIONS:

3.1 *Eligibility:* A candidate who possesses the following qualifications shall be eligible to
join the M.Ed. Programme:

3.1.1 Bachelor Degree of Education (B.Ed.) after graduation or B.A. B.Ed. /B.Sc. B.Ed or B.El.Ed. or D.El.Ed. with an undergraduate degree (with 50% marks in each)with at least **50%** marks in aggregate. Reservation

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of state government/ BPSMV rules are applicable.

3.1.2 No candidate who is in employment (full time/ part time/ honorary service) shall be eligible to take admission in M.Ed. programme without taking leave from her institution/ office etc. from the date of admission to the termination of her examination including other essential requirements. She has to submit an affidavit in this regard. If found violation of this rules her admission shall stand cancelled.

3.2 Procedure: The admission shall be done on the basis of merit in entrance test/qualifying
examination merit as decided by the university from time to time.

4.FEE:

The programme fee shall be paid by the candidate as such as prescribed by the university from time to time.

5. TEACHING METHODOLOGY:

The methods of teaching shall include classroom instructions, practical work, assignments, seminars, workshops, dissertations, fieldwork, projects etc. The medium of instruction shall be English/Hindi.

6.CREDIT WEIGHTAGE:

Each course has a certain number of credits which reflect its weightage. Credits of a course are evaluated as under:-

6.1 Lecture: One credit per hour per lecture per week per semester will generally be adopted.

6.2 Practical: Half Credit per hour per week per semester will be assigned.

7. EXAMINATION:

7.1 At the end of the each semester, there shall be an examination where each candidate shall be examined in the courses studied by them in that semester. Each semester examination shall be designated as first semester examination, second semester examination, and third semester examination and so on.

7.2The examination in each semester will be held according to the syllabi approved by the Board of Studies. The Panel of examiners shall be appointed for each course and shall be recommended by the Post Graduate Board of Studies (PGBOS).

7.3. The examination shall consist of theory courses and practical examination. Theory courses are to be set by the external/internal paper setters appointed by the Vice-Chancellor from a panel of examiners submitted by the chairperson of the department duly approved by the PGBOS of the concerned department. The medium of examination shall be as under:

Chairperson
Department of Education
BPS Mahila Vishwavidyala
Khahpur Kalan (Sonipat)

7.3.1The question-papers shall be set both in English and Hindi Language.
7.3.2 The candidates shall write their answers in English or Hindi language.
7.4For practical examination viva-voce shall be conducted jointly by the external and internal examiners. If an external examiner is not able to join, alternate examiner (including those of the same University department may be appointed by the Chairperson of the concerned dept. with the intimation to the Controller of Examinations in the following preferential order: i) From outside ii) From BPSMV, Khanpur Kalan.
7.5 The examination for the odd semester will normally be held in November/December and for the even semester in April/May on such date as provided by the University. The concerned teacher/course coordinator should ensure that 100% syllabus is covered in each course before the semester examination.
7.6 Every programme is coordinated by a member of the teaching staff of the department which is offering the programme in a given semester. This faculty member is called the programme coordinator. He/ She has the full responsibility for conducting the programme, coordinating the work of the other members of the faculty involved in the course holding the midterm exam and practicum/projects/assignment/presentation. For any difficulty, the student is expected to approach the programme coordinator for advice and clarification. All the responsibilities from teaching to the award of final grade will be of the programme coordinator.
7.7 Every student has to appear in the mid term exam. If a student does not take a mid term exam, she shall be awarded zero marks in the test. The marks obtained in sessional/practical/theory/drawing/general proficiency are to be submitted to the examination branch duly signed by the Chairperson of the department before the close of semester examination.
7.8 If a candidate, after attending the classes for the course of studies in the Department either not appeared or having appeared in any semester examination has failed in one or more courses for that examination, she can appear for such courses at subsequent examinations without attending a fresh course of studies for that semester such a candidate may, in the meantime, prosecute her studies for the next semesters. Supplementary examinations for the last two semesters will be held after six months i.e. for odd semester in the month of May and for even semester in the month of December/January.
7.9 For holding the Mid term exam during even and odd semester the schedule of mid termexam shall be laid down by teacher(s) concerned in consultation with the Chairperson of the Department as the case may be and shall be made known to the students at the commencement of each semester.

Chairperson
Department of Education
BPS Mahila Vishwavidyalay
Khanpur Kalan (Sonipat)

7.10 If any of the department wants to alter the dates due to some reason to the satisfaction of the Chairperson of the Department, the date for conduct of mid term exam should not go beyond the 1st week of January so that the results are not delayed.

7.11 For Mid termexam the syllabus for Examination will be what is covered on the entire syllabus. Every teacher will submit in writing to the Chairperson at the end of term i.e. intervening period between Mid Term Exam the content of the syllabus covered during the semester.

7.12 Dissertation and field work report shall be submitted by one month before the start of second semester examination of that academic year. In exceptional cases (serious illness, serious calamity etc. accompanied by a documentary proof) the Chairperson of the Department in consultation with the Dean, Faculty of Education may extend the date as per the policy of the university.

8. RE-APPEAR EXAMINATION:

The examination for first semester shall ordinarily be held in the month of November/December and for the second semester in the month of April/May or such dates as may be fixed by the Controller of Examinations. Supplementary examination will be held for re-appear candidates as under:

	Semester	**when held**
(a)	First Semester	Along with second semester in April/May of the academic year.
(b)	Second Semester	Along with first semester in November/December of next academic year.

9.EVALUATION AND GRADING:

9.1 The assessment will be **20%** internal and **80%** external for all papers.

9.2 The students will have to qualify internal as well as external examination separately.

9.3.The weightage for internal evaluation /sessional evaluation will be done according to the following break-down of marks:

The internal assessment/ sessional evaluation for courses (except Field work, Community Survey and Dissertation work) will be done according to the following break-down of marks:

A. Assignment/seminar/presentation/project =5 marks

B. Mid term exam = 10 marks

C. Attendance =5 marks

Details of Attendance Marks:

- Less than 60% 0 marks
- Up to 65% 1 marks
- Up to 70% 2 marks

-272-

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Up to 75% 3 marks
- Up to 80% 4 marks
- Above 80% 5 marks

9.4. **Ad-hoc Grace:**

If there is any discrepancy/out of syllabus/printing error/untoward incident during the examination, the matter be referred to a Standing Committee of

(i) Controller of Examinations.
(ii) Chairperson of the concerned Department.
(iii) One faculty member concerning the course.

The Committee may recommend re-conduct of the course or uniform grace marks to all but that should not exceed 10% marks of that particular course.

9.5 . Moderation of Marks:

(a) Internal Examinations:- If there are more than one teacher associated in any internal assessment, one of the member will be made co-coordinator by the concerned Chairperson and he/she along with the others can moderate the marks to maintain uniformity so that no student get undue advantage or disadvantage.

(b) External Examinations: - if there is unusual variation (very high or very low) in the awards, the COE may refer the matter to a Moderation Committee consisting of

(i) Controller of Examinations.

(ii) Chairperson of the Department.

(iii) One faculty member concerning the course.

As per recommendation of the committee the result may be revised.

9.6 In case, the candidate is fail or has failed in the internal examination, the internal examiner may conduct the re-examination as and when feel suitable with prior approval of the Chairperson of the department.

9.7 Grading:

The academic performance of a student shall be graded on a scale as prescribed by the university. The award of grades based upon marks obtained out of 100 shall be made as follows:

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

Academic Performance	Letter Grades	Grade Points (p)
Outstanding	O	10
Excellent	A+	09
Very Good	A	08
Good	B+	07
Above average	B	06
Average	C	05
Pass	P	04
Fail	F	00
Absent	Ab	00

Note: 1. Pass Grade is Grade 'C' and above.
2. Grades 'P', and 'F are fail grades.

9.8. For the award of grades in a course, all component wise evaluation shall be done in marks. The award of grades based on absolute marks (irrespective of no students) out of 100 shall be made as follows:-

Marks		Grade		Marks
90	≤	O	≤	100
80	≤	A+	≤	89
70	≤	A	≤	79
60	≤	B+	≤	69
50	≤	B	≤	59
40	≤	C	≤	49
30	≤	P	≤	39
0	≤	F	≤	29
Ab		Ab		

9.9. Calculation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

The Grade Point Average is calculated as follows:-

$$GPA = \frac{\sum (\text{Number of credits} \times \text{Grade Points})}{\sum (\text{Number of Credits Registered})}$$

Chairperson
Department of Education
BPS Mahila Vishwavidyala
Khahpur Kalan (Sonipat)

For the purpose of calculation of GPA for SGPA and CGPA only those programmes (including projects) will be taken into account in which the student has been awarded one of the pass grades. Here SGPA stands for the sum of

(i) $SGPA = \frac{\sum C_i P_i}{\sum C_i}$

Where

C_i =Number of credits earned in the i^{th}programme of a semester for which SGPA is to be calculated.

p_i = Grade point earned in i^{th}programme

i = 1, 2, 3 ..... n, represent the number of programmes in which a student is registered in the concerned semester.

(ii) $CGPA=\frac{\sum C_i P_i}{\sum C_i}$

Where

C_j= Number of credits earned in the j^{th}programme upto the semester for which CGPA is to be calculated.

P_j = Grade point earned in the j^{th}programme. Any grade lower than the pass grade in a programme shall not be taken into account.

j = 1, 2, 3 .....n, represent the number of programmes in which student was registered and obtained a grade not lower than 'C' upto the semester for which CGPA is to be calculated.

10. ATTENDANCE:

10.1 No candidate shall be considered to have pursued a regular programme unless she has attended not less than **80%** in theory courses and practicum, seminar, presentation etc. and **90%** for field attachment. A deficiency up to **10%** may be condoned by the Chairperson of the department. In some special cases the Vice-Chancellor may condone a further **5%.**

10.2 If a student is absent from the Department for more than four weeks without intimating to the Chairperson/Programme -Coordinator of the department, her name will be struck off from the department rolls with information to the Academic Branch.

Chairperson
Department of Education
BPS Mahila Vishwavidyala
Khahpur Kalan (Sonipat)

10.3 In case the student name is struck off due to non-payment of fee and is re-admitted later, her attendance shall not be counted for that period.

11. GENERAL GUIDELINES:

11.1 Where this document is silent about any rule, the University policy regulation as framed time to time will be applicable.

11.2 Admission, teaching schedule, preparatory holidays, examination, winter, summer vacation, shall be followed as specified in academic Calendar of the University.

11.3 A student is deemed to have completed the requirements for the degree and is eligible for the award of degree if:

11.3.1 She has satisfied all the academic requirements as per the regulations;

11.3.2 She has paid all fees due from her; and

11.3.3 There is no case of indiscipline pending against her.

11.3.4 A student who has completed the entire graduation requirement listed above shall be eligible for award of degree/certificate. However, under extremely exceptional circumstances, where gross violation of the graduation requirements is detected at any later stage, the Academic Council may recommend to the Executive council to withdraw the degree/PG diploma already awarded.

11.4 The gap of one/two semesters missed by the student (s), as the case may be, will count towards the total duration of the programme permissible under the regulations.

11.5 Absence of registered students from classes during a semester shall be discouraged. However, for bonafide reasons such illness, maternity a student may be granted leave of absence as per provision of leave rules for students framed by the Academic Council.

11.6 Grace Marks shall be provided as per university rules.

11.7 All academic problems of the students other than those affecting the University rules and regulations framed from time to time may be looked into by a committee constituted by the Dean Academic Affairs.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

Annexure - 10

M.Ed. Programme (2024-2026)

Program Outcomes (POs) for M.Ed. Programme

Program Outcomes (POs) for M.Ed. Programme will enable the student to:

1. Acquire a deep and comprehensive understanding of educational theories, practices, policies, and research methodologies, preparing students for leadership roles in the field of education.
2. Apply philosophical and sociological concepts to contemporary educational issues, developing informed and thoughtful approaches to educational practice and policy.
3. Develop an in-depth understanding of major psychological theories related to learning, development, and motivation, and their application in educational settings.
4. Conduct research in educational psychology and assess the psychological effects of educational policies, contributing to the advancement in the field of Education.
5. Develop advanced research skills to critically analyze educational issues, design and conduct original research, and contribute to the academic knowledge base in education.
6. Gain expertise in designing, implementing, and evaluating innovative curriculum and instructional strategies that meet diverse learner needs and educational contexts.
7. Gain an in-depth understanding of pedagogical and andragogical theories, enabling them to design and implement effective teaching strategies for diverse learners across different educational contexts.
8. Become proficient in various assessment and evaluation methods, capable of designing, administering, and analyzing assessments to measure and enhance student learning outcomes.
9. Integrate gender perspectives into various educational disciplines, promoting a holistic understanding of how gender influences education.
10. Equipped with the skills to critically analyze and evaluate various approaches to value education and human rights, applying these concepts effectively in curriculum development, classroom practices, and broader educational policies.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

55

11. Identify best practices in education from various countries, analyzing their applicability and potential for implementation in different educational settings.

12. Gain skill in designing, implementing, and evaluating a variety of assessment tools and techniques, ensuring they are valid, reliable, and aligned with educational perspective.

13. Analyze the evolution of educational policies in India, from the colonial period to contemporary times, and understand their impact on the Indian education system.

14. Demonstrate a thorough understanding of the theories, policies, and practices related to elementary and secondary education, including developmental stages, curriculum design, and instructional strategies.

15. Cultivate leadership qualities and the ability to analyze and influence educational policies and practices at various levels, from local to global.

16. Promote and uphold ethical standards in educational practice, emphasizing the importance of inclusivity, equity, and social justice in educational settings.

17. Become effective educators, capable of designing and delivering high-quality instruction, engaging in professional development, and contributing positively to their educational communities.

18. Design and implement effective technology-based teaching and learning strategies that enhance student engagement and learning outcomes.

19. Demonstrate the ability to lead educational institutions with a clear vision, ethical principles, and strategic direction, fostering a culture of continuous improvement and innovation.

20. Excel in their respective pedagogical fields (Science, Mathematics, Language Education, and Social Science Education) contributing to the advancement of education and the development of future generations.

21. Encourage in continuous professional growth and lifelong learning, enabling educators to adapt to changing educational environments and emerging challenges.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

Program Specific Outcomes (PSOs) for M.Ed. Programme

Program Specific Outcomes (PSOs) for M.Ed. Programme will enable the students:

1. Critically examine various educational philosophies, such as Idealism, Realism, Pragmatism, and Existentialism, and their implications for curriculum design, pedagogy, and educational goals.
2. Apply advanced theories of learning, development, and instruction to analyze and improve educational practices in diverse contexts.
3. Design and implement effective teaching strategies and assessment methods that cater to the diverse needs of learners, fostering a supportive and inclusive learning environment.
4. Conduct and disseminate high-quality research that addresses contemporary educational challenges, contributing to the academic and professional discourse in education.
5. Learn to effectively report and present research findings, including writing research reports, creating visual data representations, and presenting findings to academic and professional audiences.
6. Apply principles and theories of curriculum design, including needs assessment, content selection, sequencing, and integration, to create curricula that meet specific educational objectives.
7. Engage in research and innovative practices in pedagogy, andragogy, and assessment, contributing to the advancement of educational practices and policies
8. Analyze and influence educational policies through informed decision-making and leadership, addressing key issues in education such as equity, access, and quality.
9. Lead and manage educational institutions and programs, fostering a culture of collaboration, innovation, and continuous improvement.
10. Gain deep and critical understanding of gender theories, concepts, and frameworks, enabling them to analyze gender-related issues in educational contexts.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

11. Identify and critically assess contemporary challenges related to value education and human rights, proposing solutions that are practical, sustainable, and grounded in ethical principles

12. Develop a comprehensive understanding of educational systems, policies, and practices across different countries, enabling them to compare and analyze these systems critically and contextually

13. Incorporate global perspectives and multicultural understanding into educational practice, preparing educators to work in diverse and international contexts.

14. Contribute to the field of Education through effective assessment practices, data-driven decision-making, and ethical standards.

15. Contribute effectively to the field of elementary and secondary education, with a strong foundation in theory, practice, and professional development.

16. Evaluate national policies related to education, focusing on inclusivity, women's education, and the right to education, and their implications for marginalized groups.

17. Demonstrate a comprehensive understanding of the theories and models of teaching and learning, and apply them effectively in various educational contexts.

18. Integrate technology effectively into educational settings, engage in ongoing professional development, and contribute to the field through research and innovative practices.

19. Develop the ability to manage financial, physical, and human resources effectively, ensuring optimal utilization and sustainability of institutional assets.

20. Develop a deep understanding of pedagogical theories, strategies, and methodologies specific to Science, Mathematics, Language and Social Science Education, enabling the effective design and implementation of curricula in these domains.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. academic session 2024-25)

* The M.Ed. Programme shall be of two academic years (four semesters). A brief description of each paper along with nomenclature, paper code etc. is given below:

SEMESTER-I

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal/ Sessional	External	Total Marks
Theory Course								
1.	MOE-2101	Philosophical and Sociological Foundation of Education-I	3	2	4	20	80	100
2.	MOE-2102	Psychological Foundation of Education –I	3	2	4	20	80	100
3.	MOE-2103	Educational Research and Data Analysis – I	3	2	4	20	80	100
4.	MOE-2104	Curriculum Development – I	3	2	4	20	80	100
5.	MOE-2105	Pedagogy, Andragogy and Assessment-I	3	2	4	20	80	100
6.	MOE-2106	Optional Course(Any one option to be opted)						
	Option (i)	Gender Education	3	2	4	20	80	100
	Option (ii)	Value Education and Human Rights	3	2	4	20	80	100
	Option (iii)	Comparative Education	3	2	4	20	80	100
	Option (iv)	Educational Measurement and Evaluation	3	2	4	20	80	100
Practicum Course								
7.	MOE-2107	Dissertation (Phase-I)	--	--	2	10	40	50
8.	MOE-2108	Exploring Research Resources	--	4	2	10	40	50
9.	MOE-2109	Internship Phase-I (Community Survey)	--	Two weeks	2	10	40	50
Total			18	16+ Two weeks	30	150	600	750

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-I
MOE-2101
PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION – I

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the meaning, definitions and Scope of Educational Philosophy.
- Explain the nature and functions of educational philosophy.
- Understand and explain the intimate relationship between education and sociology.
- Understand the Contribution of Indian Schools of Philosophy to Education.
- Understand the Western Schools of Philosophy.
- Appreciate the Contribution of thinkers to the development of educational thought for social change.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

- Learn about Educational Philosophy.
- Understand the Indian School of Philosophy and Western Schools of Thought.
- Know the Contribution of Indian and Western thinkers in the field of Education

UNIT- I: EDUCATIONAL PHILOSOPHY

1.1 Education and Philosophy: Meaning, definition and nature, Relationship between Philosophy and Education

1.1 Educational Philosophy: Meaning, definition and scope

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.2 Branches of Educational Philosophy- Metaphysics, Epistemology, Axiology and Logic
1.3 Modern schools of Philosophy: Logical Positivism and Relativism

UNIT-II: INDIAN SCHOOLS OF PHILOSOPHY WITH SPECIAL REFERENCE TO KNOWLEDGE, REALITY AND VALUES

2.1 Sankhya Yoga
2.2 Buddhism
2.3 Jainism
2.4 Islamic traditions towards educational aims and methods of acquiring valid knowledge.

UNIT- III: WESTERN SCHOOLS OF THOUGHT

3.1 Idealism
3.2 Realism
3.3 Naturalism
3.4 Pragmatism

UNIT-IV: CONTRIBUTION OF THINKERS

4.1 Contribution of Indian thinkers to the development of educational thought for social change
4.1.2 Swami Vivekananda
4.1.3 Mahatma Gandhi
4.2 Contribution of Western thinkers to the development of educational thought for social change
4.2.1 Paulo Freire
4.2.2 John Dewey

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities

- Organize a drama/play on it. Write a script on Educational development in ancient India after classroom discussion on the script.
- The Essay Course: Students will be required to submit a long essay of 5000 – 7000 words on a philosophical topic to the supervisor.
- Visit any school claim to run on Gurukul principles and reflect critically on how the principles are translated into action (write in about 500- 700 words).
- Identify the different instruments of knowledge used by a proficient teacher in a classroom situation and explain them briefly.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, J.C. (2002). *Theory and Principles of Education*, New Delhi: Vikas Publishing House.
- Aggarwal, J.C. and Gupta, S. (2006). *Great Philosophers and Thinkers on Education*. New Delhi: Shipra Publications.
- Brobacher,J.S.(2007). *Modern Philosophies of Education*, New Delhi: Surjeet Publications.
- Chaube, S.P. and Chaube, A. (2002). *Ideals of the Great Western Educators,* New Delhi: Neelkamal Publications.
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Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Gupta, Rainu (2012): *Shiksha Ke Darshnik, Samajshastriya aur Arthik Adhar*, Tondon Publications, Ludhiana.
- Walia J.S., (2011): *Modern Indian Education and its Problems,* Paul Publishers, Gopal Nagar, Jalandhar City.
- Walia J.S., (2011): *Philosophical, Sociological and Economic Bases of Education*, Jalandhar: Ahim Paul Publishers.
- Pal, S.K. (2016). *Philosophical and Sociological Foundations of Education,* New Delhi: K.S.K Publishers & Distributors
- Pandey, Sanjay (2004). *Peace Education*. New Delhi: NCERT.
- Pathak, R.P. (2009). *Philosophical and Sociological Foundations of Education,* New Delhi: Kanishka Publishers.
- Ravi, S. (2011). *A Comprehensive Study of Education,* New Delhi: PHI Learning Private Limited.
- Sharma, R.R.(2012). *Philosophical and Sociological Foundations of Education*, New Delhi: APH Publishing Corporation.
- Sharma, Y. (2003). *Foundation in Sociology of Education*, New Delhi: Kaniska Publishers, Distributers.
- Sharma, Y.K. (2004). *Doctrines of the Great Indian Educators.* New Delhi: Kanishka Publishers.
- Taneja, V.R. (2004). *Educational thought and Practice*. New Delhi: Sterling Publishers.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

-285-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-I
MOE-2102
PSYCHOLOGICAL FOUNDATION OF EDUCATION –I

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Introduce the meaning, scope, and importance of educational psychology.
- Explore and apply psychological methods in educational research and practice.
- Examine and apply foundational psychological theories in classroom settings.
- Understand human growth and development, including influencing factors and educational implications.
- Study and apply cognitive development theories, particularly Piaget and Vygotsky, in education.
- Define personality and analyze major personality theories for educational practice.
- Understand motivation, explore motivational theories, and develop strategies to enhance student motivation.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Comprehend the concept, scope, and applications of educational psychology.
- Apply various psychological methods effectively in educational contexts.
- Integrate foundational theories to create effective learning environments.

-286-

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Address developmental variations using growth and development principles.
- Implement cognitive development theories to enhance teaching strategies.
- Analyze and apply personality theories to support student growth.
- Enhance student motivation using relevant theories and classroom strategies.

COURSE CONTENT

Unit 1: Concept of Educational Psychology & Foundational theories

1.1 Meaning, concept of Educational Psychology, importance and applications of educational psychology.
1.2 Scope of Educational Psychology.
1.3 Methods of Psychology: Introspection, Observation, Experimental & Clinical Method.
1.4 Systems or Schools of psychology and their bearing on Education: Structuralism, Functionalism, Behaviourism, Gestalt Psychology, Psychoanalysis, Synthesis of Schools: Recent trend in contemporary psychology (Humanist, Transpersonal, Cognitive Psychology)

Unit 2: Growth and Development & Cognitive Processes and Stages of Cognitive Development

2.1 Concept of Growth and Development, Principles of Human Development.

2.2 Factors Influencing Growth and Development (Genetic, Environmental), Educational Implications of Developmental Principles.

2.3 Overview of Cognitive Processes (Perception, Attention, Memory), Piaget's Stages of Cognitive Development, Vygotsky's Sociocultural Perspective on Cognitive Development

2.4 Applications of Cognitive Development Theories in the Classroom.

Unit 3: Personality and its Theories

3.1 Definition and Nature of Personality,

3.2 Freud's Psychoanalytic Theory of Personality, Carl Rogers' Humanistic Theory and Self-Concept, Gordon Allport's Trait Theory of Personality.

3.3Gestalt Psychology and Personality, Max Wertheimer's Contributions to Understanding Personality, Kurt Kafka's Approach to Personality Development.

3.4 Integrating Personality Theories in Educational Practice.

Unit 4: Motivation & Theories of Motivation

4.1 Definition and Types of Motivation (Intrinsic, Extrinsic), Factors Influencing Student Motivation (Environment, Culture), Role of Self-Efficacy in Motivation.

4.2 Strategies to Enhance Motivation in the Classroom.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

4.3 Physiological Theories of Motivation, Murray's Need Theory and its Educational Implications, Maslow's Hierarchy of Needs and Student Motivation

4.4 Applying Motivation Theories to Classroom Management.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Observe a classroom, document teaching methods, and relate observations to psychological theories.
- Create a comparative chart of behaviorism, cognitivism, constructivism, and humanism.
- Design and conduct a simple experiment on a psychological principle.
- Observe children or adolescents and document behaviors related to developmental stages.
- Analyze a case study using Piaget's and Vygotsky's cognitive development theories.
- Design educational materials suited for different cognitive stages.
- Administer a personality test, reflect on results using personality theories.
- Role-play scenarios demonstrating different personality theories in educational settings.
- Organize a workshop demonstrating Gestalt principles and their application to personality.
- Develop and administer a survey on student motivation, analyze results.
- Create a comprehensive plan to enhance classroom motivation.
- Propose solutions to classroom management challenges using motivation theories.
- Keeps a journal documenting observations, experiences, and reflections related to educational psychology.
- Prepare and present a seminar integrating practicum activities and theoretical knowledge.
- Compile a portfolio of key theories, observations, and reflections on educational psychology.
- Any other relevant activity, project, or assignment assigned by the teacher

SUGGESTED READINGS:

- Maslow, A. H. (1954). *Motivation and personality*. Harper & Row.
- Sharma, R. N. (2006). *Educational psychology*. Atlantic Publishers.
- Chauhan, S. S. (2006). *Advanced educational psychology* (7th ed.). Vikas Publishing House.
- Aggarwal, J. C. (2004). *Psychology of learning and development*. Shipra Publications.
- Mangal, S. K. (2008). *Psychology of learning and development*. PHI Learning.
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- Sharma, R. A. (2015). *Psychology of teaching and learning*. Surya Publications.
- Srivastava, K. S. (2017). *Personality theories and assessment*. Atlantic Publishers & Distributors.
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- Mishra, K. S. (2013). *Educational psychology and guidance*. Shree Publishers & Distributors.
- Mathur, S. S. (2014). *Educational psychology*. Vinod Pustak Mandir.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). McGraw-Hill Education.
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Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Rani, A. (2016). *Educational psychology: Concepts, principles, and applications*. Neelkamal Publications.
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- Woolfolk, A. (2016). *Educational psychology* (13th ed.). Pearson Education.
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- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- Schunk, D. H. (2020). *Learning theories: An educational perspective* (8th ed.). Pearson Education.
- Berk, L. E. (2018). *Child development* (10th ed.). Pearson Education.
- Papalia, D. E., & Martorell, G. (2014). *Experience human development* (13th ed.). McGraw-Hill Education.
- Burger, J. M. (2019). *Personality* (10th ed.). Cengage Learning.
- Feist, J., Feist, G. J., & Roberts, T.-A. (2017). *Theories of personality* (9th ed.). McGraw-Hill Education.
- Santrock, J. W. (2021). *Educational psychology* (7th ed.). McGraw-Hill Education.
- Siegler, R. S., DeLoache, J. S., & Eisenberg, N. (2017). *How children develop* (5th ed.). Worth Publishers.
- King, L. A. (2018). *The science of psychology: An appreciative view* (4th ed.). McGraw-Hill Education.
- Brophy, J. (2013). *Motivating students to learn* (4th ed.). Routledge.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
FACULTY OF EDUCATION
MASTER OF EDUCATION (M.ED.)
SEMESTER-I
MOE-2103
EDUCATIONAL RESEARCH AND DATA ANALYSIS-I

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the concept of research and educational research
- Describe the nature of different types of research.
- Select /formulate the design of the study.
- Develop competency to plan, execute and report a research.
- Compute different types of Statistical Measures.
- Explain and illustrate the concept & application of measures of central tendency, dispersion and relative positions.
- Describe the meaning, assumptions, computation & uses of Non-Parametric test i.e. Chi-square Test
- Illustrate the preparation of synopsis

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Develop scientific and research attitude.
- Know different types of Statistical Measures and know process of selection of appropriate data analysis techniques.
- Develop skill to prepare a significant research plan.
- Know process of preparation of synopsis.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

COURSE CONTENT

Unit-1 Nature and Scope of Educational Research

1.1 Meaning, Nature, Scope of Educational Research

1.2 Areas of Educational Research; The Research Process

1.3 Types of Research: Qualitative and Quantitative Research

1.4 Techniques of Research: Interview, Observation, Projective Techniques

1.5 Variables: Concepts and Types of Variables

UNIT-II Formulation of Research Problem

2.1 Sources of Identifying the Problem; Selection, Definition and Evaluation of a Research Problem

2.2 Review of Related Literature: Importance and Various Sources including Internet.

2.3 Hypothesis: Concept, Types, Sources, Characteristics, Formulation and testing

2.4 Sampling: Concept, Need, Steps, Characteristics and techniques of sampling

Unit-III Descriptive Statistics

3.1 Descriptive Statistics: Concept, calculation and uses of: Measures of central tendency: Mean, Median and Mode

3.2 Ranks Measures of Relative Positions: Percentile and Percentile Ranks

3.3 Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation

3.4 Skewness and Kurtosis

UNIT- IV: Correlation and Parametric Tests

4.1 Meaning, characteristics, assumptions, computation and uses of Coefficient of Correlation by-

4.1.1 Rank Difference Method

4.1.2 Pearson's Product Moment Correlation

4.1.3 Partial Correlation

4.2 Parametric Tests and Non-Parametric Tests

4.2.1 Conditions to be satisfied for using parametric techniques

4.2.2 Non-parametric Tests: Meaning, assumptions, computation and uses of Chi-square tests of equality and independence, setting up cross breaks for contingency table.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Presentation on the application of statistics and characteristics and application of NPC.
- Prepare different types of graphs on any hypothetical data.
- Make a list of the likely skills that one will need to learn and practice before carrying out various stages in research plan.
- Produce videos or films related to Educational Research and Data Analysis education, focusing on specific strategies or concepts.
- Participate in seminar on a topic related to Educational Research and Data Analysis, utilizing PowerPoint for presentation.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Best, J.W. & Kahn, James V. (2006). *Research in Education* (10th Edition). New Delhi: PHI Publishers.
- Boston: Allyn and Bacon. Siegel, S. (1986). Non-parametric Statistics. New York: McGraw Hill.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques.* New Delhi: New Age International Publishers.
- Koul, Lokesh (2012). *Methodology of Educational Research*. New Delhi : Vikas Publishing House.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
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- Rao, Aditham Bhujanga. (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
- Rohatgi V. K. & Saleh, A.K. Md. E. (2009). *An Introduction to Probability and Statistics.* 2nd ed. (Reprint). John Wiley and Sons.
- Ruane, Janet M. (2004). *Essentials of Research Methods to Social Science Research*, Blackwell Publications Ltd.
- Sharma, Yogendra K. (2011). Methodology and Techniques of Educational Research. New Delhi: Kanishka Publishers.
- Travers, R.M. W. (1978). *An Introduction to Educational Researc*h. New York: Macmillan.
- Van Dalen, D. B. (1992). *Understanding Educational Research*. New York: McGraw Hill.
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DEPARTMENT OF EDUCATION

FACULTY OF EDUCATION

B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN

MASTER OF EDUCATION (M.ED.)

SEMESTER-I

MOE-2104

SUBJECT: CURRICULUM DEVELOPMENT–I

Max Marks: 100 | **Total Inst. Hours: 03+02**

External Marks/Theory: 80 | **Exam Hours: 3hrs**

Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- To develop a comprehensive understanding of the concept, meaning, and importance of curriculum.
- To explore the historical growth of curriculum in India and analyze modern trends in curriculum organization and development.
- To examine the various bases of curriculum development and their implications.
- To study different types of curricula and their applications in educational settings.
- To critically analyze national curriculum frameworks and their impact on education.

COURSE OUTCOMES:

After completing this course, students will be able to:

- Define and explain the concept, characteristics, principles, and components of curriculum.
- Differentiate between curriculum planning, designing, development, and framework.

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- Analyze the historical foundations of curriculum in India and the contributions of modern Indian educators.
- Evaluate the philosophical, psychological, and sociological bases of curriculum development.
- Compare and contrast different types of curricula, including subject-centered, learner-centered, community-centered, and activity-centered approaches.
- Critically examine national curriculum frameworks, including NCF 2000, 2005, and 2023, and their alignment with educational policies.
- Assess the role of national-level statutory bodies in curriculum development.

COURSE CONTENT

UNIT-I CONCEPTUAL FOUNDATIONS AND COMPONENTS OF CURRICULUM

1.1 Concept, Meaning, Need and Importance
1.2 Characteristics, Principles, objectives and components
1.3 Curriculum Planning, curriculum Designing, Curriculum Development and Curriculum Framework

UNIT II: HISTORICAL AND CONTEMPORARY PERSPECTIVES ON CURRICULUM

2.1 Historical Foundations of Curriculum in India

2.2 Modern Indian Educators and their Contributions to Curriculum

2.3 Modern Trends in Curriculum Organisation and Development

2.3 National Curriculum Framework (NCF) 2000and 2005

2.4 National Curriculum Framework for Teacher Education 2009

2.5 National Curriculum Framework (NCF) 2023 in light of NEP 2020

UNIT-III BASES OF CURRICULUM DEVELOPMENT

3.1 Philosophical Basis

3.2 Psychological Basis

3.3 Sociological Basis

3.4 Role of National Level Statutory Bodies -UGC, NCTE, University

3.5 Theories and Approaches of Curriculum

UNIT IV: CURRICULUM TYPOLOGIES AND DESIGNS

4.1 Subject Centered Curriculum

4.2 Learner Centered Curriculum

4.3 Community Centered Curriculum

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Khanpur Kalan (Sonipat)

4.4 Activity Centered Curriculum

4.5 Emerging Curriculum

4.6 Integrated Curriculum

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Create a concept map that visually represents the key concepts, characteristics, principles, and components of a curriculum.
- .Conduct a timeline project tracing the historical evolution of the curriculum in India, highlighting key reforms, policies, and contributions of modern Indian educators.
- Compare the National Curriculum Frameworks of 2000, 2005, and 2023 in the context of NEP 2020.
- Conduct group presentations on the philosophical, psychological, and sociological bases of curriculum development, linking theories to real-world applications in education.
- Evaluate an existing curriculum (e.g., a school subject syllabus) using philosophical, psychological, and sociological lenses.
- Conduct a role-play activity where students simulate the role of statutory bodies like UGC, NCTE, and University Curriculum Committees in the curriculum development process.
- Design small units or modules for different types of curricula, such as subject-centered, learner-centered, community-centered, and activity-centered approaches.
- Conduct a case study analysis on the implementation of a specific curriculum framework (e.g., NCF 2005) in schools.
- Design an integrated curriculum unit that blends multiple subjects (e.g., science, social studies, and language) around a common theme.
- .Organize a workshop on emerging trends in curriculum design, such as competency-based, digital, or globalized curricula.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, J. C. (2009). *Principles, methods & techniques of teaching* (2nd ed.). Vikas Publishing House.
- Kumar, K. (2004). *What is worth teaching?* (3rd ed.). Orient Blackswan.
- National Council for Teacher Education. (2009). *National curriculum framework for teacher education.* NCTE.
- National Council of Educational Research and Training. (2005). *National curriculum framework 2005.* NCERT.
- National Council of Educational Research and Training. (2023). *National curriculum framework 2023.* NCERT.
- Ornstein, A. C., & Hunkins, F. P. (2018). *Curriculum: Foundations, principles, and issues* (7th ed.). Pearson.
- Pinar, W. F. (2011). *What is curriculum theory?* (2nd ed.). Routledge.

Chairperson
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- Schiro, M. S. (2012). *Curriculum theory: Conflicting visions and enduring concerns* (2nd ed.). SAGE Publications.
- Tanner, D., & Tanner, L. (2007). *Curriculum development: Theory into practice* (4th ed.). Pearson.
- Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. University of Chicago Press.

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MASTER OF EDUCATION (M.ED.)
SEMESTER-I
MOE-2105
PEDAGOGY, ANDRAGOGY AND ASSESSMENT - I

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Enable the student to know about the pedagogy concept.
- Enable the student to understand advanced evaluation techniques.
- Enable the student to explore area in the field of pedagogy, andragogy teacher education.
- Analysis the relationship between objectives and outcomes.

COURSE OUTCOMES:

After completing the course content of this paper, the students will be able to:

- Understand the concept, objectives, new thrusts and structure of approaches of teaching in emerging context.
- Understand the different techniques of assessment.
- Analysis the changing modes of assessment in education
- Explore area in the field of pedagogy, andragogy and teaching in education.

COURSE CONTENT

UNIT-I: PEDAGOGY AND TEACHING

1.1 Pedagogy: Meaning, concept and importance
1.2 Stages of pedagogical Analysis.
1.3 Critical Pedagogy: Meaning, Need and its implication in Teacher Education.
1.4 Organizing Teaching: Memory Level (Herbartian Model),
1.5 Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model).

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UNIT-II: ANDRAGOGY

2.1 Andragogy: Meaning, nature and need of Andragogy in education.
2.2 Historical perspectives of Andragogy
2.3 Principles of Andragogy
2.4 Competencies of Self-directed Learning.

UNIT-III: ASSESSMENT IN TEACHING AND LEARNING

3.1 Meaning, purpose, objectives and principles of assessment.
3.2 Perspectives of Assessment: Assessment for learning, Assessment of learning.
3.3 Types of Assessment: Placement, formative, diagnostic, summative
3.4 Relationship between objectives and outcomes.

UNIT-IV: TRENDS IN ASSESSMENT

4.1 Techniques of Assessment: Projects and seminars.
4.2 Characteristics of a good Assessment tool.
4.3 Teacher made v/s standardized tests
4.4 Problems in current assessment system

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Make a list of the likely skills that one will need to learn and practice before carrying out various trends in assessment.
- Prepare a lesson Plan on Self-directed Learning Apporach
- Participate a seminar on a topic related to pedagogy, andragogy and assessment,
- Develop a PowerPoint presentation on the stages of pedagogical Analysis.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Asthana, Bipin (2011) *Measurment and Evaluation in Psychology and Education.* Agra: Agarwal Publications.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith (2004). *A Guide to Teaching Practice*- Fifth Edition; RoutledgeFalmer-Taylor and Francis Group; London.
- *Communication Technologies*. USA: *Informative Science Reference* (Imprint of IGI Global).
- Danielewicz, J. (2001) *Teaching Selves: Identity, Pedagogy and Teacher Education.*USA: State University of New York Press Albany.
- Insley, K., Collins, J., Soler, J. (2001). *Developing Pedagogy: Researching Practice*. London: Paul Chapman Publishing Ltd. and New Delhi: Sage Publications India Pvt. Ltd.
- Leach, J., Moon, B. (2006) Learners and Pedagogy. New Delhi: Sage Publications India Pvt. Ltd.
- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and Assessment in Teaching*. Pearson Education Inc.
- Loughran, J. & Russell, T. (1997) *Teaching About Teaching: Purpose, Passion And Pedagogy In Teacher Education.* London. Washington D.C. The Farmer Press.

Chairperson
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- Murphy, Colette. (2016). *Coteaching In Teacher Education: Innovative Pedagogy For Excellence*. St. Albans: Critical Publishing Ltd.
- Osman, R., Hornsby, D. J. (2017). *Transforming Teaching and Learning in Higher Education: Towards a Socially Just Pedagogy in A Global Context*. Switzerland: Palgrave Macmillan. Imprints published by Springer international publishing AG.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.ED)
MOE-2106 (OPT-I)
GENDER EDUCATION

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- To understand the concepts and theories related to gender and gender identity.
- To analyze historical and contemporary gender roles and norms.
- To explore the impact of gender on individuals and societies.
- To develop skills in advocating for gender equity and inclusivity.

COURSE OUTCOMES:

After completing the course content of this paper, the students will be able to:

- Increased ability to critically analyze social norms, policies, and practices related to gender.
- Improved skills in addressing gender-related issues in therapeutic settings.
- Better ability to analyze and critique economic policies from a gender perspective.
- Improved ability to recognize and counteract gender biases in scientific research and technology development.

UNIT-1SEX AND GENDER

1.1 Definitions and concepts: Gender vs. Sex, Gender Identity, Gender Expression
1.2 Historical perspectives on gender Education

1.3 Issue and challenges in development gender balance

UNIT-2 GENDER ISSUES AND SOCIALIZATION PROCESS IN INDIA

-300-

Chairperson
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Khanpur Kalan (Sonipat)

2.1 Gender socialization and gender roles

2.2 Gender Discrimination at Different Level Institution

2.3 Gender issues in curriculum

2.4 The role of family, education, and media in shaping gender roles

UNIT-3 WOMEN EMPOWERMENT AND ITS DIMENSIONS

3.1 Women entrepreneurship and its role in economic development

3.2 Public private partnership for the economic empowerment of women

3.3 Role of education in women empowerment

UNIT-4 GENDER INEQUALITIES AND MENTAL HEALTH IN SCHOOLING

4.1 Gender disparities in various sectors (workplace, education, politics)

4.2 Mental health issues related to gender identity

4.3 Hidden curriculum (teacher attitude, classroom interaction and peer culture)

4.4 Gender and Schooling –Education for gender equity

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

- Analyze popular media (films, TV shows, advertisements) for their portrayal of gender. Create presentations or reports highlighting how media representations conform to or challenge gender stereotypes.
- Develop a mock advertisement or social media campaign that promotes gender inclusivity and challenges stereotypes
- Create collages using magazines, digital images, or found objects to explore different forms of gender expression.
- Design and paint a mural that represents various gender identities and experiences

SUGGESTED READINGS:

- Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience, p 313-329
- Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing
- Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House
- Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications
- Ministry of Education (1959). Report of National Committtee of Women's Education. New Delhi: ME
- Ruhela, S. (1988). Understanding the Indian Women today; Delhi: Indian Publishers Distributors
- Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block), New Delhi: Vikas Publishing House

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Khahpur Kalan (Sonipat)

-301-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.ED)
MOE-2106 (OPT-II)
VALUE EDUCATION AND HUMAN RIGHTS

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand nature of values and role of values in human life.
- Understand the importance of Value-Education.
- Understand and use various approaches to Value development in classroom situation.
- Understand and use transactional strategies for teaching value in classroom situation.
- Understand the Constitutional or national values and National Integration and international understanding with emphasis on patriotism and nation-building.
- Elucidate the role of educational institutions in promoting value education.
- Understand the international dimensions of Human Rights Education.
- Elaborate the significance of constitutional provisions for Human Rights and the Millennium Development Goals.
- Explain the role of different national, international agencies for promoting human rights education.
- Elucidate the role of educational institutions and NGOs in promoting human rights education.
- Recognise the role of media in dissemination of human rights.

COURSE OUTCOMES:

After completing the course content of this paper, the students will be able to:

- Understand nature, importance and approaches to value development and role of values in human life.
- Know the Constitutional or national values helping National Integration and international understanding.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Understand the role of different national, international agencies for promoting human rights education.
- Use transactional strategies for teaching value in classroom situation

COURSE CONTENT

UNIT-I: CONCEPTUAL FRAMEWORK: VALUE EDUCATION

1.1 Concept, objectives and Nature of values
1.2 Need and importance of Values Education
1.3 Different types of values-Personal, Social, Moral, Professional, Spiritual and Behavioural values, extrinsic and intrinsic values.
1.4 Deterioration of values

UNIT-II: TRANSACTIONAL STRATEGIES FOR VALUE EDUCATION AND VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT

2.1 Models for Value Education: **a)** Rationale building model b) Consideration model c) Value classification model d) Social action model e) Just community intervention model
2.2 Approaches to value development- a) Psycho-analytic approach b) Cognitive development approach c) Learning theories approach
2.3 National Integration and international understanding with emphasis on patriotism and nation-building.

UNIT-III: CONCEPTUAL FRAMEWORK: HUMAN RIGHTS

3.1 Meaning and concept of Human Rights, Indian Constitution and Human Rights
3.2 International dimensions of Human Rights.
3.3 Universal declaration of Human Rights.
3.4 Millennium Development Goals and Human Rights.

UNIT-IV: ROLE OF DIFFERENT AGENCIES IN DISSEMINATION OF HUMAN RIGHTS:

4.1 Need and importance of human rights Education - in the existing social scenario
4.2 Role of educational institutions (at school, college and higher education level) in dissemination of human rights.
4.3 Role of media in dissemination of human rights.
4.4 Role of non-governmental organization in promotion of human rights (International, National and State Level).

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Organize any programme (Morning Assembly, Celebration of Important Days etc.) school children for inculcating different values.
- Create a programme for awareness among the school/college students about value education.
- Study of the comparison of values among students of one urban school with one rural school.
- Making a project report on role of formal and informal agencies for inculcating values

-303-

Chairperson
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- among children
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Borgohain, B. (1999): *Human Rights Social Justice & Political Challenge*. Kanishka Publishers, New Delhi
- Chand, J.(2007). *Value Education*. Anshah Publishing House.
- Carey, S.M. *Attitudes and Values*, Education Forum, Vol. VII, No. 3, 1962.
- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- Bhatt, S.R. (1986). Knowledge, *Value and Education: An axiomatic analysis*. Delhi: Gian Publications.
- Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching*. USA: Houghton MifflinCompany.
- Bagchi, J.P. &Teckchadani, Vinod (2005); *Value Education: The Return of Fourth 'R':*
- *Revival of Commitments. Vol II.* Jaipur: University Book House.
- Borgohain, B. (1999): *Human Rights Social Justice & Political Challenge*. New Delhi: Kanishka Publishers.
- Dagar, B. S. (1992). *Shiksha Tata ManavMulya (Hindi).* Chandigarh: Haryana Sahitya Academy.
- Dagar, B. S. and Dhull Indira (1994). Perspective in Moral Education, New Delhi: Uppal Publishing House.
- Dash, M. & Dash, N. (2003); *Fundamentals of Educational Psychology*. Delhi: Atlantic Publishers and Distributors.
- Dhand, H. (2000): *Teaching Human Rights: A Handbook*, Asian Institute of Human Rights, Bhopal
- Fraenkel, J.R. (1977): *How to Teach about Values: An Analytic Approach*. New Jersey & E. Cliffs: Prentice Hall, Inc.
- Guber, F.C. *Aspects of Value*. University of Pennsylvania Press, Phildelphia, 1963.
- Josta, Hari Ram(1991). *Spiritual Values and Education*. Ambala: Associated Press.
- Khera, Shiv(2014). *You Can Win*. Bloomsbury India .Ltd.
- Khan, Wahiduddin. *Moral Vision*, Goodword Books, 1999.
- Kothari D.S. *"Education and Values"*, Report of the orientation course cum-workshop on education in Human Values. New Delhi.
- Kar, N.N. (1996). *Value Education: A Philosophical Study*. Ambala Cantt: Associated
- Malhotra P.L. *Education, Social Values and Social Work* – the Task for the New Generation, N.C.E.R.T., New Delhi.
- Morris, Charles, *Varieties of Human Values* Chicago University of Chicago press,1956.
- Mujeeb, M. *Education and Traditional Values.*MeenakshiPrakashan, Meerut, 1965.
- Mukerjee, R.K., *Social Structure of Values*. S. Chand and Co., New Delhi, 1969.
- Mangal, S.K.(2011); *Advanced Educational Psychology* (2nd Ed.) New Delhi: PHI Learning Private Limited.

Chairperson
Department of Education
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Khahpur Kalan (Sonipat)

- McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practice*. USA: Allyn and Bacon Company.
- Mohanty, J. (2005): *Teaching of Human Rights: New Trends and Innovations*. New Delhi: Deep and Deep Publications PVT. LTD.
- Mohanty, Jagannath Ed. (2000): *Human Rights*. New Delhi: Deep and Deep Publications.
- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India*. New Delhi:Regency Publications.
- Pandey, V.C. (2005): *Value Education and Education for Human Rights*. Delhi: Isha Books
- Palai, A.K. (1999): *National Human Rights Commission of India, Formation, Functioning and Future Prospects.* New Delhi: Atlantic Pub.
- Pandey, V.C(2005). *Value Education and Education for Human Rights*. Delhi: IshaBooks.Publications.
- Rokeach, M. (1973): *The Nature of Human Values*. New York: The Free Press.
- Rokeach, M. (1988): *Beliefs, Attitudes and Values*. San Francisco: Jossey Bass.
- Rokeach, M. *The Nature of Human Values*, Jessy Brass, New York 1978
- Sharma, S.R.(1999) *Teaching of Moral Education*, New Delhi: Cosmo Publications.
- Shivapuri, Vijai (2011). *Value Education* Varanasi: Manish Prakashan.
- Singh, Samporan (1979). *Human Values*. Jodhpur: Faith Publications.
- Symonides, J. (2002): *Human Rights Concept and Standards*. Rawat Publications.
- Sheshadri, C., Khader M.A and Ddhya G.L (1992): Education in Values: A source book, NCERT, New Delhi.
- Thomas, B. (2004); *Moral and Value Education.* Jaipur: Avishkar Publishers
- Tarrow, N.B. (1987): *Human Rights and Education* Vol-3. Programon Press.
- Venkataiah, N.(1998). *Value Education*. APH Publishing House.
- Verma, Yoginder (2007). *Education in Human values for Human Excellence*. New Delhi: Kanishka Publishers and Distributers.

- **Latest editions of all the suggested books are recommended.**

Chairperson
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Khahpur Kalan (Sonipat)

-305-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.ED)
MOE-2106 (OPT-III)
COMPARATIVE EDUCATION

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- To know about the educational problems of Comparative Education.
- Understand the concept of comparative education
- To acquaint the students with educational systems in terms of factors and approaches of comparative education.
- To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
- To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

COURSE OUTCOMES:

After completing the course content of this paper, the students will be able to:

- To Equip with the Understanding of Comparative Education as an Interdisciplinary and Multidisciplinary Field.
- To Develop an Insight into the Evolution of Comparative Education as an Indispensable Field of Study to Solve the Issues and Concerns Plaguing Education at all Levels.
- To Critically Reflect on the Role and Functions of Comparative Education to Develop Cross Cultural Sensitivity in order to develop a Global Outlook.
- Reflect on the balance between localization and globalization in Education.
- Develop a critical perspective on the concerns of comparative education.
- Develop cross cultural understanding and global outlook through the study of comparative education.

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COURSE CONTENT

UNIT-1 COMPARATIVE EDUCATION: NEED AND CONCEPTUAL UNDERPINNINGS

1.1 Comparative Education: Concept & Historical Perspective of Comparative Education

1.2 Aims, Need & Scope of Comparative Education

1.3 Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach

1.4 Factors influencing Education System of a Country

1.5 Development and Evolution of Comparative Education as a Field of study: History and Present Status.

UNIT-II: COMPARATIVE STUDIES AND EDUCATIONAL PROBLEMS

2.1 Educational Problems related to Elementary, Secondary, Higher and Teacher Education

2.2 Educational Administration, Finance and Planning

2.3 Correspondence, Distance and Open Education

2.4 Education of Minorities

2.5 Educational Reforms for the 21st Century

UNIT- III: SECONDARY EDUCATION SYSTEM IN DIFFERENT COUNTIES

3.1 Secondary education system in India

3.2 Secondary education system in UK

3.3 Secondary education system in USA

3.4 Secondary education system in Japan

3.5 Secondary education system in China

UNIT-IV EDUCATION STRUCTURE LIKE ADMINISTRATION, TEACHER AND INNOVATIVE EDUCATION

4.1 Education administration in India, UK and USA

4.2 Teacher education programme in UK, India and USA

4.3 Recent trends and innovation in education of India, UK and USA

4.4 Distance education system: its need and various concepts with reference to India, UK and USA

4.5 Comparative Education Societies: World Council of Comparative Education; Regional and National Organizations/ Societies: Need, Relevance and Functions.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

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Khahpur Kalan (Sonipat)

- Attend a conference or seminar on comparative education and submit a reflective report.
- Conduct a group project on a selected topic in comparative education, presenting findings in a seminar or exhibition.
- Write a research paper on a comparative education topic, guided by a faculty mentor.
- Create a multimedia presentation on distance education systems in two countries (e.g., India and the USA).
- Create a multimedia presentation (video, podcast, or infographic) on correspondence, distance, or open education.
- Conduct a group discussion on educational reforms for the 21st century, focusing on a specific country or region.
- Write a reflective essay on the evolution of comparative education as a field of study.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). Comparative Education: The Dialectic of the Global and Local. USA: Rowman and Little field Publisher.
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- Bereday G. Z. F. (1967). Comparative Methods in Education. New Delhi: Oxford and IBH Publishing Co.
- Chaube, S. P. & Chaube, A. (2007). Comparative Education. Noida: Vikas Publishing House.
- Chaube, S.P. & Chaube, A. (2007). Comparative Education Noida: Vikas Publishing House.
- Chaubey S. P. (1969). Comparative Education. Agra: Ram Prasad and Sons Publishers.
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- Cramer J. F. & Brown G. S. (1965). Contemporary Education: A Comparative Study of NationalSystems. New York: Naracourt Brace and Co.
- Kandel Patriva K. & Fossum, Paul R. (2007). Comparative Education: Exploring Issues in International Context. USA: Pearson/Merrill/Prentice Hall Publishers.
- Manzon,M.(2011).Comparative Education: The Construction of a Field.: Springer; Comparative Education Research Centre,University of Hongkong.
- MHRD.(2011). Sarva Shiksha Abhiyan –Frame Work for Implementation based on rights of children to free and compulsory Education Act,2009. New Delhi : Govt. of India
- Mundy, Karen; Bickmore, Kothy; Hayhoe, Ruth; Madden, Meggan & Madjidi, Katherine (2008). Comparative and International Education: Issues for Teachers. USA: Teacher College Press.
- R.&Kazamias,A.M.(ed.)(2009).International Handbook of Comparative Education-Part One and Two.London.Springer;New York.
- Sodhi, T.S. (2005). A Text Book of Comparative Education Philosophy, Patterns and Problems of National System, New Delhi: Vikas Publishing House Pvt. Ltd.
- Sodhi, T.S. (2007). A Text Book of Comparative Education, Noida: Vikas Publishing House Pvt. Ltd.
- Yadav, Rajender Singh (2006). Community Participation in Education: Role of Village Education Committee, Ambala Cantt: The Associated Publishers.

-308-

Chairperson
Department of Education
BPS Mahila Vishwavidyala
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.ED)
MOE-2106 (OPT-IV)
EDUCATIONAL MEASUREMENT AND EVALUATION

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- To acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
- To orient the students with tools and techniques of measurement and evaluation.
- To develop skills and competencies in constructing and standardizing a test.
- To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
- To develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

COURSE OUTCOMES

Upon completing this course, students will be able to:

- Define and explain the concepts of educational measurement and evaluation, including levels of measurement, functions, and principles of evaluation.
- Identify and discuss new trends in measurement and evaluation, including grading systems, continuous and comprehensive evaluation, and the use of computers in evaluation.
- Design and construct various types of tests, including essay and objective type tests, and questionnaires.
- Evaluate the reliability and validity of measuring instruments and explain the concepts of norms, including age, grade percentile, and standard scores.
- Develop and standardize achievement tests, including item analysis and interpretation of test scores.
- Apply analysis of variance to compare means and explain its assumptions and uses.
- Understand and distinguish between achievement and aptitude tests.

-309-

Chairperson
Department of Education
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Khanpur Kalan (Sonipat)

- Calculate and interpret correlation coefficients, including biserial, partial, and Pearson's product-moment correlation.
- Apply measurement and evaluation concepts to real-world educational settings.
- Critically evaluate and discuss the strengths and limitations of various measurement and evaluation tools and techniques.

COURSE CONTENTS

UNIT-1: EDUCATIONAL MEASUREMENT AND EVALUATION

1.1. Concept, Scope and Need
1.2. Level of Measurement
1.3. Evaluation: Functions and basic principles of evaluation
1.4 New Trends in Measurement and Evaluation
- 1.4.1 Grading System: Relative merits and demerits of marking and grading.
- 1.4.2 Continuous and comprehensive Evaluation
- 1.4.3 Use of computer in Evaluation
- 1.4.4 Formative and Summative Evaluation

UNIT- II: TOOLS OF MEASUREMENT & EVALUATION

2.1 Essay type tests, objectives types tests
2.2 Questionnaire
2.3 Characteristics of a Good Measuring Instruments
- 2.3.1 Reliability – Types and factors affecting reliability
- 2.3.2 Validity – Types and factors affecting validity
- 2.3.3 Norms- Age, grade percentile, standard scores (T-Scores, Z-Scores)

UNIT- III: STANDARDIZATION OF TEST

3.1 Norms referenced and criteria referenced tests.
3.2 Construction and Standardization of an achievement test
3.3 Item analysis: Item difficulty, Index Discrimination,
3.4 Interpretation of Test Scores
3.5 Analysis of Variance: Concept, assumptions and uses

UNIT –IV: CONCEPT OF TESTS **AND** CORRELATION

4.1 Achievement tests
4.2 Aptitude tests
4.3 Correlation :Concept, computation and significance of the following
- 4.3.1 Biserial Correlation
- 4.3.2 Partial Correlation
- 4.3.3 Pearson's Product Moment Correlation

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Create a presentation on the use of computers in evaluation, highlighting its advantages and limitations.
- Construct an essay test and an objective type test on a selected topic.
- Evaluate the reliability and validity of a measuring instrument used in education

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- Develop an achievement test and an aptitude test on a selected topic.
- Calculate and interpret biserial correlation, point-biserial correlation, partial correlation, and multiple correlation coefficients.
- Conduct a group project on the development and standardization of a test.
- Write a research paper on a selected topic in educational measurement and evaluation.
- Participate in a workshop on item response theory and its applications.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, Y. P. (1998). The Science of Educational Research: A Source Book. Kurukshetra: Nirmal Publishing Pvt. Ltd.
- Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
- Best, John W. & Kahn, James V. (1995). Research in Education. New Delhi: Prentice Hall.
- Burns, R. B. (1991). Introduction to Research in Education. New Delhi: Prentice Hall.
- Edward, Allen L. (1986). Experimental Designs in Psychological Research. New York: Holt, Rinehart and Winston.
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- Kerlinger, F. N. (1998). Foundation of Bahavioural Research. New York: Holt, Rinehart and Winston.
- Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International Publishers.
- Koul, Lokesh (2008). Methodology of Educational Research. New Delhi: Vikas Publishing Pvt. Ltd.
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Chairperson
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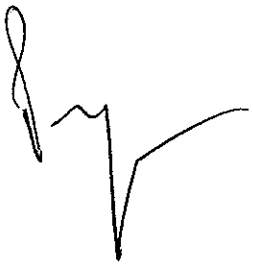
- Mouly,A.J.(1979).TheScienceofEducationalResearch.NewDelhi:Eurosia.
- Neuman,W.L.(1997).SocialResearchMethods:QualitativeandQuantitativeApproaches. Boston: Allyn and Bacon. New York: McGraw Hill
- Siegel, S. (2002). Non-Parametric Statistics. New York: McGraw Hill.
- Travers,R.M.W.(1997).AnIntroductiontoEducationalResearch.NewYork: McMillan.
- Van Delen, D.B.(2010).Understanding Educational Research. New York :McGraw Hill.
- Young, P. V. (1980). Scientific Social Surveys and Research. New York: Prentice Hall.



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MASTER OF EDUCATION (M.ED)
MOE-2107
DISSERTATION (PHASE -1)

Max. Marks: 50
External Marks:40 **Credit : 02**
Internal Marks: 10

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Develop scientific and research attitude among students.
- Critically analyse and synthesize existing research related to topic
- Develop skills in preparing a good research topic.
- Describe the nature of different types of research.
- Select the appropriate research topic for the study.
- Develop competency to plan a good research area.
- Develop the techniques of reviewing the literature.
- Identify a specific and significant research question or problem

COURSE OUTCOMES:

After completing the course, students will be able to:

- Demonstrate a scientific and research-oriented mindset, applying critical thinking and curiosity to investigate complex problems.
- Critically evaluate and synthesize existing research related to a topic, identifying patterns, gaps, and areas for further investigation.
- Design and develop a well-crafted research topic, aligning it with their interests and goals.
- Differentiate between various types of research, understanding their methodologies, strengths, and limitations.
- Select a suitable research topic for study, justifying its significance and feasibility.
- Develop a comprehensive research plan, outlining clear objectives, methods, and expected outcomes.
- Employ effective literature review techniques, analyzing and synthesizing existing knowledge to inform their research.
- Formulate a specific, significant, and researchable question or problem, providing a clear direction for their investigation.

COURSE CONTENT

1.1 Review the literature to discover possible research areas related to Education, Educational Psychology,Educational Technology and Teaching –Learning Process.
1.2 Finalise the topic under the guidance of the research supervisor.
1.3 Formulation of the statement of the problem

-313-

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SUGGESTED READINGS:

- Google Scholar
- Google Books
- Science.gov
- Shodhganga
- Virtual Learning Resources Centre
- ResearchGate
- PubMed Central
- SCOPUS
- PROQUEST
- Science direct/ Elsevier
- Taylor and Francis
- Wiley Online Library
- Science Hub
- Springer link
- NCERT Library
- Punjab University E-Library
- Library Detabases

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-314-

DEPARTMENT OF EDUCATION
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MASTER OF EDUCATION (M.ED)
MOE-2108
EXPOLRING RESEARCH RESOURCES

Max. Marks: 50 **Total Inst. Hours :04**
External Marks:40 **Credit : 02**
Internal Marks: 10

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the different types of research resources (primary, secondary, tertiary) and their significance in academic research.
- Develop skills in searching, evaluating, and managing research sources using various databases and tools.
- Learn to navigate digital libraries, open educational resources, and institutional repositories.
- Understand the ethical use of digital content and apply copyright guidelines in academic research.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Identify and distinguish between primary, secondary, and tertiary research resources.
- Effectively search and retrieve relevant literature from various databases and digital libraries.
- Evaluate the credibility of research sources using established criteria.
- Organize and manage references using citation and reference management tools.
- Access and utilize open educational resources and institutional repositories for research purposes.
- Demonstrate an understanding of ethical usage of digital content, including copyright and fair use guidelines.
- Apply critical thinking skills to identify predatory journals and misleading information.
- Develop a practical understanding of digital libraries, including navigation techniques and access protocols.

UNIT I: UNDERSTANDING RESEARCH RESOURCES (PRACTICAL ORIENTATION)

1. **Introduction to Research Resources:**
   - Types: Primary, Secondary, and Tertiary resources.
   - Digital vs. Physical resources.
   - Understanding Open Access, Subscription-Based, and Peer-Reviewed Journals.
2. **Exploring Research Databases:**
   - Familiarization with databases like ERIC, Google Scholar, JSTOR, Scopus, etc.
   - Hands-on sessions on searching and retrieving relevant literature.

-315-

Chairperson
Department of Education
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Khanpur Kalan (Sonipat)

3. **Evaluating Research Sources:**
   - Criteria for evaluating the credibility of sources.
   - Identifying predatory journals and misleading information.
4. **Citation and Reference Management Tools:**
   - Overview of tools like Mendeley, Zotero, EndNote.
   - Practical exercises on organizing references and managing citations.

UNIT II: NAVIGATING DIGITAL LIBRARIES AND OPEN EDUCATIONAL RESOURCES (OERS)

1. **Introduction to Digital Libraries:**

   - Key digital libraries: NDL (National Digital Library), Project Gutenberg, World Digital Library.
   - Access protocols and navigation techniques.

2. **Open Educational Resources (OERs):**

   - Overview of OERs: Types, Access, and Usage.
   - Identifying quality OERs for research purposes.

3. **Accessing Government and Institutional Repositories:**

   - Exploring resources like Shodhganga, e-PG Pathshala, Shodhganga, Vidwan, IRINS, NDLTD (Networked Digital Library of Theses and Dissertations), Shodh-gangotri.
   - Hands-on practice with institutional repositories for accessing theses and dissertations.

4. **Ethical Use of Digital Content:**

   - Understanding copyright, fair use, and creative commons.
   - Practical guidelines on ethical usage of digital resources.

SUGGESTED READING:

- Understanding Research Resources (Practical Orientation)American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.
- J. W., & Creswell, J. D. (2018). A foundational text for understanding different types of research resources, evaluating credibility, and managing citations. Creswell,
- Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.
- Godfrey, J., & Parker, J. (2019). How to use an academic library. Oxford University Press.
- Gusenbauer, M., & Haddaway, N. R. (2020). Which academic search systems are suitable for systematic reviews or meta-analyses?

-316-

Chairperson
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- Evaluating retrieval qualities of Google Scholar, PubMed, and 26 other resources. Research Synthesis Methods, 11(2), 181-217.
- Beall, J. (2016). Predatory journals: Avoiding publications that prey on researchers. Nature, 534(7609), 326-328.
- Gilmour, R., & Cobus, A. (2020). Mastering citationç and reference management tools: Mendeley, Zotero,and EndNote. Wiley.
- Christensen, G., & Hill, R. (2022). Introduction to digital libraries. Cambridge University Press.
- Hilton, J. (2016). Open educational resources and college textbook choices: A review of research on efficacy and perceptions. Educational Technology Research and Development, 64(4), 573-590.Provides an introduction to OERs and discusses their types, access, and applications in research.UNESCO. (2019). Open educational resources (OER): Global report 2019. UNESCO Publishing.
- Ghosh, M. (2017). Open access repositories in India: Shodhganga, Shodhgangotri, and more. Library Philosophy and Practice.
- Creative Commons. (2021). Creative Commons for educators and librarians. Creative Commons Press.

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MASTER OF EDUCATION (M.ED)
MOE-2109
INTERNSHIP PHASE-I (COMMUNITY SURVEY)

Max. Marks: 50 **Total Inst. Hours: Two Weeks**

External Marks: 40 **Credit : 02**

Internal Marks: 10

SUBJECT-SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

The Internship Phase-I aims to provide students with advanced practical exposure in specialized areas of Elementary and Secondary Education. This phase emphasizes hands-on experience, community engagement, and the application of theoretical knowledge in real educational settings, in line with the Ministry of Education's current initiatives and the National Education Policy (NEP) 2020.

- **Understand the Importance of RTE 2009:** Gain insights into the role and impact of the Right to Education (RTE) Act, 2009, within the current educational framework, promoting inclusive and equitable learning opportunities.
- **Conduct Field Research:** Perform interviews with parents, teachers, and community members to gather perceptions on education, institutional practices, and community engagement.
- **Observe Institutional Functioning:** Analyze the functioning of educational institutions, focusing on administrative, teaching, and learning aspects at village, ward, and locality levels.
- **Engage with the Community:** Participate in socio-economic and cultural activities to understand the role of education within the broader community context.
- **Document and Report:** Compile comprehensive documentation of the internship experience, including a detailed report on the projects undertaken.
- **Collaborate and Reflect:** Work collaboratively with peers, educators, and community members, sharing insights and reflecting on their professional growth and learning experiences.

COURSE OUTCOMES

Upon successful completion of the course, students will be able to:

- **Recognize the Role of RTE Act, 2009:** Understand the significance of the RTE Act, 2009, in promoting inclusive education and its impact on school-level practices.
- **Analyze Institutional Dynamics:** Critically evaluate the operational aspects of educational institutions, contributing to improved educational practices.

-318-

Chairperson
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- **Enhance Community Engagement Skills:** Actively participate in community activities, fostering a deeper understanding of the socio-cultural influences on education.
- **Develop Collaboration Skills:** Work effectively in team settings, communicate their experiences, and engage with the broader educational community.

COURSE CONTENT

WEEK 1: INTRODUCTION AND BASIC ENGAGEMENT

1. **Institutional Orientation:**

a) Attend introductory sessions and familiarize with the operational structure of the assigned school or teacher education institute.

b) **Outcome:** Understand the organizational setup and key roles within educational institutions.

2. **Classroom Observation:**

a) Observe four different teachers and analyze teaching-learning behaviors using Flanders' Interaction Analysis System.

b) **Outcome:** Gain insights into various teaching strategies, interaction patterns, and classroom management techniques.

3. **Participation in Institutional Activities:**

a) Engage in seminars, workshops, Parent-Teacher Meetings (PTMs), and cultural events.

b) **Outcome:** Enhance understanding of co-curricular activities and their impact on student learning.

4. **Basic Curriculum/Textbook Analysis:**

a) Conduct an initial analysis of a textbook or curriculum with a focus on representation of gender, caste, class, peace, and health education.

b) **Outcome:** Develop critical thinking skills about curriculum content and its societal impact.

WEEK 2: APPLIED FIELDWORK AND ASSESSMENT

5. **Administration of Psychological Tests:**

a) Administer and interpret two psychological tests from the following: Teaching Competency Scale, Job Satisfaction Scale, Teaching Aptitude Test, or Teacher Efficiency Inventory.

b) **Outcome:** Acquire skills in educational assessment and its application in real-world contexts.

6. **Community Engagement Survey:**

a) Conduct surveys with parents, teachers, and community members to understand their perceptions of education and the effectiveness of local schools.

b) **Outcome:** Develop skills in research and community outreach, aligning with NEP 2020's emphasis on stakeholder engagement.

7. **Short Reflective Report:**

a) Prepare a reflective report on observations and activities, highlighting key learning experiences and areas for improvement.

b) **Outcome:** Develop reflective and analytical writing skills essential for professional growth.

-319-

Chairperson
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Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. academic session 2024-25)

SEMESTER-II

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal/ Sessional	External	Total Marks
Theory Course								
1.	MOE-2110	Philosophical and Sociological Foundation of Education-II	3	2	4	20	80	100
2.	MOE-2111	Psychological Foundation of Education –II	3	2	4	20	80	100
3.	MOE-2112	Educational Research and Data Analysis – II	3	2	4	20	80	100
4.	MOE-2113	Curriculum Development – II	3	2	4	20	80	100
5.	MOE-2114	Pedagogy, Andragogy and Assessment-II	3	2	4	20	80	100
6.	MOE-2115	Optional Course (Any one option to be opted)						
	Option (i)	Elementary Education	3	2	4	20	80	100
	Option (ii)	Secondary Education	3	2	4	20	80	100
Practicum Course								
7.	MOE-2116	Dissertation (Phase-II)	--	--	2	10	40	50
8.	MOE-2117	Psychometric Assessment	--	4	2	10	40	50
9.	MOE-2118	Internship Phase-II	--	Two weeks	2	10	40	50
Total			18	16+ Two Weeks	30	150	600	750

-320-

Chairperson
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FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2110
PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION– II

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the meaning, concept and nature of educational sociology.
- Understand the concept and types of Social Institutions
- Acquire the knowledge about social movements and national values as enshrined in the Indian constitution.
- Identify the national values as enshrined in the Indian Constitution.
- Explain the meaning and definition of education and culture.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Know about the sociology of education.
- Learn about social movements.
- Imbibenational values.
- Relate education with culture.

COURSE CONTENT

UNIT-I: SOCIOLOGY OF EDUCATION

1.1 Concept of Educational Sociology and Sociology of Education
1.2 Definitions and Nature of Educational Sociology
1.3 Social Institutions: Concept and types
1.4 Functions of Social Institutions – Family, School and Society

UNIT-II: SOCIAL MOVEMENTS

2.1 Social Movements: concept, characteristics and types
2.2 Theories of Social Movements
2.2.1 Relative Deprivation Theory

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2.2.2 Resource Mobilization Theory
2.2.3 New Social Movement Theory

UNIT- III: NATIONAL VALUES

3.1 Education and its role in developing National Values.
3.2 National Values as enshrined in the Indian Constitution
3.2.1 Secularism
3.2.2 Democracy
3.2.3 Equality
3.2.4 Freedom with special reference to education

UNIT-IV: EDUCATION AND CULTURE

4.1 Meaning and definition of Culture
4.2 Relationship between Education and Culture: Impact of Education on Culture, Impact of Cultureon Education
4.3 Role of Education in Cultural Development, Preservation and Transmission of Culture
4.4 Cultural Heritage of India and Education

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Visit a school to study the philosophical ideology of the school; and prepare a report based on your observations and experience.
- Study the contents of Geeta in Reference to teacher child relationship and education management
- Any other relevant activity, project or assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J.C. (2002). *Theory and Principles of Education*, New Delhi :Vikas Publishing House.
- Aggarwal, J.C. and Gupta, S. (2006). *Great Philosophers and Thinkers on Education*. New Delhi: Shipra Publications.
- Brobacher,J.S.(2007). *Modern Philosophies of Education*, New Delhi :Surjeet Publications.
- Chaube, S.P. and Chaube, A. (2002). *Ideals of the Great Western Educators*, New Delhi :Neelkamal Publications.
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- Gupta, Rainu (2012): *ShikshaKeDarshnik, SamajshastriyaaurArthikAdhar*, Tondon Publications, Ludhiana.
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Chairperson
Department of Educat
BPS Mahila Vishwavic
Khahpur Kalan (Soni

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- Taneja, V.R. (2004). *Educational thought and Practice.* New Delhi : Sterling Publishers

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2111
PSYCHOLOGICAL FOUNDATION OF EDUCATION –II

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand and apply behaviourist and cognitive learning theories in educational contexts.
- Explore social learning, social competence, and social cognition, and their impact on student interactions.
- Examine various theories of intelligence, including multiple intelligences and emotional intelligence.
- Critically evaluate intelligence assessments, considering cultural and reliability issues.
- Develop strategies to foster problem-solving, critical thinking, and creativity in students.
- Understand and apply metacognitive processes to enhance learning.
- Promote mental health and well-being within educational settings.
- Explore and integrate guidance and counselling approaches into educational practice.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Ability to apply learning theories effectively in classroom settings to improve student engagement and social relationships.
- Competence in analysing and applying intelligence theories, including emotional and social intelligence.
- Skill in fostering critical thinking, problem-solving, and creativity among students.
- Capability to identify and address mental health issues in schools, promoting well-being and utilizing counselling strategies effectively.

COURSE CONTENT

UNIT 1: LEARNING THEORIES & SOCIAL LEARNING, SOCIAL COMPETENCE, AND SOCIAL COGNITION

1.1 Behaviourist Theories of Learning (Pavlov, Skinner),

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1.2 Cognitive Theories of Learning (Bruner, Ausubel), Applications of Learning Theories in the Classroom.

1.3 Concepts of Social Learning and Modelling (Bandura),Developing Social Competence in Students.

1.4 Understanding Social Cognition and its Educational Implications, Promoting Positive Social Relationships in Schools.

UNIT 2: INTELLIGENCE AND ITS THEORIES & ASSESSMENT OF INTELLIGENCE

2.1 Approaches to Intelligence: From Unitary to Multiple: Historical Perspectives on Intelligence (Spearman, Thurstone),

2.2 Concepts of Social Intelligence and Emotional Intelligence.

2.3 Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Theory of Intelligence

2.4 Types of Intelligence Tests (Stanford-Binet, Wechsler Scales), Issues in the Assessment of Intelligence (Cultural Bias, Reliability etc),Alternative Approaches to Intelligence Assessment

UNIT 3: PROBLEM SOLVING, CRITICAL THINKING, METACOGNITION, AND CREATIVITY

3.1 The Cognitive Process of Problem-Solving

3.2 Techniques to Foster Critical Thinking in Students

3.3 Understanding Metacognition and its Role in Learning

3.4 Concept and Nature of Creativity and Activities Encouraging Creativity in Educational Settings

UNIT 4: MENTAL HEALTH, GUIDANCE, AND COUNSELLING:

4.1 Concepts of Mental Health and its Importance in Education, Mental Hygiene: Prevention and Promotion in Schools.

4.2 Identifying and Supporting Students with Mental Health Issues, Strategies for Promoting Mental Well-Being in Educational Settings

4.3 Definitions, Principles and Importance of Guidance and Counselling in Education, Types of Guidance: Educational, Vocational, Personal, Social, The Role of the Teacher in Student Counselling

4.4 Approaches/theories to Counselling:Cognitive-BehaviouralCounselling (Albert Ellis's REBT),Humanistic Counselling and Person-Centred Approach (Carl Rogers),Eclectic Approach to Counselling, , Integrating Counselling Theories into Educational Practice.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

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:

- **Comparative Analysis of Learning Theories**: Create a comparison chart of behaviourist and cognitive theories, applying them to classroom scenarios.
- **Social Learning Observation**: Observe and document social learning instances in a classroom, focusing on modelling and social competence.
- **Role-Playing Social Cognition**: Develop and conduct a role-play to demonstrate social cognition concepts like empathy and perspective-taking.
- **Intelligence Test Administration**: Administer a simplified intelligence test, analyse results, and discuss issues like cultural bias.
- **Case Study on Multiple Intelligences**: Identify a student's strengths using Gardner's theory and suggest tailored educational strategies.
- **Emotional Intelligence Workshop**: Conduct an EI workshop, assess participants' EI, and discuss its importance in education.
- **Problem-Solving Task**: Design a problem-solving activity, guide students through it, and analyse their strategies.
- **Critical Thinking Exercises**: Develop and implement critical thinking exercises, and evaluate students' responses.
- **Metacognition Self-Reflection**: Have students reflect on their thinking processes during a learning activity.
- **Creativity Enhancement Workshop**: Organize activities like brainstorming and mind mapping to foster creativity.
- **Mental Health Awareness Campaign**: Plan and implement a campaign promoting mental health and well-being in schools.
- **Counselling Role-Play**: Conduct role-play sessions using different counselling approaches and discuss the outcomes.
- **Developing a Guidance Program**: Design a comprehensive guidance program covering educational, vocational, personal, and social aspects.
- **Seminar Presentation**: Prepare and deliver a seminar on a selected topic from the syllabus, integrating theoretical knowledge and practicum experiences.
- Any other relevant activity, project or assignment assigned by the teacher.

SUGGESTED READINGS:

- **Spearman, C. (1927).***The abilities of man: Their nature and measurement.* Macmillan.
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- **Skinner, B. F. (1953).***Science and human behaviour.* Macmillan.
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-326-

Chairperson
Department of Education
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Khahpur Kalan (Sonipat)

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- **Goleman, D. (1995).** *Emotional intelligence: Why it can matter more than IQ.* Bantam Books.
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- **Mangal, S. K. (2009).** *Essentials of educational psychology.* PHI Learning.
- **Aggarwal, J. C. (2010).** *Essentials of educational psychology.* Vikas Publishing House.
- **Narula, M. (2011).** *Emotional intelligence and academic achievement in adolescents.* Kalpaz Publications.
- **Deb, S. (2011).** *Children's mental health in India.* Sage Publications India.
- **Mangal, S. K. (2010).** *Psychological testing and measurement.* PHI Learning.
- **Gibson, R. L., & Mitchell, M. H. (2008).** *Introduction to counselling and guidance* (7th ed.). Pearson Education.
- **Mathur, S. S. (2014).** *Educational psychology.* VinodPustakMandir.
- **Paul, R., & Elder, L. (2006).** *Critical thinking: Tools for taking charge of your learning and your life.* Pearson Education.
- **Flavell, J. H. (1985).** *Cognitive development* (2nd ed.). Prentice-Hall.
- **Sharma, R. N. (2015).** *Cognitive psychology.* Atlantic Publishers.
- **Corey, G. (2016).** *Theory and practice of counselling and psychotherapy* (10th ed.). Cengage Learning.

Chairperson
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MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2112
EDUCATIONAL RESEARCH AND DATA ANALYSIS-II

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- dentify and describe various research methodologies used in educational research, including qualitative, quantitative, and mixed methods.
- Assess the feasibility and significance of research questions within the context of existing literature.
- Construct a detailed research proposal that outlines the study's purpose, methods, and expected outcomes.
- Compare and contrast different research studies to synthesize broader insights into educational phenomena.
- Differentiate between the t-Test and ANOVA

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Demonstrate a deep understanding of key concepts, theories, and methodologies in educational research
- Use statistical software (e.g., SPSS, R) to perform descriptive and inferential statistical analyses.
- Apply digital tools and software for data collection, analysis, and presentation in educational research.
- Analyze the implications of research findings for educational policy and practice.

COURSE CONTENT

UNIT- I. METHODS AND APPROACHES OF RESEARCH & RESEARCH REPORT

1.1 Major Methods and Approaches of Research

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1.1.1 Descriptive Research
1.1.2 Historical Research
1.1.3 Experimental Research
1.1.4 Content Analysis or Documentation Analysis

1.2 Preparation of Research Report
1.2.1 Concept, Meaning and Need of Research Report
1.2.2 Format of Research Report
1.2.3 Evaluation and Technical Suggestions in writing a Research Report

UNIT-II ERRORS WHILE CONDUCTING RESEARCH & RESEARCH DESIGNS

2.1 Sampling Errors
2.2 Measurement Errors
2.3 Qualitative Research Designs:
2.3.1 Narrative Research Design
2.3.2 Case Study
2.3.3 Ethnography

UNIT-III INFERENTIAL STATISTICS

3.1 Concept of Parameter and Statistics
3.2 Type I and Type II errors
3.3 One Tailed and Two Tailed Tests
3.4 Significance of Mean
3.4.1 Confidence Intervals and Levels of Confidence for the true mean for
(a) Large Sample
(b) Small Sample
3.4.2 Significance of the difference between means (t-test and z-test)
(a) Means of two independent large samples
(b) Means of two small independent samples

UNIT-IV: STATISTICAL FOUNDATION

4.1 Advanced Methods of Correlation: Meaning, assumptions, Computation and Uses of:
4.1.1 Tetrachoric and Phi-coefficient of Correlation
4.1.2 Biserial and Point –Biserial Correlation
4.2 Concept of Variance and Analysis of Variance
4.3 One Way Analysis of Variance (ANOVA)
4.4 Two Way analysis of Variance

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Conduct a literature review and write a summary of key studies related to your research topic. Identify research gaps that your study will address.
- Administration and interpretation of any one tool i.e. psychological test, questionnaire etc.
- Develop a detailed research proposal outlining your research questions, hypotheses, methodology, and expected outcomes.
- Any other relevant activity, project or assignment assigned by the teacher..

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SUGGESTED READINGS:

- Bagchi, KanakKanti (2007). *Research Methodology in Social Sciences: A Practical Guide.* Delhi: Abijeet Publications.
- Barbour, R. (2013). *Introducing Qualitative Research: A student's Guide* (2nd edition).UK: Barbour Workshops Ltd.
- Buch. (2006). *Surveys of Education Nos. 1,2,3,& 4*, New Delhi: NCERT.
- Garg, B.L., Karadia, R., Agarwal, F. and Agarwal, U.K., (2002). *An introduction to Research Methodology*, Jaipur: RBSA Publishers.
- Garrett, H.E. (2008). *Statistics in Psychology and Education.* Bombay: Vakil, Fiffer& Simons.
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- Rohatgi V. K. & Saleh, A.K. Md. E. (2009). *An Introduction to Probability and Statistics.* 2nd ed. (Reprint). John Wiley and Sons.
- Sinha, S.C. and Dhiman, A.K. (2002). *Research Methodology.* New Delhi: EssEss Publications.
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MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2113
CURRICULUM DEVELOPMENT –II

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- To understand the process of curriculum change and the factors influencing it.
- To explore various instructional systems and their role in curriculum transaction.
- To examine different approaches and models of curriculum evaluation.
- To analyze various curriculum design models and their applications.
- To develop skills in designing and evaluating curricula using different models and approaches.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Explain the concept of curriculum change and identify factors affecting it.
- Analyze the roles of students, teachers, and educational administrators in curriculum change and improvement.
- Describe the principles and process of curriculum development.
- Evaluate different types of instructional media and their effectiveness in enhancing curriculum transaction.
- Apply various approaches to curriculum evaluation, including criterion-referenced and norm-referenced evaluation.
- Critically analyze different models of curriculum evaluation, such as Tyler's, Stakes', Scriven's, and Kirkpatrick's models.
- Compare and contrast various curriculum design models, including academic/discipline-based, competency-based, and social reconstruction models.
- Design a curriculum using appropriate models, such as the Outcome-Based Integrative Model or the CIPP Model.
- Evaluate the effectiveness of the Choice Based Credit System in curriculum implementation.

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COURSE CONTENT

UNIT I: CURRICULUM INNOVATION AND IMPLEMENTATION

1.1 Curriculum Change-Meaning, types and factors affecting curriculum change

1.2 Approaches to curriculum Change - Role of students, teachers, and educational administrators in curriculum change and improvement.

1.3 Principles and Process of Curriculum Development

UNIT-II: INSTRUCTIONAL SYSTEMS AND CURRICULUM TRANSACTION

2.1 Instructional System: Concept, Characteristics, Need and uses in education.

2.2 Instructional Media : Types (Textbook, Multimedia and Computer)

2.3 Instructional Techniques and Materials in enhancing curriculum transaction

UNIT III: CURRICULUM EVALUATION: APPROACHES AND MODELS

3.1 Concept, need and Approaches of Curriculum Evaluation

3.2 Criterion-referenced and Norm Referenced Evaluation

Choice Based Credit System

3.3 Models of Curriculum Evaluation (Tyler's, Stakes' Model, Scriven's Model and Kirkpatrick's Model)

UNIT-IV: CONTEMPORARY CURRICULUM DESIGN MODELS

4.1 Curriculum design models-Academic/Discipline based Models, Competency Based Models

4.2 Social Functions/Activities Model (Social Reconstruction Model)

4.3 Individual Needs and Interests Model

4.4 Outcome Based Integrative Model

4.5 Intervention Model

4.6 CIPP Model (Context, Input, Process, Product Model)

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Conduct a case study analysis of a curriculum change in an educational institution (e.g., introduction of a new subject, pedagogical shift, or technology integration).
- Develop a mini-instructional system for a specific subject or topic, incorporating instructional media like textbooks, multimedia, and digital resources.
- Critically evaluate different types of instructional media (e.g., textbooks, multimedia, computer-based resources) used in current curriculum transactions.

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Department of Education
BPS Mahila Vishwavidyalaya

- Apply a curriculum evaluation model (e.g., Tyler's, Stake's, Scriven's, or Kirkpatrick's) to evaluate an existing curriculum or educational program.
- Design a curriculum unit or course using one of the contemporary curriculum design models (e.g., Competency-Based Model, Outcome-Based Integrative Model, or CIPP Model).
- Conduct a simulated classroom session using a designed curriculum, employing various instructional techniques and media.
- Conduct a group critique of different curriculum models (e.g., Social Reconstruction Model, Academic/Discipline-Based Model) based on their suitability for various educational contexts.
- Analyze the implementation of the Choice Based Credit System (CBCS) in higher education institutions
- Design evaluation tools (e.g., rubrics, checklists) for assessing curriculum effectiveness using different evaluation approaches (criterion-referenced and norm-referenced).Organize a workshop where students present innovative curriculum design ideas or modifications to existing curricula based on current educational needs.
- Any other relevant activity, project or assignment assigned by the teacher.

SUGGESTED READINGS:

- Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). Pearson.
- Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Wadsworth Publishing.
- Glatthorn, A. A., Boschee, F., Whitehead, B. M., &Boschee, B. F. (2018). *Curriculum leadership: Strategies for development and implementation* (5th ed.). SAGE Publications.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler Publishers.
- Marsh, C. J., & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues* (4th ed.). Pearson.
- Oliva, P. F., & Gordon, W. R. (2018). *Developing the curriculum* (9th ed.). Pearson.
- Posner, G. J. (2003). *Analyzing the curriculum* (3rd ed.). McGraw-Hill.
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- Stufflebeam, D. L., &Coryn, C. L. S. (2014). *Evaluation theory, models, and applications* (2nd ed.). Jossey-Bass.
- Wiggins, G., &McTighe, J. (2005). *Understanding by design* (2nd ed.). ASCD.

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Khahpur Kalan (Sonipat)

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FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2114
PEDAGOGY, ANDRAGOGY AND ASSESSMENT-II

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Know about Different domains of Assessment.
- Understand advanced evaluation techniques.
- Explore area in the field of pedagogy, Andragogy in teacher education.
- Analysis the innovative practices in assessment, pedagogy and andragogy.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understanding the anagogical principles and how they apply to assessment practices in adult education.Understand the feedback device
- Explore area in the field of pedagogy, andragogy and teaching in education
- Develop and implement assessment tools that are appropriate for adult learners, taking into account their unique characteristics and learning needs.
- To analyze and interpret assessment data to evaluate the effectiveness of teaching and the achievement of learning objectives.

COURSE CONTENT

UNIT - I: DOMAINS OF ASSESSMENT:

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

-334-

1.1 Different domains of Assessment: Cognitive (Anderson and Krathwohl), Affective (Krathwohl), and Psychomotor (R.H. Dave)

1.2 Norm referenced and Criterion referenced assessment.

1.3 Assessment of Teacher Prepared ICT Resources.

UNIT – II: THEORIES IN PEDAGOGY AND ANDRAGOGY

2.1 Component of Pedagogy

2.2 Critical Pedagogy: Meaning, need and its implications in teacher education.

2.3 Theory of Andragogy (Malcolm Knowles)

2.4 The Dynamic Model of Learner Autonomy.

UNIT – III: ASSESSMENT IN PEDAGOGY OF EDUCATION:

3.1 Feedback Devices: Meaning, Types, Criteria

3.2 Guidance as a Feedback Device

3.3 Assessment of Portfolios

3.4 Reflective Journal

3.5 Field Engagement using Rubrics.

3.6 Competency Based Evaluation: Meaning, features and types

UNIT – IV: ASSESSMENT IN ANDRAGOGY OF EDUCATION

4.1 Flanders' Interaction analysis

4.2 Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix)

4.3 Criteria for teacher evaluation: Product, Process and Presage criteria

4.4 Rubrics for Self and Peer evaluation: Meaning, steps of construction.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Design and submit at least three detailed lesson plans for elementary or secondary students, each applying a different pedagogical approach (e.g., inquiry-based learning, cooperative learning).
- Presenting a PPT on assessment techniques.
- Prepare, administer and interpret a diagnostic test to conduct a continuous evaluation in scholastic and non-scholastic areas.
- Flanders' Interaction analysis

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- Any other relevant activity, project or assignment assigned by the teacher.

SUGGESTED READINGS

- Asthana, Bipin (2011).*Measurment and Evaluation in Psychology and Education*. Agra: Agarwal Publications.
- Chopra, R.K. (1993) Status of Teachers in India
- Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi. Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
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- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Dept. of Education
- Insley, K., Collins, J., Soler, J. (2001). *Developing Pedagogy: Researching Practice*. London: Paul Chapman Publishing Ltd. and New Delhi: Sage Publications India Pvt. Ltd.
- Kubiszyn Tom. (2003). *Educational Testing and Measurement*. John Wiley.
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Khanpur Kalan (Sonipat)

-336-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2115 (OPT-I)
ELEMENTARY EDUCATION

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Define and explain the concept and purpose of elementary education in the broader context of human development and societal progress.
- Identify and explain the key constitutional provisions related to elementary education, including the right to education, the role of the state, and the obligations of citizens.
- Analyze the role of UEE in national development and its impact on literacy rates, economic growth, and social cohesion.
- Evaluate the effectiveness of these programmes in improving access, retention, and quality of elementary education.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Analyze the major challenges and barriers to achieving UEE, such as inadequate infrastructure, teacher shortages, socio-economic disparities, and cultural factors
- Analyze the role of educational management in ensuring effective school operations, including the development of a positive school culture and climate.
- Apply problem-solving skills to resolve issues that arise in school management, ensuring minimal disruption to the learning process.
- Critically examine contemporary educational policies related to UEE, including their objectives, strategies, and implementation mechanisms.

COURSE CONTENT

UNIT- I: ELEMENTARY EDUCATION: CONCEPT AND CONSTITUTIONAL PROVISIONS

1.1 Concept, Objectives, Need of Elementary education.
1.2 Concept, objectives, meaning and justification of UEE.

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Khanpur Kalan (Sonipat)

1.3 Strategies for universalisation of elementary education and challenges for achieving universal elementary education.

1.4 Constitutional interventions for universalization of education, SSA and RTE Act 2009.

UNIT-II: POLICIES, PROGRAMMES AND INITIATIVES FOR UEE

2.1 District Primary Education Programme: Aims& Strategies.NIOS, International schools, Islamic schools (Madrasah) & Autonomous schools.

2.2 Recommendations of various committees and commissions: Secondary EducatioCommission, Kothari commission, IswariBhai Patel Committee NPE – '1986 and POA

92, Rama Murthy Committee, Janardhan Reddy Committee, Yashpal ,Committee and NCF-2005.

2.3 New Education Policy 2020 with special reference to elementary education.

UNIT-III: EDUCATIONAL MANAGEMENT AT ELEMENTARY LEVEL

3.1 National Level: Ministry of Education (MHRD) CABE, NCERT, RIE, NIEPA, NCTE, CIET

3.2 State Level: Ministry of School Education ii, Directorate of School Education, Board of Education SCERT.

3.3 District Level: District Education Administration.

UNIT-IV: TEACHING & ISSUES OF ELEMENTARY EDUCATION

4.1 Methods of Teaching at Elementary Level

4.2 Elementary education in India: Challenges

4.3 Millennium Development Goals in context to UEE in India

4.4 Role of Elementary Teacher as a facilitator of teaching –learning process.

4.5 Recent development and research in Elementary Education.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Visit any two schools and find out innovative teachers. Prepare a detailed report on their innovation
- Organize Seminar Presentation
- Prepare a report regarding the protections of rights for children studying in elementary school.
- Report on awareness about the roles and responsibilities of school management committee.
- Class Test
- Assignment
- Any other relevant activity, project or assignment assigned by the teacher.

SUGGESTED READINGS:

- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Government of India (1992) Programme of Action, New Delhi: MHRD.
- Hayes, Denis (2008): *Primary Teaching Today: An Introduction*. Routledge Publications, U.K.
- Hurlock, E. (1995). *Child Development*. McGraw Hill Book Company, USA

Chairperson
Department of Educat
BPS Mahila Vishwavid

- Kabra, K.M. (1977) *Planning Process in a District*, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) *Elementary Education in India*, New Delhi: Concept Publication.
- Lewis, Ramón (2008): *Understanding Pupil Behaviour.* Routledge Publications, U.K.
- Mohanty, J. N. (2002): *Primary and Elementary Education*. Deep & Deep
- *National Curriculum Framework* (NCF)-2005 NCERT, New Delhi.
- Publications, New Delhi
- Rao, J. (2012): *Elementary Education in India; Issues and Concerns*. Viva Books Private Limited.
- Rao, V.K. (2007): *Universatisation of Elementary Education*. Indian Publishers, New Delhi.
- Rita Chemicals (2008): *Engaging pupil voice to ensure that every child matters: A practical guide*. David Fultan Publishers.
- Sharma, Ram Nath (2002): *Indian Education at the cross road.* Shubhi Publications.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2115 (OPT-II)
SECONDARY EDUCATION

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the status of secondary and higher secondary education in India.
- Analyse the issues of secondary and higher secondary education in different aspects
- Interpret the outcome of different programmes in different levels.
- Examine condition of teacher education programmes in secondary and higher secondary level.
- Develop critical understanding about current status of Secondary education in India
- Understand organizational structure and functions of institutions in administration and management of Secondary education at various levels
- Analyse the role of various organizations, institutions and agencies in Secondary Education
- Understand the functioning of various student support services at Secondary Level develop critical understanding about significance of vocational education
- Develop critical understanding about issues and challenges in secondary education
- Develop, critical understanding of the concept of educational planning and initiatives and programmes launched to achieve the same.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Know the status of secondary and higher secondary education in India.
- Understand organizational structure and functions of institutions in administration and management of Secondary education at various levels

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Understand the role of various organizations, institutions and agencies in Secondary Education.
- Develop critical understanding about issues and challenges in secondary education.

UNIT-I: DEVELOPMENT OF SECONDARY EDUCATION IN PRE INDEPENDENCE AND POST-INDEPENDENT INDIA

1.1 Wardha Scheme of Education-1937
1.2 University Education Commission- 1948-49
1.3 Secondary Education Commission-1952-53
1.4 Indian Education Commission-1964-66
1.5National Policy of Education (NPE-1986) and programmeof action (1992) in relation to Secondary education
1.6 National Education Commission (2005)

UNIT -II SECONDARY EDUCATIONS IN INDIA

2.1 Concept, Need, Aims and Objectives of Secondary Education
2.2 Status of Secondary Education in India
2.3 Structure, Approaches and Strategies for Secondary Education
2.4 Programmes and Strategies of Government of India to Improving the quality of Secondary Education
2.5 National level Organizations and Institutions in administration and management of secondary education (CABE, CBSE, NCERT, NIOS)

UNIT- III: ISSUES AND CONCERNS

3.1 Status of Secondary Education- National Scenario in terms of access, enrolment, retention, dropout
3.2 Status of Infrastructural facilities- classrooms, library
3.3 Issues relating to drop out of students at Secondary and Higher Secondary Level
3.4 Equity, Equality and Social Justice in Secondary and Higher Secondary Education
3.5 National Vocational Education Qualification Framework (NVEQF)

UNIT-IV ORGANIZATIONS, INSTITUTIONS AND AGENCIES ADMINISTRATION AND MANAGEMENT OF SECONDARY EDUCATION

4.1 Programme objectives, Strategies and Present Status with respect to Implementation of Programmes-
  4.1.1 RMSA (RastriyaMadhyamikaShikshaAbhiyan)
  4.1.2 RUSA (RashtriyaUcchatarShikshaAbhiyan)
4.2 State level Organizations and Institutions in administration and management of secondary education.
4.3 State Boards of School Education, SCERT / SIE, State Institute of Educational Technology (SIET)
4.4 District and sub district levels Organizations and Institutions in administration and management of secondary education -
  4.3.1 District Education Office
  4.3.2 Block Education Office
  4.3.3 Department of Public Instruction,
  4.3.4 SMC (School Management Committee)
  4.3.5 PTA (Parent Teacher Association)
  4.4 .6 International Agencies –UNICEF, UNESCO
  4.5.7 NGOs–focus areas, importance and functions

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SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Write a detailed essay on 'Developmentof Secondary Education"
- Analysis different Programmes of Government of India to Improving the quality of Secondary Education
- Any other relevant activity, project or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, J.C. (1988): *Teachers Role, Status, Service Conditions and Education in India.* (Doaba House)
- Aggarwal, J.C. (2004) *Development of Education System in India.* New Delhi: Shipra.
- Aggarwal, J.C. (2005). Recent developments and trends in education. New Delhi: Shipra
- Chopra, R.K. (1993). Status of Teachers in India, New Delhi: NCERT
- Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India
- Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi. Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
- Chopra, R.K. (1993) Status of Teachers in India
- Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Dept. of Education.
- Govt. of India, MHRD (2005). Universalization of Secondary Education: Report of the CABE Committee, New Delhi
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- Gupta, V.K and Gupta, Ankur (2005): Development of Education System in India. Vinod Publication, Ludhiana.
- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
- Jayapalan, N. (2005) Problems of Indian Education. New Delhi: Atlantic.
- Jha, P. (2005) Quality and Access in Primary Education. New Delhi: VPH.
- Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- Khan, A. (2006) Education in the Modern Indian Context. New Delhi: Arisep.
- Khanna, P.K. (2005) Education in the New Millennium. Jaipur: ABD Pondicherry University
- Kalaivani. M, S. Krithika(2019) Curriculum, Pedagogy And Assessment At Elementary Level, Samyukdha Publications.
- Kalaivani. M, S. Krithika(2018) Curriculum, Pedagogy And Assessment At Elementary Level, Samyukdha Publications.

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-342-

DEPARTMENT OF EDUCATION
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MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2116
DISSERTATION (PHASE –II)

Max Marks: 50 **Credits: 02**
External Marks: 40
Internal Marks: 10

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Select a researchable problem
- Establish a time line for completing the research study
- Choose an appropriate research design,sampling strategy and data collection methods
- Understand the concept of review
- Frame accurate objectives of the study
- Formulation Hypothesis of the study

COURSE OUTCOMES

- Understanding and applying ethical guidelines in research, including issues related to informed consent, confidentiality, and the respectful treatment of research participants.
- Design and conduct research using appropriate methodologies.
- Critically evaluate existing research, theories, and practices in education.
- Engaging in self-reflection about the research process, the challenges encountered, and the learning gained

COURSE CONTENT

1.1 Introduction /background of the study

1.2 Review of related literature

1.3 Justification of the study

1.4 Statement of the problem

1.5 Operational definition of key terms

1.6 Variables of the study

1.7 Objectives of the study

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Khanpur Kalan (Sonipat)

1.8 Hypothesis of the study

1.9 Research Methodology

1.10 Population and sample

1.11 Tools to be used

1.12 Statistical Techniques to be used

1.13 Delimitations of the study

SUGGESTED READINGS

- Aggarwal ,Y.P.(2002).Statistical Methods Concepts, Application and Computation(Third Edition). New Delhi, Sterling Publishers.
- Aggarwal,Y.P.(2008).*The science of Educational Research* (First Edition). Kurukshetrauniversity,Nirmal Book Agency.
- Best,W.J.&Kahn,V.J. (2006).*Research in Education* (Tenth Edition).New Jersey,U.S.A., PHI learning Private limited.
- Creswell,John W.(2014)Research Design:Qualitative ,Quantitative ,and Mixed Methods Approaches(5th Edition).New Delhi,SAGE Publications
- Google Books
- Google Scholar
- Kothari, C. R. (2009). *Research Methodology: Methods and techniques*(Second Revised Edition). New Delhi,New Age International (P)Limited ,Publishers.
- NCERT Library
- PROQUEST
- PubMed Central
- Punjab University E-Library
- ResearchGate
- Science direct/ Elsevier
- Science Hub
- Science.gov
- SCOPUS
- Shodhganga
- Singh, J.(2008). *Methodology and Techniques of Social Research*(First Edition) . New Delhi, KanishkaPublisher .
- Springer link

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- Taylor and Francis
- Virtual Learning Resources Centre
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MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2117
PSYCHOMETRIC ASSESSMENT

Max. Marks: 50
External Marks:40
Internal Marks: 10

Total Ins. Hours: 04
Credit: 02

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- This course will prepare students for advanced research and professional practice in educational psychology, enhancing their ability to conduct and interpret psychological assessments with ethical and methodological rigour.
- Students will master psychological measurement and scaling, including key concepts and methodologies.
- They will address ethical issues in testing, understand and use psychological apparatus, and analyze measurement aspects like reliability and validity.
- Competence in administering, scoring, and interpreting tests, along with ensuring standardization and accuracy, will also be developed.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Demonstrate knowledge of psychological measurement and scaling, including key concepts and methodologies used in the field.
- Identify and discuss ethical considerations and issues related to psychological testing, ensuring responsible and informed practices.
- Familiarize themselves with various psychological apparatus, understanding their purpose, use, and significance in psychological research and assessment.
- Analyze and explain the various aspects of psychological measurement, including reliability, validity, and standardization processes.
- Effectively utilize different psychological apparatus, demonstrating competence in administering tests and interpreting results.
- Understand the principles and procedures for standardizing psychological tests, ensuring they are reliable and valid for diverse populations.
- Administer, score, and interpret psychological tests accurately, applying appropriate techniques and methodologies to evaluate psychological constructs.

COURSE CONTENT

UNIT-I: PSYCHOLOGICAL MEASUREMENT AND STANDARDIZATION

-346-

Chairperson
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BPS Mahila Vishwavidyalaya

1.1 Quality of Psychological Tests: Criteria for evaluating the quality of psychological tests, including validity, reliability, and fairness. Analysis of how these criteria impact test effectiveness and interpretability.

1.2 Standardization of Psychological Tests: Steps for the standardization process of psychological tests. This includes test development, pilot testing, norming, and establishing reliability and validity.

UNIT-II: ETHICAL ISSUES & USE OF PSYCHOLOGICAL APPARATUS.

2.1 Ethical Considerations: Ethical issues related to psychological testing, including consent, confidentiality, and the responsible use of test results

2.2 Hands-on Experience with Apparatus/Test: Practical use and detailed reporting on three selected psychological apparatus/Test:

2.3 Finger Maze: Understanding the use of the Finger Maze apparatus in assessing motor skills and cognitive functions.

2.4 Koh's Block Test: Application and interpretation of Koh's Block Test in measuring cognitive abilities and spatial perception.

2.5 Bhatia Battery of Intelligence/ Any other available Psychological test:

2.6 Mirror Drawing Apparatus: Use of the Mirror Drawing apparatus with an electrical error counter to study motor learning and coordination.

SUGGESTED READINGS:

- Aggarwal, Y.P. (2002). *Statistical Methods Concepts, Application and Computation (Third Edition)*. New Delhi, Sterling Publishers.
- Aggarwal,Y.P.(2008).*The Science of Educational Research (First Edition)*. Kurukshetra university, NirmalBook Agency.
- Asthana, Bipin (2011). *Measurement and Evaluation in Psychology and Education*. Agra: Agarwal Publications.
- Bagchi, KanakKanti (2007). *Research Methodology in Social Sciences:* A Practical Guide. Delhi: Abijeet Publications.
- Best,W.J.&Kahn,V.J. (2006). *Research in Education (Tenth Edition)*. New Jersey, U.S.A., PHI Learning Private limited.
- Brookhart, S. & James, H. Macmillan. (2019). *Classroom Assessment and Educational Measurement*. Routledge Publishers. Taylor and Francis.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
- Cripps,M.(2017). Psychometric Testing Critical Perspectives: New Delhi: Sage Publications India Pvt. Ltd.
- Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications (6th Edition)*. New Delhi: Pearson Publications.
- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and Assessment in Teaching*. Pearson Education Inc.
- Singh, J. (2008). *Methodology and Techniques of Social Research (First Edition)*.New Delhi, Kanishka Publisher.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.ED)
SEMESTER-II
MOE-2118
INTERNSHIP PHASE-II

Max. Marks: 50

External Marks: 40

Internal Marks: 10

Total Inst. Hours: Two Weeks

Credit : 02

SUBJECTIVE SPECIFIC OBJECTIVES

Internship Phase-II is designed to immerse M.Ed. students in Practical, field-based experiences that enhance their understanding of educational environments, community engagement, and institutional dynamics. This phase emphasizes advanced observation, project implementation, and critical analysis, aligning with the Ministry of Education's current focus on inclusive, competency-based, and holistic education as outlined in the NEP 2020. The specific objectives are to:

- **Deepen Analytical Skills:** Equip students with the ability to conduct advanced classroom observations, focusing on interaction patterns, instructional strategies, and the use of educational technologies.
- **Enhance Leadership and Project Management:** Enable students to design and implement educational projects that address current societal and educational challenges, fostering leadership and project management skills.
- **Develop Institutional Analysis Competencies:** Provide students with opportunities to analyze institutional functioning, including administrative processes, staff collaboration, and policy implementation, to understand educational leadership and governance.
- **Critically Review Curriculum:** Guide students in evaluating curriculum materials and textbooks in light of the NEP 2020, emphasizing inclusivity, competency-based learning, and alignment with contemporary educational reforms.
- **Strengthen Psychometric Evaluation Skills:** Offer hands-on experience with advanced psychological assessments, focusing on evaluating teacher effectiveness, job satisfaction, and other competencies within real-world educational settings.
- **Foster Reflective and Communication Skills:** Encourage students to document their field experiences comprehensively and present their findings, enhancing their ability to reflect critically on their learning and communicate insights effectively.

COURSE OUTCOMES

Upon successful completion of Internship Phase-II, students will be able to:

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- **Critically Assess Teaching Practices:** Conduct in-depth classroom observations and analyze diverse teaching methods, including differentiated instruction and technology integration, to assess their impact on student learning outcomes.
- **Design and Implement Educational Projects:** Demonstrate the ability to design, plan, and implement small-scale educational projects, such as workshops or awareness programs, addressing key issues like environmental awareness, health education, and digital literacy.
- **Analyze Institutional Functioning:** Develop a nuanced understanding of the operational and administrative aspects of educational institutions, including leadership practices, resource management, and staff collaboration.
- **Evaluate Curriculum Alignment with NEP 2020:** Critically review curricula or textbooks to assess their adherence to NEP 2020 principles, focusing on inclusivity, equity, and the promotion of competency-based education.
- **Apply Advanced Psychological Assessments:** Utilize psychometric tools to evaluate teacher performance and satisfaction, gaining practical skills in psychological evaluation and its application in educational contexts.
- **Compile Reflective Reports and Present Findings:** Synthesize fieldwork experiences into comprehensive reports and articulate insights through presentations, demonstrating effective communication, reflective practice, and the ability to connect theory with practice.

WEEK 1: ADVANCED ENGAGEMENT AND ANALYSIS

1. **Enhanced Classroom Observation:**
   a) Conduct in-depth observations, focusing on advanced interaction patterns, use of technology, and differentiated instruction.
   b) **Outcome:** Critically assess diverse teaching methods and their effectiveness in the classroom.
2. **Project Design and Implementation:**
   a) Design and implement a small-scale project (e.g., awareness programs, student workshops) related to current educational issues such as environmental awareness, health education, or digital literacy.
   b) **Outcome:** Gain leadership skills and experience in project management within an educational context.
3. **Institutional Function Analysis:**
   a) Analyze the administrative and functional aspects of the institution, focusing on areas like staff collaboration, resource management, and policy implementation.
   b) **Outcome:** Develop a comprehensive understanding of institutional governance and leadership.

WEEK 2: SPECIALIZED TASKS AND REPORTING

4. **Curriculum Review in Light of NEP 2020:**
   a) Critically review a curriculum or textbook to evaluate its alignment with NEP 2020's goals, focusing on inclusivity and competency-based education.
   b) **Outcome:** Enhance curriculum evaluation skills, preparing students for roles in curriculum development and reform.
5. **Advanced Psychological Assessment:**
   a) Use advanced psychological tools to assess teacher effectiveness, job satisfaction, and competency in real-time settings.

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b) **Outcome:** Strengthen skills in psychometric evaluation relevant to teacher education.

6. **Final Reflective Report and Presentation:**
   a) Compile a detailed report summarizing all activities, analyses, and reflections from the internship, along with a presentation of findings.
   b) **Outcome:** Demonstrate communication and presentation skills, articulating insights gained from fieldwork.

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-350-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. academic session 2024-25)
SEMESTER-III

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal/ Sessional	External	Total Marks
Theory Course								
1.	MOE-2201	History, Politics and Economics of Education –I	3	2	4	20	80	100
2.	MOE-2202	Inclusive Education –I	3	2	4	20	80	100
3.	MOE-2203	Teacher Education –I	3	2	4	20	80	100
4.	MOE-2204	Technology In Education-I	3	2	4	20	80	100
5.	MOE-2205	Educational Administration, Management and Leadership –I	3	2	4	20	80	100
6.	MOE-2206	Optional Course (Any one option to be opted)						
	Option (i)	Pedagogy of Science Education	3	2	4	20	80	100
	Option (ii)	Pedagogy of Mathematics Education	3	2	4	20	80	100
	Option (iii)	Pedagogy of Language Education	3	2	4	20	80	100
	Option (iv)	Pedagogy of Social Science Education	3	2	4	20	80	100
Practicum Course								
7.	MOE-2207	Academic Writing	-	4	2	10	40	50
8.	MOE-2208	Internship Phase-III	-	Four Weeks	4	20	80	100
9.	MOE-2209	Dissertation (Phase-III)	-	-	2	10	40	50
Total			18	16	32	160	640	800

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2201
HISTORY, POLITICS AND ECONOMICS OF EDUCATION-I

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the Pre-independence and post-independence development of education in India.
- Explain the important features of various reports, commissions and policies of education during pre and post-independence development of Education - In India
- Understand the relationship of education with economic growth and development.
- Understand the genesis of concept of economics of education

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Gain knowledge about the history of education of India.
- Relate education and its economic aspects.
- Learn about economics of education.

COURSE CONTENT

UNIT- I: HISTORY OF EDUCATION

1.1 Education in India during: Vedic, Buddhist, Medieval period
1.2 Yashpal Committee Report (2009) and Justice Verma Committee Report (2012)
1.3 Secondary Education Commission (1952-53)
1.4 Kothari Education Commission (1964-66)

-352-

Chairperson
Department of Education
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Khanpur Kalan (Sonipat)

UNIT - II: EDUCATION AS RELATED TO ECONOMIC ASPECTS

2.1 National development: Concept, aspects and role of Education in national development

2.2 Education for Socially and economically disadvantaged sections of the society with special reference to SC, ST, Women and rural population.

2.3 Role of education in removing poverty

2.4 Impact of economic reforms (Liberalization, Privatization and Globalization) on education

UNIT - III: EDUCATION AND ECONOMIC DEVELOPMENT

3.1 Meaning of Economics

3.2 Meaning of Economic Development

3.3 Impact of Economics on Education

3.4 Role of Education in Economic Development

UNIT - IV: EDUCATION AND POLITICS

4.1 Approaches to understand polities

4.2 Theory of Behaviouralism

4.3 Theory of Systems Analysis

4.4 Theory of Rational (Choice)

4.5 Education for Political Development and Political Socialization

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Write a script on Educational development in ancient India after classroom discussions on the script organize a drama/play on it.
- Which is the landmark educational policy according to you & why? Prepare a detailed record on the effectiveness of the policy.
- Any other relevant activity, project, or assignment assigned by the teacher.

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Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

-353-

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Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

-354-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2202
INCLUSIVE EDUCATION-I

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:
After completing the course, students will be able to:

- To introduce students to the fundamental concepts, principles, and importance of inclusive education.
- To help students identify the diverse target groups within inclusive education, including marginalized groups and learners with disabilities.
- To explore the historical evolution of inclusive education from special education to integrated and finally inclusive education models.
- To familiarize students with international and national legal frameworks that support inclusive education.
- To enable students to critically assess the impact of significant policies, acts, and conventions on the implementation of inclusive education in India.
- To develop students' understanding of diverse learning needs and disabilities using the ICF Model.
- To prepare students to identify diverse learners and propose educational provisions to meet their needs in inclusive classrooms.
- To guide students in creating inclusive learning environments by addressing and overcoming common barriers.
- To emphasize the importance of curriculum adaptations for children with special needs.
- To teach students how to adapt instructional objectives, curriculum content, and co-curricular activities to meet diverse learners' needs.
- To explore the use of assistive technology and virtual reality in supporting and enhancing inclusive education

COURSE OUTCOMES:
Upon successful completion of the course, students will:

- Clearly explain the key principles and importance of inclusive education.

-355-

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Identify the scope and target groups within inclusive education, recognizing the diverse needs of marginalized groups and learners with disabilities.
- Understand and describe the evolution of inclusive education and its progression from special education to integrated and inclusive education models.
- Analyse the features and implications of international conventions like the UNCRPD and national policies such as the Right to Persons with Disabilities Act (RPWD Act) 2016.
- Assess the impact of key legislation and policies on the development and implementation of inclusive education in India.
- Evaluate the National Education Policy 2020 and National Curriculum Framework 2023 with a focus on inclusive education.
- Identify and classify diverse learners using the ICF Model and propose suitable educational provisions to meet their needs.
- Design inclusive classroom environments that cater to physical, sensory, intellectual, and multiple disabilities.
- Develop strategies to overcome social, attitudinal, and educational barriers to create an inclusive and supportive learning environment.
- Develop and implement curriculum adaptations that are responsive to the needs of children with special needs.
- Integrate assistive technology and virtual reality into classroom practices to enhance inclusivity and support diverse learners.
- Adapt instructional objectives, curriculum content, and co-curricular activities to ensure all learners can participate and succeed in an inclusive educational setting.

These objectives and outcomes are designed to prepare students with the necessary knowledge, skills, and attitudes to promote and implement inclusive education effectively, ensuring that all learners, regardless of their diverse needs, can achieve their full potential in an inclusive educational environment.

COURSE CONTENT

UNIT 1: CONCEPT OF INCLUSIVE EDUCATION

1.1 Inclusive Education: Concept, Principles and Importance
1.2 Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities),
1.3 Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education.
1.4 Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational.

UNIT 2: LEGAL PROVISIONS& POLICIES WITH SPECIAL REFERENCE TO INCLUSIVE EDUCATION

2.1 Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication , Features of The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education
2.2 Rehabilitation Council of India Act, 1992 ,The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995). The National Trust for

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

2.3 Features of National Policy of Disabilities (2006), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Right to Disabilities Act (RPWD Act) 2016.

2.4 National Education Policy 2020 with special reference to Inclusive Education, Features of National Curriculum Framework (2023) with special reference to Inclusive Education.

UNIT III: PREPARATION FOR INCLUSIVE EDUCATION

3.1 Concept and meaning of diverse needs and classification of disabilities on ICF Model.

3.2 Identification of diverse learners for inclusive classrooms (physical, sensory, intellectual and multiple disabilities)

3.3 Educational provisions and measures for meeting the diverse needs.

3.4 Building inclusive learning friendly classrooms, overcoming barriers for inclusion.

UNIT IV: CURRICULUM ADAPTATIONS FOR CHILDREN WITH DIVERSE NEEDS

4.1 Concept meaning and need for curriculum adaptations for children with special needs.

4.2 Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children .

4.3 Role of assistive technology for meeting diverse needs of learners.

4.4 Concept and meaning of Virtual Reality and its importance in inclusive classrooms.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities

- During the internship period visit, a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.
- Prepare the need profile of all children in a class. Critically analyse the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.
- Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
- Preparation of status report on school education of children with diverse needs. • Evaluation of text books from the perspective of differently abled children.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices, Visit to special, integrated and inclusive classrooms .Reflective journal writing
- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification of children with disabilities.
- Planning and conducting multi-level teaching in the local school.
- Critical review of policy and practice and panel discussion by a group of students. .
- Review of literature related to education of children with diverse needs presentation of reports in a seminar.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

-357-

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Any other relevant activity, project, or assignment assigned by the teacher.

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-358-

Chairperson
Department of Education
Mahila Vishwavidyalaya
Pur Kalan (Sonipat)

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-359-

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION(M.Ed.)
SEMESTER-III
MOE-2203
TEACHER EDUCATION-I

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Study the changing context and concerns in teacher education in India.
- Develop in the student understanding of the concept, objectives, new thrusts and structure of teacher education in emerging context.
- Study student teaching in the light of recent scientific advancement.
- Explore the structure of teacher education curriculum and transction approaches.
- Enable the student to understand teaching and training techniques including IT enabled training devices.
- Enable the students to organize various types of student teaching programmes
- Enable the student to know the concept and practice of evaluation in teacher education in the emerging context.
- Enable the student to explore recommendations of NEP-2020 for teacher education.
- Acquaint the student with the innovative practices in teacher education both in context of India
- Develop among the student's professional ethics and sense of commitments.
- Enable the students to understand about in-service and pre-service teacher education programme for the profession.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understand the changing context and concerns in teacher education in India.
- Know concept, objectives, new thrusts and structure of teacher education in emerging context.
- Understand teaching and training techniques including IT enabled training devices.
- Organize various types of student teaching programmes including students support services.
- Know the concept and practice of evaluation in teacher education in the emerging context.
- Explore area of research and experiment in teacher education.
- Understand professional ethics and sense of commitments.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

COURSE CONTENT

UNIT- I: CONCEPT AND STRUCTURE OF TEACHER EDUCATION

1.1 Concept of teacher education: Meaning, Nature and Scope of Teacher Education , Aims and objectives of teacher education

1.2 Recommendations of era (Kothari Commission and NCFTE 2009) on Teachers education .

1.3 Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke &Habermas

UNIT-II: TEACHER EDUCATION CURRICULUM & INSTRUCTIONAL METHODS

2.1 The structure of Teacher Education curriculum and its vision

2.2 Teacher Education curriculum at different stages i.e. primary, secondary and higher secondary.

2.3 Patterns of student teaching – Internship, Microteaching, simulated teaching

2.4 Reflective Teaching: Meaning and concept, Strategies for Promoting Reflective Teaching,

UNIT III:TYPES AND ORGANIZATION OF TEACHER EDUCATION PROGRAMME

3.1 Pre-Service Teacher Education: Concept and Objectives, Need and Importance

3.2 In-Service Teacher Education: Concept and Objectives, Need and Importance

3.3 Agencies for organizing in service teacher education programmes, SSA, RMSA, CTEs, SCERT, NCERT and UGC

3.4 Qualities and Characteristics of an Effective In-Service Teacher Educator

UNIT - IV: TEACHER EDUCATION IN NEP 2020

4.1 Recommendations of NEP 2020 Regarding Teacher Education

4.2 Role of the Teacher according to NPE 2020

4.3 Challenges & Suggestions of Teacher Education in NEP 2020

4.4 National Curriculum Framework for Teacher Education according to NEP-2020

4.5 Challenges & Suggestions of implementation NEP 2020 regarding Teacher Education curriculum

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities

- Presenting Power point Presentation on NEP 2020
- Prepare a Report on Transactional Approaches used by Teacher educators of Your Department.
- Critical Review of NEP-2020 with special reference to NEP-2020.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

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-361-

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

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Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION(M.Ed.)
SEMESTER-III
MOE-2204
TECHNOLOGY IN EDUCATION-I

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the role of Information Communication Technology in present and future.
- To describe the concept, types, need and importance of ICT in education.
- To explain the communication process in ICT.
- To describe the difference between IT and ICT.
- To explain the social learning and Social networking in education.
- Understand about the E-inclusion and qualities of e-learning.
- Understand the use of ICT in research and evaluation.
- Describe the use of internet in ICT.
- Understand the Online & offline tools in education.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understand the concept, types, need and importance of ICT in education.
- Understand the communication process in ICT and social learning and Social networking in education.
- Understand about the E-inclusion and qualities of e-learning.
- Understand the use of ICT in research and evaluation.

COURSE CONTENT

UNIT - I: EDUCATIONAL TECHNOLOGY

1.1. Meaning and Concept of Educational Technology;
1.2. Nature, Scope and Significance of Educational Technology.
1.3. Components of Educational Technology Hardware and Software.
1.4. Educational Technology and Instructional Technology.
1.5. Application of Educational Technology in-Formal, Non-Formal, Informal, Inclusive Education and Distance Education and Open Learning Systems

Chairperson
Department of Education
BPS Mahila Vishwavidyalay
Khahpur Kalan (Sonipat)

UNIT - II: BASICS OF INFORMATION COMMUNICATION TECHNOLOGY

2.1 ICT: - Meaning, Origin and Growth, Nature and Importance
2.2 Different form of ICT:- Traditional and Modern ICT
2.3 Advantages and Disadvantages of ICT
2.4 Difference between Information Technology, Communication Technology, ICT and Instructional Technology

UNIT- III: INTRODUCTION TO LEARNING THEORIES AND THEIR TECHNOLOGICAL IMPLICATIONS

3.1 Contributions of Key Theorists and their Relevance in a Technology -Integrated Environment : B.F. Skinner, Jean Piaget, David Ausubel, Jerome Bruner, Lev Vygotsky
3.2 Implications of Learning Theories for Technology-Enhanced Instructional Design: Behaviourist Perspective, Cognitive Perspectives and Constructivist Perspective.

UNIT - IV: EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY

4.1 E-Learning: Meaning, concept, merits and demerits of e-Learning
4.2 Approaches to E- learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning.
4.3 Emerging Trends in e learning:
4.4 Social learning-Concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum
  4.4.1 Open Education Resources-Concept and Applications of Creative Common, Massive Open Online Courses
  4.4.2 E-Inclusion-Concept, application of Assistive Technology in E-learning,
  4.4.3 Flipped Learning
4.5 Quality of E-Learning- Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Set up and explore various educational hardware (interactive whiteboards, projectors) and software (Learning Management Systems, educational apps).
- Create short instructional video using video editing software (e.g., Camtasia, iMovie) on a selected topic.
- Analyze a case study of technology integration in formal, non-formal, or informal education settings.Demonstrate the use of traditional vs. modern ICT tools (e.g., overhead projectors vs. interactive panels).
- Develop a plan for implementing ICT in a classroom or school setting, highlighting advantages and addressing potential disadvantages.
- Create a comparative chart highlighting the differences between Information Technology (IT), Communication Technology (CT), and ICT
- Develop a lesson plan incorporating technology based on a selected learning theory (e.g., constructivist, cognitive).
- .Use educational simulations or gamified tools (e.g., Kahoot, Quizizz) to demonstrate a learning concept.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Create a presentation on how key learning theorists (e.g., Skinner, Piaget) influence current educational technology practices.
- Design an e-learning module using tools like Google Classroom or Moodle, incorporating synchronous and asynchronous elements.
- .Develop a social media campaign or blog for educational purposes using platforms like Twitter, Facebook, or a personal blog.
- Implement a flipped classroom strategy by providing pre-class online resources and conducting interactive sessions during class time.
- Explore and demonstrate the use of assistive technologies (e.g., screen readers, speech-to-text software) for e-inclusion in learning.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION(M.Ed.)
SEMESTER-III
MOE-2205
EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP -I

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Acquaint the students with changing concepts of educational management along with their significance.
- Help the students to understand educational management as a process at various levels.
- Develop an understanding in students about education and problems of educational trends.
- Help the students to know about resources of education and problems of educational finance.
- Assist the students to learn about planning and organizing supervisory programmes in educational institutions.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Know changing concepts of educational management along with their significance.
- Understand process of educational management at various levels.
- Understand about education and problems of educational trends.
- Know about resources of education and problems of educational finance.
- Plan and organize supervisory programmes in educational institutions.

COURSE CONTENT

UNIT - I: EDUCATIONAL MANAGEMENT AND ADMINISTRATION

1.1 Educational Administration: Meaning, nature, scope, importance and function

1.2 Educational Administration and Bureaucracy

1.3Administrative Management techniques:

1.3.1 POSDCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting),

1.3.2. CPM (Critical Path Method),

1.3.3.PERT (Program, Evaluation, Review Technique)

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1.4 Principles of Educational Administration

UNIT - II: LEADERSHIP IN EDUCATIONAL ADMINISTRATION

2.1 Leadership in Educational Administration: Meaning and nature

2.2 Approaches of Leadership

(a)Trait (b) Transformational (c) Transactional (d) Value based (e) Cultural (f) Psychodynamic (g) charismatic

UNIT - III: QUALITY IN EDUCATION

3.1 Evolution of quality: Inspection .Quality control. Quality Assurance

3.2 Total Quality Management (TQM),Six Sigma

3.3 Quality Gurus: Walter Shewart, Edward Deming, C.K.Pralhad

UNIT - IV: CHANGE MANAGEMENT

4.1 Change Management: Meaning, Need for Planned change

4.2 Three step Model of Change (Unfreezing, Moving, and Refreezing)

4.3 Japanese Models of change: Just-in –time, Poka yoke

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities

- Case study of administrative problems in implementation of NEP 2020 in government/private schools
- Assessment of motivation level/job satisfaction/ perception of leadership among teachers in any educational institution
- Identify the Leadership style of administrator of any institution and write report
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

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Chairperson
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MASTER OF EDUCATION(M.Ed.)
SEMESTER-III
MOE-2206(OPT-I)
PEDAGOGY OF SCIENCE EDUCATION

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OUTCOMES:

Students will understand science as a dynamic field and differentiate it from technology and related subjects. They will evaluate curricula, study innovative efforts in science education, and recognize the need for diverse, contextualized instructional materials. They will appreciate the role of co-curricular activities, grasp the Constructivist approach, and understand the significance of assessment, exploring various modes and innovative trends.

COURSE OUTCOMES:

Upon completion of this course, the students will be able to:

- Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavour.
- Understand the differences and complementarily between Science and Technology and other related subjects..
- Understand the need to evaluate curricula and evaluate the same on the basis of different validities.
- Know about and critically study innovative curricular efforts in India and abroad.
- Understand diversity of instructional materials, their role and the need for contextualization in science education.
- Appreciate the role of co-curricular activities in science education.
- Understand the Constructivist approach to science instruction and its implication .
- Understand the role of assessment in the teaching–learning process in science.
- Understand various modes of assessment and their application.
- Familiarize with new, innovative trends in assessment.

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COURSE CONTENT:

UNIT I - NATURE OF SCIENCE

1.1 What is Science? Evolution of science as a discipline. Science as a dynamic expanding body of knowledge.
1.2 Development of scientific knowledge; Scientific method and Structure of Science
1.3 Science and Technology, complementarities between Science and Technology.
1.4 Common misconceptions of pupils about the nature of science.
1.5 Characteristics of different disciplines of science, their interrelationship and integration.

UNIT II -CURRICULUM TRENDS IN SCIENCE EDUCATION

2.1 Criteria of validity of science curriculum: content, cognitive, process, historical, environmental, ethical.
2.2 Recommendations of NCF 2023 on curriculum of Science.
2.3 Curriculum at different stages- at primary, upper primary secondary, higher secondary as per NCF 2023
2.4 Integrating co-curricular activities with science education Science Centers, Science museums, Science Clubs, Science Fairs, Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium

UNIT III- APPROACHES TO SCIENCE LEARNING

3.1 Constructivist paradigm and its implications for Science
3.2 Different types of constructivist approaches to science learning: inquiry method, problem solving strategies, investigatory approach, inductive method, project based learning, cooperative and collaborative learning, activity based learning
3.3 Role of experiments in science, integration of theories and experiments in science
3.4 Development of laboratory design, planning and organisation of laboratory work, reporting skills, procedural knowledge
3.5 Encouraging and respecting children responses, introducing alternative approaches in science learning, integrating science across different disciplines and with real life situations.

UNIT IV-ASSESSMENT IN SCIENCE EDUCATION

4.1 Role of assessment in Science Teaching and Learning.
4.2 Formative and Summative evaluation.
4.3 Changing trends in assessment: from paper-pencil tests to authentic assessment: from single attribute to multidimensional assessment, from individual assessment to group assessment, from learning outcome to learning experiences performance based assessment of Projects models, activities and investigative skills, reporting students achievement by comparing students prior and current learning achievement and relevant feedback to students
4.5 Assessment of effective measures in Science: use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews
4.6 Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
4.7 Portfolios: Planning and assessment of Portfolios in Science learning.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Assignment/term paper on selected themes from the course.

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Khahpur Kalan (Sonipat

- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science, for example, Discovery of the electron; the development of electromagnetism; theory of evolution; Newtonian calculus and its importance to Physics; Thermodynamics.
- A critical study of a curricular project selected from any area of science (e.g. PSSC, BSCS, and Chemical Education Material Study Programme (CHEM), Nuffield, O and A level Curricula, NCERT etc.).
- Development of an action plan to organize a science exhibition at different levels, framing guideline on a selected theme and various subthemes.
- Development of a concept map of a selected topic in Physics/Chemistry/Biology;
- Development of a constructivist based lesson plan in a collaborative mode;
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

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- Ahmad J. (2014). Teaching of Biological Science, PHI.
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DEPARTMENT OF EDUCATION
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B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2206(OPT-II)
PEDAGOGY OF MATHEMATICS EDUCATION

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Develop a deep understanding of the nature and essence of mathematics.
- Comprehend the characteristics and structure of mathematical language.
- Explore and appreciate the historical evolution of mathematical concepts.
- Analyse and articulate the contributions of Indian mathematicians to the field.
- Relate mathematics to other academic disciplines and understand its interdisciplinary connections.
- Formulate specific instructional objectives in behavioural terms.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Distinguish between the roles of pure and applied mathematics
- Develop the skill of solving real-life problems through Mathematics
- Develop the understanding of using constructivist approach in mathematics
- Highlight the significance of mathematics laboratory
- Gain knowledge of principles of curriculum construction
- Know and use various methodologies of teaching mathematics
- Develop the skill of using various methods of teaching mathematics
- Evaluate students' performance in mathematics

COURSE CONTENTS

UNIT-1: NATURE, DEVELOPMENT AND SIGNIFICANCE OF MATHEMATICS

1.1 Meaning, Nature and significance of mathematics.
1.2 Distinction between mathematics and science
1.3 Distinct roles of pure and applied Mathematics
1.4 Historical Development of Mathematics with some famous anecdotes like Aryabhatta, Ramanujam, Brahmagupta, Archimedes, Pythagoras etc.

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Department of Education
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Khanpur Kalan (Sonipat)

1.5 Aims and Objectives of Teaching Mathematics at various School levels.

1.6 Recreational and Aesthetic aspect of Mathematics: Games, Puzzles, Riddles, Symmetry etc. and their role in learning mathematics.

UNIT-2: CURRICULUM DEVELOPMENT OF MATHEMATICS AT SCHOOL LEVEL

2.1 Curriculum: Meaning, Principles of Curriculum Construction and Organisation at different stages of school education – at elementary, secondary and senior secondary.

2.2 Approaches to Organization of Mathematics Curriculum at various stages of School Education.

2.3 Development of Curriculum in Mathematics

2.4 Integrating Co-curricular activities with Mathematics Education.

2.5 Mathematics Club: Objectives, Need, Importance, Organization and Activities.

2.6 Mathematics Laboratory: Need, Importance, Materials and Procedure to set up

2.7 Methodology of development of Curricular materials viz. Textbooks, Workbooks, Teacher Handbooks

UNIT-3: METHODS AND STRATEGIES OF MATHEMATICS EDUCATION

3.1 Teaching Methods: Inductive and Deductive Method, Analytic and Synthetic Method, Problem solving Method, Project Method, Laboratory Method

3.2 Modern Techniques: Brain Storming, Quiz, Seminar, Discussion, Drill, Self Study, Supervised Study, Group Study

3.3 Pedagogical Approaches: Constructivist Approach, Discovery Approach, Collaborative Approach, Reflective Approach

3.4 Teaching gifted /Slow learners in Mathematics

3.5 Uses and Preparation of Teaching Aids

UNIT-4: EVALUATION IN MATHEMATICS

4.1 Concept of Evaluation in teaching – learning process (Formative, Summative, Diagnostic)

4.2 Norm Referenced and Criterion Referenced Test

4.3 Types of common mistakes in Mathematics; their identification and analysis with a purpose of prevention and remedial measures

4.4 Types of Test Items in Mathematics

4.5 Meaning, Merits, Limitations and Construction of Long Answer Type Items, Short Answer Type Items and Objective Type Items

4.6 Precautions taken while constructing test items

4.7 Action Research in Mathematics

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities:

- A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of Mathematics. i.e. discovery of the zero; the development of Pythagoras theorem etc.
- A critical study of Mathematics curriculum of secondary school stage of Haryana.

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Khanpur Kalan (Sonipat)

- Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of Mathematics.
- Development of an action plan for organization of an exhibition at different levels, framing guidelines on a selected theme and various sub-themes.
- Development of criteria for evaluation of laboratory work and using it in laboratory.
- Make a study of the evaluation practices in selected schools making critical analysis of examination papers.
- Prepare low cost and no cost teaching aids and study their effectiveness in a Mathematics classroom transaction.
- Analyze famous quotations on Mathematics and prepare a report.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J.C. (2008). *Teaching of Mathematics*. Delhi: Shipra Publications
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-375-

Chairperson
Department of Education
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Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2206(OPT-III)
PEDAGOGY OF LANGUAGE EDUCATION

Max Marks: 100 **Total Inst. Hours: 03+02**
External Marks/Theory: 80 **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVE:

After completing the course, students will be able to:

- Understand the differences and complementarily between language other related subjects.
- Understand the Constructivist approach to science instruction and its implication .
- Understand the role of assessment in the teaching–learning process in language.
- Understand various modes of assessment and their application.
- Familiarize with new, innovative trends in assessment.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understand the nature of language as a dynamic, expanding body of knowledge and as a social endeavour.
- Understand the need to evaluate curricula and evaluate the same on the basis of different validities.
- Understand diversity of instructional materials, their role and the need for contextualization in language.
- Appreciate the role of co-curricular activities in language.

COURSE CONTENT

UNIT I - GENERAL INTRODUCTION ON LANGUAGE

1.1 What is Language? Various components of language;
1.2 Functions of language;
1.3 How different are different languages?
1.4 Critical analysis of the following terms: Dialect, Standard and Non-standard language,
1.5 Characterizing mother tongue, first language, and second language, bilingual and multilingual

UNIT II - LANGUAGE ACQUISITION

2.1 Language learning in early childhood

-376-

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

2.2 Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher
2.3 Second language acquisition

UNIT III- LANGUAGE PROCESSES AND THE CLASSROOM CONTEXT

3.1 Oral language in the classrooms; Participation in the classroom
3.2 Reading: Engaging with books of different types
3.3 Comprehension of stories and non-fiction (content area texts)
3.4 Writing as a composing process
3.5 Problem solving, developing a sense of audience, purpose, and understanding the process of writing

UNIT IV-ASSESSMENT IN SCIENCE EDUCATION

4.1 Role of assessment in language Teaching and Learning.
4.2 Formative and Summative evaluation.
4.3 Changing trends in assessment
4.4 Assessment of effective measures in language: use of tools and techniques such as observation and interviews

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- A critical study of a curricular project selected from any area of science (level Curricula, NCERT etc.).
- Development of a constructivist based lesson plan in a collaborative mode
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

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- Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth:.Heineman.
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- Rai, M. (2015). Writing in Indian schools: the product priority.Language and language learning.Vol 4, No 1, Issue 7, 32-36
- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. Language and Language Teaching, 1:1. 22- 26.
- Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, Contemporary Education Krathwohl, D.R., Bloom, B.S. and Maria, B.B. (1964). Taxonomy of Educational Objectives

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B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN (SONEPAT)
MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2206(OPT-IV)
PEDAGOGY OF SOCIAL SCIENCE EDUCATION

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- To develop an understanding about the concept of Social Studies.
- To develop an understanding of aims and objectives of teaching of Social Studies.
- To develop ability to organize curriculum of Social Studies.
- To acquaint pupil-teachers with different methods, devices and techniques of teaching Social Studies.
- To develop proper understanding of modern concepts and tools of evaluation.
- To acquaint the pupil-teachers with current events and Community Resources.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understand about the concept, aims and objectives of Social Studies.
- Able to organize curriculum of Social Studies.
- Use different methods, devices and techniques of Social Studies.
- Understand modern concepts and tools of evaluation.
- Know about current events and Community Resources.

COURSE CONTENT

UNIT - I: CONCEPTUALIZATION OF SOCIAL SCIENCE EDUCATION

1.1 Concept, Nature and Scope of Social sciences.
1.2 Aims and objectives of teaching social sciences at school level.
1.3 Values or Advantages of social sciences
1.4 Relationship of social sciences with other subjects and within the subject.
1.5 Research perspectives in pedagogy of social science education.

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UNIT - II: APPROACHES TO PEDAGOGY OF SOCIAL SCIENCE

2.1 Different Approaches: Correlation approach, integrated approach, spiral approach
2.2 Behaviourist approach, Constructivist approach.
2.3 Social studies teacher – Qualities and Role in Global Perspective.

UNIT - III: SOCIAL SCIENCE CURRICULUM METHODS, AND TEACHING LEARNING MATERIAL

3.1 Concept, nature and objectives of social science curriculum
3.2 Organization of curriculum: Principle of social science curriculum
3.3 Teaching learning material: Textbook, Reference book, Newspapers, Maps.
3.4 Methods: Discovery method, Discussion method, Computer Assisted Instruction (CAI), Inductive and deductive method, project method, problem solving method and survey method.

UNIT - IV: COMMUNITY RESOURCES AND EVALUATION OF TEACHING LEARNING OF SOCIAL SCIENCE

4.1 Concept, types and importance of community Resources
4.2 Organization of different co-curricular activities
4.3 Evaluation in social science: Types and techniques
4.4 Criteria of good evaluation or testing device in social science

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Write a detailed essay on 'Evolution of Social Science as a discipline.
- Development of a lesson design based on Activity based approach
- Prepare, administer and interpret a diagnostic test to conduct a continuous evaluation in scholastic and non-scholastic areas
- Construction, administration and interpretation of an achievement test of any subject.
- Any other assignment/ project given by the teacher.

SUGGESTED READINGS:

- Aggarwal, J.C. (1982). *Teaching of Social Studies*. New Delhi: Vikas Publisher.
- Burton, W. H. (2016). Principles of History Teaching, London: Methuen
- Chaudhary, K. P. (2015). The Effective Teaching of History in India, New Delhi: NCERT
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi: Harman Publishing House.
- Dhamija, N. (2013). Multimedia, Approaches in Teaching Social Studies, New Delhi: Harman Publishing House
- Hamming, J. (1959). *The Teaching of Social Studies in Secondary Schools*. New York: Longman Publication.
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- Kochhar, S.K. (2001). *Teaching of Social Studies*. New Delhi: Sterling Publications.
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- Singh, Gurmit (2008). ;wkfienfXn?BdknfXnkgB (SamajikAdhain da Adhiapan). Ludhiana: ChetnaParkashan.
- Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: ChetnaParkashan.
- Singh, Gurmit and Kaur, Jasvir (2007). *Teaching of Social Studies*. Ludhiana: Kalyani Publishers.
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MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2207
ACADEMIC WRITING

Max. Marks:50
External Marks: 40
Internal Marks: 10

Total Inst. Hours : 04

Credit: 02

SUBJECT SPECIFIC OBJECTIVES:

Upon completing this course, students will understand academic writing fundamentals and various styles. They will demonstrate skills in paraphrasing, citation, editing, and adhering to formats. They will produce professional reports and diverse articles, format theses according to style guides, write insightful book reviews, and draft effective professional correspondence. Additionally, students will distinguish and apply different writing styles, prepare resumes and professional profiles, and conduct content analysis.

COURSE OUTCOMES:

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

- Grasp the fundamentals of academic writing and recognize various writing styles.
- Demonstrate skills in good academic writing, including paraphrasing, acknowledging sources, editing, and proofreading, while adhering to appropriate styles and formats.
- Produce professional reports, including seminar, project, research, and field visit reports, by applying principles learned through sample reports.
- Write different types of articles, such as thematic articles, research articles, article reviews, and editorials.
- Write and format a thesis, including chapters, a review of related literature, bibliography, tables, figures, appendices, and references according to an accepted style guide (e.g., APA).
- Write insightful and structured book reviews.
- Draft effective professional letters and emails.
- Distinguish between different types of writing and writing styles and apply them appropriately.
- Prepare a resume and effective professional profile suitable for job interviews.
- Perform content analysis

COURSE CONTENT

Students should engage in the following activities:

1.1 Introduction to Academic Writing and Styles of Writing

1.2 Essentials of good academic writing, Paraphrasing and acknowledging, Editing and Proofreading, Style and Type of Writing in different formats

-381-

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1.3 Report writing: Sample Reports of Seminars, Project Reports, Research reports, and Field visit reports will be explained and students will write a professional report of any of these workshops/seminars/field visits.

1.4 Articles: Thematic article, research article, article reviews, editorials

1.5 Thesis: Writing a thesis, chapters included, RRL, Bibliography, Format of Tables, Figures, Appendix, Referencing as per an accepted style guide (E.g. APA), Pagination, header, footnote etc

1.6 Book review writing

1.7 Writing or drafting professional letters and mail etc.

1.8 Use & differentiate different kinds of writing and writing styles

1.9 Preparation of resume/effective profile for an interview by each student

1.10 Content analysis & reporting any one event/ news (from electronic/ print media) related to the field of education.

TASKS AND ASSIGNMENTS:

Students are required to maintain a comprehensive record of their activities in the form of a detailed file. This file should include documentation of all tasks completed, assignments undertaken, and relevant reflections or analyses of each activity.

SUGGESTED READINGS:

- APA style Manual USA, American Psychological Association.
- Best, J.W. & Kahn, James V. (2014). *Research in Education* (10th Edition). New Delhi: PHI Publishers.
- Brown, Kristine and Susan Hood, (2002). Academic Encounters, Cambridge University Press.
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
- Gangal, J. K. Developing Writing Skills in English. PHI Learning Private Ltd, New Delhi, 2011.
- Kothari, C.R. (2013). *Research Methodology: Methods and Techniques.* New Delhi: New Age International Publishers.
- Mc Carter, Sam and Norman Whitby. Improve your IELTS Writing Skills, Macmillan. New Delhi, 2009.
- Murray, R. (2004) Writing for Academic Journals. Maidenhead: Open University Press.
- Murray, R., (2004). Wring for Academic Journals, Maidenhead: Open University Press.
- Punch, K. F., &Oancea, A. (2014). *Introduction to Research Methods in Education* (2nd edition). Sage.
- Rohatgi V. K. &Saleh, A.K. Md. E. (2009). *An Introduction to Probability and Statistics.* 2nd ed. (Reprint). John Wiley and Sons.
- Ruane, Janet M. (2004).*Essentials of Research Methods to Social Science Research,* Blackwell Publications Ltd.
- Sharma, Yogendra K. (2011). Methodology and Techniques of Educational Research. New Delhi: Kanishka Publishers..
- Singh, Kanwarjit (2012). *Methodology of Educational Research.* New Delhi: Lotus Press.
- Singh,Y.K. &Bajpai, R.B. (2018).*Research Methodology and Data Presentation.* New Delhi: APH Publishing House.
- Taylor, Shirley. Communication for Business. Pearson. Delhi, 2005

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-382-

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2208
INTERNSHIP PHASE-III

Max Marks: 100 **Total Inst. Hours: Four Weeks**

External Marks: 80

Internal Marks: 20 **Credits :04**

SUBJECT SPECIFIC OBJECTIVES

The Internship Phase-III aims to provide students with advanced practical exposure in specialized areas of Elementary and Secondary Education. This phase emphasizes hands-on experience, community engagement, and the application of theoretical knowledge in real educational settings, in line with the Ministry of Education's current initiatives and the National Education Policy (NEP) 2020. By the end of this course, students will:

- **Understand the Importance of RTE 2009:** Gain insights into the role and impact of the Right to Education (RTE) Act, 2009, within the current educational framework, promoting inclusive and equitable learning opportunities.
- **Conduct Field Research:** Perform interviews with parents, teachers, and community members to gather perceptions on education, institutional practices, and community engagement.
- **Observe Institutional Functioning:** Analyze the functioning of educational institutions, focusing on administrative, teaching, and learning aspects at village, ward, and locality levels.
- **Engage with the Community:** Participate in socio-economic and cultural activities to understand the role of education within the broader community context.
- **Document and Report:** Compile comprehensive documentation of the internship experience, including a detailed report on the projects undertaken.
- **Collaborate and Reflect:** Work collaboratively with peers, educators, and community members, sharing insights and reflecting on their professional growth and learning experiences.

COURSE OUTCOMES

Upon successful completion of the course, students will be able to:

- **Recognize the Role of RTE Act, 2009:** Understand the significance of the RTE Act, 2009, in promoting inclusive education and its impact on school-level practices.

- **Analyze Institutional Dynamics:** Critically evaluate the operational aspects of educational institutions, contributing to improved educational practices.

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- **Enhance Community Engagement Skills:** Actively participate in community activities, fostering a deeper understanding of the socio-cultural influences on education.
- **Develop Collaboration Skills:** Work effectively in team settings, communicate their experiences, and engage with the broader educational community.

COURSE CONTENT

The third phase of the internship is designed to develop the competencies of future teacher educators by immersing them in real-world educational environments. Students specializing in Secondary Education will be placed in secondary teacher education institutions, while those in Elementary Education will be placed in District Institutes of Education and Training (DIETs) or similar institutions.

WEEK 1: ORIENTATION AND FAMILIARIZATION

- **Institutional Orientation:** Acquaint students with the functioning, policies, and practices of the assigned teacher education institutions.
- **Outcome:** Understand institutional structures, key roles, and operational dynamics, setting the stage for active engagement in subsequent weeks.

WEEKS 2-4: PRACTICAL ENGAGEMENT AND FIELD ACTIVITIES

1. Teaching and Lesson Planning

- **Activity:** Deliver six lessons from the B.Ed. or D.Ed. curriculum, ensuring that at least two lessons incorporate technology integration.
- **Outcome:** Develop skills in lesson planning, use of teaching aids, and effective teaching methodologies under the guidance of mentor educators.

2Community Engagement and Awareness Activities (Choose Any Three)

Activities:

- Literacy and Social Awareness Camp
- Nukkad Natak (Street Play)
- Voting Awareness Rally
- Anti-Ragging Awareness Campaign
- Poster Making, Skit, Slogan Writing, Art & Craft Activities
- Any other relevant educational activity approved by school authorities
- **Outcome:** Strengthen community engagement skills and raise awareness on critical social issues through active participation.

3. Awareness Programs on Government Schemes (Choose Any Two)

- **Activity:** Conduct awareness sessions on government initiatives like Samagra Shiksha, Beti Bachao Beti Padhao, and other schemes relevant to education and social welfare.
- **Outcome:** Increase awareness and understanding of government programs that impact educational and social outcomes.

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4. Institutional Survey

- **Activity:** Conduct a survey focusing on specialized areas (Elementary/Secondary Education) to evaluate institutional effectiveness and areas for improvement.
- **Outcome:** Gain practical skills in research, data collection, and analysis, aligning with field-based educational practices.

5. Curriculum Review

- **Activity:** Critically review existing Elementary or Secondary school curricula in Haryana in light of NCF 2023 recommendations.
- **Outcome:** Develop a critical perspective on curriculum content, inclusivity, and alignment with current educational standards.

6. Project Design for School Children (Choose Any One)

- **Activity:** Develop a project that includes counseling and organizing an exhibition on relevant themes such as:
  - Save Trees, Save Water
  - Population Explosion, Female Foeticide
  - Say 'No to Polybags'
  - Vermiculture, Rainwater Harvesting
  - Solid Waste Management, Tree Plantation
  - Any other relevant educational project approved by school authorities
  - **Outcome:** Enhance project management skills, fostering creativity and leadership in educational settings.

7. Evaluation of ICT Integration

- **Activity:** Prepare an evaluation report on the integration of ICT in the Teacher Education Curriculum at the Elementary/Secondary level in the state.
- **Outcome:** Develop evaluation and reporting skills, highlighting the impact of technology on teaching and learning.

8. Development of Educational Resources

- **Activity:** Create an animated video on an educational topic using appropriate software, targeting Elementary or Secondary level students.
- **Outcome:** Build skills in educational technology and resource development, promoting digital literacy.

9. Monitoring Mechanism Analysis

- **Activity:** Prepare a detailed flowchart and report on the existing monitoring mechanisms at the Elementary or Secondary school level in the state, providing suggestions for improvement.

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- **Outcome:** Understand institutional monitoring and accountability frameworks, contributing to institutional improvement.

10. Effectiveness of RTE 2009

- **Activity:** Measure and analyze the effectiveness of the Right to Education Act, 2009, in enhancing access and quality of education.
- **Outcome:** Gain insights into policy impact assessment, aligning with the goals of inclusive and equitable education.

ASSESSMENT AND REPORTING

- **Documentation:** Students are required to maintain a detailed portfolio documenting all observations, activities, and reflections during the internship.
- **Assessment Criteria:** Evaluation will be based on active participation, quality of documentation, reflective practices, and the comprehensiveness of submitted reports.
- **Internal and External Marks:** Marks will be awarded based on demonstrated competencies, adherence to internship objectives, and the quality of the final project reports.

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MASTER OF EDUCATION (M.Ed.)
SEMESTER-III
MOE-2209
DISSERTATION (PHASE-III)

Max. Marks: 50
External Marks: 40 **Credits: 02**
Internal Marks: 10

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Develop scientific and research attitude among students.
- Develop skills in preparing a good research tool.
- Select the appropriate research tool for the study.

COURSE OUTCOMES

Upon successful completion of the course, students will:

- Understanding and applying ethical guidelines in research, including issues related to informed consent, confidentiality, and the respectful treatment of research participants.
- Design and conduct research using appropriate methodologies.
- Critically evaluate existing research, theories, and practices in education.
- Engaging in self-reflection about the research process, the challenges encountered, and the learning gained

COURSE CONTENT

1.1 Develop relevant tools for data collection.
1.2 Develop data analysis plans and procedures
1.3 Collection of data with the help of developed/standardized tools.
1.4 Determine the data analysis methods and Techniques
1.5 Presentation depicting development of research tool and procedure of data collection.

SUGGESTED READINGS:

- Google Scholar
- Google Books
- Science.gov
- Shodhganga
- Virtual Learning Resources Centre
- ResearchGate
- PubMed Central
- SCOPUS
- Science direct/ Elsevier

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- Taylor and Francis
- Wiley Online Library
- Science Hub
- Springer link
- NCERT Library
- Punjab University E-Library
- Zotero

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MASTER OF EDUCATION (M.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(w.e.f. academic session 2024-25)
SEMESTER-IV

Sr. No.	Course-Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal/ Sessional	External	Total Marks
Theory Course								
1.	MOE-2210	History, Politics and Economics of Education –II	3	2	4	20	80	100
2.	MOE-2211	Inclusive Education –II	3	2	4	20	80	100
3.	MOE-2212	Teacher Education –II	3	2	4	20	80	100
4.	MOE-2213	Technology In Education-II	3	2	4	20	80	100
5.	MOE-2214	Educational Administration, Management and Leadership –II	3	2	4	20	80	100
6.		CBCS (Choice Based Credit System)			4	20	80	100
Practicum Course								
7.	MOE-2215	Dissertation (Phase-IV)	-	-	3	15	60	75
8.	MOE-2216	Self-Development	-	2	1	05	20	25
9.	MOE-2217	Information & Communication Technology	-	4	2	10	40	50
Total			15	16	30	150	600	750
Grand Total (Semester- I to Semester- IV)					122	610	2440	3050

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MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2202
HISTORY, POLITICS AND ECONOMICS OF EDUCATION-II

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES: After completing the course, students will be able to:

- Understand the process of historical development of education in India.
- Know about various commissions and committees related to education in India.
- Understand the relationship of education with economic growth and development.
- To know how to improve the Human development index of India.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

- Know about the evolution of education in india.
- Understand education for equality in a global society.
- Learn about educational finance.
- Gain knowledge about education and human development.

COURSE CONTENT

UNIT – I: EVOLUTION OF EDUCATION IN INDIA

1.1 National Policy of Education (1986)
1.2 National Policy of Education (1992)
1.3 National Education Policy (2020)

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1.4 Macaulay's Minutes
1.5 Indian Education Commission

UNIT - II: NATIONAL POLICY AND EDUCATION SYSTEM

2.1 Inclusive Education: Focus on marginalized Groups, Women Education and Inclusivit
2.2 Empowering Girls in Education: Breaking Barriers and Fostering Equality
2.3 Addressing Socio-Economic Disparities in Education: A call for Equity
2.4 Right to Education Act (2009)

UNIT – III: EDUCATIONAL FINANCE

3.1 Educational Finance: meaning, importance and scope
3.2 Principles of educational finance
3.3 Educational finance at Micro and Macro Levels
3.4 Budgeting: Concept, importance and types

UNIT – IV: EDUCATION AND HUMAN DEVELOPMENT

4.1 Education and Human capital development
4.2 Education and Human development index
4.3 Education for Human Resource Development
4.4 National integration and International understanding

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE):

Students will select and complete **one** of the following practicum activities:

- Prepare a report on estimation of institutional cost of a secondary school/ Estimation of unit cost of education in a school taking student as a unit.
- Review of related literature to justify the role of political/economic/ historical foundation of education in shaping of education.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Altekar, A. S. (1944). Education - In Ancient India. Banaras: Nand Kishore & Bros.
- Education & National Development (n.d.). Report of the Kothari commission on Education (1964-66). New Delhi.
- Ghosh S. C. (2007). History of Education in India. New Delhi: Eastern Book Corporation. • Govt. of India (n.d.). Programme of Action-National policy on Education. New Delhi: Ministry of Human Resources Development, 1986.
- GOI. (1986). National policy of education. GOI. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf\

-391-

Chairperson
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- Joshi, K. L. (1977). Problems of higher Education in India. Bombay: Popular Prakashan.
- Kaul, J. N. (1975). Higher education, social change & national development. Shimla: Indian Institute of Advanced Study.
- Kneller, G. F. (1993). Foundation of Education. New York: John Wiley & Sons, Inc.
- Lall, M. (2005). The Challenges for India's Education System. London: Chatham House.
- Ministry of Education (1978). Report of the Education Commission (1964-66). New Delhi: Govt. of India.
- NCERT (2005). National curriculum framework-200. Sri AurobindoMarg, New Delhi: NCERT.
- Taneja, V. R. (2005). Foundation of Education. Chandigarh: Abhishek Publishers.
- http://libdcms.nida.ac.th/thesis6/2011/b171170.pdf
- https://www.hillsroad.ac.uk/docs/default-source/summer-word-2020/politics-ideologies.pdf?sfvrsn=2
- https://www.sunypress.edu/pdf/60700.pdf
- https://www.researchgate.net/publication/319007951_Liberalism_in_Education
- https://www.researchgate.net/publication/227888552_Five_Critical_Stances_Towards_Liberal_Philosophy_of_Education_in_Britain
- https://liberal-arts.eu/wp-content/uploads/2017/10/Dirksen-Kontowski-Kretz-Eds.-2017-What-is-Liberal-Education-and-what-could-it-be.pdf
- https://www.researchgate.net/publication/263809277_Conservatism
- https://www.researchgate.net/publication/227585013_Conservative_Ideology_and_Curriculum
- https://www.researchgate.net/publication/319266838_Critical_perspectives_in_education_Introduction_to_the_Special_Issue
- https://www.researchgate.net/publication/255982603_On_Critical_Theory_and_Educational_Practice
- https://pages.gseis.ucla.edu/faculty/kellner/essays/towardcriticaltheoryofed.pdf
- https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1002.9463&rep=rep1&type=pdf
- http://cerc.edu.hku.hk/wp-content/uploads/2013/11/Education-and-National-Development-Priorities-Policies-and-Planning.pdf
- https://core.ac.uk/download/pdf/55754.pdf
- http://libdcms.nida.ac.th/thesis6/2011/b171170.pdf
- http://www.igntu.ac.in/eContent/IGNTU-eContent-344137278034-MA-PoliticalScience-4-Dr.GeorgeT.HaokipPaper401PublicPolicyandDevelopmentinIndia-Unit1.pdf

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MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2204
INCLUSIVE EDUCATION-II

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES: After completing the course, students will be able to:

- To explore and critically analyse the various theories and models underpinning inclusive education.
- To understand the concepts of social justice and equity in education and their implications for inclusive practices.
- To examine the essential elements of inclusive school environments, focusing on ensuring physical, social, and academic accessibility for all students.
- To identify and evaluate the roles of teachers, special educators, and collaborative practices in fostering inclusive school communities.
- To develop proficiency in inclusive pedagogical approaches such as Differentiated Instruction, Universal Design for Learning (UDL), and Culturally Responsive Teaching.
- To explore and apply collaborative teaching models, including co-teaching and peer-assisted learning, in inclusive classroom settings.
- To design inclusive lesson plans that effectively integrate technology and interactive methods, ensuring all students can access and engage with the curriculum.
- To critically assess the importance of pre-service and in-service teacher education for effective inclusive practices.
- To understand and apply professional ethics and standards required of inclusive educators.

Chairperson
Department of Education
BPS Mahila Vishwavidyalay
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- To explore leadership roles in inclusive education, including the responsibilities of school leaders, administrators, and policymakers.
- To examine the role of national and international agencies in promoting and supporting inclusive education.
- To analyse current research trends and developments in inclusive education, identifying emerging issues and best practices.
- To develop skills in evaluating inclusive education programs using appropriate tools and techniques.
- To engage in action research within inclusive classrooms, identifying challenges and implementing solutions to improve practices.
- To understand the concept, meaning, and importance of adapted physical education and sports within inclusive education frameworks.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Students will be able to critically evaluate and apply various theories and models related to inclusive education.
- Students will demonstrate an understanding of social justice and equity issues in education and how they influence inclusive practices.
- Students will be able to design and assess inclusive school environments that ensure accessibility for all students.
- Students will identify the roles and collaborative strategies necessary for teachers, special educators, and other stakeholders to effectively support inclusion in schools.
- Students will demonstrate competence in applying differentiated instruction, UDL, and culturally responsive teaching methods in inclusive classrooms.
- Students will be able to implement collaborative teaching models and design inclusive lesson plans that utilize technology and interactive strategies to enhance learning for all students.
- Students will critically analyse the significance of ongoing professional development for inclusive educators and apply ethical standards in their practice.
- Students will understand the leadership roles required in inclusive education and the contribution of various agencies in fostering inclusive practices globally.
- Students will engage in and contribute to current research in inclusive education, demonstrating the ability to evaluate inclusive programs and conduct action research to address classroom challenges.
- Students will articulate the importance of adapted physical education and sports, integrating these concepts into inclusive education strategies.

These objectives and outcomes are designed to equip students with the knowledge, skills, and ethical grounding necessary to become effective educators and leaders in the field of inclusive education.

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COURSE CONTENT

UNIT I: THEORETICAL FOUNDATIONS OF INCLUSIVE EDUCATION &BUILDING INCLUSIVE SCHOOL

1.1 Theories and models underpinning inclusive practices., Social justice and equity in education, The social model of disability vs. the medical model, Vygotsky's Social Development Theory, Bronfenbrenner's Ecological Systems Theory

1.2 Inclusive School Environments and Accessibility: Ensuring physical, social, academic access.

1.3 Role of teachers and special educators in inclusive classrooms.

1.4 Collaborative Practices in Inclusive Schools: Strategies for promoting collaboration among teachers, parents, and students, Role of teamwork and shared responsibility in supporting inclusion

UNIT II: INCLUSIVE PEDAGOGY AND TEACHING STRATEGIES

2.1 Pedagogical Approaches: Differentiated Instruction, Universal Design for Learning (UDL), and Culturally Responsive Teaching

2.2 Collaborative Teaching Models: Co-Teaching, Team Teaching, and Peer-Assisted Learning

2.3 Assessment for Learning in Inclusive Classrooms: Formative and Summative Approaches

2.4 Designing Inclusive Lesson Plans: Integrating Technology and Interactive Methods

UNIT III: PROFESSIONAL DEVELOPMENT AND ETHICS IN INCLUSIVE EDUCATION

3.1 Teacher Education for Inclusive Education: Pre-Service and In-Service Training

3.2 Professional Ethics and Standards for Inclusive Educators

3.3 Leadership in Inclusive Education: Roles of School Leaders, Administrators, and Policymakers

3.4 Role of different national and international agencies {institutions, universities} in promoting inclusive education.

UNIT IV: RESEARCH AND EVALUATION IN INCLUSIVE EDUCATION

4.1 Research trends and recent development in Inclusive Education.

4.2 Evaluating Inclusive Education Programs: Tools and Techniques

4.3 Action Research in Inclusive Classrooms: Identifying Issues and Implementing Solutions

4.4 Concept, meaning and importance of adapted physical education and sports.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- During the internship period visit, a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.

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Department of Education
BPS Mahila Vishwavidyala
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- Prepare the need profile of all children in a class. Critically analyse the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.
- Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
- Preparation of status report on school education of children with diverse needs. Evaluation of text books from the perspective of differently abled children.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices, Visit to special, integrated and inclusive classrooms .Reflective journal writing
- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification of children with disabilities.
- Planning and conducting multi-level teaching in the local school.
- Critical review of policy and practice and panel discussion by a group of students. .
- Review of literature related to education of children with diverse needs presentation of reports in a seminar.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.
- Any other relevant activity, project, or assignment assigned by the teacher.

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-396-

Chairperson
Department of Education
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Khahpur Kalan (Sonipat)

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Chairperson
Department of Education
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2206
TEACHER EDUCATION-II

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession.
- Understand the roles and responsibilities of teacher educators.
- Use various methods of teaching for transacting the curriculum in schools.
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education.
- Reflect on the issues and problems related to teacher education in the country.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

- Understand the roles and responsibilities of teacher educators.
- Know the skill of using various methods of teaching for transacting the curriculum in schools.
- Understand the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education.
- Know about the issues and problems related to teacher education in the country.

COURSE CONTENT

UNIT I: MODELS OF TEACHING & ACCREDITATION OF INSTITUTION

-399-

Chairperson
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Khanpur Kalan (Sonipat)

1.1 Models of Teaching: Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models
1.2 Recognition, assessment and accreditation of Teacher Education Institutions: Concept & Need
1.3 Different Agencies for recognition, assessment and accreditation: UGC, NCTE, NAAC

UNIT II: II: PROFESSIONAL DEVELOPMENT IN TEACHER EDUCATION

2.1 Strategies of Continuous Professional Development: Seminars, Workshops, Group Discussion, Conferences, Symposium. Distance Education, Refresher Courses, Orientation courses
2.2 Problems and issues related to CPD of teachers and Teacher Educators
2.3 Personal and Contextual factors affecting Teacher Development.
2.4 Teacher Effectiveness: Concept, Importance & factors

UNIT III: TEACHER EDUCATION AS PROFESSION

3.1 Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers
3.2 Factors Influencing Teaching profession as first Choice in India
3.3 Quality Enhancement for Professionalization of Teacher Education:
3.4 GOI initiatives across all the levels

UNIT IV: CURRENT TRENDS AND RESEARCH IN TEACHER EDUCATION

4.1 Innovations in teacher education
4.2 Use of ICT in teacher education
4.3 Challenges in Teacher education
4.4 Research trends in Teacher Education

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Critical appraisal of teacher education programme (ETT/B.Ed. /M.Ed.) being implemented in a teacher education institution.
- Evaluation of an in-service training programme for school teachers.
- Attitudinal survey of teacher trainees.
- Class Test
- Assignment
- Attendance
- Any other relevant activity, project, or assignment assigned by the teacher.

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— 400 —

Chairperson
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2208
TECHNOLOGY IN EDUCATION-II

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession.
- Understand the roles and responsibilities of teacher educators.
- Use various methods of teaching for transacting the curriculum in schools.
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education.
- Reflect on the issues and problems related to teacher education in the country.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

- Understand the concept, principles, barriers and facilitators of Communication. Know about concept, nature and importance of multimedia
- Know about meaning, concept, approaches merits and demerits of e-Learning.
- Understand Use of ICT in Assessment, Administration and Research
- Understand role of teacher in use of ICT

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COURSE CONTENT

UNIT I: COMMUNICATION PROCESS IN EDUCATION

1.1 Concept of communication,
1.2 Components of communication process
1.3 Principles of Communication;
1.4 Barriers and Facilitators of Communication
1.5 Classroom Communication.
1.6 Tele-communication and Satellite-communication-Teleconferencing, Video Conferencing

UNIT II: MULTIMEDIA APPROACH IN EDUCATION

2.1 Multi media: Concept, nature and importance
2.2 Different medias of multimedia
2.3 Principles for Selection of Multimedia in Education
2.4 Uses and applications of Multimedia Approach

UNIT III: INNOVATIVE INSTRUCTION: THEORIES, TECHNOLOGY AND DESIGN

3.1 Designing Technology-Supported Instruction for Large Groups (Blended Learning Environments, MOOCs and Webinar Platforms)
3.2 Technology Supported Strategies for Small Groups (Collaborative Tools, Online Group Discussions and Peer Review Systems)
3.3 Adapting instruction for Formal and Non- Formal Settings Using Technology (Digital Learning Management Systems (LMS) for Formal Education; Mobile Learning Apps and Community-Based Learning Networks for Non-Formal Education)
3.4 Exploring Technology Driven Models: ADDIE, ASSURE, Dick and Carey Model, Gagne's Nine Events in Digital Learning and 5E's of Constructivism

UNIT IV: ASSESSMENT AND RESEARCH IN ICT

4.1 Use of ICT in Assessment, Administration and Research: E portfolios
4.2 ICT for Research - Online Repositories and Online Libraries
4.3 Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.
4.4 Effective pedagogical practices :Teacher's role in use of ICT

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

- Conduct role-playing sessions to simulate various classroom communication scenarios, highlighting barriers and facilitators.
- Organize a teleconference or video conference session with external experts or peer groups. Use platforms like Zoom, Google Meet, or Microsoft Teams.
- Explore and compare different online communication tools (e.g., discussion forums, live chats) and their effectiveness in educational contexts.

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- Create an educational multimedia presentation using various media types (images, videos, animations) with tools like PowerPoint, Prezi, or Canva.
- Evaluate different multimedia resources (educational videos, interactive simulations) and assess their suitability for classroom use based on set principles.
- Understand criteria for selecting multimedia in educational settings and their impact on learning outcomes.
- Design a multimedia learning module for a specific topic, incorporating videos, audio, interactive quizzes, and graphics.
- Create a lesson plan incorporating blended learning strategies using platforms like Google Classroom, Moodle, or other LMS.
- Participate in a mock webinar or MOOC and present a reflection on the experience, focusing on instructional design and delivery.
- Select and apply one of the instructional design models (ADDIE, ASSURE, Dick and Carey) to create a short educational module.
- Create an e-portfolio showcasing your work, projects, and reflections on the use of ICT in assessment and research.
- Develop an online quiz or survey using tools like Google Forms, Kahoot, or Quizizz to assess learning outcomes.
- Explore and present on the use of online research repositories (e.g., Google Scholar, ERIC) and libraries for conducting educational research.
- Create a video or presentation highlighting best practices for teachers in integrating ICT in the classroom, focusing on the teacher's role in facilitating technology use.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

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Chairperson
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2210
EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP-II

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- To develop understanding about developmental process of educational administration and management
- To understand the basic concepts and process of educational administration and management.
- To develop an understanding about the role of different agencies in educational administration and management.
- To become conversant with the different sub-structures operating within the educational system and their interrelationships.
- To develop understanding of trends in educational administration in India.
- Critically examine the present administrative/managerial practice and the issues related.
- To acquaint the learner with the challenges and opportunities emerging in the management.
- To develop competencies to use concept of management in areas of educational system.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

- Understand about developmental process of educational administration and management
- Know the basic concepts and process of educational administration and management.
- Understand about the role of different agencies in educational administration and management.
- Know recent trends in educational administration in India.

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Examine the present administrative/managerial practice and related issues.
- Use concept of management in areas of educational system.
- Understand the challenges and opportunities emerging in the management.

COURSE CONTENT

UNIT I: DEVELOPMENTAL PROCESS OF EDUCATIONAL ADMINISTRATION

1.1 Process of educational administration
(Purposing, Planning, Organizing, Operating direction, coordination and control and Evaluating)
1.2 Specific trends in Educational Administration;
1.2.1. Organizational climate
1.2.2. Organizational Compliance
1.2.3. Organizational Development

UNIT II: LEADERSHIP IN EDUCATIONAL ADMINISTRATION

2.1 Models of Leadership
2.2Tri- dimensional Model
2.2.1Hersey and Blanchard's Model
2.2.2 Leader-Member Exchange Model
2.2.3 Blake and Mouton's Managerial Grid

UNIT III: EDUCATIONAL MANAGEMENT

3.1 Educational Management System : SWOT Analysis
3.2 Cost of Quality in Education:
3.2.1 Appraisal Costs,
3.2.2 Failure Costs
3.3.3 Preventable costs

UNIT IV: ANALYSIS IN EDUCATION

4.1 Structural positions and expected roles of special agencies in Indian education:
4.1.1 NAAC
4.1.2 QCI (Quality Council of India)
4.1.3 INQAAHE (International Network for Quality Assurance Agencies in Higher Education)
4.2 Cost Effective Analysis in Education

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

The students may undertake any one of the following activities:

- Prepare a detail report on the cost effective strategies implemented in education institutions.
- Do the SWOT Analysis of an educational institution.
- Any other relevant activity, project, or assignment assigned by the teacher.

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SUGGESTED READINGS

- Kimbrough, S.Ralph, Michall& Nunnery.(2010) Educational Administration New York: McMillan company Maleya,
- K.C. Shiksha Prashaasan and Paryaveshana. Bhopal : Madhya Pradesh Granth (2009) Academy. James M. Liphem : Leadership and administrative in Behavioral Science and administration edited by Daniel E. Griffiths, Chicago, Uni. of Chicago Press, 1964.
- Mehta, Deepa (2023) Educational Management, PHI Learning Private Limited, Delhi
- Newman and Summer. The process of Management : Concept, Behaviour and Practice. New Delhi : Prentice Hall of India Pvt. Ltd.
- Priorities for research Campbell R. F. and Gogg R. T. Administrative Behavioral in Education, Harper Brothers, New York, 1957.
- Rita((2020). Educational Management, Administration and Leadership, The Readers Paradise, New Delhi.
- Robin Stepher P. Organizational Behaviour. Prentice Hall Pub. Pvt. Ltd.
- Sharma, Rajesh Kumar (2020). Leadership in Educational Administration, SSDN Publishers & Distributors.
- Simon, Herbart A. Administrative Behaviour. New York : McMillan Company

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2212
DISSERTATION

Max Marks: 50
External Marks/Theory: 40
Internal Marks/Practicum: 10 **Credits: 02**

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Implement measuresto ensure the research quality,validity and reliability
- Understand the dissertation structure,formatting and writing requirements
- Fulfil the dissertation requirements
- Make an original contribution to the field of study

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

- Understand the enhance your ability to critically evaluate literature and evidence.
- Know contribute to your personal and professional growth. For instance:
- Understand theanalyze complex data sets using statistical methods.
- Understand thesynthesize information from various sources to construct a coherent argument.
- Understand theevaluate the effectiveness of different methodologies in addressing your research question.

COURSE CONTENT

1.1 Data analysis
1.2 Interpretation of data
1.3 Finding result and drawing conclusions
1.4 Summary writing
1.5 Dissertation Submission

SUGGESTED READINGS

- Google Scholar
- Google Books

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

—409—

- Science.gov
- Shodhganga
- Virtual Learning Resources Centre
- ResearchGate
- PubMed Central
- SCOPUS
- PROQUEST
- Science direct/ Elsevier
- Taylor and Francis
- Wiley Online Library
- Science Hub
- Springer link
- NCERT Library
- Punjab University E-Library
- Mendeley

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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
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MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2214
SELF DEVELOPMENT

Max Marks: 25 **Total Inst. Hours: 02**
External Marks/Theory: 20
Internal Marks/Practicum: 05 **Credits: 01**

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the self through self exploration and self evaluation.
- Help them in achieving mental and physical well-being
- To know about the human conduct, human character and to live accordingly in the society
- Enable to understand the harmony with one self and in harmony with entire existence.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

- Understand the development of self as resource to exercise their professionalism.
- Know the integrated development and physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- Know the process of achieving mental and physical well-being.

COURSE CONTENT

1.1 Self: Meaning, nature, and functional model of the self
1.2 Self-Concept : concept and components
1.3 SWOT analysis: Strength, weakness, opportunity and threats
1.4 Self-Esteem: Meaning, nature, and functional model of the self esteem
1.5 Stress management: Concept, components, types of stress
1.6 Techniques to cope with stress

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

- Prepare a file on above mentioned activities
- Prepare a Power point presentation
- Project work
- Inspirational readings

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Khanpur Kalan (Sonipat)

— 411 —

- SWOT analysis
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Bahadur, K.P. (1977). *The wisdom of yoga. Delhi:* Sterling Publishers.
- Dalal, A.S. (ed) (2001). *A Greater Psychology – An Introduction to the Psychological Thoughts of Sri Aurobindo*. Puducherry, Sri Aurobindo Ashram Pub.
- Joseph & Lilian Le Page (2013). *Mudras for Healing and Transformation*. USA: Integrative Yoga Therapy.
- Krishnamurti, J. (2000). *Education and Significance of Life. Chennai*, Krishnamurtifoundation India.
- Palmer, J. A. (ed) (2001). *Fifty modern thinkers of education*. UK,Routledge Publishers,
- Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). *Applied Social Psychology-Understanding and Addressing Social and Practical Problems*(2nd Edition). New Delhi: Sage Publications Pvt. Limited,
- Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). *Cornerstone- Developing Soft Skills (4*th edition), Pearson Education

Chairperson
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Khahpur Kalan (Sonipat)

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MASTER OF EDUCATION (M.ED.)
SEMESTER-IV
MOE-2216
INFORMATION &COMMUNICATION TECHNOLOGY

Max Marks: 50 **Total Inst. Hours: 04**
External Marks/Theory: 40
Internal Marks/Practicum: 10 **Credits: 02**

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to

- To understand the role of ICT in education and its application in teaching-learning processes.
- To develop skills in using various ICT tools and platforms for educational purposes.
- To analyze the impact of ICT on the educational environment, pedagogy, and assessment.
- To explore the ethical and legal issues related to the use of ICT in education.
- To create and manage digital content for educational purposes.

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

- Understand the Evolution and Role of ICT in Education.
- Apply ICT Tools in Educational Settings.
- Utilize Virtual Learning Environments and Online Collaboration Tools.
- Implement ICT-Based Assessment Tools.
- Manage Databases and Perform Data Analysis.
- Engage in Ethical Considerations with AI and Data Analytics.

COURSE CONTENT

1.1. Evolution and importance of ICT in Education.
1.2. Introduction to various ICT tools (e.g., interactive whiteboards, projectors, learning management systems).
1.3. Multimedia tools: Creating and using audio, video, and animation in education.
1.4. Virtual learning environments and online collaboration tools
1.5. ICT-based assessment tools and techniques.
1.6. Open Educational Resources (OER) and Massive Open Online Courses (MOOCs).
1.7. Data Basesand its uses- M.S. Power Points, M.S Word, Excel, Web pages, Websites, search enginesetc.
1.8. Emerging Technologies in Education: Blended learning, flipped classroom learning and Mobile learning.
1.9. E-Mail: (Creation of Email id and uses of various Google apps i.e Google forms, Google drive, Google sheets etc.

-413-

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya

Google drive, Google sheets etc.

1.10. Cyber security and Privacy concerns in Education.

1.11. Intellectual property rights and copyright issues in digital content.

1.12. Ethical considerations in using AI and data analytics in education.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

- Developing a digital lesson plan using ICT tool.
- Hands-on sessions where students set up and operate various ICT tools like interactive whiteboards, projectors, and LMS
- Develop multimedia content (audio, video, animations) for a specific educational topic.
- Design and implement an ICT-based assessment using tools like Google Forms.
- Data analysis and visualization using MS Excel and present the findings in a report.
- Designing a multimedia presentation for a specific educational topic.
- Students will create their email ID and utilize Google Apps (e.g., Google Forms, Google Drive) to organize and manage academic projects.
- Participating in an online discussion forum or webinar on ICT in education.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J. C., & Gupta, S. (2016). *ICT in teacher education*. New Delhi: Shipra Publications.
- Bajpai, R. P. (2017). *ICT in education*. New Delhi: APH Publishing Corporation.
- Bhogal, D. S. (2018). *Intellectual property rights and education*. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd
- Kozma, R.B. (2003). *Technology, innovation and educational change: A global perspective. report of the second information technology in education study.* Module 2. International Society for Technology in Education.
- Kulshreshtha, S. P. (2019). *Educational technology and ICT*. Meerut: R. Lall Book Depot.
- Kumar, A. (2021). *Ethical issues in the use of ICT in education*. New Delhi: Discovery Publishing House Pvt. Ltd.
- Mangal, S. K., & Mangal, U. (2019). *Emerging technologies in education*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S.K.(2004). *Development of Learner and Teaching Learning Process*, Ludhiana: Tandon Publication.
- Rao, M. S. (2018). *Digital learning: Tools, applications and contexts*. Mumbai: Himalaya Publishing House.
- Ravindran, V. (2020). *Cyber security in education: Understanding issues and strategies*. New Delhi:: Prentice Hall India.
- Sachdeva,M.S., Sharma K.K., Kumar, S. (2007). *Educational Technology and Management.*Patiala: Twenty First Century Publication.
- Saini, J. K. (2018). *Information and communication technology in education* New Delhi, India: S. Chand Publishing.

— 414 —

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

M.A Education Programme (2024-2026)

Program Outcomes (POs) for M.A. (Education) Programme

Program Outcomes (POs) for M.A. (Education) Programme will enable the students to:

1. Develop a deep understanding of major educational theories and philosophies and analyze how these theories apply to current educational practices and issues.
2. Design, implement, and evaluate innovative instructional strategies tailored to diverse learning needs, instructional decisions and improve student learning outcomes.
3. Apply research findings to solve practical problems in educational settings and contribute to the field.
4. Increase awareness of environmental, social, and economic sustainability issues and understanding of the interconnections between human activities and environmental impacts.
5. Increase awareness and understanding of mental health issues and the importance of mental hygiene.
6. Integrate Indian Knowledge Systems into contemporary curricula to provide a holistic and enriched educational experience.
7. Do thorough examination of a particular case study, including its context, key elements, and dynamics.
8. Investigate how educational settings contribute to the socialization of individuals, including the transmission of cultural norms, values, and social roles.
9. Uncover trends and patterns in educational data that can inform policy decisions and instructional practices.
10. Ensure that students with disabilities can participate in the general education curriculum alongside their peers to the fullest extent possible.
11. Providing information and understanding necessary to address environmental challenges and make informed decisions about their environment.
12. Strategies needed to succeed academically, including time management, study skills, and overcoming academic challenges.
13. Comprehensive understanding of environmental systems, processes, and interactions.
14. Effectively convey the results of research and investigations to an academic or professional audience.
15. Provide interactive simulations, educational games, and multimedia presentations that make learning more engaging and effective.
16. Foster a sense of curiosity, interest, and motivation in learners to actively participate and engage in the learning process.
17. Gain a comprehensive understanding of how different educational systems function and the factors that influence their design and implementation.
18. Provide a long-term vision and strategic direction that aligns with the organization's mission and values.
19. Encompass a broad range of learning opportunities designed to help adults improve their skills, knowledge, and personal development.
20. Increase awareness and understanding of gender equality and advocate for equal rights and opportunities for all genders.
21. In still core ethical values such as honesty, integrity, responsibility, and respect.

Program Specific Outcomes (PSOs) for M.A. Education Programme:

Program Specific Outcomes (PSOs) for M.A. Education Programme will enable the students:

1. Critically assess various educational philosophies and their impact on teaching and learning environments.
2. Prepare educators to take on leadership roles within educational settings and advocate for positive changes in education policies and practices.
3. Development into the latest advancements in educational technology and their practical applications to enhance teaching and learning experiences.
4. Explore into advanced research methodologies and techniques to conduct high-quality educational research.
5. Equip with strategies to advocate for and implement sustainable practices within educational institutions and broader communities.
6. Design and apply effective interventions and support systems for managing mental health issues within educational settings.
7. Apply principles from Indian knowledge systems to contemporary educational practices, enhancing cultural relevance and contextual understanding.
8. Increase access to higher education and promote equity by addressing barriers and supporting diverse student populations.
9. Enhance writing skills to develop clear, effective, and well-structured expository texts.
10. Conduct a thorough and detailed analysis of specific educational cases, including context, challenges, and outcomes.
11. Ability to articulate and apply major sociological theories and concepts relevant to education, such as functionalism, conflict theory, and symbolic interactionism.
12. Gain proficiency in designing research studies, collecting quantitative data, and employing appropriate statistical methods to interpret and present findings in a meaningful way.
13. Develop a deep understanding of the characteristics and needs of learners with diverse abilities and disabilities.
14. Develop a deep understanding of the historical, social, and cultural factors contributing to gender inequality and how education can be a powerful tool for challenging and overcoming these barriers.
15. Implement and evaluate comprehensive guidance and counseling programs that address the academic, career, and personal-social needs of students.
16. Implement educational programs that raise awareness about environmental issues, encouraging students and communities to adopt sustainable practices.
17. Gain a thorough understanding of key psychological theories, including cognitive, behavioral, and socio-cultural perspectives, and how they apply to teaching and learning processes.
18. Gain a deep understanding of the key historical milestones in the development of the Indian education system, from ancient times to the present, and their impact on contemporary education.
19. Critically analyze various educational systems, identifying similarities and differences in policies, practices, and outcomes across different countries.
20. Acquire skills in strategic decision-making, enabling them to create effective educational plans that align with institutional goals and respond to emerging challenges.
21. Equipped to promote and facilitate lifelong learning among adults, encouraging continuous personal and professional development through education.
22. Address the specific needs and challenges of rural communities, focusing on improving access, quality, and relevance of education.
23. Promote gender equality, challenge gender stereotypes, and address gender-based issues in education.
24. Develop a comprehensive understanding of fundamental values, such as respect, integrity, justice and human rights principles, international frameworks and applications.

Department of Education
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonepat)
MASTER OF ARTS (Education) (w.e.f academic. session 2024-2025
COURSE STRUCTURE AND SCHEME OF EXAMINATION
SEMESTER-I

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal/ Sessional	External	Total Marks
Theory Papers : Compulsory								
1.	MAE-2101	Philosophy of Education	3	2	4	20	80	100
2	MAE-2102	Teacher Education –I	3	2	4	20	80	100
3	MAE-2103	Advance Education Technology –I	3	2	4	20	80	100
4	MAE-2104	Educational Research	3	2	4	20	80	100
5	MAE-2105 Optional Subject (Choose any one option)							
	Opt. (i)	Education for Sustainable Development	3	2	4	20	80	100
	Opt. (ii)	Mental Health and Hygiene	3	2	4	20	80	100
	Opt. (iii)	Indian Knowledge System and Education	3	2	4	20	80	100
	Opt. (iv)	Higher Education in India	3	2	4	20	80	100
	Practicum Course							
6	MAE-2106	Dissertation (Phase-I)	--	--	2	10	40	50
7	MAE-2107	Communication & Expository Writing	---	4	2	10	40	50
8	MAE-2108	Case Study	---	4	2	10	40	50
Total			**15**	**18**	**26**	**130**	**520**	**650**

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2101
PHILOSOPHYOF EDUCATION

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Know the Meaning, Definitions, Kinds and Scope of Educational Philosophy.
- Understand the contribution of Indian Schools of Philosophy to Education.
- Understand the Western Schools of philosophy.
- Appreciate the contribution of thinkers to the development of educational thought for social change.

COURSE OUTCOMES:

Upon successful completion of the course, students will:.

- Learn about Education & Philosophy
- Understand the Indian Schools of Philosophy and Western School of thought.
- Learn the contribution of Indian Thinkers and Western Thinkers in the field of Education.

COURSE CONTENT

UNIT-I: EDUCATIONAL PHILOSOPHY

1.1 Meaning, Definition and Nature of Education
1.2 Meaning, Definition and Kinds of Philosophy
1.3 Meaning, Definition and Scope of Educational Philosophy
1.4 Relationship between Education and Philosophy

UNIT-II: INDIAN SCHOOL OF PHILOSOPHY WITH SPECIAL REFERENCE TO KNOWLEDGE, REALITY AND VALUES

2.1 Sankhya
2.2 Vedanta
2.3 Buddhism
2.4 Jainism

UNIT-III: WESTERN SCHOOLS OF PHILOSOPHY

3.1 Idealism
3.2 Naturalism
3.3 Pragmatism
3.4 Existentialism

UNIT-IV: CONTRIBUTIONS OF EDUCATIONAL THINKERS IN THE FIELD OF EDUCATION

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

4.1 Rabindranath Tagore
4.2 Sarvepalli Radhakrishnan
4.3 Rousseau
4.4 Maria Montessori

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Organize a drama/play on it. Write a script on Educational development in ancient India after classroom discussion on the script.
- The Essay Course: Students will be required to submit a long essay of 5000 – 7000 words on a philosophical topic to the supervisor.
- Visit any school claim to run on Gurukul principles and reflect critically on how the principles are translated into action (write in about 500- 700 words).
- Identify the different instruments of knowledge used by a proficient teacher in a classroom situation and explain them briefly.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Chaube, S.P. (1994). *Philosophical and Sociological Foundations of Education.* Agra: VinodPustak Mandir.
- K. Ellis John J. Cogan, Kenneth Honey (1981). *Introduction to Foundation of Education.*New Jersey: Prentice Hall.
- Kneller, John F. (1978), *Contemporary Educational Theory.* John Wiley and Sons.
- McChellan, J.E. (1976). *Philosophy of Education.*New Jersey: Prentice Hall.
- Mohanty J.(1989). *Democracy and Education in India.* New Delhi: Deep & Deep Publications.
- Murty S.K. (2003). *Philosophical and Sociological foundations of Education.* Ludhiana: Tandon Publications.
- O'Connor,J. (1995). *An introduction to Philosophy of Education.*Agra: VinodPustak Mandir.
- Pandey, R.S. (1996). *An introduction to major Philosophies of Education.*Agra: VinodPustak Mandir.
- SaxenaSwaroop, N.R. (2001) Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
- Sodhi, T.S.&Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.
- Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- 420 -

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2102
TEACHER EDUCATION-I

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Inst. Hours Per Week: 03+02
Exam Hours: 3hrs.
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Explore the Aims and Objectives of Teacher Education.
- Explore different models of teaching and their characteristics, including philosophical, psychological, and modern teaching models
- Evaluate the contributions of key commissions, committees, and national policies in shaping teacher education in India.
- Identify challenges and reforms in Indian Teacher Education
- To develop the ability to design and evaluate teacher education programs.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Critically evaluate the historical context of teacher education in India and its evolution over time.
- Demonstrate a thorough understanding of the different aims and objectives of teacher educationat various levels,
- Apply knowledge of teaching models and methods to develop effective teaching strategies tailored to diverse learning environments
- Analyze the influence of national policies and governance bodies on the current state of teacher education in India, identifying key reforms and areas for improvement.

COURSE CONTENT

UNIT- I: FOUNDATIONS OF TEACHER EDUCATION

1.1 Historical development of Teacher Education
1.2 Concept, nature and Scope of teacher education
1.3 Aims and objectives of teacher education at primary, secondary level and higher level
1.4 Recommendations of Various commissions and committees on Teacher's education in India in the post-independence era:University Education Commission (1948- 49), Secondary Education Commission (1952-53),Kothari Commission (1964-66), National Policy on Education (NPE), 1986 and its Review in 1992

UNIT – II TYPES AND LEVELS OF TEACHER EDUCATION

2.1 Types of Teacher Education Institutions in India:.In-service Teacher Education, Pre-service Teacher Education.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

2.2 Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education

2.3 Agencies for organizing In- service teacher education programmes, SSA, RMSA, CTEs, NCERT, HRDC

2.4 Concept, Need, Purpose and Scope of pre-service professional education of teachers at different levels in the present Indian situation.

UNIT - III: MODELS, METHODS AND STRATEGIES OF TEACHING

3.1 Concept, Characteristics and Functions of Teaching Models

3.2 Models of Teaching: (i) Philosophical Model(ii) Psychological Model iii) Modern Teaching Model- iv) Concept Attainment Model (v) Inquiry Training Model (vi) Value attainment Model (vii)Role Playing Model

3.3 Meaning and Characteristics of Methods of Teaching

3.4 Different Methods of Teaching

3.5 Innovative Strategies of Teaching

UNIT - IV: POLICY AND GOVERNANCE IN TEACHER EDUCATION

4.1 Commissions, and committees related to teacher education in India: National Commission on Teachers I (1983-85),National Commission on Teachers II (1985-89), Yashpal Committee (1992-93),Justice Verma Commission (2012).

4.2 National Education Policies related to teacher education in India: National Education Policy (NEP) 2020, Right to Education (RTE) Act, 2009,National Curriculum Framework for Teacher Education (NCFTE), 2009

4.3 Governance Bodies in Teacher Education: National Council for Teacher Education (NCTE), University Grants Commission (UGC),National Councils of Educational Research and Training (NCERT),Centrally Sponsored Scheme for Teacher Education (CSSTE).

4.4 Challenges and Reforms in Indian Teacher Education

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Assign some reflective papers to analyze how the recommendations from various commissions have shaped current teacher education practices.
- Report writing on comparison the institutional structures, curricula, and training methods.
- Peer teaching and feedback sessions for demonstration of various teaching methods and strategies.
- Analyze a specific policy or reform in teacher education, focusing on its implementation and impact at the grassroots level.
- Debate on policy decisions or reforms related to teacher education.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Arora, G.L.(2005) Teachers and their Teaching : Need for New Perspectives. Delhi: Ravi Book depot.
- Brandenburg, R. McDonough, S., Burke, J., & White, S. (2016) Teacher Education: Innovation, Intervention and Impact. Singapore: Springer Science.
- Chaurasia, Gulab(1967). New Era in Teacher Education. Delhi: Sterling Publication.
- Chaurasia, Gulab(2007). Innovation and Challenges in Teacher Education. New Delhi: Vikas Publication.
- Govt. of India (2016). Education and Development; Report of Education Commission (1964 – 66), GOI, New Delhi
- Govt. of India (2017). Secondary Education Commission, Ministry of Education, GOI, New Delhi.
- Herne Steve, Jesserl John & Griffith, Jenny (2000) . Study to Teach: A guide to Studying teacher education. London and New York: Rout ledge Falmer.

- 422 -

Chairperson
Department of Educatio
Jahila Vishwavidy
Anandpur Kalan (Sonipat

- Hilgard. C. H. (2001) *Teaching the Teacher : Trends in Teacher Education*, George Allen and Union Ltd., London.
- Louis, C. Lawrence, M. & Keith, M. (2004). *A Guide to Teaching Practice* (5th edition). London and New York: Rout ledge Falmer.
- Mishra, Loknath. (2017). Teacher Education in India. U.K.: Cambrifge Scholars Publishing.
- Mishra, R.C. (2015) Teacher Education: Historical Development, Aims, Objectives, Structure, Status and Problems. New Delhi: APH Publishing Corporation.
- Miyan, M. (2004). *Professionalization of teacher education*, New Delhi: Mittal Publications.
- Murphy, Colette. (2016). Co teaching In Teacher Education: Innovative Pedagogy For Excellence. St. Albans: Critical Publishing Ltd.
- NCTE (1998). Policy Perspective in teacher education-critique and documentation, NCTE, New Delhi
- NCTE(1998). Competency based and commitment oriented teacher education-for quality education ; Pre-service education, NCTE, New Delhi
- NCTE(2006) . Curriculum frame work for teacher education-for quality education NCTE, New Delhi
- NCTE(2008). Competency based and commitment oriented teacher education-for quality education ; Pre-service education, NCTE, New Delhi
- Osman, R., Hornsby, D. J. (2017). Transforming Teaching and Learning in Higher Education: Towards a Socially Just Pedagogy in A Global Context. Switzerland: Palgrave Macmillan. Imprints published by Springer international publishing AG.
- Panda, B. N. &Tewari, A. D. (2007) Teacher Education. New Delhi: A. P. H. Publications.
- Rahman, Hifzue (2005). Key issues in teacher education; Teachers for secondary schools, Delhi: Sanjay Prakashan,
- Raina, V.K. (2018). *Teacher educators: A Perspective*. New Delhi: Vikas Publishing House.
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- Sharma, A.K. (2021).National Education Policy and Teacher Education. New Delhi:Shipra Publications
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE- 2103
ADVANCED EDUCATION TECHNOLOGY -I

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Inst. Hours Per Week: 3+2
Exam Hours: 3hrs.
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the role of Education Technology in present and future.
- To describe the concept, types, need and importance of Education Technology in education.
- To explain the communication process in Education Technology.
- To explain the social learning and Social networking in education.
- Understand about the E-inclusion and qualities of e-learning.
- Understand the use of ICT in research and evaluation.
- Describe the use of internet in ICT.
- Understand the Online & offline tools in education.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Learn about concept and evolution of education technology.
- Learn about communication process in educational technology.
- Know the role of computer in life.
- Gain knowledge about online learning and its uses.

COURSE CONTENT

UNIT-I CONCEPT AND EVOLUTION OF EDUCATIONAL TECHNOLOGY

1.1 Meaning and Nature of Educational Technology
1.2 Scope and Significance of Educational Technology
1.3 Types of Educational Technology- Information Technology, Communication Technology & Information and Communication Technology and Instructional Technology
1.4 Importance and application of educational technology (H/W & S/W) in improving theory and practice of education.

UNIT-II COMMUNICATION PROCESS IN EDUCATION TECHNOLOGY

2.1 Concept of Communication, Principles of Communication
2.2 Modes, Barriers and Facilitators to Communication
2.3 Classroom Communication: Interaction- Verbal and Non-Verbal.
2.4 Concept of Tele-Communication and Satellite Communication, Tele-Conferencing and Video Conferencing

UNIT-III INTRODUCTION TO COMPUTERS

-424- 9

Chairperson
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Khanpur Kalan (Sonipat)

3.1 Concept, Characteristics and Types of Computer.
3.2 Essential Components of Computer-Input devices, Output devices, Types of Memory.
3.3 Computer software- Meaning and Types of Software.
3.4 Operating System-Meaning and Types of Operating System.
3.5 Application of Computers in Education: CAI, CAL, CBT, CML.

UNIT-IV EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY

4.1 Educational Technology in Formal Education, Non-Formal Education, Informal Education, Distance Education and Open Learning Systems
4.2 Concept of E-Inclusion, Application of Assistive technology in e-learning
4.3 Concept of E-Learning: Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning & Mobile learning)
4.4 Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits, Ethical Issues for E- Learner and E- Teacher Teaching.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Develop lesson plans that incorporate technology, such as interactive whiteboards, educational apps or online resources.
- Explore and use digital platforms and tools for online learning, reflecting on their impact on daily life.
- Use tools like Google Classroom, Microsoft Teams, or Moodle to manage coursework, facilitate communication.
- Reflect on your experiences using technology in the classroom and share insights or challenges with peers through discussions or written reflections.
- Participate in workshops or webinars on emerging educational technologies and best practices.
- Use model digital citizenship, including online safety, ethical use of information, and respectful online communication.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

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Chairperson
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- Timothy, J. N., Donald, A. S., James D. L., & James D. R. (2010). *Educational technology for teaching and learning,* (Edition 4). Pearson Education.
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Chairperson
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-426-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE- 2104
EDUCATIONAL RESEARCH

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Inst. Hours Per Week: 3+2
Exam Hours: 3hrs.
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- To define educational research and explain its purpose and significance.
- To identify the scope of educational research and its impact on educational practices and policies.
- **To formulate** testable hypotheses and **describe** methods for testing them.
- To **identify** the characteristics of a good sample and how they contribute to the validity of research findings.
- To **explain** the role and significance of each type of data in educational research.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Develop scientific and research attitude among them.
- Develop skills in preparing a good and significant research plan.
- Describe the nature of different types of research.
- Select /formulate the design of the study.
- Develop competency to plan, execute and report research.

COURSE CONTENT

UNIT-I EDUCATIONAL RESEARCH, PROBLEM AND PROPOSAL

1.1 Methods of acquiring knowledge: tradition, experience, authority, reasoning (deductive and inductive), and scientific method.
1.2 Meaning and scope of Educational Research
1.3 Types of Educational Research: fundamental, applied, and action

UNIT-II FORMULATION OF RESEARCH PROBLEM

2.1 Criteria and Sources of Identifying the problem
2.2 Definition of the problem
2.3 Review of related literature.
2.5 Hypothesis: characteristics, types, formulation and testing
2.6 Preparation of research proposal

UNIT-III SAMPLING

3.1 Concept of population and sample

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3.2 Steps and characteristics of a good sample
3.3 Sampling Errors and how to reduce them
3.4 Various methods of sampling

UNIT-IV RESEARCH TOOLS & SAMPLE

4.1 Types of data: Qualitative and Quantitative
4.2 Techniques and tools of data collection
- (a) Documentary Sources
- (b) Observation
- (c) Questionnaires and Schedules
- (d) Interview
- (e) Rating Scales and Tests

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Preparation of a Research Proposal.
- Review 5 Research Articles related to selected topic of research.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, Y.P. (1998), The Science of Educational Research: A Source Book, Nirmal ,Kurukshetra.
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- Burns, R.B. (1991), Introduction to research in education , prentice Hall, New Delhi.
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-428-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2105 (Opt-i)
EDUCATION FOR SUSTAINABLE DEVELOPMENT

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understanding ESD Concepts: Define and explain key concepts related to Education for Sustainable Development (ESD).
- UNESCO's SDGs: Describe and interpret the Sustainable Development Goals (SDGs) as outlined by UNESCO.
- ESD Approaches and Strategies: Analyze and discuss various approaches and strategies for achieving Education for Sustainable Development Goals.
- Environmental Awareness: Identify and explain local and regional environmental issues, and understand the roles of individuals, society, government, ICT, and media in environmental protection, preservation, and conservation.
- Global Peace and Education: Explain the concept of global peace and the significance of educational institutions and teachers in promoting a culture of peace.
- Teacher Competencies: Discuss the essential competencies required for teachers to raise awareness among students about the need for sustainable development.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Explain concepts concerning various aspects of the Education for sustainable development.
- Explain the Sustainable Development Goals as given by UNESCO.
- Discuss approaches and strategies of education for Sustainable Development Goals.
- Identify local and region specific environmental problems, and understand the role of individuals, society, the government, ICT and media in protection, preservation and conservation of environment.
- Explain the concept of global peace and the role of educational institutions and teachers in developing a culture of peace.
- Discuss the competencies in teacher for creating awareness among students about need for sustainable development.

COURSE CONTENT

UNIT-I EDUCATION FOR SUSTAINABLE DEVELOPMENT

1.1 Meaning nature and scope of Sustainable
1.2 Sustainable Development Goals as given by UNESCO
1.3 Education for Sustainable Development: Approaches &Strategies

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.4 Role of teacher in promoting sustainable development.

UNIT-II ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

2.1 Conservation of Natural Resources: Environmental conservation in the globalized world
2.2 Deforestation in the context of tribal life
2.3 Role of individual in conservation of natural resources: water, energy and food
2.4 Role of individual, school and community for prevention of pollution, management of natural resources
2.5 Responsible Environment Behavior (REB)

UNIT-III GLOBAL PEACE AND SUSTAINABLE DEVELOPMENT

3.1 Concept of Global peace
3.2 Education for global peace
3.3 Role of educational institutions and teachers in developing a culture of peace
3.4 Role of ICT, text books and media in creating awareness about human rights; environmental and peace values.

UNIT-IV COMPETENCIES IN TEACHERS FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

4.1 ESD model for competencies in teachers: Knowledge, system, thinking, and values in teachers for educating students for Sustainable Development
4.2 Individual life style
4.3 Carbon foot printing
4.4 Integrating ESD into school curriculum
4.5 Methods of transacting sustainability: Seminar, Workshop, Field Survey, Projects, Exhibition and Experimental Learning.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Lab and Field Work: Lecture, Seminar, team teaching, blended learning, peer group discussion, self-learning etc.
- Assessment Methods: Attendance, Participation, assignments and presentations
- Resources and Materials: Books, articles and online resources
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Agarwal, A.,Narain, S. and Sen, S. (1999). The Citizens Fifth Report. Part II-Sustainable Database. New Delhi, Centre for Science and Environment.
- Bell, S., & Morse, S. (2012). *Sustainability indicators: Measuring the immeasurable.* Routledge.
- Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). Women, the environment, and sustainable development: Toward a theoretical synthesis. London: Zed Books.
- Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.
- Cortese, A. (1999). Education for sustainability: The University as a model of sustainability. Boston, MA: Second Nature, Inc.
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- Padmanabhan, J. (2016). *Education for Sustainable Development: How to integrate in school education.* Atlantic Publishers.
- Sachs, J. D. (2015). *The Age of Sustainable Development.* Columbia University Press.

Chairperson
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431

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2105 (Opt-ii)
MENTAL HEALTH AND HYGIENE

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Enable the understanding of Concept of mental health and hygiene.
- Develop awareness of good mental health in both teachers and students.
- Identify principles and conditions conducive to good mental health.
- Suggest measures for fostering good mental health among students.

COURSE OUTCOMES:

Upon Successful completion of this course, students will:

- To explain the interrelationship among personality adjustment and mental health.
- To develop the understanding of the role of home, school and society in mental health.
- To identify factors influencing mental health
- To develop skills for stress management and relaxation
- To learn techniques for positive thinking and emotional regulation
- To understand the role of nutrition, exercise, and sleep in mental hygiene
- To develop strategies for building resilience and coping with adversity

COURSE CONTENT

UNIT-I: INTRODUCTION TO MENTAL HEALTH AND MENTAL HYGIENE

1.1 Meaning, Definition, Scope & Importance of Mental Health and Mental Hygiene
1.2 History and evolution of mental health practices
1.3 Need of Mental Health in Indian Adolescence
1.4 Relationship between Human Needs and Mental Health

UNIT-II: FACTORS INFLUENCING MENTAL HEALTH & NUTRITION, EXERCISE AND SLEEP FOR MENTAL HYGIENE

2.1 Biological factors: Genetics, Brain Chemistry, Psychological factors: Thought Emotions, Behavioral & Social and Environmental factors: Relationships, Culture, Stress
2.2 Nutrition and mental health: food, hydration, supplements

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

2.3 Exercise and physical activity for mental well-being
2.4 Sleep and relaxation: sleep hygiene, sleep disorders

UNIT-III: STRESS MANAGEMENT AND RELAXATION TECHNIQUES

3.1 Understanding stress and its impact on mental health
3.2 Relaxation techniques: deep breathing, progressive muscle relaxation, visualization
3.3 Stress management strategies: time management, prioritization, boundary setting
3.4 Techniques for positive thinking and reframing negative thoughts&Emotional regulation strategies: mindfulness, self-awareness, emotional expression

UNIT-IV: BUILDING RESILIENCE AND COPING WITH ADVERSITY

4.1 Understanding resilience and its importance, Strategies for building resilience i.e. self-care, social support, problem-solving
4.2 Coping with adversity: grief, trauma, crisis intervention, Yoga for Mental Health
4.3 Home and Mental Health, Qualities of Healthy Home Environment
4.4 Child Rearing Practices and Personality Development & Community and Mental Health

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Prepare an assignment on the given content.
- Prepare a presentation on the History and Evolution of Mental Health Practices.
- Make a report on how will you cope up with stress.
- Conduct a survey on Need of Mental Health in Indian Adolescence.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Arkoff, Abe: Adjustment and Mental Health, New York: McGraw Hill Company, 1968.
- Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin, 1952
- Akhilananda Swami, Hindu Psychology, London, Routledge, 1953
- Bahadur, Mal, Mental Health in Theory and Practice, Hoshirpur, V.V.R.I., 1995
- Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co., 1952.
- Bonny, Meri E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960.
- Burbury, W. M., Balient, E. et. Al: An Introduction to Child Guidance, London: MacMillan & Coo.
- Capuzzi David and Gross Douglas R: Introduction to Counseling, London, Allyn and Bacon, 1995.
- Carrol, Herbert, A. : Mental Hygiene : The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc.1956.
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Chairperson
Department of Education
BPS Mahila Vishwavidyalay
Khanpur Kalan (Sonipat)

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- Thorpe, L.P. : The Psychology of Mental Health, New York: The Ronald Press Co., 1950.
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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2105 (Opt-iii)
INDIAN KNOWLEDGE SYSTEM AND EDUCATION (IKSE)

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- To provide a tribune of our rich culture and traditions of Indian knowledge system to students.
- To develop over all understanding of the various components of Indian knowledge system
- To spread awakening about scientific and eternal knowledge of the Indian knowledge system.
- To promote advance study and inter disciplinary research on all aspects of Indian knowledge system.
- To recognize the sources and concept of Indian Knowledge System.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Analyze the concept and sources of Indian Knowledge System.
- Examine the contributions of Purushartha in one's life.
- Examine critically the purpose of knowledge and ancient Indian pedagogies.
- Reflect upon the concept, types and sources of values and their application in their life.

COURSE CONTENT

UNIT I: INTRODUCTION TO INDIAN KNOWLEDGE SYSTEM

1.1 Knowledge: Understanding the Knowledge, Definition of Knowledge, Ways of Knowing and Forms of Understanding, Knowing and Knowledge: The Indian way.
1.2 Indian Knowledge System (IKS): Concept, and Origin
1.3 Sources of IKS and their implications on education
1.4 Preservation of culture, tradition and Dharma through education

UNIT II: EDUCATIONAL INTEGRATION OF IKS

2.1 Integration of Indian Knowledge System at different levels of education.
2.2 Ancient Indian Gurus in educational and social transformations.
2.3 Purushartha and its implications on education and society
2.4 The Purpose of Knowledge in India: Para Vidya and AparaVidya.

UNIT-III: CONTRIBUTION OF IKS TO THE WORLD

3.1 Mathematics& Astronomy

- Number System

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Khanpur Kalan (Sonipat)

- Algebra & Arithmetic
- Geometry
- Trigonometry
- Planetary System
- Speed of Light
- Eclipse

3.2 AYURVEDA

- Introduction of Ayurveda- Definition,
- Branches of Ayurveda, Books and Pioneers
- Concept of Tri Dosh and importance of its
- Balance in the body
- Indic Medical Science Achievement: Tools & Technology

3.3 ART & TRADITIONS

- History and Origin
- Skill Enhancement with 64 Kala
- Science behind our traditions and rituals

3.4 TOWN PLANNING & TEMPLE ARCHITECTURE

- Indigenous tools & technologies for town planning & Temple Architecture
- Science of Architecture

UNIT-IV: INDIAN KNOWLEDGE SYSTEM IN PRACTICE

4.1 Five Universal Values: Truth, Righteous conduct, peace, love and Non-Violence
4.2 Sources of Values: Culture, religion, constitution
4.3 Indian knowledge system in practice: Yoga and Meditation
4.4 Bhagavad Gita: Teachings and five main themes of the Bhagavad Gita.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Discussions of five main themes of Bhagavad Gita
- Discussions about ancient Indian contributions to astronomy, including the work of Aryabhata and Varahamihira.
- Prepare a detailed report on the contributions of specific ancient Indian Gurus (e.g., Chanakya, Swami Vivekananda) to education and social transformation and present the report in classroom for discussion.
- Organization of a debate on the relevance and application of Purushartha in modern education and society.
- Skill Development Session for learning and practicing traditional Indian arts or crafts.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Chand, J. (2009). Value education. Anshah Publishing House.
- Chitkara, M. G. (2015). Education and human value. APH Publishing Corporation.
- Dwivedi, K. (2014). Education thoughts and thinkers. Shree Publishers and Distributors.
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- Nayak, B. K. (2003). Textbook of foundation of education. KitabMahal.
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436

Chairperson
Department of Education
BPS Mahila Vishwavidyal
Khanpur Kalan (Sonipat)

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- Rao, S. B. (1998). *Indian mathematics and astronomy: Some landmarks*. Jnana Deep Publications.
- Rao, S. B. (2019). *Vedic Mathematics and Science In Vedas*. Navakarnataka.
- Rao, T. R. N., Rao, T. R., &Kak, S. (2016). *Computation in Ancient India*. Mount Meru Publishing.
- Taneja, V. R. (2000). Educational thought and practice. Sterling.

Chairperson
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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

-437

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2105 (Opt-iv)
HIGHER EDUCATION IN INDIA

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- To provide an understanding of the historical development of higher education in India.
- To analyze the current structure and functioning of higher education institutions in India.
- To critically evaluate the policies and reforms in the Indian higher education sector.
- To explore the challenges and opportunities in Indian higher education.
- To discuss the future directions and innovations in higher education in India.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Analyse the evolution of higher education in Pre and Post-Independence India.
- Evaluate the functions and importance of different higher education institutions.
- Examine the problems in implementation of the policies of higher education in India.
- Analyze role of various agencies of higher education in India.
- Explore the multiple entry-exit options in academic programs, as proposed in NEP 2020

COURSE CONTENT

UNIT-I: HISTORICAL DEVELOPMENT OF HIGHER EDUCATION IN INDIA

1.1 Ancient and medieval systems of higher education in India (e.g., Nalanda, Takshashila)
1.2 Development of Higher Education in India during the Pre- Independence period-a brief history
1.3 Development of Higher Education in India during the Post-Independence period with special reference to recommendations of:
  1.3.1 UEC (1948)
  1.3.2 IEC (1964-66)
  1.3.3 NPE (1986)
  1.3.4 NEP (2020)
1.4 Challenges in achieving quality in higher education

UNIT-II: HIGHER EDUCATION INSTITUTIONS

2.1 Types of Higher Education Institutions (universities, colleges, deemed universities, autonomous institutions) Establishment, management and functions.
2.2 Human Resources Development Centre- Role and functions
2.3 Types of Universities in NEP 2020: Teaching-Intensive Universities, Research Intensive Universities and Autonomous Degree-Granting Colleges

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

2.4 Private sector participation in higher education.

UNIT-III: MANAGEMENT OF HIGHER EDUCATION

3.1 Ministry of Human Resources Development (MHRD)- Role and functions
3.2 State Department of Higher Education- Role and functions
3.3 University Grant Commission (UGC)- Role, management and functions
3.4 All India Council for Technical Education (AICTE)-Role, management and functions.
3.5 Role, management and functions of NAAC

UNIT-IV INNOVATIONS IN HIGHER EDUCATION

4.1 Emerging trends in global higher education.
4.2 The role of digital technology and online learning
4.3 Academic Credit Bank in NEP 2020
4.4 Multiple Entry-Exit Options in Academic Programmes
4.5 Research and innovation in higher education

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Visits or virtual tours to different types of higher education institutions (e.g., universities, autonomous institutions) to understand their functioning, management, and challenges.
- Comparison of the roles, functions, and governance structures of teaching-intensive universities, research-intensive universities, and autonomous degree-granting colleges as outlined in NEP 2020.
- Analyze a specific policy (e.g., NEP 2020) and its impact on the roles and functions of organizations like the UGC and AICTE
- Organization of Group Discussion/Seminars on the challenges and innovations in higher education to allow students to engage with real-world issues.
- Explore and use digital platforms and tools for online learning, reflecting on their impact on higher education.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Agarwal, Pawan (2009). *Indian Higher Education:. Envisioning the Future.* New Delhi: SAGE Publications.
- Altbach, Philip G. (2022). *Global Perspectives on Higher Education.* New York: Johns Hopkins University Press
- Altbach, Philip G., &Jayaram, N. (2014). *India: The Road to Higher Education Reform.*New Delhi: Cambridge University Press.
- Cheney, G. R., Ruzzi, B. B., &Muralidharan, K. (2005). *India education report.* NewDelhi: National Center on Education and the Economy (NCEE).
- Department of Secondary and Higher Education. (2001*). Committee on autonomy of higher education institutions.* New Delhi: Government of India.
- Ministry of Education. (2013). *Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Guidelines.* New Delhi: Government of India.
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- Ministry of Human Resource Development, India. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Ministry of Human Resource Development. (2011). *Indian Institutes of development.* New Delhi: Government of India.
- Mittal, Pankaj&Ranjan Singh, Raj Kumar (2021). *Reimagining Indian Universities.* New Delhi: Association of Indian Universities (AIU) and Springer.
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- 439 -

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya

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- Sood, Neelam (Ed.). (2011*). Quality, Accreditation, and Global Recognition in Higher Education: India in the Global Context.* New Delhi: Atlantic Publishers & Distributors.
- Tilak, Jandhyala B.G. (2013). *Higher Education in India: In Search of Equality, Quality, and Quantity.* Hyderabad: Orient Blackswan.
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- University Grants Commission (UGC). (Annual). *Annual Report.* New Delhi: University Grants Commission.
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- Varghese,N. V., Malik, Garima, Bose,Sukanya. (2023). *India Higher Education Report 2022.* New Delhi: Routledge
- Veena, B. (1998). *Accountability and autonomy in higher education.* New Delhi: AIU.

Chairperson
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Khahpur Kalan (Sonipat)

- 460

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2106
DISSERTATION (PHASE-1)

Max. Marks: 50
External Marks:40 **Credits : 02**
Internal Marks: 10

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Develop ability to design and conduct original research.
- Critically analyse and synthesize existing research related to topic
- Develop the ability to write a clear and concise research topic related to education.
- Describe the nature of different types of research.
- Select the appropriate research topic for the study.
- Develop competency to plan a good research area.
- Develop the techniques of reviewing the literature.
- Identify a specific, concise and significant research question or problem

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Identify and articulate a researchable problem or issue.
- Conduct a thorough review of relevant literature to inform the problem statement.
- Develop a clear and concise statement of the problem.
- Demonstrate understanding of the significance and relevance of the problem.

COURSE CONTENT

1.1 Review the literature to discover possible research areas related to Education, Educational Psychology, Educational Technology and Teaching –Learning Process.
1.2 Analyse and synthesize literature to identify different research patterns and themes
1.3 Finalise the topic under the guidance of the research supervisor.
1.4 Formulation of the statement of the problem
1.5 Develop a conceptual framework for the research study.

SUGGESTED READINGS:

- *Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods and approaches*. Sage publications.
- Merriam, S. B., &Tisdell, E. J. (2015). Qualitative research: A guide to design and implementation. John Wiley & Sons.
- Booth,W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). University of Chicago Press.
- *APA Publication Manual (7th ed.). (2020). American Psychological Association* Sharma, Yogendra K. (2011).Methodology and Techniques of Educational Research. New Delhi: Kanishka Publishers..
- Singh, Kanwarjit (2012). *Methodology of Educational Research*. New Delhi: Lotus Press.
- Singh,Y.K. &Bajpai, R.B. (2018).*Research Methodology and Data Presentation*. New Delhi: APH Publishing House.

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WEB RESOURCES

- Google Books
- Science.gov
- Shodh Ganga
- Virtual Learning Resources Centre
- ResearchGate
- PubMed Central
- SCOPUS
- PROQUEST
- Science direct/ Elsevier
- Wiley Online Library
- Springer link
- NCERT Library
- Punjab University E-Library
- Library Databases
- Science Hub

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442

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2107
COMMUNICATION & EXPOSITORY WRITING

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours Per Week:04
Credits- 2

INSTRUCTIONS FOR THE EXAMINER: This practical paper assesses the pupil-teachers' ability to effectively. Communication &Expository pwriting is a way of communicating ideas to someone with the aim to inform, to define, to persuade, or to compare and contrast. The goal of this course is to help writers understand the purpose of the audience for whom they are writing, recognize what the purpose of writing to that audience is, and how to figure out how to communicate using their knowledge of how to (inform, define, persuade, compare/contrast) to construct a meaningful response suited for that purpose.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Develop critical thinking and writing skills for academic and professional purposes
- Understand the principles of expository and communicative writing
- Learn to write clear, concise, and well-structured texts
- Apply writing skills to educational contexts
- Develop the capacity to use ICT in effective communication
- Enhance the ability to listen, converse, speak, present and explain ideas in groups and before an audience.
- Develop the writing skills
- To use the knowledge of communication in classroom discussion and daily life.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Develop their writing through a series of steps, the first of which is critical reading of passages
- Practice writing to refine their macro level as well as micro level compositional skills.
- Develop various rhetorical modes like argument, cause and effect, narration, description, comparison and contrast exemplification and classification in their writings.
- Reading current non-fiction articles with different targeted audiences from CommonLit.org and Newsela.com
- Viewing selected advertisements and media to see the power of persuasion and information in the age of Youtube.
- Expanding upon vocabulary and working on polishing grammar technique will be added by the use of Jean Bunnell's book and Noredink.com
- Writing various expository pieces including, but not limited to a cover letter, recommendation letter, grievance letter, directions, persuasive skit, and a compare and contrast short essay.

COURSE CONTENT

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Khanpur Kalan (Sonipat)

UNIT-1 INTRODUCTION TO COMMUNICATIVE AND EXPOSITORY WRITING

1.1 Overview of writing styles
1.2 Importance of writing in education
1.3 Definition and characteristics
1.4 Types (description, explanation, comparison)

UNIT-2 COMMUNICATIVE WRITING AND WRITING FOR EDUCATIONAL PURPOSES

2.1 Writing expository paragraphs and essays
2.2 Definition and characteristics
  2.2.1 Types (narrative, persuasive, analytical)
  2.2.2 Writing communicative texts

PRACTICUM ACTIVITIES:

Communication & Expository Writing Activities:

- Debates: Assign topics and have students research and debate.
- Role-plays: Practice real-life scenarios, like job interviews or customer service interactions.
- Group discussions: Facilitate discussions on current events or thought-provoking topics.
- Presentations: Have students present on a topic, using visual aids and clear communication.
- Active listening exercises: Pair students up to practice listening and responding.
- Essay writing: Assign topics and have students write clear, well-structured essays.
- Research papers: Have students research and write on a topic, using proper citation.
- How-to guides: Ask students to write step-by-step instructions on a process.
- Compare/contrast essays: Assign topics and have students write comparative essays.
- Reflective writing: Ask students to write reflectively on a experience or topic.
- Write and present: Have students write an essay and then present on the topic.
- Peer review: Have students exchange writing samples and provide constructive feedback.
- Group writing: Assign a group writing project, where students collaborate on a topic.
- Communication scenarios: Write scenarios that require students to communicate effectively.
- Writing workshops: Host workshops where students can share and improve their writing.

These activities help students develop strong communication and expository writing skills, preparing them for success in academics and beyond!

SUGGESTED READINGS:

- Eastwood, J. (2010). Oxford Practice Grammar. UK: Oxford University Press.
- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004) Oxford English for Undergraduates. Karachi: Oxford
- Hutchinson, E. (2012). Expository Writing. California: Saddleback Educational Publishing
- Kane, S. (2000). Oxford Essential Guide to Writing. Oxford: Oxford University Press.
- Montogermy, M. (2006). Ways of Reading: Advanced Reading Skills. New York: Routledge.
- Murphy, R. (2003). Grammar in Use. Cambridge: Cambridge University Press.
- Warburton, N. (2006). The Basics of Essay Writing. New York and London: Routledge.
- Paterson, Linda, H.,John C. Bereton, et al. (eds). (2009). The Norton Reader: An Anthology of Non-fiction. Norton and Company: Shorter thirteenth edition"The Elements of Style" by William Strunk Jr. and E.B. White
- "Writing Life" by Annie Dillard
- "Expository Writing: A Guide for Teachers and Students" by David W. Johnson

-444-

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-I
MAE-2108
CASE STUDY

Max Marks: 50 **Total Inst. Hour Per Week: 04**
External Marks: 40
Internal Marks: 10 **Credits: 2**

INSTRUCTIONS FOR THE EXAMINER: This practical paper will assess the student's ability to analyse, interpret and drew conclusions from a case study. This paper will evaluate their critical thinking. Examiner will evaluate the depth and rigor of the analysis and check the structure, coherence and clarity of the written material. Examiner also assess the creativity and innovative ability of the students.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the real-world problems in their surroundings.
- Understand the role and methodology of case studies in research and practice.
- Understand the challenges and issues of problematic children.
- Develop analytical and critical thinking skills.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understand the purpose and process of case study.
- Work collaboratively in team to solve complex situations.
- Acquaint to the problems and difficulties of specific institution or individual.
- Suggest solutions for the problem of institution or individual.

COURSE CONTENT

1.1 Meaning, need and importance of Case study
1.2 Merits and demerits of case study
1.3 Types of case study
1.4 Steps of case study
1.5 Role of case study in Research attitude enhancement
1.6 Case study and Technology integration
1.7 Develop a case study Proposal (Individual/Group)
1.8 Case Studies
DO ANY TWO CASE STUDIESOF AN INSTITUTE/SCHOOL/COLLEGE:
1.8.1 Primary School
1.8.2 Secondary School
1.8.3 Senior Secondary School
1.8.4 Educational Institute/ Teacher Training Institute/ Institute of Higher Learning
DO ANY TWO CASE STUDIES OF A SPECIAL CHILD/GIFTED CHILD/GROUP:
1.8.5 Gifted Child
1.8.6 Problematic Child
1.8.7 Mentally Retarded Child
1.8.8 Hearing Impaired Child
DO ANY ONE CASE STUDY OF A SOCIAL ISSUES/WOMEN STATUS/HEALTH CARE FACILITIES:
1.8.9 Social issues
1.8.10 Women status in society

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Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
MAE-2113 (Opt-iii)
GUIDANCE AND COUNSELLING

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Inst. Hours Per Week:03+02
Exam Hours: 3Hrs.
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Develop an understanding of the Nature and Scope of guidance.
- Develop an understanding of the role of guidance for the population with special Needs.
- Develop an understanding of the Nature and Scope of counselling and their
- Applications in various related fields of counselling.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understanding of the Nature and Scope of guidance.
- Know the role of guidance for the Students with special Needs.
- Know of the Nature and Scope of counselling and their
- Understand the applications in various related fields of counselling.

COURSE CONTENT

UNIT-1: GUIDANCE & VARIOUS TYPES OF GUIDANCE

1.1 Meaning of guidance – Concept, Nature, Principles and Scope and Areas in Guidance
1.2 Meaning of Personal guidance: Concept and Definition, Nature, Principles and Scope of guidance
1.3 Educational guidance: Concept and Definition, Nature, Principles and Scope of guidance
1.4 Vocational guidance: Concept and Definition, Nature, Principles and Scope of guidance

UNIT-II: ELEMENT AND SCOPE OF COUNSELLING

2.1 Meaning of Counselling: Concept, Importance and purposes
2.2 Function and Element, Process of Counselling
2.3 Directive counseling – concept, advantages and limitations
2.4 Non-Directive Counseling-concept, advantages and limitations
2.5 Elective counseling – concept, advantages and limitations

UNIT-III ISSUES IN GUIDANCE

3.1 Meaning of Research, Purpose or Importance of Research
3.2 Problem with Research Service in Guidance and Counselling
3.3 Group Guidance, Concept and Definition, Nature, Principles and Scope of guidance.

UNIT-IV: DIFFERENT GUIDANCE SERVICE

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Department of Education
BPS Mahila Vishwavidyalaya

4.1 Occupational Information service, Concept and Definition, Nature, Principles and Scope of guidance.
4.2 Placement service: Concept and Definition, Nature, Principles and Scope
4.3 Follow up service: Concept and Definition, Nature, Principles and Needs.
4.4 Recent trends in guidance and counseling for inclusive schooling

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete **one** of the following practicum activities:

- Attitudinal survey of teacher trainees.
- Class Test
- Assignment
- Attendance
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, J .C. (2009). Educational, Vocational Guidance and Counselling. Delhi: Doaba House.
- Bruce, Shetzer and Stone (2016).Fundamentals of Guidance. Houghton: Mifflin Co.
- Chauhan, S.S. (2012). Principles and Techniques of Guidance. New Delhi: Vikas Publishing House.
- Gibson, R. L. and M. H. Mitchell (2014).Introduction to Counselling and Guidance.New Delhi: PHI Pvt. Ltd.
- Jones, Arthur J. (2010). Principles of Guidance. New York: McGraw Hill Co.
- Kochhar S.K. (2015). Guidance and Counselling in Colleges and Universities. New Delhi: Sterling Publishers Pvt. Ltd.
- Mathewson, R.H. Myers and George, E. (2016). Principles and Techniques of Guidance. New York: McGraw Hill Book Co.
- Meenakshi (2003). Guidance & Counselling, KaliaParkashan.
- Ohlsen, Merle M. (2007). Group Counseling {2nd Ed). New York: Holt Rinehart and Winston.
- Rao, S. N. and Prem Sahajpal (2013). Counselling and Guidance. New Delhi: McGraw Hill Education Pvt. Education.
- Siddiqui, Mujibul H. (2014). Guidance and Counselling. New Delhi: APH Publishing Corporation.

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Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-II
MAE-2113 (Opt-iv)
ENVIRONMENT EDUCATION

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the relationship between human's beings and their environment.
- Develop sensitivity towards environmental disaster management.
- Acquire an understanding of the process of environmental education.
- Develop skills and competencies as teachers for management of environmental awareness programmes.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understand issues and concerns of environment..
- Become sensitive towards environmental management.
- Concept, objectives, rationale, challenges and extent of success of Universal Elementary Education.
- Know the process of environmental education.
- Develop skills and competencies for management of environmental awareness programmes..

COURSE CONTENT

UNIT-I: CONCEPT, SCOPE AND CURRICULUM OF ENVIRONMENT EDUCATION

1.1 Meaning, Concept & Scope of Environment Education.
1.2 Aims, objectives and role of Environment Education for sustainable development.
1.3 Principles of Environment Education.
1.4 Curriculum Development in Environment Education.

UNIT-II: TEACHING STRATEGIES AND COMPONENTS OF ENVIRONMENT EDUCATION

2.1 Role of school and teacher in Environmental Education.
2.2 Teaching strategies (survey, projects, seminar, discussion and field trips etc) of Environment Education
2.3 Eco-Club and Eco Magazine
2.4 Components of responsible environmental behavior among teacher and students

Chairperson
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BPS Mahila Vishwavidyalaya

UNIT-III: ENVIRONMENT CONSERVATION AND SUSTAINABLE DEVELOPMENT

3.1 Conservation of Natural Resources: Concept, need and Importance
3.2 Environmental Movements: -Chipko, Silent Valley, Narmada Bachao.
3.3 Role of Environmental Movements in Environmental Conservation
3.4 Role of Environmental Education in Sustainable Development

UNIT-IV: ENVIRONMENTAL EDUCATION-TRANSACTION AND EVALUATION

4.1 Teaching -Learning Strategies for Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Dramatization & Games.
4.2 Field visits and experiments
4.3 Projective Techniques in Environmental Education.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Project on Environmental assets or heritages.
- Prepare a first-aid-box to be used during a disaster
- Day celebrations/observation on different environmentally importance days.
- Preparation of slogans, Charts and plantation activities for awareness.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- DattaAmol K., (2011). *Introduction to Environmental Science & Engineering.* NewDelhi-110 001: RajuPrimlani for Oxford & IBH Publishing, Co. Pvt. Ltd., 66, Janpath.
- Dayani, S. N., (2013). *Management of Environmental Hazards.* Vikas Publishing House, Pvt. Ltd.: New Delhi.
- Iyer, Gopal (2016). *Sustainable Development Ecological & Socio-cultural Dimension.* Vikas Publishing House Ltd.: New Delhi.
- James, George (2009). Ethical Perspectives on Environmental Issues in India. APH Publishing: New Delhi.
- Karpagam, M. (2009). *Environmental Economics.* Sterling Publisher Pvt. Ltd.
- Mukherjee, Biswarp (2006). *Environmental Biology.* Tata-Mc-Graw Hill, Publishing Co. Ltd.: New Delhi.
- Nasrin, (2009). *Environmental Education.* APH Publishing Corporation: New Delhi.
- NCERT, (2000). *National Curriculum Framework 2000.* New Delhi: NCERT Press.
- NCTE, (2005). *Environmental Education Curriculum Frame working for Teachers& Teacher Education.* New Delhi.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-II
MAE-2114
DISSERTATION (PHASE-II)

Max Marks: 50
External Marks: 40 **Credits: 02**
Internal Marks: 10

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Select a researchable problem
- Establish a time line for completing the research study
- Choose an appropriate research design,sampling strategy and data collection methods
- Understand the concept of review
- Frame accurate objectives of the study
- Formulation Hypothesis of the study

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Design and conduct original research that contributes to the field of education
- Develop a research question and objectives that address a gap in current research.
- Evaluate and synthesize existing research in the field.
- Select appropriate research methodology and data analysis techniques.
- Identify and articulate the research objectives and hypothesis.

COURSE CONTENT

1.1 Introduction /Background of the study
1.2 Review of related literature
1.3 Justification of the study
1.4 Statement of the problem
1.5 Operational definition of key terms
1.6 Variables of the study
1.7 Objectives of the study
1.8 Hypothesis of the study
1.9 Research Methodology
1.10 Population and sample
1.11 Tools to be used
1.12 Statistical Techniques to be used
1.13 Delimitations of the study

SUGGESTED READINGS:

- Aggarwal,Y.P.(2008).*The science of Educational Research* (First Edition). Kurukshetra university,Nirmal Book Agency.
- Aggarwal ,Y.P.(2002).Statistical Methods Concepts, Application and Computation(Third Edition). New Delhi, Sterling Publishers.
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- 480

Chairperson
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1.8.11Health care facilities

1.9 Case study project submission and presentation

SUGGESTED READINGS:

- Ahmadi, M. R. (2017). The Impact of Motivation on Reading Comprehension. International Journal of Research in English Education, 2(1), 1–7. https://doi.org/10.18869/acadpub.ijree.2.1.1
- Al-Faki, I. M., &Siddiek, A. G. (2013).The Role of Background Knowledge in Enhancing Reading Comprehension. World Journal of English Language, 3(4), 42–66. https://doi.org/10.5430/wjel.v3n4p42
- ChanLin, L. (2013). Reading strategy and the need of e-book features. The Electronic Library, 31(3), 329–344. https://doi.org/10.1108/EL-08-2011-0127
- Chettri, K., & Rout, S. K. (2013). Reading habits—An overview. IOSR Journal of Humanities And Social Science (IOSR-JHSS), 14(6), 13–17.
- Djudin, T. (2017). Using Metacognitive Strategies to Improve Reading Comprehension and Solve a Word Problem. JETL (Journal Of Education, Teaching and Learning), 2(1), 124–129. https://doi.org/10.26737/jetl.v2i1.151
- Florence, F. O., Adesola, O. A., Alaba, B., &Adewumi, O. M. (2017).A Survey on the reading habits among colleges of education students in the information age. Journal of Education and Practice, 8(8), 106–110.

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451

Department of Education
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan (Sonepat)
MASTER OF ARTS (Education)) (w.e.f. academic session 2024-2025)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
SEMESTER-II

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Theory Papers : Compulsory								
1	MAE-2109	Sociology of Education	3	2	4	20	80	100
2	MAE-2110	Teacher Education –II	3	2	4	20	80	100
3	MAE-2111	Advance Education Technology –II	3	2	4	20	80	100
4	MAE-2112	Statistics Methods in Education	3	2	4	20	80	100
5	MAE-2113	Optional Subject (Choose any one option)						
	Opt. (i)	Special Education	3	2	4	20	80	100
	Opt. (ii)	Education for Women Empowerment	3	2	4	20	80	100
	Opt. (iii)	Guidance and Counselling	3	2	4	20	80	100
	Opt. (iv)	Environment Education	3	2	4	20	80	100
Practicum Course								
6.	MAE-2114	Dissertation (Phase-II)	-	--	2	10	40	50
7.	MAE-2115	Academic Writing	-	4	2	10	40	50
8.	MAE-2116	Educational Resources	-	4	2	10	40	50
Total			**15**	**18**	**26**	**130**	**520**	**650**

-452-

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Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-II
MAE-2109
SOCIOLOGY OF EDUCATION

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the meaning and nature of educational sociology and relationship between education and sociology.
- Acquire the knowledge about social change and role of teacher & school in social change.
- Understand the concept, types and factors of social mobility.
- Explain the meaning and characteristics of education and culture.
- Familiarize with education and culture.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Know about the meaning and scope of educational sociology.
- Grasp the role of education in social change.
- Explain the role of education in social mobility.
- Understand the role of education in the preservation, transmission and enrichment of culture.

COURSE CONTENT

UNIT-I MEANING AND SCOPE OF EDUCATIONAL SOCIOLOGY

1.1 Meaning, Definition and Scope of Educational Sociology
1.2 Nature of Educational Sociology
1.3 Need and Importance of Educational Sociology
1.4 Relationship between Education and Sociology

UNIT-II EDUCATION AND SOCIAL CHANGE

2.1 Meaning and Definition of Social Change
2.2 Role of Education in Social Change
2.3 Factors of Social Change
2.4 Role of Teacher & School in Social Change

UNIT-III EDUCATION AND SOCIAL MOBILITY

3.1Definition, Types and dimensions of Social Mobility
3.2 Factors affecting Social Mobility
3.3 Relationship between Education and Social Mobility
3.4 Role of Education in Social Mobility

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BPS Mahila Vishwavidyalaya
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UNIT-IV EDUCATION AND CULTURE

4.1Meaning, Definition and Characteristics of Culture
4.2 Relationship between Education and Culture
4.3 Role of Education in culture
4.4 Preservation, Transmission and Enrichment of Culture

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Visit a school to study the philosophical ideology of the school; and prepare a report based on your observations and experience.
- Study the contents of Geeta in Reference to teacher child relationship and education management.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Adiseshiah, W.T.V. &. Pavanasam.R. (1997).*Sociology in Theory and Practice,* New Delhi: Santhi Publishers.
- Blackledge, D. & Hunt, Barry (1985). *Sociological Interpretations of Education.* London: Groom Helm.
- Chanda S. S. & Sharma R.K. (2002). *Sociology of Education.* New Delhi: Atlantic Publishers.
- Chandra S.S. (2002). *Indian Educational Development, Problems and Trends.* New Delhi: Kanishka Publishers.
- Dewey, John, Democracy and Education, MacMillan, New York
- D'Souz A. A. (1989). *The Human Factor in Education,* New Delhi: Orient Longmans.
- Hemlata, T. (2002). *Sociological Foundations of Education.* New Delhi: Kanishka Publishers.
- Jayaram, (1990). *Sociology of Education,* New Delhi: Rawat.
- Kneller, George F., Foundations of Education, John Willey and Sons, 1978
- Mishra. B.K. &Mohanty R. (2002).*Trends and issues in Indian Education,* New Delhi: Kanishka Publishers.
- Mohanty, J. (1992). *Indian Education in Emergency Society.* New Delhi: Sterling Publishers,.
- Shukla, S. & K. Kumar (1985). *Sociological Perspective in Education.* New Delhi: Chanakya Publication.
- Swift, D. F. (1990). Basic Readings in the Sociology of Education, London: Routledge and Kegan Paul

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-454-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-II
MAE-2110
TEACHER EDUCATION-II

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Analyze teaching as a profession and its unique features.
- Examine the professional ethics applicable to teachers and their implications for practice.
- Explore various strategies for professional development in teacher education.
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education.
- Examine the key reforms introduced by NEP-2020 in teacher education.
- Identify and analyze new trends and innovations in teacher education curricula.
- Understand the role of research in shaping and developing teacher education curricula.
- Understand the importance of teacher effectiveness for student outcomes.
- Identify challenges that affect teacher effectiveness and explore strategies to address them.
- Discuss the current challenges facing teacher education.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Identify and apply ethical principles to real-world teaching scenarios.
- Describe various appraisal processes and methods, and assess their effectiveness.
- Summarize the major changes brought about by NEP-2020 and their implications for teacher education.
- Explain how research contributes to curriculum development and provide examples of research-driven changes.
- Discuss the significance of teacher effectiveness in educational settings.
- Analyze and articulate major problems in teacher education and potential solutions.

COURSE CONTENT

UNIT- I: PROFESSIONAL DEVELOPMENT OF TEACHERS

1.1 Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers
1.2 Professional Development Strategies in Teacher Education
1.3 Quality Enhancement for Professionalization of Teacher Education: Distance Education, Refresher Courses, Orientation courses
1.4 Performance Appraisal of Teachers: Concept, Process and Methods

UNIT-II: CONTEMPORARY TRENDS AND INNOVATIONS IN CURRICULUMOF TEACHER EDUCATION

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B.P.S Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

2.1 Structure of Teacher Education curriculum
2.2 Curriculum Reforms in Teacher Education (NEP-2020)
2.3 Emerging Trends in Teacher Education Curriculum
2.4 The role of research in curriculum development in Teacher Education

UNIT-III: TECHER EFFECTIVENESS

3.1Definitions, dimensions, and significance ofTecher Effectiveness
3.2 Factors Influencing Teacher Effectiveness
3.3 Tools for Measuring Teacher Effectiveness
3.4 Influence of Teacher effectiveness on student learning and performance.
3.5 Challenges in Teacher effectiveness and strategies to overcome challenges

IV: CURRENT TRENDS AND ISSUES IN TEACHER EDUCATION

4.1 Recognition, Assessment and Accreditation of Teacher Education Institutions: Role of UGC, NCTE, NAAC, NCERT, SCERT and various other central and state regulating bodies
4.2 Preparing teachers for inclusive classrooms
4.3 Current problems of Teacher Education
4.4 Research trends in Teacher education

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Design a professional development workshop or seminar for teachers, focusing on a specific area (e.g., new teaching strategies, technology integration).
- Write a reflection on a professional development program attended or observed, evaluating its effectiveness and suggesting improvements.
- Simulate a performance appraisal process for teachers, including the development of evaluation criteria and feedback mechanisms.
- Analyze the NEP-2020 reforms and their implications for a teacher education program. Present a report on how these reforms could be integrated into existing curricula.
- Write a report on an emerging trend in teacher education, such as technology integration or experiential learning, and propose its incorporation into the curriculum.
- Develop a framework for measuring teacher effectiveness
- Identify common challenges in teacher effectiveness and develop a set of strategies to address these challenges.
- Research and analyze a current problem in teacher education. Prepare a presentation on potential solutions and strategies to address the issue.

SUGGESTED READINGS

- Arora, G.L. (2005)*Teachers and their Teaching: Need for New Perspectives*. Delhi: Ravi Book depot.
- Clandinin, D. J., & Richardson, L. C. (2024). *Emerging Trends in Teacher Education: Innovations and Challenges*.London:Routledge.
- Hattie, J., &Timperley, H. (2022). *Teacher Effectiveness: Strategies for Enhancing Practice*. New York: Routledge.
- Herne Steve, Jesserl John & Griffith, Jenny(2000). *Study to Teach: A guide to Studying Teacher Education.* London and New York: Rout ledge Falmer.
- Louis, C. Lawrence, M. & Keith, M. (2004). *A Guide to Teaching Practice* (5th edition). London and New York: Rout ledge Falmer.
- Menter, I., & McGowan, P. H. (2023). *Performance Appraisal in Education: Theory and Practice*.London: Springer.
- Mishra, Loknath. (2017). *Teacher Education in India.* U.K.: Cambrifge Scholars Publishing.
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-456-

Chairperson
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Rohtak Kalan (Sonipa

- Miyan, M. (2004). *Professionalization of teacher education*, New Delhi: Mittal Publications.
- NCTE (2006). Curriculum frame work for teacher education-for quality education NCTE, New Delhi.
- Rahman, Hifzue (2005). *Key issues in teacher education; Teachers for secondary schools*, Delhi: Sanjay Prakashan,
- Raina, V.K. (2018). *Teacher educators: A Perspective*. New Delhi: Vikas Publishing House.
- Rani, Sarla, Gupta, Goldy& Kumari, Manjeet (2020). Adhyapak Shiksha. New Delhi: Akinik Publications.
- Rao, D. B. (2008). *Teacher education in India.* New Delhi: Discovery publishing House.
- Sharma, A.K. (2021).National Education Policy and Teacher Education. New Delhi:Shipra Publications
- Sharma, R. K. (2017).Methods of Teaching. New Delhi:Shree Publishers & Distributors.
- Sharma, R. S., & Patel, S. N. (2022). *NEP 2020 and Its Impact on Teacher Education: A Comprehensive Guide*.New Delhi: Orient Blackswan.
- ShashiPrabha Sharma (2003) *Teacher Education: Principles, Theories and Practices*.New Delhi: Kanishka Publishers & Distributors.
- ShashiPrabha Sharma (2013) Teacher Education: Principles, Theories and Practices. Kanishka Publishers & Distributors. New Delhi
- Srivastava, G.N.P.(2014). *Perspectives in Teacher education.* New Delhi: Concept Publishing House.
- Weinberger, Y., &Libman, Z. (2018). Contemporary Pedagogies in Teacher Education and Development. London: Intech Open.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER – II
MAE-2111
ADVANCE EDUCATION TECHNOLOGY -II

Max. Marks: 100 | **Inst. Hours Per Week: 3+2**
External Marks: 80 | **Exam Hours: 3hrs.**
Internal Marks: 20 | **Credit Per Week: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession
- Understand the roles and responsibilities of teacher educators
- Use various methods of teaching for transacting the curriculum in schools
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education
- Reflect on the issues and problems related to teacher education in the country

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Learn about multimedia and software.
- Understand about the system approach in educational technology.
- Gain knowledge about the learning resources and virtual classroom.
- Understand the role of teacher in classroom.

COURSE CONTENT

UNIT-I MULTIMEDIA APPROACH IN EDUCATION TECHNOLOGY

1.1 Multimedia approach in Education Technology: Concept, Meaning and Nature.
1.2 Importance and Principles of using multimedia, Approaches and Limitation.
1.3 Required Software and Use in Education.
1.4 Recommendations of NEP-2020 for integrating technology in education

UNIT- II: SYSTEM APPROACH AND INSTRUCTIONAL TECHNOLOGY IN EDUCATION

2.1 Concept of System approach –System approach to Instructional Design
2.2 Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
2.3 Gagne's Nine Events of Instruction and Five E's of Constructivism,
2.4 Nine Elements of Constructivist Instructional Design

UNIT-III E-LEARNING AND VIRTUAL CLASSROOMS

3.1 Emerging Trends in e learning- Social learning (use of web 2.0 tools for learning),Social networking sites, blogs, chats, discussion forum
3.2 Computer Assisted Instruction & On-line tutoring (e-sourcing)

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Khanpur Kalan (Sonipat)

3.3 Open Education Resources (Creative Commons, Massive Open Online Courses(MOOC), Concepts and Application)
3.4 Concept, Process of preparing ODLM (Open and distance learning)

UNIT-IV: EVALUATION AND RESEARCH IN ICT

4.1 Use of ICT in Evaluation, Administration and Research: E portfolios
4.2 ICT for Research - Online Repositories and Online Libraries
4.3 Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.
4.4 Effective pedagogical practices :Teacher's role in use of ICT

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Develop lesson plans that incorporate technology, such as interactive whiteboards, educational apps or online resources.
- Explore and use digital platforms and tools for online learning, reflecting on their impact on daily life.
- Use tools like Google Classroom, Microsoft Teams, or Moodle to manage coursework, facilitate communication.
- Reflect on your experiences using technology in the classroom and share insights or challenges with peers through discussions or written reflections.
- Participate in workshops or webinars on emerging educational technologies and best practices.
- Use model digital citizenship, including online safety, ethical use of information, and respectful online communication.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- CEMCA (2014). *Technology Tools for Teachers*, Commonwealth Educational Media Delhi.
- Khirweadkar, Anjali, and Pushpanaham, K. (2005), Information and Communication Technology in Education: Interactive Multimedia Instructional Strategies for Teaching Learning Process, Sarup Publications, New Delhi.
- Kumar, K.L. (1996). Educational Technology and Communication Media Cuttack: Nalanda.
- Mahapatra, B.C. (2005), Information Technology and Education: With Special Preference to importance of computer in Teaching Learning Process, Sarup Publications, New Delhi.
- Manoj Kumar Dash (2010). *ICT in teacher development*, Neel Kamal Publications: New
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- Meredith Marilyn and Rustkosky Nita (2000), "Advanced Microsoft Office-2000", BPB Publication, New Delhi.
- MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and literacy, MHRD, Govt. of India, New Delhi
- NCERT (2013). Information and Communication Technology for School System: Curricula for ICTs in Education (students and Teachers), Version-1.2, CIET-NCERT, New Delhi (www.ictcurriculum.gov.in).
- Singh, V.P. and Singh, Meenakshi (1999), "Computer-Terms and Definitions", Asian Publishers, New Delhi.
- Spenser, Donald D. (1993), "The Illustrated Computer Dictionary", Universal Book Stall, New Delhi.
- Tenebaum, Andrew S. (1995), "Computer Networks", Prentice-Hall of India Pvt. Ltd., New Delhi.

-459-

Chairperson
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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPURKALAN
MASTER OF ARTS (EDUCATION)
MAE-2112
STATISTICS METHODS IN EDUCATION

Max. Marks: 100
External Marks: 80
Internal Marks: 20

Inst. Hours Per Week: 03+02
Exam Hours: 3hrs.
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Define statistics and explain its role and significance as a tool in educational research.
- Create and interpret various types of graphs: bar graphs, pie charts, histograms, frequency polygons, and cumulative frequency curves.
- Interpret the measures of central tendency and explain their significance in educational research.
- Discuss the importance of NPC in statistical analysis and its application in educational research.
- Identify and interpret instances of skewness and kurtosis in educational research data, and discuss their implications for data analysis.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Compute different types of Statistical Measures.
- Practical orientation involving selection of appropriate data analysis techniques.
- Explain and illustrate the concept & application of measures of central tendency, dispersion and relative positions.

COURSE CONTENT

UNIT-I: STATISTICS AS A TOOL IN EDUCATIONAL RESEARCH

1.1 Meaning of Statistics: Statistics as a tool in Educational Research
1.2 Types of statistics: descriptive and inferential
1.3 Organization and Graphical presentation of data:
1.3.1 Organization of Data: Frequency distribution
1.3.2 Graphical presentation of data: Bar graph, Pie chart, Histogram, The frequency polygon, Cumulative frequency Curve

UNIT-II: DESCRIPTIVE STATISTICS

2.1 Measures of central tendencies: Mean, Median and Mode- Meaning, uses and computation
2.2 Measures of variability-I : Range, Quartile Deviation, Percentiles and Deciles- Meaning, uses and computation
2.3 Measures of variability-II : Mean Deviation, Standard Deviation and Variance- Meaning, uses and computation

UNIT-III: INFERENTIAL STATISTICS

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3.1 Inferential Statistics: Meaning, Concept and uses
3.2 Parametric Statistics: Meaning, assumptions, types and uses
3.3 Non-parametric Statistics: Meaning types and uses

UNIT-IV: SCALES OF MEASUREMENT AND NPC

4.1 Scales of measurement: nominal, ordinal, internal, Ratio.
4.2 Meaning and characteristics of Normal Probability Curve (NPC)
4.3 Applications of Normal Probability Curve (NPC)
4.4 Divergence from Normality: Skewness and Kurtosis.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Discussion on various scales of measurement.
- Practice on Graphical representation on data using Bar graph, Pie chart, Histogram
- Practice on data analysis with various statistical method..
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi
- Edward, Allen L (1968), Experimental Designs in psychological research, Holt, Rinchart and Winston, New York
- Ferguson, George A (1976). Statistical Analysis in psychology and Education , McGraw Hill, New York
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- Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education , McGraw hill , New York
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- E.W. King B.M. & Bear Gorden (1995), Statistical Reasoning in psychology & Education , John Willy & Sons Canada
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Khahpur Kalan (Sonipat

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-II
MAE-2113 (Opt-i)
SPECIAL EDUCATION

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand about the concept, importance, scope and aims of Special education.
- Develop a pedagogical thought built upon acknowledging, accepting and valuing diversity, for facilitating education with its true spirit of enabling each child optimize her/his potential despite variations among them and through a common curriculum
- Develop an understanding the concept of exceptionality and of different policies, programmes and legislations related to children with special needs.
- Understand the concept of disability and of disabled person's diverse needs.
- Sensitized towards disabled and contribute better in making inclusive classrooms
- Plan need-based programmes for all children with varied abilities in the classroom.
- Incorporate innovative practices to respond to education of children with special needs
- Critique policies and contribute to the formulation of policy
- Critique implementation of policies and contribute to implementation of laws pertaining to education of children with special needs.
- Understand the history and philosophy of special education
- Know the legal foundations and regulations governing special education
- Identify and describe the characteristics and needs of students with diverse abilities and disabilities
- Learn about evidence-based interventions and instructional strategies for students with disabilities
- Develop skills in assessing and supporting students with diverse needs

COURSE OUTCOMES:

Upon successful completion of this course, students will:

- Explain the concept and stages of growth and development and their relationship with learning.
- Differentiate between the concepts of growth and development in human beings.
- Analyse various development theories and apply appropriate theories in the learning process.
- Understand the concept of socialization and its impact on children within school and peer group contexts.
- Reflect on and address issues related to adolescence, including the impact of media, urbanization, and economic changes.

COURSE CONTENT

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UNIT-1: CONCEPT OF EXCEPTIONALITY AND SPECIAL EDUCATION

1.1 Meaning, concept of Exceptionality, the Concept of Negative, Positive and Multiple Deviation
1.2 Concept, Meaning, Objectives and need of special education
1.3 Principles of Special Education
1.4 Continuum of Special Education services
1.5 Difference between Handicap, Disability & Impairment.

UNIT-II: POLICIES, PROGRAMMES AND LEGISLATIVE PROVISIONS WITH REFERENCE TO CHILDREN WITH SPECIAL NEEDS:

2.1 Rehabilitation Council of India Act (1992)
2.2 Persons with Disabilities Act (1995)
2.3 National Policy of Disabilities (2006)
2.4 Inclusive Education under Sarva Shiksha Abhiyan (SSA)
2.5 Rights to Persons with Disabilities Act-2016.

UNIT-III: UNDERSTANDING SENSORY & INTELLECTUAL DISABILITIES:

3.1 Visual Impairment: Concept, Characteristics, Types, Identification, Etiology, Educational Accommodations
3.2 Hearing Impairment: Concept, Characteristics, Types, Identification, Etiology, Educational Accommodations
3.3 Learning Disability: Concept, Characteristics, Types, Identification Etiology, Educational Accommodations
3.4 Emotional Disturbed children: Meaning, Definitions, Nature & Characteristics, Biological factors etc.

UNIT-IV: UNDERSTANDING OTHER EXCEPTIONALITIES:

4.1 Gifted Children: Concept, Characteristics, Types, Identification, Educational Accommodations
4.2 Creative Children: Concept, Characteristics, Types, Identification, Nurturing and stimulation of creativity among children.
4.3 Mentally Retarted Children: Concept, Characteristics, Causes and treatment and measures for Mentally Retarted Children.
4.4 Emotionally Disturbed Children: Concept, Characteristics, Identification and Educational and treatment measures.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Visit to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visit to be submitted and presented.
- Preparation of individualised learning materials to meet the needs of a child with any of the disabilities discussed with a report on how it/they can be effectively used.
- Prepare a checklist for accessibility in inclusive school with reference to architectural barriers.
- Carry out case study of a child with any of the disabilities discussed, with a presentation in the class.
- Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom. The inclusive classroom should have at least 2 students with disability.
- Preparation of status report on school education of children with diverse needs.

– 463 –

- Evaluation of text books from the perspective of differently abled children.
- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification of children with disabilities.
- Critical review of policy and practice and panel discussion by a group of students
- Review of literature related to education of children with diverse needs presentation of reports in a seminar.
- Design a poster and slogan on Inclusive Education.
- Any other relevant activity, project, or assignment assigned by the teacher.

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- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
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-464-

Chairperson
Department of Education
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Khahpur Kalan (Sonipat)

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- Kang, Jong-Gu (2009). *A Teacher's Deconstruction of Disability: A Discourse Analysis.* Disability Studies Quaterly. Vol 29 (1).
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465

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-II
MAE-2113 (Opt-ii)
EDUCATION FOR WOMEN EMPOWERMENT

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the concept of women's empowerment and examine its historical perspectives.
- Identify and evaluate the barriers to women's education.
- Discuss the role of women entrepreneurs in economic development
- Evaluate government policies and programs designed to promote women entrepreneurship.
- Examine the issues related to women and their impact on women.
- Explore the role of social institutions (family, community, educational institutions, and media) in promoting women's empowerment.
- Discuss the involvement of women in leadership, policy, and decision-making roles.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Recognize and critically assess the barriers to women's education and suggest measures to overcome these obstacles
- Review government policies and programs aimed at supporting women entrepreneurs, and suggest improvements
- Evaluate the different issues related to women and effectiveness of different acts to overcome these issues.
- Discuss the challenges and achievements of women in leadership, policy-making, and decision-making positions and suggest ways to promote greater participation
- Evaluate the contributions of various social institutions to women's empowerment and propose strategies to enhance their effectiveness.

COURSE CONTENT

UNIT-I WOMEN EMPOWERMENT AND EDUCATION

1.1 Women's Empowerment: Concept and Historical perspectives on women's empowerment
1.2 Dimensions of Women's Empowerment
1.3 The role of education in women's empowerment
1.4 Barriers to Women's Education

UNIT-II WOMEN ENTREPRENEURSHIP

2.1 Meaning, Characteristics, Barriers in Women entrepreneurship
2.2 Role of Women Entrepreneurs in Economic Development
2.3 Women Entrepreneurship and Gender Equality

-466

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

2.4 Government Policies and Programs for Promoting Women Entrepreneurship

UNIT-III WOMEN RIGHTS

3.1 Women, work and livelihood: Sexual Harassment at work place
3.2 Dowry Prohibition Act 1961
3.3The Protection of Women from Domestic Violence Act, 2005
3.4 Prohibition of Child Marriage Act, 2006

UNIT-IV SOCIETY AND WOMEN EMPOWERMENT

4.1 Women and Gender Issues.
4.2 Role of Social Institutions (family, Community, Educational Institutions and media) in Women Empowerment
4.3 Role of Non-Governmental Organizations (NGOs) in Women Empowerment
4.4 Women in Leadership, Policy, and Decision Making

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Presentation on government policies and programs related to women entrepreneurship.
- Role-play scenarios related to workplace sexual harassment or domestic violence.
- Awareness presentation on specific women's right issue, such as child marriage or domestic violence etc.
- Presentation on role of Organize a symposium on women in leadership, policy, and decision-making.
- Organize a debate on the role of education in overcoming barriers to women's empowerment.
- Group discussion on role of various social institutions (family, community, media) in women's empowerment.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Agrawal, S.P (2001). *Women's Education in India.* Guwahati: Eastern Book House.
- Andal, N. (2002).*Women and Indian Society: Options and Constraints*. Guwahati: DVS Publishers.
- AryaSadhna (1999).*Women, Gender Equality and the State*. New Delhi: Deep & Deep Publications
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- Gupta, N.L.(2000.) Women Education through ages , Guwahati, Eastern Book House .
- Jayapalan, N. (2002.) Women and Human Rights, Guwahati, DVS Publishers.
- Joshi, S.T (2003.) Women and Development: The changing scenario, Guwahati, Nivedita Book Distributor.
- MeeraK, (2020).*Women and Education in India: Challenges and Opportunities.* Hyderabad: Orient BlackSwan,.
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- Reddy, V. S. (2022).*Educating Girls and Women in India: Policies and Practices*. New Delhi: Routledge India.
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- Singh, U.K. (2000) *Women Education*. Jaipur:Book Men Associates.
- Suresh Dutt. (2000) *Women and Education*. New Delhi: Anmol Publications.

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- Singh, J.(2008). *Methodology and Techniques of Social Research*(First Edition) . New Delhi, KanishkaPublisher .
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- Google Scholar
- Google Books
- Science.gov
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- Virtual Learning Resources Centre
- ResearchGate
- PubMed Central
- SCOPUS
- PROQUEST
- Science direct/ Elsevier
- Taylor and Francis
- Wiley Online Library
- Science Hub
- Springer link
- NCERT Library
- Punjab University E-Library
- WorldCat

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469

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS(EDUCATION)
SEMESTER II
MAE-2115
ACADEMIC WRITING

Max. Marks:50 **Inst. Hours Per Week: 04**
External Marks: 40
Internal Marks: 10 **Credits: 02**

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Master academic writing fundamentals and various styles, developing skills in paraphrasing, citation, editing, and proofreading.
- Produce professional reports and diverse articles, including thematic and research pieces.
- Write and format theses according to style guides, craft insightful book reviews and draft effective professional communications. Additionally,
- Distinguish between different writing types, prepare job application materials, and perform content analysis.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Grasp the fundamentals of academic writing and recognize various writing styles.
- Demonstrate skills in good academic writing, including paraphrasing, acknowledging sources, editing, and proofreading, while adhering to appropriate styles and formats.
- Produce professional reports, including seminar, project, research, and field visit reports, by applying principles learned through sample reports.
- Write different types of articles, such as thematic articles, research articles, article reviews, and editorials.
- Write and format a thesis, including chapters, a review of related literature, bibliography, tables, figures, appendices, and references according to an accepted style guide (e.g., APA).
- Write insightful and structured book reviews.
- Draft effective professional letters and emails.
- Distinguish between different types of writing and writing styles and apply them appropriately.
- Prepare a resume and effective professional profile suitable for job interviews.
- Perform content analysis.

COURSE CONTENT

1. FOUNDATIONS OF ACADEMIC WRITING

1.1 Introduction to Academic Writing: Understanding the fundamentals and importance of academic writing.
1.2 Styles of Writing: Overview of different writing styles and their applications.
1.3 Key Skills: Techniques for academic writing, proper acknowledgement of sources, editing, and proofreading.

2. REPORT WRITING

2.1 Types of Reports: Exploration of seminar reports, project reports, research reports, and field visit reports.
2.2 Practical Application: Students will prepare a professional report based on a selected workshop, seminar, or field visit.

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3. THESIS WRITING

3.1 Components of a Thesis: Structuring a thesis, including chapters, literature review (RRL), and bibliography.

3.2 Formatting Guidelines: Proper formatting of tables, figures, appendices, and adherence to referencing styles (e.g., APA), Pagination, headers, footnotes, and other formatting essentials.

4. RESUME AND PROFILE PREPARATION

4.1 Resume Writing: Preparing a professional resume.

SUGGESTED PRACTICUM ACTIVITIES:

- Activity File: Students are required to maintain a detailed file documenting all completed tasks, assignments, and reflections.

SUGGESTED READINGS:

- APA style Manual USA, American Psychological Association.
- Best, J.W. & Kahn, James V. (2014). *Research in Education* (10th Edition). New Delhi: PHI Publishers.
- Brown, Kristine and Susan Hood, (2002). Academic Encounters, Cambridge University Press.
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- Gangal, J. K. Developing Writing Skills in English. PHI Learning Private Ltd, New Delhi, 2011.
- Kothari, C.R. (2013). *Research Methodology: Methods and Techniques.* New Delhi: New Age International Publishers.
- Mc Carter, Sam and Norman Whitby. Improve your IELTS Writing Skills, Macmillan. New Delhi, 2009.
- Murray, R. (2004) Writing for Academic Journals. Maidenhead: Open University Press.
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- Taylor, Shirley. Communication for Business. Pearson. Delhi, 2005.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ART (EDUCATION)
SEMESTER-II
MAE-2116
EDUCATIONAL RESOURCES

Max Marks: 50 **Total Inst. Hours Per Week : 04**
External Marks: 40 **Credits: 02**
Internal Marks: 10

INSTRUCTIONS FOR THE EXAMINER: This Practical paper will assess the student's understanding of educational resources, their evaluation of resource effectiveness and their ability to propose enhancement. The examiner will evaluate student's grasp of different types of educational resources i.e. digital tools, multimedia etc and their purposes. This paper also assess how well students analyze the effectiveness of the resources discusses, including their relevance, usability and impact on learning outcomes. Each student must submit a well-organized portfolio documenting all activities done, educational resources creation, presentations, multimedia content and engagement in online courses.

SUBJECT-SPECIFIC OBJECTIVES:

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

- Understand the role and types of educational resources in the teaching-learning process.
- Apply the critical knowledge in practical settings
- Analyze the selection, design, and evaluation of educational resources.
- Integrate technological tools and resources effectively into educational practices.
- Develop skills in managing and utilizing educational resources in diverse educational settings

COURSE OUTCOMES:

Upon successful completion of this course, the students will:

- Develop and design the educational resources.
- Create or modify the educational resources.
- Integrate educational resources into practical teaching practices.
- Demonstrate and use effectively in real world educational situations and settings.

COURSE CONTENT

UNIT I: INTRODUCTION TO EDUCATIONAL RESOURCES

1.1 Definition and importance of educational resources
1.2 Classification of resources: Print, digital, multimedia, and human resources
1.3 Historical evolution and current trends in educational resources
1.4 Integration of Educational Technology: Learning Management Systems (LMS), Educational apps and online tools

UNIT II: DESIGN AND DEVELOPMENT OF EDUCATIONAL RESOURCES

2.1 Principles of designing effective educational materials
2.2 Designing multimedia resources: Audio-visual aids, simulations, and interactive tools
2.3 Creative Commons Licenses for Open Educational Resources
2.4 Repositories of Open Educational Resources (OER)

PRACTICUM ACTIVITIES:

- Develop any two educational resources out of following: Posters/ Newspaper clippings/ Worksheets/ Puppets/ Flashcards/ Quiz
- Access any two Open Educational Resources out of following: Open Education Consortium(http://www.oeconsortium.org/)/Sakshat/ e-Gyankosh/ National Digital Library of India (NDLI)/ SWAYAM/ ShodhGanga/ Vidya-Mitra

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- Visit following websites and gain knowledge about copyright, licensing and types of creative common licenses to your developed educational content: Creative Commons (https://creativecommons.org/)/ Dicover Ed(https://wiki.creativecommons.org/wiki/DiscoverEd)/temoa (http://temoa.info/)
- Create account and Sign in/Login following educational resources repository and create a multimedia (video/ animated/ slides/ audio/text/images/pdf etc.) content for teaching and attach the most suitable creative common license to it & upload it on any two of the following platforms: Slide share/ Wikipedia/ Teacher Tube/ You Tube/ NROER

SUGGESTED READINGS:

- Commonwealth of Learning & UNESCO. (2011). *Guidelines for open educational resources (OER) in higher education.* Retrieved from www.col.org/resources/publications/Pages/detail.aspx?PID=364
- Kanwar, A., Uvalić-Trumbić, S., & Butcher, N. (2011). *A basic guide to open educational resources (OER).* Retrieved from www.col.org/resources/publications/Pages/detail.aspx?PID=357
- OAPEN-UK. (n.d.). *Creative Commons guide.* Retrieved from http://oapen-uk.jiscebooks.org/ccguide/
- Open Knowledge Foundation. (n. d.). *Guide to finding interesting public domainworks* online. Retrieved from http://publicdomainreview.org/guide-tofinding-interesting-public-domain-works-online/
- Prabhala, A. (2010). *Copyright and open educational resources.* Retrieved fromwww.col.org/resources/publications/Pages/detail.aspx?PID=323
- Dhanarajan, G., & Porter, D. (Eds.). (2013). *Open educational resources: An Asian perspective. Perspectives on Open and Distance Learning.* Retrieved from www.col.org/resources/publications/Pages/detail.aspx?PID=441
- Downes, S. (2011, July 18). *Open educational resources: A definition.* Retrieved from www.downes.ca/archive/11/07_18_news_OLDaily.html

WEB RESOURCES

- http://www.sakshat.ac.in/
- http://egyankosh.ac.in/
- http://nroer.gov.in/welcome
- https://www.youtube.com/
- https://www.teachertube.com/
- https://www.slideshare.net/
- https://shodhganga.inflibnet.ac.in/

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473

Department of Education
Faculty of Education
B.P.S. MahilaVishwavidyalaya, KhanpurKalan (Sonepat)
MASTER OF ARTS (Education) (w.e.f. academics session 2024-2025)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
SEMESTER-III

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Theory Papers : Compulsory								
1.	MAE-2201	Learner and Learning Process -I	3	2	4	20	80	100
2.	MAE-2202	Development of Indian Education System	3	2	4	20	80	100
3.	MAE-2203	Comparative Education	3	2	4	20	80	100
4	MAE-2204	Educational Planning & Management-I	3	2	4	20	80	100
5.	MAE-2205 Optional Subject (Choose any one option)							
	Opt-(i)	Adult Education	3	2	4	20	80	100
	Opt-(ii)	Education For Rural Development	3	2	4	20	80	100
	Opt-(iii)	Gender Education	3	2	4	20	80	100
	Opt-(iv)	Value Education and Human Rights	3	2	4	20	80	100
Practicum								
6.	MAE-2206	Teaching Taxonomy	---	4	2	10	40	50
7.	MAE-2207	Administration of Psychological Tools & Handling of Apparatus	---	4	2	10	40	50
8.	MAE-2208	Dissertation (Phase-III)	---		2	10	40	50
Total			**15**	**18**	**26**	**130**	**520**	**650**

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2201
LEARNER AND LEARNING PROCESS-I

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the Relationship between Education and Psychology.
- Learn the different methods used in psychology.
- Explore major schools of Psychology and their contribution to education
- Understand the concept and principles of growth and development.
- Identify stages of growth and development with special reference to adolescence
- Analyze theories of development and understand the educational implications of these developmental theories.
- Develop skills in problem solving and creativity.
- Explore the concept of creativity, its characteristics, and techniques to enhance creativity in students.
- Define and explore different types of memory and the process of memorization.
- Analyze the concept of mental health and hygiene, characteristics of a mentally healthy person, and methods to improve mental health

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Demonstrate how psychological principles can be applied to educational practices.
- Identify, describe, and apply various psychological methods to analyze educational phenomena.
- Demonstrate an understanding of the major psychological schools and evaluate their impact on educational theories and practices.
- Explain the fundamental concepts and principles of growth and development, illustrating how these principles apply to educational contexts
- Describe the stages of human growth and development, with an emphasis on the physical, cognitive, and socio-emotional changes that occur during adolescence.
- Analyze key developmental theories and apply their insights to educational practices.
- Demonstrate the ability to employ various problem-solving techniques and strategies, showing creativity in overcoming educational challenges.
- Differentiate between various types of memory, describe the process of memorization, and apply techniques to enhance memory retention in learning environments.
- Identify characteristics of a mentally healthy person, and recommend practices to promote mental well-being in educational contexts.

-475-

Chairperson
Department of Education
BPS Mahila Vishwavidyalay

COURSE CONTENT

UNIT I: EDUCATIONAL PSYCHOLOGY

1.1 Concept, Nature and Scope of Educational Psychology
1.2 Relationship between Education and Psychology
1.3 Methods of Psychology- Experimental, Clinical, Survey
1.4 Major Schools of psychology: Structuralism, functionalism, behaviorism, gestalt, psycho-analytic, cognitive, constructivism and contribution of these schools to Education

UNIT-II: GROWTH AND DEVELOPMENT

2.1 Growth and development: Concept and principles
2.2 Stages of Growth and Development with special reference to Adolescence.
2.3 Theories of development:
a) Piaget's cognitive development, b) Freud's psychosexual development,
c) Erikson's psycho-social development d) Kohlberg's moral development

UNIT-III: PROBLEM SOLVING AND CREATIVITY

3.1 Problem solving: Meaning, concept and techniques of problem solving.
3.2 Reasoning: Meaning, concept, types of Reasoning, Logical thinking and its relationship with decision making
3.3 Creativity: Concept, characteristics of a creative child, techniques to enhancing creativity
3.4 Needs and problems of creative individuals, and the role of a teacher in fostering creativity.

UNIT-IV: MEMORY, FORGETTING AND MENTAL HEALTH

4.1 Memory: Concept & types of memory, process of memorization and training in memory.
4.2 Forgetting: Concept, types, theories, and Ebbinghaus's curve of forgetting.
4.3 Mental health and hygiene: Concept, characteristics of a mentally healthy person, causes of poor mental health, improving mental health- ways & means.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- An experiment can be conducted for applying different memorization techniques (e.g., mnemonics, chunking, and rehearsal) to a group of participants to check their memory retention.
- A survey can be conducted by targeting a sample of students to assess their mental health status, hygiene practices, and factors affecting their well-being.
- Some creativity enhancement programmes like creative writing, problem-based learning etc. can be conducted to foster creativity among students.
- Comparative analysis of psychological schools of thought can be done to understand the contributions of different schools of psychology to education.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, J.C. (2006). Psychology of Learning and Development. New Delhi: Shipra Publications.
- Anastasi, A. and Susana U. (2010). Psychological Testing. New Delhi: PHI Learning Pvt. Ltd.
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Chairperson
Department of Education
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- O'Reilly, M., and Parker, N. (2014). Doing mental health research with children and adolescents: A guide to qualitative methods. Sage.
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- Tomar, Monika and Kumari, Sarita (2005). Educational Psychology. New Delhi: Shree Publishers and Distributors.
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MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2202
DEVELOPMENT OF INDIAN EDUCATION SYSTEM

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the historical development of Indian education system
- Analyze the impact of colonialism and nationalism on Indian education
- Examine the post-independence era and contemporary Indian education system
- Evaluate the role of government policies and commissions in shaping Indian education
- Develop critical thinking and research skills in understanding Indian education system

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understand the historical development of Indian education system
- Analyze the impact of colonialism and nationalism on Indian education
- Examine the post-independence era and contemporary Indian education system
- Evaluate the role of government policies and commissions in shaping Indian education
- Develop critical thinking and research skills in understanding Indian education system

COURSE CONTENT

UNIT 1: ANCIENT AND MEDIEVAL INDIAN EDUCATION

1.1 Vedic period: Gurukul and Ashrams
1.2 Buddhist and Jain education
1.3 Education in ancient Indian texts (Upanishads, Manusmriti)
1.4 Education during Mughal and regional kingdoms
1.5 Women's education in ancient and medieval India

UNIT 2: BRITISH COLONIAL ERA AND INDIAN EDUCATION

2.1 Introduction of Western education
2.2 Macaulay's Minutes (1835) and its impact
2.3 Hunter Commission (1882) and Indian Education Commission (1886)
2.4 Women's education and social reform
2.5 Education policy and legislation during British colonial era

UNIT 3: POST-INDEPENDENCE ERA AND INDIAN EDUCATION

3.1 Mudaliar Commission (1952-54)
3.2 Kothari Commission (1964-66)
3.3 National Education Policy (1968)

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

3.4 42nd Constitutional Amendment (1976)
3.5 National Adult Education Programme (1978)
3.6 Education for All: National Minimum Programme (1986)

UNIT 4: CONTEMPORARY INDIAN EDUCATION

4.1 Sarva Shiksha Abhiyan (2001)
4.2 Right to Education Act (2009)
4.3 National Education Policy (2020)
4.4 Education for sustainable development
4.5 Inclusive education and diversity

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Organize a drama/play on it. Write a script on Educational development in Ancient and Medieval Indian Education after classroom discussion on the script.
- The Essay Course: Students will be required to submit a long essay of 5000 – 7000 words on a Post-Independence and Contemporary Indian Education topic to the supervisor.
- Visit any school claim to run on Gurukul principles and reflect critically on how the principles are translated into action (write in about 500- 700 words).
- Identify the different instruments of knowledge used by a proficient teacher in an Inclusive classroom situation and explain them briefly.
- Critically Analysis of Implementation and effectiveness of National Education Policy (2020)
- Any other relevant activity, project, or assignment assigned by the teacher

SUGGESTED READINGS:

- Aggarwal, Y. (2000). Indian Education System: An Overview.
- Bhatta, S. C. (2015). Education in India: A Critical Analysis.
- Bhattacharya, S. (2019). Education and Social Change in India. Routledge. doi: 10.4324/9781315106724
- Chadha, G. K. (2018). Indian Education System: Challenges and Opportunities.
- Dyer, C. (1999). Education and Development in India. Oxford University Press.Govinda, R. (2002). India: Education for All. UNESCO Publishing.
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Chairperson
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BPS Mahila Vishwavidyal
Khahpur Kalan (Sonipat)

479

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2203
COMPARATIVE EDUCATION

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Develop understanding among studies regarding concept of comparative education, its aim.
- Achieve understanding in students regarding the factors influence education system of different countries.
- Acquaint the students regarding the approaches to study internal system of different countries.
- Acquaint the students regarding educational system of Indian as well as other countries like, UK, USA and Japan.
- Development understanding regarding educational administration, education teacher and innovative education system of different countries.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Develop an understanding of various approaches to studying education systems across countries, allowing them to compare and contrast different educational practices and methodologies.
- Learn to define and explain the concept and aims of comparative education, recognizing its importance in identifying best practices and improving global education systems.
- Analyze factors such as cultural, economic, and political influences on education systems, gaining insights into how these elements shape educational delivery and administration.
- Acquire skills to compare primary and secondary education systems in countries like India, the UK, the USA, and Japan, focusing on differences in aims, content, and teaching methods.
- Develop critical thinking abilities to evaluate educational practices from various countries, enabling them to make informed recommendations for enhancing educational practices in their own contexts.

COURSE CONTENT

UNIT I: CONCEPT AND FACTORS COMPARATIVE EDUCATION

1.1Approaches of Comparative Education
1.2 Concept and aims of comparative education.
1.3 Need and Scope of Comparative Education.
1.4 Factors influencing comparative education.
1.5 History and Developmental stages of comparative Education.

UNIT II: PRIMARY EDUCATION IN DIFFERENT COUNTRIES

2.1 Primary Education Systems in India (Aims, Contents and Methods)
2.2 Primary Education Systems in UK (Aims, Contents and Methods)

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

2.3 Primary Education Systems in USA (Aims, Contents and Methods)
2.4 Primary Education Systems in Japan (Aims, Contents and Methods)

UNIT III: SECONDARY EDUCATION SYSTEM IN DIFFERENT COUNTRIES

3.1 Secondary Education Systems in India (Aims, Contents and Methods)
3.2 Secondary Education Systems in UK (Aims, Contents and Methods)
3.3 Secondary Education Systems in USA (Aims, Contents and Methods)
3.4 Secondary Education Systems in Japan (Aims, Contents and Methods)

UNIT IV: EDUCATIONAL ADMINISTRATION AND INNOVATIVE EDUCATION

4.1 Comparison of Other Perspectives of Educational Administration in UK, USA & India.
4.2 Distance Education in UK, USA & India.
4.3 Teacher Education Programme in UK, USA & India.
4.4 Recent trends and innovation in Education in UK, USA & India.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE):

Students will select and complete **one** of the following practicum activities:

- Conduct a comparative analysis of primary or secondary education systems in two countries, focusing on aims, contents, and methods, or any other assignment by the teacher.
- Prepare and present a case study on educational administration or innovative practices in one of the studied countries, discussing challenges and solutions, or any other assignment by the teacher.
- Arrange a field visit to a local school, followed by a reflective essay comparing observed practices with those in other countries, or any other assignment by the teacher.
- Engage in a debate or group discussion on how socio-cultural, political, and economic factors influence the education systems of different countries, or any other assignment by the teacher.
- Develop models or diagrams representing the structure of education systems in two or more countries, highlighting administration, curriculum, and assessment, or any other assignment by the teacher.
- Write a research paper on the history and developmental stages of comparative education, analyzing its influence on educational reforms, or any other assignment by the teacher.
- Create a proposal for an innovative educational initiative in your country, inspired by successful practices from the UK, USA, or Japan, or any other assignment by the teacher.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Amove, Robert F., & amp; Alberto Torres Carlos (2007). *Comparative Education: The Dialectic of Global and Local.* USA: Rowman and Little field Publisher.
- Chaube, S.P. & amp; Chaube, A. (2007). *Comparative Education.* Noida: Vikas Publishing.
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Chairperson
Department of Education
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Khahpur Kalan (Sonipat)

-481-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2204
EDUCATIONAL PLANNING & MANAGEMENT -1

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Explain the concept and trends of Educational Management.
- To help the students to understand educational planning and supervision.
- To familiarize the students with the process and role of communication.
- To acquaint the students with the concept of leadership in education.
- To enable the students to understand the approaches of educational administration and management

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Know about the role of the various agencies in effective institutional management
- Understand about the various methods of communication.
- Analyze about the various styles of leadership

COURSE CONTENT

UNIT 1: THE CONCEPT AND FEATURES OF EDUCATIONAL MANAGEMENT

1.1 Management – Concept, Characteristics of good Management.
1.2 Management process
1.3 Various types of educational management
1.4 Role of the following agencies in effective institutional management
(a)School Management Committee, (b) Teachers, (c) Parents/Guardians

UNIT 2: LEADERSHIP IN EDUCATIONAL MANAGEMENT

2.1 Meaning and Nature of Leadership
2.2 Theories of leadership
2.3 Styles of leadership: Autocratic, Democratic and Laissez-faire/ Free-rain

UNIT 3: EDUCATIONAL PLANNING AND SUPERVISION

3.1 Meaning, Approaches to educational planning, Perspective Planning, Institutional Planning
3.2 Meaning and functions of Supervision
3.3 Types of Supervision
3.4 Qualities of a Supervisor
3.5 Planning, organizing and implementing supervisory programmes

482

Chairperson
Department of Education
BPS Mahila Vishwavidyala
Khanpur Kalan (Sonipat)

UNIT 4: ROLE OF COMMUNICATION IN EDUCATIONAL PLANNING

4.1 Meaning, objectives and types of Communication
4.2 Role of Communication for effective management and administration
4.3 Methods of Communication.
4.4 Barriers to communication, overcoming the barriers of communication in educational administration

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Prepare a report on leadership style of any educational institution.
- Discussion on qualities of a supervisor and prepare the report.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J. C. (2009). *Development and planning of modern education.* Vikas Publishing House.
- Keban, Y. B., Arifin, S., &Wahyono, R. (2019). SWOT analysis and its implementation strategies in educational management. *Journal of Education and Practice, 10*(12), 86-92.
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Khanpur Kalan (Sonipat)

-483-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
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MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2205 (Opt-i)
ADULT EDUCATION

Max Marks: 100 | **Total Inst. Hours: 03+02**
External Marks/Theory: 80 | **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 | **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- To increase the quality of life of an individual
- To enable individual to realize his/her potential for self -realization
- To raise the standard of living of the families, communities, societies and nations;
- To promote peace and communal harmony in the multi-cultural global villages

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understand the basic concept of Adult Education.
- Understand the developments taking place in the field of adult education in India.
- Understand the appropriate methods of teaching adults.
- Understand the major problems confronting Adult Education Centres.
- Obtain the understanding and information to organize Adult Education Centres.
- Understand the working of different agencies in continuing Adult Education Programme
- Understand the methods and strategies of implementation of Adult Education Programme.

COURSE CONTENT

UNIT-I: MEANING, HISTORY OF ADULT EDUCATION

1.1 The Basic Concept, Need, Importance, Objectives and Scope of Adult Education
1.2 Types of Education, Traditional Literacy and functional literacy
1.3 Indian Adult Education: A Historical Perspective.
1.4 Global, Regional and National Scenarios on Literacy

UNIT-II: POLICY ON ADULT EDUCATION

2.1 Policy on Adult and Lifelong Learning: International and Perspectives
2.2 National Policy on Education and Adult Education, National Literacy Mission, Jan Shikshan Nilayams.
2.3 Adult learning-Characteristics of Adult Learners,
2.4 Motivating Adults for learning, Role of Mass Media (Radio, TV, Films and Newspapers) in Adult Education and problems with regard to coverage.

UNIT-III: PHILOSOPHICAL, PSYCHOLOGICAL & SOCIOLOGICAL FOUNDATION OF ADULT EDUCATION

Chairperson
Department of Education
BPS Mahila Vishwavidyal
Khahpur Kala (Sonipat)

3.1 Foundations of Adult Education: Philosophical, Psychological & Sociological
3.2 An Overview of Philosophical Foundations, Trends in Philosophical Foundations of Adult Education
3.3 Psychology of Adult Learning and Motivation
3.4 Sociological Background of Adult and Lifelong Learning

UNIT-IV: CURRICULUM OF ADULT EDUCATION

4.1 Curriculum Development in Adult Education, Curriculum Development, Transaction and Evaluation
4.2 Community Participation in Curriculum Development and Transaction , Teaching and Training Methods and Techniques in Adult Education
4.3 Curriculum Transaction: Basics of Communication in Adult Learning
4.4 Curriculum Evaluation in Adult Education

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete **one** of the following practicum activities:

- Prepare an assignment on the given content.
- Prepare a presentation on the Policy on Adult Education.
- Make a report on how will you motivate the adult for registered in Adult Education .
- Conduct a survey on Need of Adult Education
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Bordia, Anil, J.R. Kidd Drapert Adult Education in India. A Book of Readings, Bombay: Nachiketa (eds.), Publication Ltd., 1973.
- Bhatia, S.C. & Srivastava: Literacy, Literacy Materials and their preparation: A General perspective, New Delhi Directorate of Adult Education, 1978.
- Bhola, H.S. Campaigning for Literacy-Eight National Experiences of the twentieth Century with a memorandum to Decision Makers, UNESCO, Paris, 1984.
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- Husan, T.: International Encyclopedia Education, New York, Pergamon Press, 1985.
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- Ministry of Human Resource Development; National Literacy Mission, Govt. of India, New Delhi, 1988.
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-485-

Chairperson
Department of Education
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- Nimbalkar, M.R.:Adult Education and its Evaluation System Delhi, Mittal Publications, 1987.
- Rogers, Alan: Teaching Adults, England Open University, Press, 1986.
- Shab, S.Y. (Ed.): A "Source Book on Adult Education, New Delhi, Directorate of Adult Education. 23. Sharan B. Merriam, Phyllis M. Cunningham (Ed.): Handbook of Adult and Continuing Education, Jossey Bass Publishers, Sanb Francisco, London, 1989.
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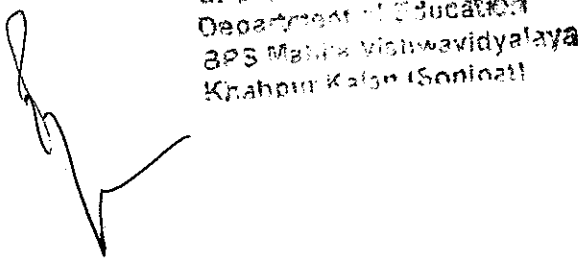

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2205 (Opt-ii)
EDUCATION FOR RURAL DEVELOPMENT

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the principles of curriculum construction and development in mathematics.
- Identify the characteristics and the need for good mathematics textbooks.
- To examine the issues prevailing in rural areas
- Develop a critical understanding of the challenges facing by Indian education today.
- To understand the socio economic conditions of rural folk.
- Define the rural society and social structure of rural areas.
- Define the concept of village and settlement pattern
- Analyse the problems of rural sanitation
- Define the basic concepts of constitution, fundamental rights and directive principles of state policy
- Identify the importance of empowerment of women

COURSE OUTCOMES:

Upon successful completion of this course, the students will:

- Define the rural society and social structure of rural areas
- Identify the demographic structure of rural areas
- Explain the Rural Governance and impact of Decentralized Governance
- Elucidate the empowerment of women, SHGs and community organisations
- Elucidate the rural infrastructure viz. transportation, rural energy, and education
- Analyse the problems of rural sanitation for promotion of total sanitation in rural areas

COURSE CONTENT

UNIT-1 EDUCATION AS A TOOL FOR RURAL DEVELOPMENT

1.1 Concept, Nature, Strategies and Scope of Rural Development

1.2 Relationship between Education and Development

1.3 Education in Rural India: Status, Challenges and Solutions

1.4 Government Initiatives for Promotion of Rural Education in India: Mid- Day Meal Scheme, Sarva Shiksha Abhiyan, National Literacy Mission, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), National Programme of Education for Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV), NEP-2020, implications and challenges

1.5 Extension Education: Aims, Principles and Role of Extension Education in Rural Development.

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BPS Mahila Vishwavidyala

UNIT-II: RURAL SETTLEMENT AND INFRASTRUCTURE

2.1 Concept of Village, Settlement pattern, Factors for pattern of settlement.
2.2 Rural Sanitation- Drinking water, Drainage, Toilets (Public and Private), Nirmala Grama
2.3 The Problem of Housing, Housing types, low cost houses, the housing schemes in rural area.
2.4 Importance of Transport system in rural development
2.5 Community Buildings: Hospitals, Schools, Community Halls etc.

UNIT-III: RURAL GOVERNANCE

3.1 Concept of Nation, State, Constitution, Government, Democracy, Decentralization and its significance in Rural Development.
3.2 Indian Constitution: Salient features with particular reference to Fundamental Rights, Citizens Charter Constitutional provisions for Protection of Weaker Sections
3.3 Concept, Salient Features, Scope and Challenges of Public Administration and Good Governance
3.4 Panchayati Raj Institutions and its role in Rural Governance
3.5 e-Governance: Meaning, features and scope

UNIT-4 WOMEN DEVELOPMENT AND RURAL DEVELOPMENT

4.1 Rural Women – Status and Development
4.2 Women Empowerment: Definition, Need, Strategies for Women Empowerment
4.3 Education and Training of Rural women
4.4 Empowerment of Rural women – Policies and Programme
4.5 Hindrances to Women Empowerment: Literacy, Poverty, Nutrition, Education etc.
4.6 Self-help groups: Concept, Elements, Stages - Structure of Self-help groups, Precautions to be taken while forming the SHGs

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Organize workshop on health, hygiene, and sanitation practices for rural students and their families.
- Prepare a multi-media project on rural development in India
- Discuss various Policies and Programme related to women empowerment
- Organise awareness programme to educate women on managing finances, savings, and understanding digital banking services.
- Community-Based Project on issues in rural areas
- Organise awareness programme to educate mothers on early childhood education and the importance of schooling for their children in rural area
- Conduct sessions to inform women about their legal rights and how to access legal aid.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Agrawal, J. C. (2010). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing House.
- Bhattacharyya, D. (2006). Human Resource Management, New Delhi: Excel Books. (Second Edition).
- Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). Women, the environment, and sustainable development: Toward a theoretical synthesis. London: Zed Books.
- Lalitha, N. (2004). Rural Development, Emerging issues and Trends. (Vol. I and II). New Delhi: Dominate Publications.
- Ministry of Education. (2020). National Education Policy 2020. New Delhi: Government of India.
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488.

Chairperson
Department of Education
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- National Skill Development Corporation (2012). Transforming the Skill Landscape, Annual Report. New Delhi: Govt. of India.
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA). JRM 1 https://www.education.gov.in/hi/sites/upload_files/mhrd/files/upload_document/JRM_1.pdf
- Reddy, K. (2012). Agriculture and Rural Development (Emerging Trends and Right Approach to Development). Mumbai: Himalaya Publishing House Pvt. Ltd.
- Satyasundaram (1997). Rural Development. New Delhi: Himalaya Publishing House.
- Singh, K. (1986). Rural Development, Principles, Policies, and Management. New Delhi: Sage Publication
- Singh, U. K., et al. (2005). Women Education. Common Wealth Publishers: New Delhi.

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

-489-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2205 (Opt-iii)
GENDER EDUCATION

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the concept of sex and gender and analyze socialization process.
- Evaluate critically gender roles and identities in various societal contexts.
- Understand gender-based harassment and its impact on gender identity.
- Examine the role of schools and families in shaping gender identity and roles.
- Explore the development and empowerment of women through government programs, legal protections, entrepreneurship, and their participation in politics and decision-making processes.
- Explore the concept of gender sensitization and its application in various areas.
- Explore the significance of women entrepreneurship in economic development and identify challenges and opportunities.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Evaluate the impact of gender socialization from family, school, and media on individual development.
- Discuss the significance of gender education in modern contexts and suggest effective approaches to incorporate gender perspectives in education.
- Identify common gender issues in educational settings and propose solutions to address them.
- Identify gender stereotypes and discrimination in curriculum, textbooks, media, and societal expectations, and propose strategies for promoting gender equality in education.
- Become aware regarding gender issues and become familiar with key concepts–gender, gender bias, gender stereotype, empowerment and equality.
- Discuss the role of women entrepreneurship in economic development.

COURSE CONTENT

UNIT- I: GENDER AND EDUCATION

1.1 Concept of Sex and Gender
1.2 Gender and Socialization: Family, School, and Media
1.3 Gender Stereotyping and Gender Discrimination
1.4 Gender Bias in Curriculum and Textbooks
1.5 Role of gender education in 21st century

UNIT- II: DEVELOPMENT OF GENDER IDENTITY AND GENDER ROLES

490

Chairperson
Department of Education
BPS Mahila Vishwavidya

2.1 Gender identity and gender role: Media and Masculine Identities, Media and Feminine Identities
2.2 Images of Women in Sports, Arts, Entertainment and Fashion Industry
2.3 Gender and gender-based harassment
2.4 Role of School and Family in determining gender identity
2.5 Issues related to gender in school

UNIT- III: GENDER AND SOCIETY
3.1 Brief history and current scenario of Indian women
3.2 Issues related to Indian women
3.3 Concept of Gender equality and role of school and teachers in reinforcing gender equality
3.4 Impact of religion and culture on gender roles and identification
3.5 Gender sensitization: concept, Areas of gender sensitization

UNIT- IV: WOMEN DEVELOPMENT AND EMPOWERMENT
4.1 Role of Non-Governmental Organizations (NGOs) in Women Empowerment
4.2 Women entrepreneurship and its role in economic development
4.3 Introduction of Laws related to women's right protection
4.4 Indian constitution and provisions according to women
4.5 Gender and Politics: Women in Leadership, Policy, and Decision Making

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)
Students will select and complete **one** of the following practicum activities:

- Organizing debates on gender issues, gender roles, necessity of gender equality and reasons for gender inequalities through real-life examples
- Role-playing scenarios to simulate situations involving bullying, eve teasing, and sexual abuse. Discuss the appropriate responses and preventive measures.
- Workshops and awareness campaigns or overcoming gender stereotypes in school or community.
- Design and implement an awareness campaign in the community to educate people about the legal provisions against different issues related to women for social change.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Bala, Anju & Bala, Indu (2024). *Women in Indian Society*. Delhi: Academic Publication.
- Bala, Indu & Bala, Anju (2023). *Gender and Society*. Delhi: Academic Publication.
- Chanrda Pradan K (2008) .*Rural Women, Issues and Options*. New Delhi: Sonali Publications.
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- Kumar, D., Rani, A &Bala, R. (2018). *Gender, School and Society*. Delhi: Nirmal Publishing House.
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- NCTE (2003). *Discrimination based on Sex, Cast, Religion and disability*. New Delhi

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- Ramesh Bandari.(2009)..*Role of Status of Women in New Panchayat Raj System* . New Delhi-Alfa Publication .
- Reddy, V. S. (2022). *Educating Girls and Women in India: Policies and Practices.* New Delhi: Routledge India.
- Sarkar, S. & Sarkar, T. (eds) (2008). *Women and social reform in modern India: A reader.* Ranikhet: Permanent black.
- Schechtester ,M .G. (2005). *United Nations Global Conferences,* Newyork: Routledge.
- Sen G. & Caren G. (1985) *Development crisis and alternative visions: Third world women's perspectives*. New Delhi: Institute of social studies trust.
- Sen M. and Sivakumar A. K (2002) *women in India How free, How equal*. New Delhi: UNDP India
- Shanmughasundaram, Y. (1993) *Women Employment in India*. New Delhi: Allied Publishers.
- Sharma, A. (2002). *Women in Indian religions*. New Delhi: Oxford University Press
- Sharma, Himanshu Kumar & Vaish, Puran Singh (2022). *Gender, School and Society*. Delhi: Thakur Publication Pvt.Ltd.
- Sharma, N. K.(2021).*Empowering Women through Education: Insights from India.*New Delhi:Academic Foundation.
- Sharma. R. N. (2021). *Education for Women's Empowerment: An Indian Perspective*. New Delhi: Sage Publications.
- Yadav K. P. (ed.)(2010) *Gender Equity and Economic Development*. New Delhi: Sarup and Sons.

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Khaborani, Hingoli (Nanded)

492

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2205 (Opt-iv)
VALUE EDUCATION AND HUMAN RIGHTS

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Know about the nature of values and role of values in human life.
- Understand the importance of Value-Education.
- Understand the Constitutional or national values and National Integration and international understanding with emphasis on patriotism and nation-building.
- Elucidate the role of educational institutions in promoting value education.
- Understand the international dimensions of Human Rights Education.
- Elaborate the significance of constitutional provisions for Human Rights and the Millennium Development Goals.
- Explain the role of different national, international agencies for promoting human rights education
- Elucidate the role of educational institutions and NGOs in promoting human rights education
- Recognise the role of media in dissemination of human rights.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understand the levels of value realization.
- Understand the development of Value Education in India
- Analyse the role of educational institutions in dissemination of values.
- Analyse the role of non-governmental organization in promotion of human rights

COURSE CONTENT

UNIT I: CONCEPTUAL FRAMEWORK: VALUE EDUCATION

1.1 Concept and Nature of values
1.2 Need and importance of Values Education
1.3 Objectives of value education:
1.4 Different types of values-Personal, Social, Moral, Professional, Spiritual and Behavioural values, extrinsic and intrinsic values.
1.5 Levels of Value Realization: Kohlberg's stages of moral understanding and value realization

UNIT II: DEVELOPMENT OF VALUE EDUCATION AND VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT

2.1 Development of Value Education in India

-493-

Chairperson
Department of Educatio

2.1.1 Vedic Period: Religious, Spiritual and Moral Education
2.1.2 Hindu Period
2.1.3 Buddhist Period: Religious and Moral Education
2.1.4 Muslim Period: Religious and Moral Education
2.1.5 British Period: Religious and Secular Education
2.1.6 In the Post-Independence Period: Secular Value Education

2.2 Constitutional or national values
2.3 National Integration and international understanding with emphasis on patriotism and nation-building.
2.4 Role of educational institutions (at school, college and higher education level) in dissemination of values.

UNIT-III: CONCEPTUAL FRAMEWORK: HUMAN RIGHTS

3.1 Evolution and Universal declaration of Human Rights.
3.2 Concept, Characteristics and Principles of Human Rights
3.3 Post-Independence Developments: Human Right in India
3.4 Human Rights in Indian Constitutions

UNIT-IV: ROLE OF DIFFERENT AGENCIES IN DISSEMINATION OF HUMAN RIGHTS

4.1 Need and importance of human rights Education - in the existing social scenario
4.2 Role of educational institutions (at school, college and higher education level) in dissemination of human right Education.
4.3 Role of media in dissemination of awareness about human rights.
4.4 Role of non-governmental organization in promotion of human rights (International, National and State Level).

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Organize interactive sessions that explore personal, social, and moral values.
- Presentation on evolution of value through different periods in Indian history
- Conduct debates on national integration and constitutional values to encourage critical thinking about patriotism and civic responsibility.
- Develop awareness programs for highlighting human rights issues.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Borgohain, B. (1999): *Human Rights Social Justice & Political Challenge*. Kanishka Publishers, New Delhi
- Chand, J.(2007). *Value Education.* Anshah Publishing House.
- Carey, S.M. *Attitudes and Values*, Education Forum, Vol. VII, No. 3, 1962.
- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- Bhatt, S.R. (1986). Knowledge, *Value and Education: An axiomatic analysis.* Delhi: Gian Publications.
- Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching.* USA: Houghton MifflinCompany.
- Bagchi, J.P. &Teckchadani, Vinod (2005); *Value Education: The Return of Fourth 'R':*
  - *Revival of Commitments. Vol II.* Jaipur: University Book House.
- Borgohain, B. (1999): *Human Rights Social Justice & Political Challenge*. New Delhi: Kanishka Publishers.
- Dagar, B. S. (1992). *Shiksha Tata ManavMulya (Hindi).* Chandigarh: Haryana Sahitya Academy.
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Chairperson
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- Josta, Hari Ram(1991). *Spiritual Values and Education*. Ambala: Associated Press.
- Khera, Shiv(2014). *You Can Win*. Bloomsbury India .Ltd.
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- Kar, N.N. (1996). *Value Education: A Philosophical Study*. Ambala Cantt: Associated
- Malhotra P.L. *Education, Social Values and Social Work* – the Task for the New Generation, N.C.E.R.T., New Delhi.
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- Mujeeb, M. *Education and Traditional Values*.MeenakshiPrakashan, Meerut, 1965.
- Mukerjee, R.K., *Social Structure of Values*. S. Chand and Co., New Delhi, 1969.
- Mangal, S.K.(2011); *Advanced Educational Psychology* (2nd Ed.) New Delhi: PHI Learning Private Limited.
- McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practice*. USA: Allyn and Bacon Company.
- Mohanty, J. (2005): *Teaching of Human Rights: New Trends and Innovations*. New Delhi: Deep and Deep Publications PVT. LTD.
- Mohanty, Jagannath Ed. (2000): *Human Rights*. New Delhi: Deep and Deep Publications.
- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India*. New Delhi:Regency Publications.
- Pandey, V.C. (2005): *Value Education and Education for Human Rights*. Delhi: Isha Books
- Palai, A.K. (1999): *National Human Rights Commission of India, Formation, Functioning and Future Prospects*. New Delhi: Atlantic Pub.
- Pandey, V.C (2005). *Value Education and Education for Human Rights*. Delhi: Isha Books Publications.
- Rokeach, M. (1973): *The Nature of Human Values*. New York: The Free Press.
- Rokeach, M. (1988): *Beliefs, Attitudes and Values*. San Francisco: Jossey Bass.
- Rokeach, M. *The Nature of Human Values*, Jessy Brass, New York 1978
- Sharma, S.R.(1999) *Teaching of Moral Education*, New Delhi: Cosmo Publications.
- Shivapuri, Vijai (2011). *Value Education* Varanasi: Manish Prakashan.
- Singh, Samporan (1979). *Human Values*. Jodhpur: Faith Publications.
- Symonides, J. (2002): *Human Rights Concept and Standards*. Rawat Publications.
- Sheshadri, C., Khader M.A and Ddhya G.L (1992): Education in Values: A source book, NCERT, New Delhi.
- Thomas, B. (2004); *Moral and Value Education*. Jaipur: Avishkar Publishers
- Tarrow, N.B. (1987): *Human Rights and Education* Vol-3. Programon Press.
- Venkataiah, N.(1998). *Value Education*. APH Publishing House.
- Verma, Yoginder (2007). *Education in Human values for Human Excellence*. New Delhi: Kanishka Publishers and Distributers.

- **Latest editions of all the suggested books are recommended.**

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– 495 –

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2206
TEACHING TAXONOMY

Max Marks: 50 **Total Inst. HoursPer Week: 04**
External Marks: 40
Internal Marks: 10 **Credits: 02**

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the concept of taxonomy in teaching and learning
- Analyze the different levels of cognitive, affective, and psychomotor domains
- Apply Bloom's Taxonomy in instructional design and assessment
- Develop skills in creating effective learning objectives and assessments

COURSE OUTCOMES:

Upon completing this course, students will be able to:

- Demonstrate an understanding of the role of taxonomy in teaching and learning, and its application in instructional design and delivery.
- Design effective lessons and assessments using Bloom's Taxonomy and other approaches.
- Enhance lessons using technology: PPT, PDF, Animated Video, and other digital tools
- Critically evaluate traditional taxonomy and explore new approaches to improve teaching and learning.

COURSE CONTENT

1) Introduction to Taxonomy in Teaching: - Definition and importance of taxonomy in Education
2) Historical background of taxonomy
3) Cognitive Domain :Revised Bloom's Taxonomy
4) Levels of Teaching
5) Three phases of Teaching
6) Four Skill of Teaching (student will prepare two lesson plan related to skills)
7) Methodology (student will prepare two Lesson Plan)
8) PPT, PDF, Animated Video (student will prepare related to lesson plan)
9) Critique of traditional taxonomy
10) New approaches to taxonomy (e.g., SOLO Taxonomy)

SUGGESTED READINGS:

- Bloom, B. S. (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals.
- Bloom, B. S.et.al. (2001). Taxonomy of Educational Objectives: The Classification of Educational Goals.
- Kumar K.L. (1996). Educational Technology and Communication Media Cuttack: Nalanda
- Kulkarni, K.L (1996). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Mahapatra, B.C. (2005) Information Technology and Education: With special Preference to Improve importance of Computer in Teaching Learning Process, Sarup Publications New Delhi
- Mangal, S.K.(2018) Educational Technology, Tandon Publication, Ludhiana
- Anderson, L. W., &Krathwohl, D. R. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2207
ADMINISTARTION OF PSYCHOLOGICAL TOOLS & HANDLING OF APPARATUS

Max. Marks: 50 **Ins. Hours Per Week: 04**
External Marks: 40 **Credit: 02**
Internal Marks: 10

INSTRUCTIONS FOR THE EXAMINER: This course aims to equip students with the necessary skills and ethical awareness to effectively administer psychological tests and handle various apparatus, preparing them for future practice in the field of psychology.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Evaluate the quality of psychological tests based on validity, reliability, and fairness.
- Understand the steps involved in the standardization process of psychological tests.
- Identify ethical considerations related to psychological testing and apply them in practice.
- Demonstrate practical skills in the use of various psychological apparatus for cognitive and motor assessments.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Students will evaluate psychological tests for validity, reliability, fairness and understand the standardization process.
- They will identify and apply ethical considerations in testing and demonstrate practical skills in using psychological apparatus for cognitive and motor assessments.

COURSE CONTENT

UNIT-I: QUALITY OF PSYCHOLOGICAL TESTS ANDMEASUREMENT

1.1 Quality of Psychological Tests: Criteria for evaluating the quality of psychological tests, including validity, reliability, and fairness.
1.2 Scoring and Interpretation of Psychological Tests

UNIT-II: ETHICAL ISSUES & USE OF PSYCHOLOGICAL APPARATUS

2.1 Ethical Considerations: Ethical issues related to psychological testing, including consent, confidentiality, and the responsible use of test results
2.2 Hands-on Experience with Apparatus/test given below:
2.2.1 Finger Maze
2.2.2 Koh's Block Test
2.2.3 Bhatia Battery of Intelligence/Any other available Psychological test
2.2.4 Mirror Drawing Apparatus

SUGGESTED READINGS:

- Aggarwal, Y.P. (2002). *Statistical Methods Concepts, Application and Computation (Third Edition).* New Delhi, Sterling Publishers.
- Aggarwal,Y.P.(2008).*The Science of Educational Research (First Edition).* Kurukshetra university, NirmalBook Agency.
- Asthana, Bipin (2011). *Measurement and Evaluation in Psychology and Education.* Agra: Agarwal Publications.

-497-

Chairperson
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- Best,W.J.& Kahn,V.J. (2006). *Research in Education (Tenth Edition).* New Jersey, U.S.A., PHI Learning Private limited.
- Brookhart, S. & James, H. Macmillan. (2019). *Classroom Assessment and Educational Measurement.* Routledge Publishers. Taylor and Francis.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.* London: Sage Publications.
- Cripps,M.(2017). Psychometric Testing Critical Perspectives: New Delhi: Sage Publications India Pvt. Ltd.
- Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications (6th Edition).* New Delhi: Pearson Publications.
- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and Assessment in Teaching.* Pearson Education Inc.
- Singh, J. (2008). *Methodology and Techniques of Social Research (First Edition).*New Delhi, Kanishka Publisher.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-III
MAE-2208
DISSERTATION (PHASE-III)

Max. Marks: 50
External Marks: 40 **Credits: 02**
Internal Marks: 10

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to::

- Develop scientific and research attitude among students
- Develop skills in preparing a good research tool.
- Select the appropriate research tool for the study.
- Understand the quality and validity of research studies

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Collect, analyze, and interpret data that addresses the research question.
- Draw meaningful conclusions and implications from research findings.
- Communicate research findings effectively through written and oral presentation.
- Demonstrate expertise in a specific area of research.
- Contribute to the advancement of knowledge in the field of study.

COURSE CONTENT

1.1 Develop relevant tools for data collection.
1.2 Develop a research design
1.3 Develop data analysis plans and procedures
1.4 Collection of data with the help of developed/standardized tools.
1.5 Determine the data analysis methods and Techniques
1.6 Presentation depicting development of research tool and procedure of data collection.

SUGGESTED READING

- Miller, D.C. & Salkind, N.J. (2002) handbook of Research Design and Social Measurement, Sage Publications, London.
- Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.
- Kothari, C. R. (2009). *Research Methodology: Methods and techniques*(Second Revised Edition). New Delhi, New Age International (P)Limited ,Publishers.
- Creswell,John W.(2014)Research Design:Qualitative ,Quantitative ,and Mixed Methods Approaches(5th Edition).New Delhi,SAGE Publications

WEB RESOURCES:

- Google Scholar
- Google Books
- Science.gov
- Shodhganga
- Virtual Learning Resources Centre
- ResearchGate
- PubMed Central

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- SCOPUS
- Science direct/ Elsevier
- Taylor and Francis
- Wiley Online Library
- Science Hub
- Springer link
- NCERT Library
- Punjab University E-Library
- Zotero

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MASTER OF ARTS (Education)(w.e.f. academic session 2024-2025)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
SEMESTER-IV

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal/ Sessional	External	Total Marks
Theory Papers : Compulsory								
1.	MAE-2209	Learner and Learning Process – II	3	2	4	20	80	100
2.	MAE-2210	Contemporary Issues in Indian Education System	3	2	4	20	80	100
3.	MAE-2211	Curriculum Studies	3	2	4	20	80	100
4.	MAE-2212	Educational Planning and Management-II	3	2	4	20	80	100
5		CBCS	--	--	4	20	80	100
Practicum								
6.	MAE-2213	Dissertation (Phase-IV)	--	--	2	10	40	50
7.	MAE-2214	Personality Development	--	4	2	10	40	50
8.	MAE-2215	Community Participation	--	4	2	10	40	50
Total			**12**	**16**	**26**	**130**	**520**	**650**
Grand Total(Semester-I to Semester-IV)					**104**	**520**	**2080**	**2600**

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MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2209
LEARNER AND LEARNING PROCESS-II

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand concepts and principles of Educational Psychology as an applied science.
- Outline the scope of educational psychology.
- Describe the process of growth and development.
- Understand the meaning and concepts of individual differences
- Explain meaning and concepts of gifted and mentally retarded children
- Understand the concept and characteristics of creativity & importance of creativity in education

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Describe the stages of human growth and development, with an emphasis on the physical, cognitive, and socio-emotional changes that occur during adolescence. Analyze key developmental theories and apply their insights to educational practices.
- Demonstrate the ability to employ various problem-solving techniques and strategies, showing creativity in overcoming educational challenges.
- Differentiate between various types of memory, describe the process of memorization, and apply techniques to enhance memory retention in learning environments.
- Identify characteristics of a mentally healthy person, and recommend practices to promote mental well-being in educational contexts.

COURSE CONTENT

UNIT-I PERSONALITY AND ADJUSTMENT

1.1 Personality: Meaning and Determinants.
1.2 Type and Trait theories: Cattle, Eysenck, Allport, Freud
1.3 Assessment of personality by subjective and projective methods
1.4 Adjustment: Concept and nature, Conflict Management

UNIT-II MOTIVATION AND INDIVIDUAL DIFFERENCES

2.1 Motivation :Concept of Motivation

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2.2 Theories of Motivation: Physiological theory ,Psycho-Analytical Theory, Maslow's Theory of Hierarchy of Needs
2.3 Factors affecting motivation
2.4 Individual differences: Concept and areas

UNIT-III: INTELLIGENCE AND GIFTED CHILDREN

3.1 Intelligence: Concept and Characteristics
3.2 Theories of intelligence :Spearman's two factor theory, Thurston's Group Factor theory, Guilford's SOI Model ,Gardner's Multiple Intelligence Theory
3.3 Measurement of intelligence: verbal, non-verbal, performance, individual and group.
3.4 Gifted Children: Meaning and Characteristics, Needs and Problems, Educational Progamme

UNIT-IV LEARNING

4.1 Definitions, scope and learning process, Factors influencing learning
4.2 Behaviorism, Cognitivism and Constructivism
4.3 Theories of Learning: Pavlov's Classical Conditioning, Skinner's Operant Conditioning Theory of Learning, Learning by Insight (Gagne)

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Case Study of Special Children
- Participation in a workshop for presenting various educational problems (e.g., classroom management issues, learning difficulties) and classroom discussion for solution of different educational problems.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READING:

- Abramson, Paul, R(1980).: personality , new York: Holt Rinehart and Winston
- Baurn, A., Newman, S.M West R., & Mc Manus C., (1997)Cambridge Handbook of n Psychology , health & Medicine, Cambridge: Cambridge University Press
- Hilgard , E.R.: Theories of learning , New York: Appleton Century Crafts
- Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers, 1984
- Kundu, C.L. & Tutoo, D.N.: Educational Psychology, new Delhi Sterling publishers Private Ltd., 1988
- Talbott, J.A. Hales, R.E. & Yodofsky, S.G. (1994) Textbook of Psychiatry, New Delhi: jaypee Broterhs Medical Publishers (P) Ltd.
- Thorpe, G.L. & Olson, S.L. (1999) Behavior Therapy, Concepts , procedures and Applications, London: Allyn Bacon
- Baron, R.A. (2007): Psychology, India : Porling Kindersley & Pearson Education
- Singh, Dalip (2000) : Emotional Intelligence at Work, New Delhi : Sage.
- Hurlock, EB (2004) : Developmental Psychology : A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
- Mangal, S.K. (2006) : Advanced Education Psychology, New Delhi:: Prentice Hall of Indi
- Zohar Danah & Marshal Ian (2001) : Spiritual Intelligence: the ultimate intelligence, New York; Bloomsbury Publishing.

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DEPARTMENT OF EDUCATION
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MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2210
CONTEMPORARY ISSUES IN INDIAN EDUCATION SYSTEM

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Develop a critical understanding of the challenges facing by Indian education today.
- Get the knowledge of contemporary issues in Indian education in a global perspective.
- Get a historical insight into the development of education in India.
- Have a critical understanding of the development of education as a distinct discipline.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understand the challenges facing by Indian education today.
- Know the contemporary issues in Indian education in a global perspective.
- Have critic historical inside into the development of education in India.
- Become conscious about the provisions of RTE.

COURSE CONTENT

UNIT-I: STATUS OF EDUCATION IN INDIAN CONSTITUTION

1.1 Constitutional Provisions and status of Education
1.2 Directive principles of state Policies
1.3 Social diversity based on caste, religion, region, language
1.4 Equality of opportunities for Education
1.5 Right to Education 2009

UNIT-II: DEVELOPMENT OF EDUCATION DURING PRE AND AFTER-INDEPENDENCE

2.1 Wood's dispatch 1854
2.2 Maculay's Minutes of 1935
2.3 Kothari Commission (1964-1966)
2.4 National Policy on Education (1986)
2.5 National Knowledge Commission (2005-2009)
2.6 National Education Policy (2020)

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UNIT-III: CONTEMPORARY ISSUES IN INDIAN EDUCATION IN SPECIAL REFERENCE TO:

3.1 Issues related to caste and social inequality
3.2 Religious and ethnic minorities' issues and challenges
3.3 Emerging trends and future challenges
3.4 Issues related to gender inequality
3.5 Issues related to Integration of Technology in Education

UNIT-IV: EDUCATION AS A TOOL FOR SOCIAL CHANGE

4.1 Role of Education in promoting social equity
4.2 NEP-2020, implications and challenges
4.3 Education for Sustainable development
4.4. Issues related to quality of education and curriculum development
4.5 Innovative educational practices addressing contemporary issues

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Case Study Analysis on Right to Education (RTE) Act, 2009
- Historical Document Analysis
- Debate on National Policy on Education (1986) vs. NEP 2020
- Community-Based Project on Caste and Social Inequality
- Case Study of a Successful Educational Reform for Social Change
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Agrawal, J. C. (2010). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing House.
- Bhatnagar, R. P., & Agrawal, V. (2007). Educational Documents in India. New Delhi: Arya Book Depot.
- Chatterji, Roma. (2006). Education and Identity: Anthropological Approaches to the Study of Education in India. New Delhi: Kanishka Publishers.Tilak, Jandhyala B. G. (2009). Education, Society, and Development: National and International Perspectives. New Delhi: APH Publishing Corporation.
- Chauhan, C. P. S. (2004). Modern Indian Education: Policies, Progress, and Problems. New Delhi: Kanishka Publishers.
- Deshpande, Satish, & Zacharias, Usha. (2013). Beyond Inclusion: The Future of Indian Higher Education. New Delhi: Routledge India.
- Nambissan, Geetha B., & Rao, Srinivas. (2013). Sociology of Education in India: Changing Contours and Emerging Concerns. New Delhi: Oxford University Press.
- National Education Policy 2020. (2020).** Government of India.
- Nambissan, Geetha B. (2010). The Global and the Local in the New Millennium: The Impact of Globalization on Education in India. Social Scientist, 38(9/10), 69-89.
- Nurullah, S., & Naik, J. P. (1943). A History of Education in India (During the British Period). Calcutta: Macmillan.
- Mooij, Jos. (2012). The Politics of Education in India. New Delhi: Oxford University Press.
- Sen, Amartya. (1999). Development as Freedom. New York: Alfred A. Knopf.
- Sharma, Ram Nath. (2002).Indian Education at the Crossroad. New Delhi: Shubhi Publications.

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505

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2211
CURRICULUM STUDIES

Max Marks: 100 **Total Inst. Hours: 03+02**
External Marks/Theory: 80 **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 **Credits: 04**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the concept of curriculum and curriculum development.
- Understand the factors that affect the development of curriculum
- Know various models and designs of curriculum development
- Understand how to critically evaluate the curriculum
- To help student teachers understand the bases and determinants of curriculum.
- To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.
- To help student teachers understand issues, trends and researches in the area of curriculum development in India.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Describe and analyse major curriculum models such as Grassroot etc.
- Written analysis of different curriculum models and their applications in various educational contexts.
- Demonstrate the ability to design, develop, and evaluate curricula that align with educational standards, learning objectives and student needs.
- Demonstrate how curriculum can be applied to educational practices.

COURSE CONTENT

UNIT-I: CONCEPT OF CURRICULUM

1.1 Curriculum: Meaning, Concept and need of curriculum
1.2 Curriculum development, theories and procedures
1.3 Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological)
1.4 Factors affecting curriculum: social factors, pressure groups, writers and publishers.

UNIT-II: TYPES AND APPROACHES IN CURRICULUM

2.1 Types of Curriculum:

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2.1.1 Knowledge based Curriculum
2.1.2 Activity based Curriculum
2.1.3 Skill based Curriculum
2.1.4 Experienced based Curriculum

2.2 Approaches in Curriculum Development:

2.2.1 Developmental Approach
2.2.2 Interdisciplinary Approach
2.2.3 Functional Approach
2.2.4 Eclectic Approach

UNIT-III: MODELS OF CURRICULUM DEVELOPMENT:

3.1 Administrative model
3.2 Grass root model
3.3 Demonstrative model
3.4 System analysis model
3.5 Curriculum issues and trends and future directions to curriculum development

UNIT-IV CURRICULUM EVALUATION AND RESEARCH

4.1 Curriculum Evaluation: concept need and process of evaluation
4.2 Scope of evaluation of curriculum
4.3 Models of Curriculums evaluation
4.4 Interpretation of evaluation results and method.
4.5 Issues and trends in curriculum development, curriculum research in India.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Critical appraisal of present curriculum in secondary schools of Haryana.
- Prepare a power point presentation on Curriculum issues and trends and future directions.
- Compare and prepare report on different y curriculum prescribed by different boards.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, D. (2007). *Curriculum Development Concepts, Methods and Techniques*. New Delhi: Book Enclave.
- Boyle, B.& Charles, M.(2016).*Curriculum Development* . Types of Research in Curriculum Studies
- Fogarty, R. (2009). *How to Integrate the Curriculum*. New Delhi: Sage India Pvt. Ltd.
- Graves, K. (2010). *Teachers as Course Developers*. New Delhi: Cambridge University Press.
- Joseph, P.B. (2000). *Cultures of Curriculum (Studies in Curriculum Theory)*. New York: Teacher College Press.
- Kalaivani. M, S. Krithika.(2019) Curriculum, Pedagogy And Assessment At Elementary Level, Samyukdha Publications.
- NCERT (2005*). National Curriculum Framework*-2005. New Delhi
- NCTE (2009). *National Curriculum Framework of Teacher Education*, New Delhi
- Rajput, J. S. (2002). *Dimensions of curriculum change*. New Delhi: NCERT.
- Reddy, B. (2007). *Principles of Curriculum Planning and Development.*
- Talla,M.(2012). *Curriculum Development Perspectives Principles and Issues.*India: Pearson
- Xavier, E. (2013). *Encyclopaedia of Curriculum and Teaching Methods*. New Delhi: Anmol Publications Pvt. Ltd.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2212
EDUCATIONAL PLANNING & MANAGEMENT-II

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Total Inst. Hours: 03+02
Exam Hours: 3hrs
Credits: 04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Explain the concept and process of Management.
- To help the students to understand Cost-benefit and Cost-efficiency Analysis in Education.
- To familiarize the students with the process SWOT analysis.
- To acquaint the students with the concept of TQM.
- To enable the students to understand the role of IQAC in educational management.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Know about management of physical resources, human resources, financial management and budgeting.
- Do SWOT analysis of any institution.
- Role of NAAC in quality management in education.

COURSE CONTENT

UNIT 1: MANAGEMENT OF RESOURCES IN ORGANISATIONS

1.1 Management of Physical Resources
1.2 Human Resource Management (The concept of human relations in educational organizations: group dynamics, motivating people, Communication, Management of Teaching and Learning Process and Classroom Management.)
1.3 Financial Management and Budgeting
1.4 Office Management (overview of office functions, record management and material management, work simplification.)

UNIT 2: MANAGERIAL PROCESS AND SWOT ANALYSIS IN EDUCATION

2.1 Managerial Process and its importance: Planning: process and means , Organizing: process and means
2.2 Controlling and staffing: process, means and new practices
2.3 SWOT Analysis: Concept and Process
2.4 Application of SWOT Analysis in various levels of Education

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UNIT 3: QUALITY MANAGEMENT IN EDUCATION

3.1 Total Quality Management
3.2 IQAC in higher education institutions
3.3 Standards and Accreditation
3.4 Quality improvement issues in higher education: Quality assurance and educational reforms

UNIT 4: ROLE OF APEX BODIES IN EDUCATIONAL PLANNING AND MANAGEMENT

4.1 NUEPA as an apex body in Educational planning and management
4.2 UGC-NAAC as an apex body in Educational planning and management
4.3 NCTE as an apex body in teacher education: NCTE – Role and fuctions
4.4 UGC as an apex body in higher education: University Grant Commission (UGC)- Role, management and functions

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Prepare an effective Institution Plan for elementary/ secondary school present the report in classroom.
- Do swot analysis of any educational institution and prepare and present the report in classroom.
- Prepare a proposal for educational reforms aimed at improving quality in higher education and present the report in classroom.
- Presentation on Role of Apex Bodies in Educational Planning and Management
- Presentation on Management of Physical and Human Resources
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, J. C. (2009). *Development and planning of modern education*. Vikas Publishing House.
- Keban, Y. B., Arifin, S., & Wahyono, R. (2019). SWOT analysis and its implementation strategies in educational management. *Journal of Education and Practice, 10*(12), 86-92.
- MacBeth, J. (1999). Schools must speak for themselves. Routledge, UK.
- Mudhopadyay, S. & Kumar K. A. (2001). Quality profiles of secondary schools. NIEPA, New Delhi.
- Mukhopadhyay, M., & Parhar, M. (2014). ICT in Indian higher education administration and management. *ICT in Education in Global Context: Emerging Trends Report 2013-2014*, 263-283.
- Naik, J.P (1968). The role of teachers in educational planning and development, RCE Bhopal.
- NSSO (2010). Education in India: 2007-08–Participation and Expenditure. 64thRound (July 2007-June 2008), Ministry of Statistics and Programme Implementation, GOI, New Delhi.
- Planning and Development Department [PPD]. (2016). About the planning and development department [PPD].
- Sapre, P. (2002). Realizing the Potential of Education Management in India. *Educational Management & Administration, 30*(1), 101-108.

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-509-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2213
DISSERTATION (PHASE-IV)

Max. Marks: 50
External Marks: 40 **Credits:02**
Internal Marks: 10

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Implement measures to ensure the research quality, validity and reliability.
- Understand the dissertation structure, formatting and writing requirements.
- Fulfil the dissertation requirements.
- Make an original contribution to the field of study.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Critical thinking, analytical, and problem-solving skills.
- Improve management, organization, and self-motivation skills.
- Demonstrate ethical awareness and integrity in research conduct.
- Demonstrate ability to work independently and collaboratively.
- Refine and revise research based on feedback and new information.

COURSE CONTENT

1.1 Data analysis
1.2 Interpretation of data
1.3 Finding result and drawing conclusions'
1.4 Techniques of Dissertation writing, proper acknowledgement of sources, editing, and proofreading
1.5 Summary writing
1.6 Dissertation Submission

SUGGESTED READINGS:

- *Silverman, D. (2016). Qualitative research: Theory, method, and practice (4th ed.). Sage Publications.*
- *Neuman, W. L. (2019). Social research methods: Qualitative and quantitative approaches (8th ed.). Pearson.*
- *Denzin, N. K., & Lincoln, Y. S. (2018). The Sage handbook of qualitative research (5th ed.). Sage Publications.*
- *Creswell, J. W., &Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). Sage Publications.*
- *Bryman, A. (2016). Social research methods (5th ed.). Oxford University Press.*
- *Patton, M. Q. (2015). Qualitative research and evaluation methods (4th ed.). Sage Publications.*

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WEB RESOURCES

- Google Scholar
- Google Books
- Science.gov
- Shodhganga
- Virtual Learning Resources Centre
- ResearchGate
- PubMed Central
- SCOPUS
- Taylor and Francis
- Wiley Online Library
- Science Hub
- Springer link
- NCERT Library
- Punjab University E-Library
- Mendeley

Chairperson
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Khahpur Kalan (Sonipat)

-51-

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2214
PERSONALITY DEVELOPMENT

Max Marks: 50 **Total Inst. Hours Per Week: 04**
External Marks: 40 **Credits: 2**
Internal Marks: 10

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- To help students understand the concept and significance of personality development in the educational context.
- To develop practical skills and techniques for personal and professional growth.
- To enhance self-awareness and interpersonal skills among students.
- To apply personality development theories and practices in real-world educational settings.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Evaluate the own personality traits, strength and weaknesses.
- Set personal and professional goals for their progress.
- Improve problem solving ability decision making skill.
- Acquire self-stress management skills and techniques.

COURSE CONTENT

1.1 Introduction to Personality Development*
1.2 Definition and Importance of Personality Development
1.3 Self-Concept and Self-Esteem
1.4 Techniques for Self-Assessment (**SWOT Analysis/Personality Tests**)
- Identifying Strengths and Weaknesses
- Setting Personal Goals for Improvement

1.5 **Communication Skills**
- Verbal and Non-Verbal Communication
- Active Listening and Feedback
- Public Speaking and Presentation Skills
- Effective Interpersonal Communication

1.6 **Stress Management and Resilience**
- Techniques for Managing Stress (e.g., Mindfulness, Relaxation Techniques)
- Building Resilience and Coping Strategies
- Balancing Work and Personal Life
- Time Management and Organizational Skills
- Leadership Styles

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Role-Playing and Simulation Exercises
- Case Studies on Personality and Leadership
- Reflective Journals and Personal Development Plans

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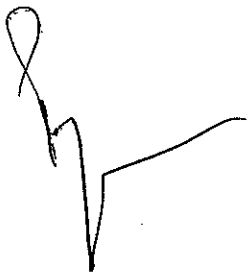
- Group discussion on life tuning points
- Participate different co-curricular activities for personality development
- Do any creative writing work.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- Al-Ameriah, S. (2005). Self-concept. Amman, Jordan: Arabic Community Library
- Al-Bar, E., Rabah, M., & Al-Skiti, M. (2016). Teaching strategies for students with learning difficulties. Saudi Arabia: Dar Al-Zahra, Al-Riyadh.
- Chatri, S. (2014). Self-concept and achievement motivation of adolescents and their relationship with academic achievement.
- International Journal of Advancements in Research and Technology, 3(5), 253-236.
- Khanka S, Organisational Behaviour, S,Chand and Company limited, 2020.
- Ranjith Singh, New Vistas in Personality Development, Sri Krishna Printers, 2010.
- Prasad L.M., Principles of Management.
- http://www.mcrhrdi.gov.in/87fc/week2/11/Dr_Phil_s_Test_Personality.pdf
- https://www.verywellmind.com/the-id-ego-and-superego-279595
- https://www.webmd.com/balance/stress-management/stress-management
- https://www.indeed.com/career-advice/career-development/covey-time-management-matrix
- https://www.simplypsychology.org/transactional-analysis-eric-berne.html



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- 573 -

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
MASTER OF ARTS (EDUCATION)
SEMESTER-IV
MAE-2215
COMMUNITY PARTICIPATION

Max Marks: 50
External Marks: 40
Internal Marks: 10

Total Inst. Hours per week: 04
Credits: 02

INSTRUCTIONS FOR THE EXAMINER: This practical paper assesses the pupil-teachers' ability to effectively. Community & Participation is a way of communicating ideas to someone with the aim to inform, to define, to persuade, or to compare and contrast. The goal of this course is to help writers understand the purpose of the audience for whom they are writing, recognize what the purpose of writing to that audience is, and how to figure out how to communicate using their knowledge of how to (inform, define, persuade, compare/contrast) to construct a meaningful response suited for that purpose.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the concept and significance of community participation in education
- Learn about types of community participation (volunteering, advocacy, decision-making)
- Develop skills to engage with communities and build partnerships
- Understand how to develop collaborative projects with communities
- Analyse case studies of successful community participation initiatives

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Understand the importance of community involvement and social responsibility.
- Learn about local issues, needs, and resources.
- Develop knowledge of diverse cultures, perspectives, and experiences.
- Develop communication and interpersonal skills through interactions with community members.
- Improve problem-solving and critical thinking skills through hands-on experience.
- Enhance leadership and teamwork skills through collaborative projects.

COURSE CONTENT

UNIT-I: CONCEPT AND BENEFITS OF COMMUNITY PARTICIPATION

1.1 Introduction to Community Participation
1.2 Concept and significance of community participation
1.3 Benefits of community participation

UNIT-II: TYPES OF COMMUNITY PARTICIPATION

2.1 Volunteering
2.2 Decision-making
2.3 Engaging with Communities

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2.4 Building partnerships
2.5 Communication strategies
2.6 Trust-building
2.7 Collaborative Projects
2.8 Project planning
2.9 Implementation
2.10 Evaluation
2.11 Case Studies and Group Work
2.12 Analysing successful community participation initiatives Group project: Developing a community participation plan

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Volunteer days: Organize group volunteer days at local charities, parks, or community centres.
- Neighbourhood clean-ups: Arrange community clean-up events to beautify public spaces.
- Community events: Plan and participate in community events like festivals, parades, or street fairs.
- Mentorship programs: Establish mentorship programs pairing students with community members.
- Service learning projects: Develop projects addressing community needs, like environmental conservation or social justice.
- Community surveys: Conduct surveys to understand community needs and concerns.
- Partnerships with local organizations: Collaborate with local organizations on projects and events.
- Reflection sessions: Hold reflection sessions to discuss community participation experiences.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS:

- "Community Participation in Education" by David Zingier
- "Building Community Partnerships" by Dennis Shirley
- "Case Studies in Community Participation" (edited volume)
- The Power of Community" by Jim Diers
- "Community Participation" by Marie Hardin
- "The Community Builder's Handbook" by Arthur T. Himmelman
- "Community Development: A Critical Approach" by Janet Newman
- "Participatory Action Research" by Whyte, W.F. (Ed.)

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- 515 -

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(A State University Established under the legislative Act No. 31/2006)
Ph No. 01263 -283627 **Fax: 01263-283627**

Curriculum and Credit Frame Work for B.Ed. Programme with effect from July 2024

About the programme: The two-year Bachelor of Education (B.Ed.) program is structured into four semesters, providing a comprehensive blend of theoretical knowledge and practical teaching experience. Each semester progressively builds on pedagogical concepts, educational psychology, curriculum development, and teaching methodologies. The curriculum also includes school internships, workshops, and hands-on teaching practice, ensuring that students are well-prepared for a career in education. This structured approach allows for a gradual and in-depth understanding of the teaching profession, equipping graduates with the skills and knowledge required to excel as educators.

PROGRAMME SPECIFIC OBJECTIVES (PSOS) FOR THE TWO-YEAR B.ED. PROGRAMME:

- Develop a deep understanding of the physical, cognitive, emotional, and social development of children.
- Apply knowledge of child development to create inclusive and supportive learning environments.
- Analyse the impact of socio-political, economic, and cultural factors on education in India.
- Engage critically with educational policies to promote equity and justice in classrooms.
- Enhance language proficiency and communication skills across various subjects.
- Integrate language development strategies into subject teaching to support diverse learners.
- Master subject-specific pedagogical approaches for effective teaching of school subjects like English, Hindi, Mathematics, Science, Social Studies, etc.
- Design and implement lesson plans that cater to the diverse needs of students in various subjects.
- Utilize Information and Communication Technology (ICT) to enhance teaching and learning.
- Critically assess the role of ICT in contemporary education and integrate it meaningfully into the classroom.
- Develop clear and effective blackboard writing skills to facilitate student understanding.
- Use blackboard writing as a tool for better classroom management and instruction.
- Cultivate critical reading and reflective practices that inform teaching and learning.
- Engage with educational texts to develop a deeper understanding of educational theories and practices.
- Gain initial exposure to school environments, understanding the practical aspects of teaching.
- Reflect on classroom observations to inform future teaching practices.
- Apply learning theories to develop effective teaching strategies that meet the needs of all students.
- Reflect on the relationship between teaching practices and student outcomes.
- Understand the philosophical and theoretical foundations of curriculum design.
- Apply curriculum knowledge to create effective and engaging lesson plans.
- Design and implement assessment strategies that accurately measure student learning.
- Use assessment data to inform and improve teaching practices.
- Incorporate instructional technology to enhance educational practices.
- Evaluate the effectiveness of various technological tools in the classroom.
- Engage in extended teaching practice in schools, developing classroom management and instructional skills.

- Conduct community surveys to understand the socio-cultural context of education and apply this knowledge to teaching.
- Prepare for and engage in an extensive teaching internship, gaining practical experience in lesson planning, classroom management, and student assessment.
- Reflect on the internship experience to develop professional competencies and prepare a comprehensive internship report.
- Explore the intersection of gender, education, and society.
- Develop strategies to create gender-sensitive and inclusive educational environments.
- Understand the importance of environmental education in the curriculum.
- Integrate environmental awareness and sustainability practices into teaching.
- Develop strategies to create an inclusive school environment that supports all learners.
- Address the needs of diverse student populations, including those with special educational needs.
- Promote physical health, well-being, and holistic development in students.
- Integrate health and physical education into the overall educational experience.
- Gain expertise in designing assessments and evaluating educational outcomes.
- Provide effective guidance and counselling to support students' academic and personal development.
- Value Education and Human Rights Education: Promote ethical values and human rights awareness in educational settings.
- Teacher Education: Develop an understanding of teacher education principles to train future educators.
- Utilize drama and arts as tools for creative expression and learning in the classroom.
- Foster an appreciation of the arts and encourage self-expression among students.
- Engage in self-reflection to develop self-awareness and personal growth.
- Apply self-understanding to enhance teaching practices and professional development.

PROGRAMME SPECIFIC OUTCOMES (PSOS) FOR THE TWO-YEAR B.ED. PROGRAMME

- Graduates will have a deep understanding of children's physical, cognitive, emotional, and social development, enabling them to create inclusive and supportive learning environments.
- They will be able to apply theories of child development to design learning experiences that cater to diverse learners.
- Graduates will be able to analyze the impact of socio-political, economic, and cultural factors on education in India and engage critically with educational policies to promote equity and justice in classrooms.
- They will be skilled in addressing issues of gender, socio-economic disparities, and cultural diversity within the educational system.
- Graduates will master subject-specific pedagogical approaches for teaching various school subjects, such as English, Hindi, Mathematics, Science, and Social Studies.
- They will design and implement lesson plans that address the diverse needs of students, integrating language development strategies into their teaching practices.
- Graduates will be proficient in utilizing Information and Communication Technology (ICT) to enhance teaching and learning.
- They will critically assess the role of ICT in education and integrate it meaningfully into their classroom practices.
- Graduates will develop the skills necessary to design and implement effective assessment strategies that accurately measure student learning.
- They will use assessment data to inform and improve teaching practices, with a strong understanding of continuous and comprehensive evaluation (CCE).

- Graduates will develop strong classroom management and instructional skills, including effective blackboard writing and the use of instructional tools.
- They will engage in extended teaching practice, applying their skills in real classroom settings and reflecting on their experiences to improve their teaching.
- Graduates will understand the philosophical, sociological, and psychological foundations of curriculum design and apply this knowledge to create effective lesson plans.
- They will be able to develop and critique curricula, ensuring alignment with educational goals and contemporary trends as outlined in NCF 2023 and NEP 2020.
- Graduates will use drama and arts as tools for creative expression and learning, promoting an appreciation of the arts among students.
- They will integrate physical health, well-being, and environmental education into the curriculum, fostering holistic development in students.
- Graduates will engage in continuous professional development, staying updated with the latest educational research and practices.
- They will apply reflective practices to enhance their teaching effectiveness and contribute to their growth as educators.
- Graduates will develop strategies to create inclusive educational environments that support all learners, including those with special educational needs.
- They will be equipped to provide guidance and counselling, addressing the academic and personal development needs of students.

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(W.E.F. Academic Session-2024-2025)

*The B.Ed. Programme shall be of two academic years (four semesters). A brief description of each paper, along with nomenclature, paper code, etc., is given below:

SEMESTER-I

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Theory Course								
1.	BOE-101	Childhood and Growing Up	3	2	4	20	80	100
2.	BOE-102	Contemporary India and Education	3	2	4	20	80	100
3.	BOE-103	Language across the Curriculum	2	0	2	10	40	50
4.	BOE-104	Pedagogy of School Subject-1 (Part-1) (Any one option to be opted)						
	Option (i)	Pedagogy of English	3	2	4	20	80	100
	Option (ii)	Pedagogy of Hindi	3	2	4	20	80	100
	Option (iii)	Pedagogy of Sanskrit	3	2	4	20	80	100
	Option (iv)	Pedagogy of Punjabi	3	2	4	20	80	100
	Option (v)	Pedagogy of Urdu	3	2	4	20	80	100
	Option (vi)	Pedagogy of Physical Science	3	2	4	20	80	100
	Option (vii)	Pedagogy of Commerce	3	2	4	20	80	100
	Option (viii)	Pedagogy of Home Science**	3	2	4	20	80	100
	Option (ix)	Pedagogy of Music**	3	2	4	20	80	100
5.	BOE-105	Pedagogy of School Subject-2 (Part- 1) (Any one option to be opted)						
	Option (i)	Pedagogy of Mathematics	3	2	4	20	80	100
	Option (ii)	Pedagogy of Social Studies	3	2	4	20	80	100

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Department of Education

	Option (iii)	Pedagogy of Life Science	3	2	4	20	80	100
	Option (iv)	Pedagogy of Economics	3	2	4	20	80	100
	Option (v)	Pedagogy of Computer Science***	3	2	4	20	80	100
	Option (vi)	Pedagogy of Arts	3	2	4	20	80	100
Practicum Course								
6.	BOE-106	Critical Understanding of ICT	--	4	2	10	40	50
7.	BOE-107	Blackboard Writing	--	4	2	10	40	50
8.	BOE-108	Reading and Reflecting on Text	--	4	2	10	40	50
9.	BOE-109	Internship Phase-1 (School Exposure)	--	Two Weeks	2	10	40	50
Total			14	20+ Two Weeks	26	130	520	650

** Course BOE-104 Option (viii) Pedagogy of Home Science and Course BOE-104 Option (ix) Pedagogy of Music can be opted with the other options of Course BOE-104 instead of options of Course BOE-105

*** Course BOE-105 Option (v) Pedagogy of Computer Science can be opted with the other options of Course BOE-105 instead of options of Course BOE-104

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Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(W.E.F. Academic Session-2024-2025)

SEMESTER-II

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Theory Course								
1.	BOE-110	Learning and Teaching	3	2	4	20	80	100
2.	BOE-111	Knowledge and Curriculum	3	2	4	20	80	100
3.	BOE-112	Assessment for Learning	3	2	4	20	80	100
4.	BOE-113	Pedagogy of School Subject-1 (Part-2) (Any one option to be opted)						
	Option (i)	Pedagogy of English	3	2	4	20	80	100
	Option (ii)	Pedagogy of Hindi	3	2	4	20	80	100
	Option (iii)	Pedagogy of Sanskrit	3	2	4	20	80	100
	Option (iv)	Pedagogy of Punjabi	3	2	4	20	80	100
	Option (v)	Pedagogy of Urdu	3	2	4	20	80	100
	Option (vi)	Pedagogy of Physical Science	3	2	4	20	80	100
	Option (vii)	Pedagogy of Commerce	3	2	4	20	80	100
	Option (viii)	Pedagogy of Home Science*	3	2	4	20	80	100
	Option (ix)	Pedagogy of Music*	3	2	4	20	80	100
5	BOE-114	Pedagogy of School Subject-2 (Part-2) (Any one option to be opted)						
	Option (i)	Pedagogy of Mathematics	3	2	4	20	80	100
	Option (ii)	Pedagogy of Social Studies	3	2	4	20	80	100
	Option (iii)	Pedagogy of Life Science	3	2	4	20	80	100

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	Option (iv)	Pedagogy of Economics	3	2	4	20	80	100
	Option (v)	Pedagogy of Computer Science**	3	2	4	20	80	100
	Option (vi)	Pedagogy of Arts	3	2	4	20	80	100
Practicum Course								
6	BOE-115	Instructional Technology (HAE & PTA)	--	4	2	10	40	50
7	BOE-116	Internship Phase-2 (School Attachment)	--	One Week	1	05	20	25
8	BOE-117	Internship Phase-2 (Community Survey)	--	One Week	1	05	20	25
Total			15	14+ Two Weeks	24	120	480	600

* Course BOE-104 Option (viii) Pedagogy of Home Science and Course BOE-104 Option (ix) Pedagogy of Music can be opted with the other options of Course BOE-104 instead of options of Course BOE-105

** Course BOE-105 Option (v) Pedagogy of Computer Science can be opted with the other options of Course BOE-105 instead of options of Course BOE-104

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Department of Education
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BACHELOR OF EDUCATION (B.ED.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(W.E.F. Academic Session-2024-2025)

SEMESTER-III

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Practicum Course								
1.	BOE-201	Pre- Internship Pedagogy Workshop	----	Two Weeks	2	10	40	50
	School Internship Phase-3 (16 Weeks)							
2.	BOE-202	School Internship Report	---	40	4	20	80	100
3.	BOE-203	Pedagogy of School Subject-1	---		8	40	160	200
4.	BOE-204	Pedagogy of School Subject-2	---		8	40	160	200
Total			----	40+ Two Weeks	22	110	440	550

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Department of Education
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Khahpur Kalan (Sonipat)

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(W.E.F. Academic Session-2024-2025)

SEMESTER-IV

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Theory Course								
1.	BOE-205	Gender, School and Society	3	2	4	20	80	100
2.	BOE-206	Environmental Education	3	2	4	20	80	100
3.	BOE-207	Creating an Inclusive School	3	2	4	20	80	100
4	BOE-208	Health and Physical Education	3	2	4	20	80	100
5	BOE-209	Optional Course (Any one option to be opted)						
	Option (i)	Educational Measurement and Evaluation	3	2	4	20	80	100
	Option (ii)	Guidance and Counseling in Indian School	3	2	4	20	80	100
	Option (iii)	Value Education and Human Rights Education	3	2	4	20	80	100
	Option (iv)	Teacher Education	3	2	4	20	80	100
Practicum Course								
6	BOE-210	Drama and Arts in Education	--	4	2	10	40	50
7	BOE-211	Understanding the Self	--	4	2	10	40	50
		Total	15	18	24	120	480	600
		Grand Total (Semester- I to Semester- IV)			96	480	1920	2400

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Khahpur Kalan (Sonipat)

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(W.E.F. Academic Session-2024-2025)

*The B.Ed. Programme shall be of two academic years (four semesters). A brief description of each paper, along with nomenclature, paper code, etc., is given below:

SEMESTER-I

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Theory Course								
1.	BOE-101	Childhood and Growing Up	3	2	4	20	80	100
2.	BOE-102	Contemporary India and Education	3	2	4	20	80	100
3.	BOE-103	Language across the Curriculum	2	0	2	10	40	50
4.	BOE-104	Pedagogy of School Subject-1 (Part-1) (Any one option to be opted)						
	Option (i)	Pedagogy of English	3	2	4	20	80	100
	Option (ii)	Pedagogy of Hindi	3	2	4	20	80	100
	Option (iii)	Pedagogy of Sanskrit	3	2	4	20	80	100
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	Option (v)	Pedagogy of Urdu	3	2	4	20	80	100
	Option (vi)	Pedagogy of Physical Science	3	2	4	20	80	100
	Option (vii)	Pedagogy of Commerce	3	2	4	20	80	100
	Option (viii)	Pedagogy of Home Science**	3	2	4	20	80	100
	Option (ix)	Pedagogy of Music**	3	2	4	20	80	100
5.	BOE-105	Pedagogy of School Subject-2 (Part- 1) (Any one option to be opted)						
	Option (i)	Pedagogy of Mathematics	3	2	4	20	80	100
	Option (ii)	Pedagogy of Social Studies	3	2	4	20	80	100

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Khanpur Kalan (Sonipat)

	Option (iii)	**Pedagogy of Life Science**	3	2	4	20	80	100
	Option (iv)	**Pedagogy of Economics**	3	2	4	20	80	100
	Option (v)	**Pedagogy of Computer Science*** **	3	2	4	20	80	100
	Option (vi)	**Pedagogy of Arts**	3	2	4	20	80	100
Practicum Course								
6.	**BOE-106**	**Critical Understanding of ICT**	--	4	2	10	40	50
7.	**BOE-107**	**Blackboard Writing**	--	4	2	10	40	50
8.	**BOE-108**	**Reading and Reflecting on Text**	--	4	2	10	40	50
9.	**BOE-109**	**Internship Phase-1 (School Exposure)**	--	Two Weeks	2	10	40	50
Total			**14**	**20+ Two Weeks**	**26**	**130**	**520**	**650**

** Course BOE-104 Option (viii) Pedagogy of Home Science and Course BOE-104 Option (ix) Pedagogy of Music can be opted with the other options of Course BOE-104 instead of options of Course BOE-105

*** Course BOE-105 Option (v) Pedagogy of Computer Science can be opted with the other options of Course BOE-105 instead of options of Course BOE-104

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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE- I (BOE – 101)
CHILDHOOD AND GROWING UP

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Inst. Hours: 3+2
Exam Hour: 3Hrs
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT- SPECIFIC OBJECTIVES

By the end of this course, students will be able to:

- Understand the concept of growth and development across different life stages.
- Develop an in-depth understanding of children and adolescents through observation and analysis.
- Analyse individual differences among learners and their implications for teaching.
- Understand cognitive and affective processes in learners.
- Explore the significance of social development and its implications for educators.
- Reflect on the challenges and opportunities of adolescence in the context of social, economic, and cultural changes.

COURSE OUTCOMES

Upon successful completion of this course, students will:

- Explain the concept and stages of growth and development and their relationship with learning.
- Differentiate between the concepts of growth and development in human beings.
- Analyse various development theories and apply appropriate theories in the learning process.
- Understand the concept of socialization and its impact on children within school and peer group contexts.
- Reflect on and address issues related to adolescence, including the impact of media, urbanization, and economic changes.

COURSE CONTENT

UNIT 1: GROWTH AND DEVELOPMENT

1.1 Concept of growth and development and its relationship with learning.

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1.2 Principles of growth and development.
1.3 Stages of growth and development.
1.4 Theories of development: Piaget's theory of cognitive development, Vygotsky's theory of social development, Kohlberg's theory of moral development.

UNIT 2: HEREDITY AND ENVIRONMENT

2.1 Concept of heredity and environment.
2.2 Influence of heredity and environment on development.
2.3 Individual differences among learners based on diversity (language, caste, gender, religion).
2.4 Importance of heredity and environment in the development of learners.

UNIT 3: SOCIAL DEVELOPMENT

3.1 Concept of social development: Meaning, nature, and characteristics.
3.2 Stages of social development.
3.3 Social world and children: Roles of teachers, parents, and peers.
3.4 Dealing with children: Separation from parents, children in crèches, and children in orphanages.

UNIT 4: ADOLESCENCE

4.1 Realistic and contextual frames of growing up in adolescence; recent issues related to adolescent development.
4.2 Impact of economic changes and urbanization on family structure, Impact of media on adolescents.
4.3 Adolescents in difficult circumstances,
4.4 Health awareness: Personal hygiene, nutrition, disease prevention, and control.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete **one** of the following activities:

- Observe children during playtime at a practicing school or nearby school for a week; analyse their play activities, relationships, and communication with peers, and prepare a report on childhood understanding.
- Prepare a case study of a girl child from a minority community, focusing on her developmental challenges and strengths.
- Observe and interact with five adolescents from different contexts (e.g., rural areas, urban slums, Dalit households, tribal communities, urban areas, and working/street children), and compare their characteristics and challenges.
- Watch a movie related to adolescent issues and discuss its content, characterization, and depiction of adolescent challenges and concerns.
- Prepare and deliver a presentation on the educational implications of one developmental theory related to child development.
- Any other activity assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J. C. (2013). *Essential educational psychology*. New Delhi: Villas Publishing House Pvt. Ltd.
- Chauhan, S. S. (1998). *Advanced educational psychology*. New Delhi: Vikas Publication.
- Hurlock, E. B. (2003). *Child growth and development*. Tata McGraw-Hill Education.
- Mangal, S. K. (2010). *Essentials of educational psychology*. New Delhi: PHI Pvt. Ltd.

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Khanpur Kalan (Sonipat)

- Mangal, S. K. (2010). *Advanced educational psychology*. New Delhi: PHI Pvt. Ltd.
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- Phatia, H. R. (1977). *Textbook of educational psychology*. New Delhi: The McMillan Company of India Ltd.
- Rao, S. Narayan. (1990). *Educational psychology*. New Delhi: Wiley Eastern Ltd.
- Sabus, S. (2012). *Educational psychology*. New Delhi: APH Publishing.
- Sharma, N. (2011). *Understanding adolescence*. New Delhi: National Book Trust, India.
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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE- II (BOE-102)
CONTEMPORARY INDIA AND EDUCATION

Max Marks: 100 **Instructional Hours: 3+2**
External Marks/Theory: 80 **Exam Hours: 3Hrs**
Internal Marks/Practicum: 20 **Credit: 4**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT- SPECIFIC OBJECTIVES

After completing the course, students will be able to:

- Understand various provisions concerning education in Indian Constitution.
- Get a historical insight into the development of education in India.
- Have a critical understanding of the development of education as a discipline.
- Examine the issues and concerns related to universalization of elementary education.
- Realize the importance of right to education and the provisions made for realizing it.
- Understand the role of education in empowering the weaker section of Indian society.

COURSE OUTCOMES

- Gain knowledge about the contemporary issues in Indian education.
- Know about educational commissions and policies in India.
- Learn about modern education and alternative vision of education in India.
- Understand the policy for nation

COURSE CONTENT

UNIT-1: CONTEMPORARY ISSUES IN INDIAN EDUCATION

1.1 Universalization of Elementary Education in India
1.2 Mid-day Meal Scheme (MMS)
1.3 Impact of globalization, liberalization and privatization on education in India
1.4 Open and Distance Learning Systems in India

UNIT-2: EDUCATION COMMISSIONS, COMMITTEES AND POLICIES IN INDIA

2.1 Secondary Education Commission (1952-53)
2.2 Kothari Commission (1964-66)
2.3 National Policy of Education (1986)
2.4 National Curriculum Framework (2005)

UNIT-3: MODERN EDUCATION AND ALTERNATIVE VISIONS OF EDUCATION IN INDIA

3.1 Equal Access Education between Men and Women in India
3.2 Women Education in Modern India

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Khanpur Kalan (Sonipat)

3.3 Status of Women Education in India
3.4 Nai Talim

UNIT-4: POLICY FORMATION FOR PUBLIC EDUCATION IN INDIA
4.1 Indian Education System
4.2 Right of Children to Free and Compulsory Education Act.
4.3 Sarva Shiksha Abhiyan (SSA)
4.4 Child Labour and Education Policy in India

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE):

Students will select and complete **one** of the following practicum activities:

- Lab and Field Work: Group discussions and presentations on contemporary issues in Indian education
- Assessment Methods: Attendance, Participation, assignments and presentations
- Resources and Materials: Books, articles and online resources
- Any other activity, project, assigned by the teacher.

SUGGESTED READINGS:

- Aggarwal, K. C. (2016). Education in Contemporary in Indian society (Hindi), Ludhiana: Shri Vinod Pustak Mandir; First edition (2016)
- Aggarwal, J. C. (2008). *Education in Emerging Indian society.* New Delhi: Shipra Publication.
- Aggarwal, Y. (2000). Indian Education System: An Overview.
- Bhatia, k. K. (2005). *Education in Emerging in Indian Society.* Ludhiana: kalyani Publishers.
- Bhatta, S. C. (2015). Education in India: A Critical Analysis.
- Bhattacharya, S. (2002). *Foundations of education.* New Delhi: Atlantic Publication.
- Bhattacharya, S. (2019). Education and Social Change in India.
- Chadha, G. K. (2018). Indian Education System: Challenges and Opportunities.
- Chand, B. (2016). Education in Contemporary in Indian Society. Hydrabad: Neel kamal, Publications
- Chander, S. S. and Sharma, R. (2001). Principles of Education. New Delhi: Atlantic Publication.
- Choudhary, N. K. (2009). Constitution and Education. New Delhi: Shipra Publication
- Dash, M. (2004). Education in India Problem And Perspectives. New Delhi: Atlantic Publication.
- Dyer, C. (1999). Education and Development in India.
- Gahnta, R. & Dash, B. N. (Ed.) (2007). *Foundations of Education.* Hydrabad: Neelkamal Publications.
- Lal, R. B. (2016). Contemporary India and Education, Agra: R. Lal. Publications.
- MHRD, Government of India. (2019). Education in India.
- Ministry of Education, Government of India. (2020). National Education Policy 2020.
- Nandra, I. S. (2010). *Philosophical Sociological and Economical foundations of Education.* Patiala 21st century publications.
- Sachdeva, M.S. (2015). Contemporary India and Education, Patiala: Twenty first Century Publications;
- Shamsi, N. (2005). *Social foundations of Education.* New Delhi: Anmol publications.

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FACULTY OF EDUCATION
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE- III (BOE – 103)
LANGUAGE ACROSS THE CURRICULUM

Max. Marks: 50
External Marks/Theory: 40
Internal Marks: 10

Inst. Hours: 2
Exam Hours: 1.5 Hrs.
Credit: 2

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of five questions for the examination. Of these, students must attempt only three questions. Question 1 will be compulsory and will consist of two short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of three questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT-SPECIFIC OBJECTIVES

The course will enable students to:

- Enhance knowledge acquisition through the Language Across the Curriculum (LAC) approach.
- Understand the various roles of language in education and society.
- Create connections among different subjects through language learning.
- Utilize multilingualism as a strategic tool in classroom situations.
- Study and analyse authentic literary and non-literary texts.
- Understand and develop different language skills.
- Foster creativity among learners.
- Recognize the importance and role of language in content areas, with a focus on National Education Policy (NEP) 2020 and National Curriculum Framework (NCF) 2023.

COURSE OUTCOMES

After completing this course, learners will be able to:

- Comprehend and effectively use language across various domains.
- Implement multilingualism as a classroom strategy.
- Establish links between different school subjects through language learning.
- Develop insight into the symbolic relationship between curriculum and syllabus, as highlighted in NCF 2023.
- Cultivate language skills (Listening, Speaking, Reading, Writing - LSRW).
- Explain the impact of multilingualism and related aspects, in alignment with NEP 2020.

COURSE CONTENT

UNIT 1: LANGUAGE ACROSS THE CURRICULUM (LAC)

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1.1 Concept, Nature, and Functions of Language
1.2 Origin and Basic Tenets of Language Across the Curriculum (LAC)
1.3 Goals, Benefits, and Challenges of the LAC Approach
1.4 Role of the Teacher in LAC: Effective Language Use and Multilingualism (NEP 2020, NCF 2023)

UNIT 2: LANGUAGE DISCOURSE AND TEACHING SKILLS

2.1 Language Learning and Teaching in the Classroom
2.2 Development of Language Skills: Listening, Speaking, Reading, and Writing (LSRW)
2.3 Multilingualism and Language Diversity: Strategies and Challenges in the Classroom (NCF 2023)
2.4 Integrating Language Skills with Content Areas: Reports, Reviews, Essays, and Creative Writing

SUGGESTED PRACTICUM ACTIVITIES

- Presentation on Language Skills: Prepare a detailed presentation on how different language skills (LSRW) can be integrated into the curriculum.
- Survey on Multilingualism: Conduct a survey to explore the challenges and opportunities of teaching in a multilingual classroom, and present the findings.
- Project on LAC Activities: Develop a project that includes activities to promote language learning across the curriculum, considering NEP 2020 guidelines.
- Language and Content Integration: Create a project that demonstrates the integration of language skills with content areas, highlighting best practices from NCF 2023.
- Classroom Language Strategy: Develop a classroom strategy that effectively uses multilingualism to enhance learning outcomes.
- Any other activity, assignment, project assigned by the teacher

SUGGESTED READINGS

- Bhawan, J., & Ahlawat, M. (2017). *Language Across the Curriculum* (Hindi). Delhi: Book Man.
- Genlott, A., & Grönlund, A. (2013). Improving literacy skills through learning reading by writing: The IWTR method presented and tested. *Computers & Education, 67*, 98-104.
- Joshi, M. (2018). *Language Across the Curriculum* (1st ed.). E-book. www.bookboon.com.
- Lin, A., & Angle, H. (2016). *Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts*. ISBN 978-10-1802-2.
- Sameer, N. (2016). *Language Across the Curriculum*. Delhi: Educational Publishers.
- Sharma, V. (2019). *Language Across the Curriculum*. Delhi: Laxmi Publication.
- T.E. (2016). *Content and Language Integrated Learning*. The British Council, Forum for Across the Curriculum Teaching.
- Hassan, T., & Bhargava, P. (2016). *Language Across the Curriculum*. Delhi: Rakhi Prakashan.
- Sharma, R. K., Dubey, S. K., & Dayal, I. (2019). *Language Across the Curriculum and Reflecting on Texts*. Agra: Radha Prakashan Mandir Pvt. Ltd.
- Monika. (2020). *Teaching of English*. Delhi: Manisha Publication.
- Ministry of Education. (2020). *National Education Policy 2020*. Government of India.
- National Council of Educational Research and Training (NCERT). (2023). *National Curriculum Framework 2023*. NCERT.
- Mohanty, A. K. (2022). *Multilingual Education for Social Justice: Global and South Asian Perspectives*. Orient BlackSwan.
- Srivastava, A., & Gupta, A. (2021). *Multilingual Education in India: Challenges and Opportunities*. New Delhi: Sage Publications.

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE- IV (BOE-104)
PEDAGOGY OF ENGLISH (OPTION I)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES

- Develop an understanding of the nature and structure of the English language.
- Enhance their proficiency in English, focusing on listening, speaking, reading, and writing (LSRW) skills.
- Understand the contextual use of language, including grammar and vocabulary.
- Critically analyses and appraise the existing English curriculum.
- Gain knowledge of effective strategies for teaching poetry, prose, grammar, and composition.
- Review and apply various teaching methods and approaches in the Indian context.
- Prepare and deliver lesson plans on different aspects of English as a second language.
- Develop tools and techniques for evaluating students' knowledge in English.
- Understand the process of language assessment and its application in educational settings.

COURSE OUTCOMES

Upon successful completion of this course, students will:

1. Comprehend the nature, functions, and principles of the English language, particularly within the Indian context.
2. Formulate instructional objectives and design lesson plans for effective English language teaching.
3. Apply various skills, approaches, and methods in teaching English, focusing on the development of LSRW skills.
4. Analyse and implement pedagogical strategies for teaching prose, poetry, grammar, and composition in English.

COURSE CONTENT

UNIT 1: LANGUAGE AND ITS POSITION IN INDIA

1.1 Nature, functions, and principles of language.
1.2 English as a link language in the global context.
1.3 Challenges of teaching and learning English in India.

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.4 Language policies and the status of English as a medium of instruction: Position of languages in India; Articles 343-351, 350A, Language policy in India with reference to Kothari Commission (1964-66), NPE-1986; POA-1992; , National Curriculum Framework-2023; NEP 2020.

UNIT 2: AIMS AND OBJECTIVES OF TEACHING ENGLISH

2.1 Aims and objectives of teaching English at different stages of schooling.

2.2 Instructional planning: Need and importance.

2.3 Formulation of instructional objectives in behavioural terms.

2.4 Bloom's taxonomy of educational objectives, RCEM approach to lesson planning.

UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING SKILLS, APPROACHES, AND METHODS OF ENGLISH LANGUAGE TEACHING

3.1 Micro-teaching skills: Skill of introduction, Skill of questioning, Skill of illustration with examples, Skill of explaining, Skill of stimulus variation, Skill of reinforcement,

3.2 Methods: Difference between method and approach, Direct method, Bilingual method, Translation-cum-grammar method.

3.3 Approaches: Structural approach, Communicative approach, Inductive and deductive approaches, Constructive approach,

3.4 Development of LSRW skills: Listening, speaking, reading, and writing.

UNIT 4: CONTENT AND PEDAGOGICAL ANALYSIS OF TEACHING ENGLISH

4.1 Pedagogical analysis: Concept and importance.

4.2 Teaching of prose: Strategies and techniques.

4.3 Teaching of poetry: Approaches and methods.

4.4 Teaching of grammar: Rules and context-based learning, Teaching of composition: Writing skills and creativity.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete **one** of the following practicum activities:

- Prepare and present a lesson plan for teaching prose or poetry, focusing on one of the LSRW skills.
- Design and conduct a micro-teaching session on any of the English teaching skills.
- Create a detailed pedagogical analysis of a prescribed English textbook, identifying strengths and areas for improvement.
- Develop a rubric for assessing students' written compositions and apply it to sample student work.
- Conduct a survey on the challenges of teaching English in a multilingual classroom and present the findings.
- Any other Activity/project/assignment assigned by the teacher.

SUGGESTED READINGS

- Bhatia, K. K., & Kaur, N. (2011). *Teaching and learning English as a foreign language*. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand and Co.
- Krashen, D. (1992). *Principles and practice in second language acquisition*. Oxford: Pergamum Press.
- Krishnaswamy, N. (2003). *Teaching English: Approaches, methods, and techniques*. New Delhi: Macmillan.
- Sachdeva, M. S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.
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Chairperson
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Khanpur Kalan (Sonipat)

- Shaik, M., & Gosh, R. N. (2005). *Techniques of teaching English*. Hyderabad: Neelkamal Publications.
- Sharma, C. R. (2017). *English language teaching: Methods, tools & techniques*. Vikas Publishing House Pvt. Ltd.
- Sharma, P. (2011). *Teaching of English: Skills and methods*. Delhi: Shipra Publication.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge: Cambridge University Press.
- Ur, P. (2012). *A course in English language teaching* (2nd ed.). Cambridge: Cambridge University Press.
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Department of Education
Faculty of Education
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
Bachelor of Education (B.Ed.)
Semester-I
Course-
BOE – 104
हिन्दी शिक्षण (विकल्प . द्वितीय)

अधिकतम अंक: 100 | प्रति सप्ताह घंटे: 03+02
बाहरी अंक: 80 | परीक्षा समय: 03
आंतरिक अंक: 20 | क्रेडिट प्रति सप्ताह:04

पेपर सेटर के लिए निर्देश: पेपर सेटर कुल नौ प्रश्न सेट करेगा, जिनमें से छात्रों को केवल पांच प्रश्न हल करने होंगे। प्रश्न संख्या 01 अनिवार्य होगा, जिसमें प्रत्येक इकाई से 4 अंकों के चार लघु उत्तरीय नोट्स शामिल होंगे। प्रत्येक इकाई से आंतरिक विकल्प वाले दो लंबे प्रश्न निर्धारित किए जाएंगे, जिनमें से छात्रों को प्रत्येक इकाई से एक लंबे प्रश्न का उत्तर देना होगा। सभी प्रश्न समान यानी 16 अंक के हैं।

पाठ्यक्रम.विशिष्ट उद्देश्य :–

- भावी शिक्षकों में हिन्दी शिक्षण के लिए भाषा–सम्बन्धी योग्यताओं का विकास करना ।
- भावी शिक्षकों में हिन्दी शिक्षण उपरान्त अपेक्षित कुशलताओं का विकास करना ।
- भावी शिक्षकों में एक हिन्दी अध्यापक के गुण विकसित करना ।
- भावी शिक्षकों में हिंदी पढ़ने, लिखने और बोलने की क्षमता को बढ़ाना और यह सुनिश्चित करना कि वे अपने भविष्य के छात्रों के लिए भाषा के मॉडल के रूप में काम कर सकें।
- भावी शिक्षकों को विभिन्न भाषा शिक्षण सिद्धांतों और दृष्टिकोणों का ज्ञान करना ।
- भावी शिक्षकों को समावेशी शिक्षण रणनीतियों को लागू करने के लिए प्रशिक्षित करें जो विभिन्न पृष्ठभूमि के शिक्षार्थियों की जरूरतों को संबोधित करते हैं । जिनमें विशेष शैक्षिक आवश्यकताओं वाले या दूसरी भाषा के रूप में हिंदी बोलने वाले लोग शामिल हैं।
- भावी शिक्षकों को भाषा शिक्षण के लिए विशिष्ट प्रभावी कक्षा प्रबंधन तकनीकों से लैस करें, जिसमें छात्र जुड़ाव बनाए रखनेएविविध कक्षाओं का प्रबंधन करने और एक सहायक शिक्षण वातावरण बनाने की रणनीतियाँ शामिल हैं।
- छात्रों को भाषा शिक्षा से संबंधित आलोचनात्मक सोच कौशल विकसित करने के लिए प्रोत्साहित करें, जिससे वे हिंदी शिक्षण में आने वाली समस्याओं का विश्लेषण और समाधान कर सकें।
- आजीवन सीखने और व्यावसायिक विकास के प्रति प्रतिबद्धता को बढ़ावा देना, छात्रों को हिंदी शिक्षा के क्षेत्र में नवीनतम शोध और प्रगति से अपडेट रहने के लिए प्रोत्साहित करना।
- भाषा शिक्षण में नैतिक विचारों के महत्व पर जोर दें, जिसमें सांस्कृतिक विविधता का सम्मान, समान शिक्षा को बढ़ावा देना और चिंतनशील शिक्षण अभ्यास का विकास शामिल है।

पाठ्यक्रम के निर्गमनः–

- विभिन्न स्तरों पर छात्रों को प्रभावी ढंग से पढ़ाने के लिए व्याकरण, शब्दावली और उच्चारण सहित हिंदी भाषा पर मजबूत पकड़ विकसित करें।
- भावी शिक्षकों में भाषा संबंधी आयोग की विभिन्न अनुशंसाओं के बारे में जान सकेंगे ।
- भावी शिक्षकों में भारतीय शिक्षा प्रणाली में भाषा की भूमिका को समझ सकेंगे ।
- भावी शिक्षकों में हिन्दी भाषा के उच्चारण एवं शुद्ध लेखन की योग्यता उत्पन्न करना ।
- भावी शिक्षक भाषा संबंधी त्रुटियों और भाषा के समाधानों को जान सकेंगे ।

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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- हिंदी साहित्य और संस्कृति की समझ और सराहना को बढ़ावा देना, छात्रों के सीखने के अनुभव को समृद्ध करने के लिए शिक्षण प्रक्रिया में साहित्यिक कार्यों के एकीकरण को सक्षम करना।
- भावी शिक्षकों को भाषा सीखने को बढ़ाने के लिए डिजिटल टूल, मल्टीमीडिया संसाधनों और ऑनलाइन प्लेटफार्मों के उपयोग सहित आधुनिक शैक्षिक प्रौद्योगिकियों को अपने हिंदी शिक्षण अभ्यास में एकीकृत करने के लिए तैयार करें।

पाठ्यक्रम सामग्री

इकाई–प्रथम : भाषा का संप्रत्यय एवं सामान्य सिद्धांत

1.1 भाषा–अर्थ, स्वरूप व प्रकृति , भाषा की आवश्यकता , महत्व एवं कार्य ।

1.2 हिन्दी शिक्षण के सामान्य सिद्धांत ।

1.3 भाषा संबंधी कठिनाइयाँ , त्रुटियाँ और उपचार

1.4 हिन्दी शिक्षक के गुण एवं अपेक्षाएँ

इकाई–द्वितीय : भाषा संबंधित विभिन्न शिक्षा आयोगों की सिफ़ारिशें ।

2.1 कोठारी कमीशन 1964– 66, राष्ट्रीय शिक्षा नीति 1986

2.2 राष्ट्रीय पाठ्यचर्या की रूपरेखा– 2005, नई शिक्षा नीति 2020।

2.3 विविध कक्षा में भाषा शिक्षण की चुनौतियाँ

2.4 बहुभाषावाद की अवधारणा और लाभ

इकाई– तृतीय : भाषाई एवं अनुदेशनात्मक उद्देश्य

3.1 हिन्दी शिक्षण के सामान्य उद्देश्य ।

3.2 संशोधित ब्लूम टैक्सोनॉमी 2001

3.3 अपेक्षित व्यवहार परिवर्तन सम्बन्धी उद्देश्य ।

3.4 अनुदेशनात्मक उद्देश्य ।

इकाई–चतुर्थ : भाषाई कौशल एवं अनुदेशनात्मक सामग्री

4.1 श्रवण कौशल : श्रवण कौशल का अर्थ, उद्देश्य, एवं महत्व एवं विधियां,

4.2 मौखिक अभिव्यक्ति कौशल का अर्थ, उद्देश्य, एवं महत्व एवं विधियां,,

4.3 पठन कौशल का अर्थ, उद्देश्य, एवं महत्व एवं विधियां,

4.4 लेखन कौशल का अर्थ, उद्देश्य, एवं महत्व एवं विधिया

सुझाई गई अभ्यास गतिविधियाँ (कोई एक चुनें)

- किसी भी विषय पर दस हिंदी वर्कशीट तैयार करें
- बोलने की प्रक्रिया के भाग के रूप में त्रुटियों को पहचानना और कक्षा में चर्चा करना
- अपने सेमिनार प्रेजेंटेशन का अपना एक वीडियो तैयार करें और त्रुटियों और कारणों का पता लगाएं
- शिक्षक द्वारा सौंपी गई कोई अन्य गतिविधि

अनुशंसित पुस्तकें

- हिन्दी शिक्षण : मंगल उमा 1991, आर्य बुक डिपो, देहली ।
- हिन्दी शिक्षण : पाण्डेय रामशुक्ल, अग्रवाल पब्लिकेशन, आगरा ।

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BPS Mahila Vishwavidyalaya
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- हिन्दी शिक्षण : डा0 शिखा चतुर्वेदी, लाल बुक डिपो, मेरठ।
- हिन्दी शिक्षण : रमन बिहारी लाल, रस्तोगी पब्लिकेशन, मेरठ ।
- हिन्दी उच्चारण और वर्तनी : शुक्ल भगवती प्रसाद, आर्य बुक डिपो, नई दिल्ली ।
- हिन्दी शिक्षण : भोलानाथ तिवारी, लिपि प्रकाशन, नई दिल्ली ।
- हिन्दी शिक्षण : पाण्डेय आर0 एस0 1992, विनोद पुस्तक भण्डार, आगरा ।
- हिन्दी शिक्षण : निरंजन कुमार सिंह, राजस्थान ग्रन्थ अकादमी, जयपुर ।
- हिन्दी शिक्षण : राजेन्द्र प्रसाद, दि मैकमिलन कम्पनी ऑफ इण्डिया, नई दिल्ली ।
- हिन्दी शिक्षण : डा0 बी0 एल0 वत्स, अग्रवाल प्रकाशन, नई दिल्ली ।

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BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE -IV (BOE-104)
PEDAGOGY OF SANSKRIT (OPTION III)

Max Marks: 100
External Marks/Theory: 80
Internal Marks/ Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs
Credit: 4

परीक्षक के लिए निर्देश: परीक्षक को परीक्षा के लिए कुल नौ प्रश्न निर्धारित करने होंगे। इनमें से छात्रों को केवल पांच प्रश्न ही हल करने होंगे। प्रश्न 1 अनिवार्य होगा और इसमें चार लघु उत्तरीय प्रश्न होंगे, प्रत्येक प्रश्न 4 अंक का होगा, प्रत्येक इकाई से एक प्रश्न चुना जाएगा। प्रत्येक इकाई से आंतरिक विकल्प वाले दो दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। छात्रों को प्रत्येक इकाई/अनुभाग से एक दीर्घ उत्तरीय प्रश्न का उत्तर देना आवश्यक है। इस प्रकार, छात्र कुल पाँच प्रश्न पूरे करेंगे, यह सुनिश्चित करते हुए कि प्रत्येक इकाई से एक प्रश्न चुना गया है। सभी प्रश्न समान मूल्य के हैं, प्रत्येक 16 अंक का है।

उद्देश्य

⇒ भावी शिक्षकों में संस्कृत भाषा शिक्षण संबंधी योग्यताओं का विकास करना ।
⇒ भावी शिक्षकों में संस्कृत शिक्षण उपरांत अपेक्षित कुशलताओं का विकास करना ।
⇒ भावी शिक्षकों में एक संस्कृत अध्यापक के गुण विकसित करना।
⇒ भावी शिक्षकों में संस्कृत संबंधी विभिन्न साहित्य क्रियो के आयोजन की क्षमता विकसित करना।
⇒ भावी शिक्षकों में विभिन्न शिक्षण विधियां एवं तकनीक के उचित प्रयोग करने की क्षमता उत्पन्न करना।
⇒ भावी शिक्षकों में संस्कृत भाषा के उच्चारण एवं शुद्ध लेखन की योग्यता उत्पन्न करना।

अधिगम प्रतिफ़ल

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे:-

⇒ संस्कृत भाषा की प्रकृति आवश्यकता का दायरा और सिद्धांतों को समझें और समझाएं।
⇒ माध्यमिक स्तर पर संस्कृत शिक्षण से संबंधित बुनियादी अवधारणा के बारे में जागरूक करना।
⇒ विद्यार्थियों में भाषाई कौशल और इसके विकास की प्रक्रिया का विकास करना।
⇒ संस्कृत पढ़ने के लिए आवश्यक शिक्षण कौशल प्राप्त करना।
⇒ छात्रों के प्रदर्शन के मूल्यांकन के विभिन्न तरीकों का प्रयोग करना।
⇒ संस्कृत भाषा के शुद्ध उच्चारण एवं शुद्ध लेखन का प्रदर्शन करना।

Chairperson
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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

इकाई-1 संस्कृत भाषा- शिक्षण

1.1 संस्कृत भाषा- शिक्षण, अर्थ, महत्व एवं उद्देश्य।

1.2 भाषा परिवार, संस्कृत भाषा और भारतीय भाषाएँ।

1.3 संस्कृत भाषा एवं साहित्य का ऐतिहासिक तथा वर्तमान अवलोकन ।

1.4 संस्कृत भाषा की पाठ्यक्रम में अनिवार्यता या स्थान ।

इकाई -2 संस्कृत भाषा शिक्षण के लक्ष्य और उद्देश्य

2.1 विभिन्न स्तरों (प्राथमिक, माध्यमिक और उच्चतर माध्यमिक स्तर) पर संस्कृत शिक्षण के लक्ष्य और उद्देश्य।

2.2 संस्कृत भाषा शिक्षण में सामान्य सिद्धांत तथा सूत्र ।

2.3 विद्यालय स्तर पर संस्कृत शिक्षण से संबंधित समस्याएँ।

2.4 संस्कृत अध्यापक के गुण।

इकाई -3 संस्कृत भाषा शिक्षण की विधिया एवं अनुदेशनात्मक सामग्री

3.1 संशोधित ब्लूम टैक्सनॉमी।

3.2 पाठ्य पुस्तक विधि , प्रत्यक्ष विधि, व्याकरण अनुवाद विधि ।

3.3 संस्कृत भाषा शिक्षण की विभिन्न पद्धतियां, उद्देश्य, विशेषताएं, लाभ तथा सीमाएं।

3.4 संस्कृत भाषा शिक्षण में दृश्य-श्रव्य साधन प्रयोग ।

इकाई -4. संस्कृत भाषा शिक्षण पाठ्य- पुस्तक

4.1 संस्कृत विषय वस्तु एवं संस्कृत पाठ्य- पुस्तक निर्माण के सिद्धांत।

4.2 संस्कृत भाषा शिक्षण में श्रवण तथा पठन का अभ्यास ।

4.3 पाठ्यक्रम, पाठ्यक्रम और पाठ्यपुस्तक के बीच संबंध को समझना; सामग्री का चयन; गतिविधियों और कार्यों का विकास।

4.4 संस्कृत भाषा शिक्षण एवं पुस्तकालय।

प्रयोगात्मक कार्य

निम्नलिखित में से किसी एक को चुनें:-

- सीखने के उद्देश्यों और मूल्यांकन विधियों सहित एक विशिष्ट ग्रेड/कक्षा के लिए एक व्यापक संस्कृत पाठ्यक्रम तैयार करें।
- पारंपरिक बनाम आधुनिक दृष्टिकोण जैसे शिक्षण के विभिन्न तरीकों की तुलना और तुलना करें
- प्रमुख संस्कृत ग्रंथों, जैसे महाकाव्यों, पुराणों, या दार्शनिक कार्यों, और शिक्षा में उनकी प्रासंगिकता के सांस्कृतिक और ऐतिहासिक संदर्भ को प्रस्तुत करना और चर्चा करना।

संस्कृत शिक्षण हेतु अनुमोदित पुस्तकें:-

Chairperson
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Khanpur Kalan (Sonipat)

- चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिंदी संस्थान, लखनऊ।
- सफाई, रघुनाथ (1990) संस्कृत शिक्षण, चंडीगढ़ हरियाणा हिंदी ग्रंथ चंडीगढ़।
- पांडे, राम शुक्ल (2008) संस्कृत शिक्षण, आगरा एकेडमी, विनोद पुस्तक मंदिर आगरा।
- मित्तल, संतोष (2008) टीचिंग ऑफ़ संस्कृत, अग्रवाल पब्लिकेशंस आगरा।
- अशोक शर्मा और सुमन अग्रवाल (1997) टीचिंग ऑफ़ संस्कृत, विजया पब्लिकेशन लुधियाना।

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BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE -IV (BOE-104)
PEDAGOGY OF PUNJABI (OPTION IV)

अधिकतम अंक: 100
बाहरी अंक/सिद्धांत: 80
आंतरिक अंक/प्रैक्टिकम: 20 क्रेडिट: 4

शिक्षण घंटे: 3+2
परीक्षा घंटे: 3 घंटे

परीक्षक के लिए निर्देश: परीक्षक को परीक्षा के लिए कुल नौ प्रश्न निर्धारित करने होंगे। इनमें से छात्रों को केवल पांच प्रश्न ही हल करने होंगे। प्रश्न 1 अनिवार्य होगा और इसमें चार लघु उत्तरीय प्रश्न होंगे, प्रत्येक प्रश्न 4 अंक का होगा, प्रत्येक इकाई से एक प्रश्न चुना जाएगा। प्रत्येक इकाई से आंतरिक विकल्प वाले दो दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। छात्रों को प्रत्येक इकाई/अनुभाग से एक दीर्घ उत्तरीय प्रश्न का उत्तर देना आवश्यक है। इस प्रकार, छात्र कुल पाँच प्रश्न पूरे करेंगे, यह सुनिश्चित करते हुए कि प्रत्येक इकाई से एक प्रश्न चुना गया है। सभी प्रश्न समान मूल्य के हैं, प्रत्येक 16 अंक का है।

उद्देश्य

- ⇒ भावी शिक्षकों में पंजाबी भाषा शिक्षण संबंधी योग्यताओं का विकास करना।
- ⇒ भावी शिक्षकों में पंजाबी शिक्षण उपरांत अपेक्षित कुशलताओं का विकास करना।
- ⇒ भावी शिक्षकों में एक पंजाबी अध्यापक के गुण विकसित करना।
- ⇒ भावी शिक्षकों में विभिन्न शिक्षण विधियां एवं तकनीक के उचित प्रयोग करने की क्षमता उत्पन्न करना।

अधिगम प्रतिफ़ल

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे:-

- ⇒ पंजाबी भाषा की आवश्यकता और सिद्धांतों की प्रकृति को समझें और समझाएं।
- ⇒ विद्यार्थियों में भाषा विज्ञान कौशल और इसके विकास की प्रक्रिया का विकास करना।
- ⇒ पंजाबी सिखाने के लिए आवश्यक शिक्षण कौशल हासिल करना।
- ⇒ छात्रों के प्रदर्शन के मूल्यांकन के तरीकों को सीखें और उनका उपयोग करना।

इकाई-1 भाषा की प्रकृति एवं विकास

1.1 भाषा: अर्थ, प्रकृति, महत्व और उसका विकास।

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.2 पंजाबी शिक्षण में शिक्षण उद्देश्यों का अर्थ, महत्व और वर्गीकरण ।

1.3 व्यवहार की दृष्टि से भाषा के उद्देश्यों का वर्णन।

1.4 पंजाबी भाषा का अन्य भाषाओं (हिन्दी अंग्रेजी संस्कृत) और साहित्य के रूपों (गद्य, पद्य, व्याकरण, रचना) के साथ अंतर्संबंध।

इकाई-2 शैक्षणिक विश्लेषण और पाठ योजना

2.1 शैक्षणिक विश्लेषण का अर्थ, महत्व और चरण।

2.2 गद्य एवं पद्य में से किन्हीं दो विषयों पर शैक्षणिक विश्लेषण।

2.3 पाठ योजना : मूल तत्वों की आवश्यकता एवं महत्व एवं उसकी तैयारी।

2.4 पंजाबी में इकाई योजना: महत्व और इसकी तैयारी की आवश्यकता।

इकाई- -3 भाषाई कौशल और शिक्षण कौशल

3.1 श्रवण कौशल, मौखिक कौशल, पठन कौशल एवं लेखन कौशल

3.2 प्रश्न कौशल, उदाहरण सहित चित्रण का कौशल

3.3 व्याख्या कौशल, प्रस्तावना कौशल।

3.4 पाठों की भाषाई और वैचारिक सामग्री की पहचान।

इकाई-4 शिक्षण अधिगम संसाधन एवं प्रक्रिया

4.1 शिक्षण सामग्री: संकल्पना, घटक।

4.2 भाषा प्रयोगशाला का महत्व एवं नवीनतम तकनीकों का उपयोग।

4.3 पंजाबी भाषा का पाठ्यक्रम ।

4.4 पंजाबी भाषा की पाठ्य पुस्तकें।

प्रयोगात्मक कार्य

निम्नलिखित में से किसी एक को चुनें:-

- ऐसी गतिविधि निर्माण करें जो पंजाबी में सुनने, बोलने, पढ़ने और लिखने के कौशल को एकीकृत करे और प्रस्तुत करे कि इन गतिविधियों का कक्षा सेटिंग में कैसे उपयोग किया जा सकता है।
- पंजाबी सिखाने के लिए विशिष्ट प्रभावी कक्षा प्रबंधन तकनीकों का प्रदर्शन करें, जिसमें भागीदारी को प्रोत्साहित करने और आम चुनौतियों का समाधान करने की रणनीतियाँ शामिल हैं।
- पंजाबी शिक्षण में प्रौद्योगिकी के उपयोग का अन्वेषण करें और प्रस्तुति दें। और छात्रों की उपलब्धि पर उनके प्रभाव की व्याख्या करें।

पंजाबी **शिक्षण हेतु अनुमोदित पुस्तकें:-**

- सिंह, जे.बी. (1981)। गुरुमुखी लिपि दा जन्म ते विकास। चंडीगढ़ पंजाबी यूनिवर्सिटी. प्रकाशन ब्यूरो
- सिंह, जे.बी. (1971)। गुरुमुखी लिपि भरे। लुधियाना लाहौर किताब की दुकान।
- सिंह, एच. (1966) पंजाबी, पटियाला, पंजाबी विश्वविद्यालय।

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Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

• सुकोन, एस.एस. और सिंह। पी.पी. (1961) पंजाबी बोली दा इतिहास. पंजाबी भाषा विभाग।

Chairperson
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BPS Mahila Vishwavidyalaya
Khehpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE -IV (BOE-104)
PEDAGOGY OF URDU (OPTION V)

अधिकतम अंक: 100 शिक्षण घंटे: 3+2 बाहरी
अंक/सिद्धांत: 80 परीक्षा घंटे: 3 घंटे आंतरिक
अंक/प्रैक्टिकम: 20 क्रेडिट: 4

परीक्षक के लिए निर्देश: परीक्षक को परीक्षा के लिए कुल नौ प्रश्न निर्धारित करने होंगे। इनमें से छात्रों को केवल पांच प्रश्न ही हल करने होंगे। प्रश्न 1 अनिवार्य होगा और इसमें चार लघु उत्तरीय प्रश्न होंगे, प्रत्येक प्रश्न 4 अंक का होगा, प्रत्येक इकाई से एक प्रश्न चुना जाएगा। प्रत्येक इकाई से आंतरिक विकल्प वाले दो दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। छात्रों को प्रत्येक इकाई/अनुभाग से एक दीर्घ उत्तरीय प्रश्न का उत्तर देना आवश्यक है। इस प्रकार, छात्र कुल पाँच प्रश्न पूरे करेंगे, यह सुनिश्चित करते हुए कि प्रत्येक इकाई से एक प्रश्न चुना गया है। सभी प्रश्न समान मूल्य के हैं, प्रत्येक 16 अंक का है।

उद्देश्य

⇒ उर्दू की अवधारणा और उसके तत्वों की व्याख्या करना।
⇒ उर्दू भाषा की प्रकृति और दायरे को समझना।
⇒ उर्दू भाषा की आवश्यकता एवं सिद्धांतों की व्याख्या करना।
⇒ माध्यमिक स्तर पर उर्दू शिक्षण से संबंधित बुनियादी अवधारणाओं के बारे में जागरूकता विकसित करना।

अधिगम प्रतिफ़ल

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे:-

⇒ उर्दू भाषा की आवश्यकता और सिद्धांतों की प्रकृति को समझना।
⇒ विद्यार्थियों में भाषाविज्ञान कौशल और इसके विकास की प्रक्रिया का विकास करना।
⇒ उर्दू सिखाने के लिए आवश्यक शिक्षण कौशल हासिल करना।
⇒ छात्रों के प्रदर्शन के मूल्यांकन के तरीकों को सीखें और उनका उपयोग करना।
⇒ भाषा दक्षताओं का प्रदर्शन करना।

इकाई-1 भाषा की प्रकृति एवं विकास

1.1 भाषा: अर्थ, प्रकृति, महत्व और उसका विकास।
1.2 उर्दू भाषा के शिक्षण में शिक्षण उद्देश्यों का अर्थ, वर्गीकरण और वर्गीकरण।
1.3 व्यवहार की दृष्टि से भाषा के उद्देश्यों का वर्णन।

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.4 उर्दू भाषा का अन्य भाषाओं (हिन्दी अंग्रेजी संस्कृत) और साहित्य के रूपों (गद्य, पद्य, व्याकरण, रचना) के साथ अंतर्संबंध।

इकाई-2 शैक्षणिक विश्लेषण और पाठ योजना ।

2.1 शैक्षणिक विश्लेषण का अर्थ, महत्व और चरण।

2.2 गद्य एवं पद्य से किन्हीं दो विषयों पर शैक्षणिक विश्लेषण।

2.3 पाठ योजना : मूल तत्वों की आवश्यकता एवं महत्व एवं उसकी तैयारी।

2.4 उर्दू में इकाई योजना: महत्व और उसकी तैयारी की आवश्यकता।

इकाई--3 भाषाई कौशल और शिक्षण कौशल

3.1 श्रवण कौशल, मौखिक कौशल, पठन कौशल एवं लेखन कौशल।

3.2 प्रश्न कौशल, उदाहरण सहित चित्रण का कौशल।

3.3 व्याख्या कौशल, प्रस्तावना कौशल।

3.4 पाठों की भाषाई और वैचारिक सामग्री की पहचान।

इकाई-4 उर्दू शिक्षण का मूल्यांकन

4.1 शिक्षण सामग्री: संकल्पना, घटक।

4.2 भाषा प्रयोगशाला का महत्व एवं नवीनतम तकनीकों का उपयोग।

4.3 उर्दू भाषा का पाठ्यक्रम ।

4.4 उर्दू भाषा की पाठ्य पुस्तकें।

प्रयोगात्मक कार्य

निम्नलिखित में से कोई एक कार्य करें:

- क्विज़, मौखिक परीक्षण और लेखन असाइनमेंट सहित उर्दू में छात्र की दक्षता को मापने के लिए मूल्यांकन उपकरण विकसित और कार्यान्वित करें।
- उद्देश्यों और शिक्षण विधियों सहित विभिन्न ग्रेड स्तर के लिए विस्तृत पाठ योजनाएं विकसित और प्रस्तुत करें।
- क्रियाओं, संयुग्मन और वाक्य संरचना सहित और आकर्षक गतिविधियों का उपयोग करके उर्दू व्याकरण सिखाने पर व्यावहारिक अभ्यास करें।

उर्दू शिक्षण हेतु अनुमोदित पुस्तकें:-

अंसारी, ए.एफ. (2015)। ग़ज़ल की तालीम: नई दिल्ली उर्दू बोर्ड।

हुसैन, एच. (2016)। उर्दू शिक्षण, लुधियाना: लाहौर किताब की दुकान।

सिंह, एच. (2010). उर्दू भाषा की शिक्षा. पटियाला: पंजाबी विश्वविद्यालय।

श्रीवास्तव, आर.पी. और सिंह, पी. (2012)। उर्दू बोली का इतिहास. अलीगढ विश्वविद्यालय.

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Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE- IV (BOE – 104)
PEDAGOGY OF PHYSICAL SCIENCE (OPTION VI)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT-SPECIFIC OBJECTIVES

The course aims to:

- Promote knowledge and skills in scientific inquiry and problem-solving.
- Foster the construction and application of scientific and technological knowledge.
- Develop an understanding of the nature of science and its relationship to technology, society, and the environment.
- Encourage the use of innovative teaching methods and resources in Physical Science education.

COURSE OUTCOMES

By the end of the course, students will be able to:

- Understand the nature and scope of Physical Science and its role in secondary education.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Comprehend the aims and objectives of teaching Physical Science and apply Bloom's Taxonomy in educational settings.
- Write instructional objectives in behavioural terms.
- Effectively use different activities, experiments, demonstrations, and laboratory experiences for teaching Physical Science.
- Facilitate the development of scientific attitudes in learners.
- Adopt suitable approaches and methods for teaching Physical Science.
- Appreciate the importance of instructional planning and the use of e-resources in teaching Physical Science.
- Understand and analyse the latest trends in science curriculum, including insights from NCF 2023 and NEP 2020.
- Develop skills in conducting experiments and linking theoretical concepts with practical work.

COURSE CONTENT

UNIT 1: FUNDAMENTALS OF TEACHING PHYSICAL SCIENCE

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.1 Meaning, Nature, and Scope of Physical Science; Need and Importance in Secondary Schools; Values in the Present Context

1.2 Scientific Literacy, Scientific Attitude, and Scientific Temper; Concepts of Theoretical Knowledge: Facts, Concepts, Hypotheses, Theories, Principles, and Laws

1.3 Correlation of Physical Science with Other School Subjects

1.4 Contributions of Eminent Scientists: APJ Abdul Kalam, Isaac Newton, John Dalton, Niels Bohr, Louis de Broglie, J.C. Bose, C.V. Raman, Albert Einstein, Homi J. Bhabha (Aligned with NEP 2020 and NCF 2023)

UNIT 2: AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

2.1 Aims and Objectives of Teaching Physical Science

2.2 Bloom's Taxonomy of Educational Objectives, RCEM Approach

2.3 Writing Learning Objectives in Behavioural Terms

2.4 Formulating Instructional Objectives in Behavioural Terms (Aligned with NCF 2023)

UNIT 3: MICRO-TEACHING & MICRO SKILLS

3.1 Meaning & Definition of Micro-teaching; Procedure or Cycle of Micro-Teaching Technique; Advantages of Micro Teaching

3.2 Meaning & Types of Micro-Skills

3.3 Skills of Introducing Lessons, Questioning, Explaining, Illustration with Examples, Stimulus Variation, Blackboard Writing

3.4 Co-Curricular Activities in Teaching Physical Science: Team Teaching, Panel Discussions, Science Excursions (Field Trips), Science Clubs, Science Fairs/Exhibitions (Aligned with NEP 2020)

UNIT 4: CURRICULUM AND LEARNING RESOURCES IN PHYSICAL SCIENCE

4.1 Principles of Curriculum Construction; Critical Analysis of Existing Science Curriculum at the Secondary Level

4.2 Characteristics of a Good Curriculum and a Good Science Textbook; Characteristics of an Effective Physical Science Teacher

4.3 Physical Science Laboratory: Importance, Planning, Designing, and Equipping

4.4 Audio-Visual Aids and E-learning Resources; Improvised Apparatus: Meaning, Importance, and Preparation; Professional Growth of Physical Science Teachers: In-service Training, Orientation Programs, Refresher Courses, Seminars, Workshops (Aligned with NCF 2023)

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete one of the following practicum activities:

- Prepare a list of basic equipment used in Physics and Chemistry laboratories, including handling procedures.
- Design and create an improvised apparatus or equipment for use in a Physical Science lesson.
- Develop a working model on a topic from the Physical Science secondary school curriculum.
- Conduct a case study of a secondary science laboratory and prepare a detailed report.
- Any other activity, assignment and project assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J.C. (2005). *Essentials of Examination System*. New Delhi: Vikas Publishing House.
- Ahmad, J. (2014). *Teaching of Biological Science*. PHI Learning.
- Arul, J. (2009). *Teaching of Physical Science*. Centrum Press.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Davar, M. (2012). *Teaching of Science*. PHI Learning.
- Gupta, G. (2010). *Teaching of Science*. Twenty-first Century Publications.
- Joshi, D. (2012). *Methodology of Teaching Science*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Kaur, R. (2007). *Teaching of Science*. Twenty-first Century Publications.
- Kochhar, S.K. (2003). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Kohli, V.K. (2007). *How to Teach Science*. Ambala: Shri Krishna Publications.
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- Mangal, S.K. (2009). *Teaching of Physical Sciences*. International Publishing House.
- Mohan, R. (2004). *Innovative Science Teaching for Physical Science Teachers*. PHI Learning.
- Nagaraju, M.T.V., & Vanaja, M. (2015). *Methods of Teaching Physical Science*. New Delhi: Neel Kamal Publications.
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
- NCERT (2006). *Position Paper on Teaching of Science*. New Delhi: NCERT.
- NCERT (2023). *National Curriculum Framework 2023*. New Delhi: NCERT.
- Pandey, S. (2003). *Major Issues in Science Teaching*. New Delhi: Sumit Publications.
- Sharma, R.C. (2006). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publishing Co.
- Vanaja, M. (2008). *Methods of Teaching Physical Science*. Neelkamal Publications.
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Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
SEMESTER- I
COURSE- IV (BOE-104)
PEDAGOGY OF COMMERCE (OPTION VII)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT- SPECIFIC OBJECTIVES:

- Familiarize themselves with the concept of commerce, its objectives, and relevance in the school curriculum.
- Understand the various functions of commerce and its integration with other subjects.
- Develop the necessary competencies to become effective commerce teachers.
- Explore and apply various methods, approaches, and techniques specific to the teaching of commerce.

COURSE OUTCOMES:

Upon successful completion of this course, students will:

- Explain the concept, aims, and objectives of commerce education and its importance in the school curriculum.
- Demonstrate key teaching skills, understand the general qualities of an effective commerce teacher, and critically analyses commerce textbooks.
- Classify and apply different teaching methods and techniques, including lesson planning and the use of instructional aids, in commerce education.
- Prepare and execute lesson plans effectively, utilizing various teaching aids to enhance the learning experience in commerce.

COURSE CONTENT

UNIT I: CONCEPT, AIMS, AND OBJECTIVES OF COMMERCE TEACHING:

1.1 Concept, nature, scope, need, and importance of commerce education.
1.2 Integration of commerce with other subjects in the school curriculum.
1.3 Aims and objectives of teaching commerce at various educational stages.
1.4 Values and significance of commerce education in personal and societal development.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

UNIT II: INSTRUCTIONAL OBJECTIVES, TEACHER, AND TEXTBOOK OF COMMERCE TEACHING:

2.1 Bloom's taxonomy of instructional objectives: Understanding and application.

2.2 Writing instructional objectives in behavioural terms for commerce education.

2.3 Characteristics of a good commerce textbook and methods for textbook analysis.

2.4 Qualities and professional competencies required for effective commerce teachers.

UNIT III: MICRO TEACHING SKILLS AND METHODS IN COMMERCE TEACHING:

3.1 Methods of teaching commerce: Discussion method, Lecture method, Project method, Problem-solving method.

3.2 Micro-teaching skills in commerce: Skill of introduction, Skill of reinforcement, Skill of probing questions, Skill of illustration with examples.

3.3 Case Study Method: Importance of case studies in commerce education, Steps to implement the case study method in the classroom.

3.4 Role-Playing and Simulation: Benefits of role-playing and simulations in teaching commerce, Designing and conducting role-plays and simulations in commerce lessons

UNIT IV: LESSON PLANNING AND TEACHING AIDS IN COMMERCE:

4.1 Lesson planning in commerce: Need and importance of lesson planning,

4.2 Principles of effective lesson planning.

4.3 Procedure for developing a lesson plan,Various approaches to lesson planning in commerce education.

4.4 Teaching aids in commerce education: Audio aids: Meaning, use, merits, and limitations, Visual aids: Meaning, use, merits, and limitations, Audio-visual aids: Meaning, use, merits, and limitations.

SUGGESTED PRACTICUM ACTIVITIES: CHOOSE ANY ONE

Students will choose and complete **one** of the following practicum activities:

- Deliver a micro-teaching lesson focusing on one of the micro-teaching skills in commerce.
- Prepare a detailed lesson plan for teaching a specific topic in commerce and present it to peers.
- Conduct a sessional work or unit test, followed by the interpretation of results and feedback to students.
- Develop a project-based activity or terminal assessment for commerce students and analyse its effectiveness.
- Any other suggested activity/project/assignment by the teacher.

SUGGESTED READINGS:

- Aggarwal, J. C. (2008). *Teaching of commerce: A practical approach*. New Delhi: Vikas Publishing House.
- Gupta, R. (2018). *Teaching of commerce*. Jaipur: Shipra Publications.
- Kavita. (2012). *Teaching of commerce*. Jagdhamba Publishing House.
- Kumar, M. (2004). *Modern teaching of commerce*. Anmol Publications Pvt. Ltd.
- Monga, V., Kumar, N., & Kumar, M. (2019). *Teaching of commerce*. Twenty First Century Publication.
- Sharma, Y. K. (2011). *Teaching of commerce: Principles, theories, methods and techniques*. Kanishka Publishers Distributors.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Singh, Y. K. (2009). *Teaching of commerce*. APH Publishing House.
- Sumathy, M., & Manoharan, C. (2018). *Teaching of commerce*. Regal Publications.
- Venkateswarlu, K. (2010). *Methods of teaching commerce*. Discovery Publishing House.
- Jha, P. K., & Singh, R. (2020). *Innovative methods of teaching commerce*. New Delhi: Sage Publications.
- Trivedi, R. (2021). *Effective strategies for teaching commerce in schools*. New York: Springer.

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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE IV (BOE – 104)
PEDAGOGY OF HOME SCIENCE (OPTION VIII)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT-SPECIFIC OBJECTIVES

The course aims to:

- Foster the all-round development of individuals in the context of home and family.
- Prepare students for careers in home management, education, development, and welfare.
- Equip students with the skills and knowledge needed to manage homes and families across various educational and developmental programs.
- Encourage the integration of modern educational trends and digital resources into Home Science education, in alignment with NCF 2023 and NEP 2020.

COURSE OUTCOMES

By the end of the course, students will be able to:

- Understand the nature, scope, and significance of Home Science as a discipline.
- Comprehend the aims and objectives of teaching Home Science and apply them effectively.
- Employ suitable approaches, methods, and resources to teach Home Science, including the use of e-resources.
- Formulate instructional objectives in behavioral terms, following Bloom's Taxonomy.
- Conduct various activities, experiments, demonstrations, and laboratory experiences to enhance the teaching-learning process in Home Science.
- Develop laboratory skills that link theoretical concepts with practical applications.
- Analyze and understand the latest trends in Home Science curriculum development.
- Critically evaluate the existing Home Science curriculum at the secondary level.

COURSE CONTENT

UNIT 1: FUNDAMENTALS OF HOME SCIENCE

1.1 Meaning, Nature, and Scope of Home Science; Need and Importance in Secondary Schools

1.2 Correlation of Home Science with Other School Subjects

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.3 Common Misconceptions Regarding Home Science
1.4 Components of Home Science: Food and Nutrition, Resource Management, Human Development, Textiles and Clothing, Extension Education

UNIT 2: AIMS AND OBJECTIVES OF HOME SCIENCE

2.1 Aims and Objectives of Teaching Home Science
2.2 Bloom's Taxonomy of Educational Objectives
2.3 Writing Learning Objectives in Behavioural Terms
2.4 Formulating Instructional Objectives in Behavioural Terms (Aligned with NCF 2023 and NEP 2020)

UNIT 3: MICRO-TEACHING & MICRO SKILLS

3.1 Meaning & Definition of Micro-teaching; Procedure or Cycle of Micro-Teaching; Advantages of Micro-Teaching
3.2 Types of Micro-Skills in Teaching
3.3 Skills for Effective Teaching: Skill of Introducing the Lesson, Skill of Questioning, Skill of Explaining, Skill of Illustration with Examples, Skill of Stimulus Variation, Skill of Blackboard Writing
3.4 Co-Curricular Activities in Teaching Home Science: Team Teaching, Panel Discussions, Science Excursions (Field Trips), Science Fairs and Exhibitions

UNIT 4: CURRICULUM AND LEARNING RESOURCES IN HOME SCIENCE

4.1 Principles of Curriculum Construction; Critical Analysis of Existing Home Science Curriculum at Secondary Level
4.2 Characteristics of a Good Curriculum and a Good Home Science Textbook; Qualities of an Effective Home Science Teacher
4.3 Planning and Equipping a Home Science Laboratory: Importance, Design, and Implementation
4.4 Audio-Visual Aids, E-learning Resources, and Professional Development Opportunities for Home Science Teachers: In-service Training, Orientation Programs, Refresher Courses, Seminars, and Workshops (Incorporating NCF 2023 and NEP 2020 Guidelines)

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete one of the following practicum activities:

- Conduct ten practical sessions in Cooking, Stitching/Embroidery/Knitting, and Home Management.
- Organize a handicrafts fair in a rural setting to promote traditional skills.
- Plan and conduct a field visit to study and report on the health habits and concerns of school students in a village.
- Design and implement a remedial teaching program for a Home Science student.
- Develop a digital resource or e-learning module for a Home Science topic.
- Create a project on sustainable practices in Home Science, aligned with NEP 2020 goals.
- Any other activity, project, assignment assigned by the teacher.

SUGGESTED READINGS

- Chandra, A., Shah, A., & Joshi, U. *Fundamentals of Teaching Home Science*. New Delhi: Sterling Publishers Pvt. Ltd.
- Dass, A., & Ray, S. (1984). *Teaching of Home Science*. New Delhi: Sterling Publishers Pvt. Ltd.
- Devdass, R. P. *Method of Teaching Home Science*. New Delhi: NCERT.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Devdass, R. P. *Teaching of Home Science in Secondary Schools: A Handbook for Teachers*. New Delhi: NCERT.
- Spafford, I. *Fundamentals in Teaching Home Science*. New York: John Wiley & Sons.
- CBSE (2009). *Teacher's Manual on CCE*. New Delhi: CBSE.
- Sharma, R. (2010). *Curriculum Development in Home Science*. Jaipur: Sublime Publications.
- NCERT (2023). *National Curriculum Framework 2023*. New Delhi: NCERT.
- Ministry of Education (2020). *National Education Policy 2020*. Government of India.
- Pathak, R., & Verma, S. (2017). *Modern Techniques in Home Science Education*. New Delhi: Anmol Publications.
- Singh, P. (2018). *Home Science Pedagogy: Integrating Theory and Practice*. Varanasi: Saraswati Publications.
- Tiwari, M. (2015). *Advanced Home Science Education*. New Delhi: APH Publishing Corporation.
- Gupta, N. (2019). *E-Learning in Home Science: Tools and Techniques*. Delhi: Kanishka Publishers.

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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION
SEMESTER-1
COURSE- IV (BOE- 104)
PEDAGOGY OF MUSIC (OPTION IX)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT- SPECIFIC OBJECTIVES

The course will enable student-teachers to:

- Understand the historical development, importance, and interdisciplinary connections of Music with other school subjects.
- Gain comprehensive knowledge of swaras, sruti, and apply Bloom's taxonomy to instructional objectives in Music education.
- Develop skills in pedagogical analysis, lesson planning, and effective classroom teaching for Music.
- Acquire proficiency in using and creating teaching aids for Music instruction.
- Recognize the essential qualities of a Music teacher and the significance of classical Music in education.
- Familiarize with different methods and approaches for teaching Music, ensuring effective student engagement and learning.
- Develop competency in designing and implementing evaluation tools for assessing Music education.

COURSE OUTCOMES

Upon completion of the course, the student-teachers will be able to:

- Understand the history, significance, and correlation of Music with other academic subjects.
- Demonstrate knowledge of swaras and sruti and apply Bloom's taxonomy in Music education.
- Prepare and implement pedagogical analysis and lesson plans for effective Music teaching.
- Develop and utilize teaching aids and resources to enhance Music instruction.
- Recognize and cultivate the qualities of an effective Music teacher.
- Apply various methods and approaches to teach Music in diverse educational settings.
- Develop and implement evaluation tools to assess student progress in Music.

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Khanpur Kalan (Sonipat)

COURSE CONTENT

UNIT 1: NATURE & SCOPE OF MUSIC

1.1 A Brief History of Indian Music

1.2 Need and Importance of Music in Secondary Schools

1.3 Aims & Objectives of Teaching Music in Schools

1.4 Correlation of Music with Other School Subjects

UNIT 2: PEDAGOGICAL ANALYSIS AND LESSON PLANNING

2.1 Content Analysis: Swar, Saptak, Sruti, Rhythm, Taal

2.2 Pedagogical Analysis: Identification of Concepts, Behavioral Outcomes, Activities & Experiments, Evaluation Techniques

2.3 Teaching Skills: Skill of Introducing the Lesson, Skill of Explaining, Skill of Stimulus Variation, Skill of Questioning

2.4 Need & Importance of Lesson Planning in Music

UNIT 3: TEACHING LEARNING RESOURCES AND PROCESSES

3.1 Information about Voice Culture and Caryn's

3.2 Possibilities of Notation for Indian Music

3.3 Motion and Rhythm in Music

3.4 Importance of Various Teaching Aids in Music

UNIT 4: APPROACHES AND EVALUATION IN TEACHING

4.1 Methods of Teaching Music: Play Way Method, Heuristic Method, Lecture-cum-Demonstration, Geet Method, Project Method, applying various teaching methodologies to cater to diverse learning needs in Music.

4.2 Qualities of Music Teachers: Gayak, Vadak, Vadykar

4.3 Importance of Classical Music and Suggestions for Popularization

4.4 Evaluation in Music Education

SUGGESTED PRACTICUM ACTIVITIES

Student-teachers will choose and complete any two of the following activities:

- Sing a fast Khyal or play a rezakhoni Gat with Tanas and Alaps or Jhala and Toras in Ragas such as Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Malkauns, Kaffi.
- Sing or play a slow Khayal (Vilambit Bara Khyal) or Masti Khayal Gat in Asawari and Malkauns Rag.
- Practice Tha's and Dvigun Laya on Tabla in Teen Tal, Dadra, Juptal, Dharva, Ektal.
- Demonstrate tuning of the instrument for instrumentalists and tuning of the Tanpura for vocal music students.
- Read and write music notation using either the Bhatkhande or Vishnu Digamber Pulskar system.
- Any other activity, assignment and project assigned by the teacher.

SUGGESTED READINGS

- Awasthi, S. (Year). *Teaching of Music (Hindi)*. Jallandhar: Govt. Training College.
- Bhatnagar, S. (Year). *Teaching of Music.*
- Goswami, O. (Year). *Indian Music.*
- Khande, B. (Year). *Short Historical Survey.*

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Khanna, J. (Year). *Teaching of Music.*
- Masan, P.L. (Year). *Teaching of Music (Hindi).*
- Patwardhan, R. (Year). *Rag Vigyan.*
- Ranade, A. (Year). *Indian Music: Its Physical and Aesthetics.*
- Sambamoorthy, P. (Year). *Teaching of Music.*

Chairperson
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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE-V (BOE-105)
PEDAGOGY OF MATHEMATICS (OPTION I)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT- SPECIFIC OBJECTIVES

- Develop a deep understanding of the nature and essence of mathematics.
- Comprehend the characteristics and structure of mathematical language.
- Explore and appreciate the historical evolution of mathematical concepts.
- Analyse and articulate the contributions of Indian mathematicians to the field.
- Relate mathematics to other academic disciplines and understand its interdisciplinary connections.
- Formulate specific instructional objectives in behavioural terms.
- Master and apply various teaching methods effectively in the mathematics classroom.

COURSE OUTCOMES

- Upon successful completion of the course, students will:
- Understand the intrinsic nature, significance, and historical context of mathematics.
- Articulate the contributions of key Indian mathematicians and recognize the importance of Vedic Mathematics.
- Formulate and apply educational objectives within the context of Bloom's Taxonomy in behavioural terms.
- Integrate a variety of instructional media, including textbooks, reference materials, and digital resources, into their teaching practice.
- Employ a range of teaching skills and methods tailored to the secondary school mathematics curriculum.
- Design effective lesson plans, utilizing modern pedagogical approaches to cater to diverse learners.
- Implement innovative teaching strategies that address the needs of both gifted and slow learners.

COURSE CONTENT

Chairperson
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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

UNIT I: MATHEMATICS: HISTORICAL BACKGROUND, NATURE, AND SIGNIFICANCE

1.1 Meaning, nature, and significance of mathematics, Historical development of numbers and the metric system.

1.2 Contributions of Indian mathematicians: Aryabhata, Brahmagupta, Srinivasa Ramanujan, Bhaskar Acharya, An introduction to Vedic Mathematics.

1.3 Understanding axioms, postulates, assumptions, hypotheses, and theorems in mathematics, The value of teaching mathematics at the secondary level.

1.4 Correlation of mathematics with other disciplines and branches of mathematics.

UNIT II: MATHEMATICS IN SCHOOL CURRICULUM

2.1 Aims and objectives of teaching mathematics, Bloom's Taxonomy of Educational Objectives.

2.2 Formulating instructional objectives in behavioural terms, Approaches to writing instructional objectives in behavioural terms.

2.3 Instructional media: textbooks, reference books, OERs, magazines, journals, encyclopaedias, newspapers, teaching aids, and other media.

2.4 Inclusion of Mathematics for Special Needs: Techniques for adapting curriculum for learners with disabilities and diverse needs.

UNIT III: SKILLS AND METHODS IN TEACHING MATHEMATICS AT THE SECONDARY STAGE

3.1 Micro-skills in teaching mathematics: Skill of reinforcement, Skill of probing questioning, Skill of stimulus variation, Skill of illustration with examples, Skill of explaining.

3.2 Teaching methods: steps, advantages, and disadvantages of various methods: Lecture-cum-demonstration method, Project method, Problem-solving method, Inductive and deductive methods, Laboratory method.

3.3 Cooperative Learning: Implementing group work and peer learning strategies in mathematics instruction.

3.4 Class-room Management Strategies in Mathematics Teaching : (Techniques for managing a mathematics classroom effectively, Strategies for maintaining student engagement during mathematics lessons, addressing common classroom challenges specific to mathematics instruction, Incorporating differentiated instruction to manage diverse learning needs in a mathematics classroom).

UNIT IV: INSTRUCTIONAL PLANNING, DESIGNING, AND TRANSACTION IN MATHEMATICS

4.1 Meaning, importance, steps, and qualities of a good lesson plan, Types of planning: yearly, unit, and daily.

4.2 Pedagogical approaches: Constructivist approach, Discovery approach., Collaborative approach. Reflective approach.

4.3 Strategies for teaching gifted and slow learners in mathematics.

4.4 Modern teaching techniques: Brainstorming, Quiz, Seminar, Discussion, Drill, Self-study, Supervised study, Group study.

SUGGESTED PRACTICUM ACTIVITIES: (Choose any one)

Students will complete one of the following practicum activities:

- Prepare and present a lesson based on a specific value of teaching mathematics.
- Create a PowerPoint presentation on a selected mathematics topic for secondary classes.
- Develop an album or video showcasing the contributions of Indian and Western mathematicians.
- Design an online game or video to teach a mathematical concept.

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Conduct a case study of a slow or gifted learner in mathematics.
- Develop low-cost and no-cost teaching aids and evaluate their effectiveness in a mathematics classroom.
- Analyse famous quotations on mathematics and prepare a detailed report.
- Identify one concept each from the Number System, Algebra, Coordinate Geometry, Trigonometry, Statistics, Mensuration, and Geometry, and illustrate how each can be applied in daily life.
- Create a differentiated lesson plan: Design a lesson plan that includes adaptations for students with different learning needs.
- Any other activity/project/assignment given by the teacher.

SUGGESTED READINGS

- Aggarwal, J. C. (2008). *Teaching of mathematics*. Shipra Publications.
- Anice, J. (2005). *Teaching of mathematics*. Neelkamal Publication.
- Kapoor, J. N. (1998). *Vidyalaya ganit ke liye aasaan prayog*. Arya Book Depot.
- Kapur, S. K. (2005). *Learn and teach Vedic mathematics*. Lotus Publication.
- Kulshreshtha, A. K. (2012). *Teaching of mathematics*. R. Lal and Sons.
- Lester, F. K. (Ed.). (2007). *Second handbook of research on mathematics teaching and learning*. NCTM & Information Age Publishing.
- Mangal, S. K. (2007). *Teaching of mathematics*. Arya Book Depot.
- NCERT. *A textbook of content-cum-methodology of teaching mathematics*. New Delhi: NCERT.
- Tyagi, S. K. (2004). *Teaching of arithmetic*. Commonwealth Publications.
- Ediger, M. (2004). *Teaching math successfully*. Discovery Publication.
- Cowan, P. (2006). *Teaching mathematics: A handbook for primary and secondary school teachers*. Routledge.

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Khahpur Kalan (Sonipat)

C

DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE- V (BOE-105)
PEDAGOGY OF SOCIAL STUDIES (OPTION II)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT- SPECIFIC OBJECTIVES

- Develop a comprehensive understanding of the concept, nature, and scope of Social Science.
- Explore the relationship between Social Science and other school subjects, such as History, Sociology, Political Science, Economics, Mathematics, and Science.
- Cultivate essential teaching skills and techniques specific to Social Science instruction.
- Gain proficiency in pedagogical methods, teaching aids, and evaluative strategies in the context of Social Science.
- Prepare to effectively evaluate and diagnose students' learning in Social Science.

COURSE OUTCOMES

By the end of this course, students will be able to:

- Define and explain the concept, nature, and scope of Social Science.
- Analyse and articulate the relationship of Social Science with other academic disciplines.
- Identify and apply various teaching skills and methodologies appropriate for Social Science instruction.
- Evaluate the effectiveness of teaching aids and strategies in enhancing students' understanding of Social Science.
- Construct and utilize various evaluative tools to assess student learning and provide remedial teaching as necessary.

COURSE CONTENT

UNIT 1: OVERVIEW OF SOCIAL SCIENCE

1.1 Concept, Nature, and Scope of Social Science, The Need for and Improvements in Teaching Social Science, Objectives of Teaching Social Science at Different School Levels (Elementary and Secondary)

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.2 Interdisciplinary Relationship of Social Science with History, Sociology, Political Science, Economics, Mathematics, and Science.
1.3The Role of Social Science in Shaping Citizenship and Social Responsibility
1.4 Social Science in the National Curriculum Framework (NCF) 2023 and NEP 2020

UNIT 2: BASIC TEACHING SKILLS, TEACHER COMPETENCIES, AND TEXTBOOK ANALYSIS IN SOCIAL SCIENCE

2.1 Concept of Micro Teaching, Micro Teaching Skills: Questioning, Introduction, Explanation, Stimulus Variation, Black Board Writing, Illustration with Examples, and Reinforcement Skill.
2.2 Textbook Evaluation: Characteristics of a Good Social Science Textbook and Textbook Analysis Techniques
2.3 Essential Characteristics and Qualities of an Effective Social Science Teacher.
2.4 Strategies for differentiated instruction in Social Science, Use of digital resources and technology in teaching Social Science.

UNIT 3: METHODS, PEDAGOGIC PLANNING, AND TEACHING AIDS IN SOCIAL SCIENCE

3.1Pedagogical Methods: Lecture-Cum-Discussion, Project Method, Problem Solving, Storytelling, Source Method, Deductive and Inductive Approaches
3.2 Teaching Aids: Audio, Visual, and Audio-Visual Aids—Their Meaning, Use, Merits, and Limitations
3.3 Integration of experiential learning in Social Science teaching, Role of case studies and simulations in teaching Social Science concepts.
3.4 Pedagogical adaptations in teaching Social Science in inclusive classroom at all levels of school education.

UNIT 4: EVALUATION STRATEGIES IN SOCIAL SCIENCE

4.1 Concept, Need, and Types of Evaluation.
4.2 Evaluation Tools: Checklists, Observation, and Interviews.
4.3 Types and Construction of Achievement Tests.
4.4 Diagnostic and Remedial Teaching: Concepts, Needs, and Importance, Use of rubrics and self-assessment tools in Social Science education.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

- Organize visits to historical sites, ecological reserves, or political institutions.
- Conduct a social awareness campaign or an election awareness program.
- Plan and execute an exhibition related to Social Science.
- Develop and implement an annual plan, unit plan, or lesson plan.
- Create a scrapbook focused on a relevant Social Science theme.
- Any other activity assigned by the teacher.

SUGGESTED READINGS

- Bhattacharya, S., & Darji, D. R. (1966). *Teaching of social studies in Indian schools*. Baroda: Acharya Book Depot.
- Binning, A. C. (n.d.). *Teaching social studies in secondary schools*. New York: McGraw-Hill.
- Dash, B. N., & Murthy, I. V. R. (2017). *Methods of teaching social studies*. Neel Kamal Publication Pvt. Ltd.
- Desai, D. B. (n.d.). *Samaj vidyana shikshan*. Ahmedabad: Balgovind Prakashan.
- Konli, A. S. (1996). *Teaching of social studies*. New Delhi: Anmol Publication Pvt. Ltd.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Mangal, S. K., & Mangal, U. (2018). *Pedagogy of social sciences*. New Delhi: PHI Learning Pvt. Ltd.
- Mehta, D. D. (2004). *Teaching of social science*. Meerut: Lal Publication.
- Mellinger, H. D. (Ed.). (1981). *Handbook for the teaching of social studies*. UNESCO.
- Misra, S., & Ranjan, A. (2011). *Teaching of social science: History, context, challenges*. In *Contemporary trends in education*. Delhi: Pearson.
- Webb, K. (1995). *An introduction to problems in the philosophy of social sciences*. London: Pinter.

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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONIPAT)
BACHELOR OF EDUCATION (B.ED)
SEMESTER-I
COURSE-V (BOE-105)
PEDAGOGY OF LIFE SCIENCE (OPTION III)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJEC- SPECIFIC OBJECTIVES

- Articulate the nature and scope of life science, recognizing its importance in contemporary education and society.
- Explain the significance and values of life science in the current educational context.
- Identify and understand the key objectives of teaching life science.
- Apply Bloom's Taxonomy to formulate clear, measurable instructional objectives in behavioural terms.
- Select and employ suitable teaching approaches, methods, and resources for effective life science instruction.
- Plan, organize, and implement extension activities, recognizing their importance in enriching the life science curriculum.
- Integrate e-resources into life science teaching to enhance instruction and student engagement.
- Conduct experiments to demonstrate life science concepts, developing practical laboratory skills.
- Perform effectively as a life science teacher, adapting practices to the specific needs of Indian school settings.
- Understand and articulate the latest trends in science curriculum design and implementation.
- Critically analyse existing science curricula to identify strengths and areas for improvement.
- Organize and participate in non-formal science programs and activities, contributing to broader science education initiatives.
- Acquire skills in experimental techniques, experiment design, and the construction, repair, and maintenance of scientific equipment.
- Implement various teaching and learning approaches in life science education to enhance pedagogical effectiveness.
- Explore and utilize process skills in science education and understand the critical role of laboratories in teaching and learning.

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Khanpur Kalan (Sonipat)

COURSE OUTCOMES:

Upon completing this course, students will be able to:

- Clearly understand and explain the importance of life science in today's education and society.
- Set specific, measurable goals for learning life science and select effective methods and resources to teach it.
- Plan and organize activities that enhance the life science curriculum and use digital tools to make learning more engaging.
- Develop practical skills for conducting experiments, using scientific equipment, and adapting their approach to fit different educational settings.
- Evaluate and improve science curricula, stay current with trends in science education, and engage in science programs and activities outside the classroom.

COURSE CONTENT

UNIT I: FUNDAMENTALS OF TEACHING LIFE SCIENCE

1.1 Meaning, Nature, and Scope of Life Science

1.2 Place and Values of Life Science in Secondary Schools in the Present Context

1.3 Correlation of Life Science with Other School Subjects, Biology in the Service of Human Welfare: Agriculture, Medicine, and Industry

1.4 Recommendations of National Curriculum Framework for School Education 2023 Regarding Science Education

UNIT II: AIMS AND OBJECTIVES OF LIFE SCIENCE

2.1 Developing Scientific Attitude and Scientific Temper

2.2 Aim and Objectives of Teaching Life Science at Secondary and Senior Secondary Stages

2.3 Bloom's Taxonomy of Educational Objectives

2.4 Formulation of Instructional Objectives in Behavioural Terms

UNIT III: METHODS AND APPROACHES OF LEARNING LIFE SCIENCE

3.1 Methods of Teaching: Lecture-cum-Demonstration Method, Problem-Solving Method, Scientific Method, Remedial Teaching, and Team Teaching

3.2 Skills of Teaching: Skill of Questioning, Skill of Explaining, Skill of Illustration with Examples, and Skill of Stimulus Variation

3.3 Pedagogical Approaches and Principles as per Recommendation of National Curriculum Framework for School Education 2023

UNIT IV: CURRICULUM AND LEARNING RESOURCES IN LIFE SCIENCE

4.1 Trends in Science Curriculum and Principles of Curriculum Construction

4.2 Characteristics of a Good Curriculum,

4.3 Critical Analysis of Existing Curriculum of Life Science at the Secondary Level

4.4 Life Science Laboratory: Planning, Designing, and Maintenance of Equipment and Records, Types of Teaching Aids and Their Use in Teaching Life Science, Utilization of E-Resources and E-Learning in the Science Classroom

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

- Laboratory techniques such as collecting, culturing, staining, maceration, and temporary & permanent mounting of materials.
- Museum techniques: Preservation, preparation, and maintenance of plant, animal, and other specimens.

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Setting up and maintaining an aquarium and terrarium.
- Use and maintenance of basic equipment in the biology laboratory.
- Practicing at least five experiments to be demonstrated/ conducted in secondary class.
- Preparing a working model on biological secondary school standard topics.
- Collecting and preserving any five biological specimens and writing a report.
- Conducting a case study of any senior secondary science lab and preparing a report.
- Any other activity assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J. C. (2005). *Essential of examination system*. New Delhi: Vikas Publishing House.
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- Pandey, S. (2003). *Major issues in science teaching*. New Delhi: Sumit Publications.
- Sharma, R. C. (2006). *Modern science teaching*. New Delhi: Dhanpat Rai Publishing Company.
- Siddiqi, M., & Siddiqi, N. (2002). *Teaching of science today and tomorrow*. Doaba House.
- Sundarajan, S. (1995). *Teaching science in middle school: A resource book*. Orient Longman.
- Vaidya, N. (1999). *Science teaching for the 21st century*. Deep and Deep Publications.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

569

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONIPAT)
BACHELOR OF EDUCATION (B.ED)
SEMESTER-1
COURSE- V (BOE 105)
PEDAGOGY OF ECONOMICS (OPTION IV)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each

SUBJECT-SPECIFIC OBJECTIVES:

- To comprehend the concept, nature, and scope of Economics and its importance in the school curriculum.
- To explore the place of Economics in the school curriculum at different stages of education.
- To articulate the aims and objectives of teaching Economics, using Bloom's Taxonomy and the RCEM approach.
- To develop and practice essential teaching skills specific to the pedagogy of Economics.
- To understand the correlation of Economics with other subjects.
- To critically analyse textbooks and other instructional materials used in the teaching of Economics.
- To explore and apply various teaching methods suited to Economics.
- To identify and effectively use appropriate teaching aids, including audio, visual, and audio-visual materials, in the teaching of Economics.
- To critically understand and apply various assessment techniques and patterns in line with the NEP vision.
- To define and appreciate the stages of evaluation, including diagnostic, formative, and summative assessments.
- To implement continuous and comprehensive assessment and recognize the characteristics of a good test.

COURSE OUTCOMES:

After completing the course, students will be able to:

- Explain the concept, nature, and importance of Economics in the school curriculum.

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Khanpur Kalan (Sonipat)

- Identify the appropriate stage for introducing Economics in the school curriculum and justify its placement.
- Apply various teaching skills effectively, such as introductory, stimulus variation, and reinforcement, in the context of Economics.
- Analyse and evaluate Economics textbooks and correlate Economics with other subjects.
- Select and apply suitable pedagogical methods like lecture, project, role-play, and problem-solving in the teaching of Economics.
- Utilize various instructional aids effectively to enhance the learning experience in Economics.
- Design and implement evaluation strategies that align with the NEP vision and other educational standards.
- Conduct diagnostic, formative, and summative assessments, and design continuous and comprehensive evaluation plans.

COURSE CONTENT

UNIT 1: CONCEPTAND OBJECTIVES OF ECONOMICS IN SCHOOL CURRICULUM

1.1 Concept, Nature, Scope, Need, and Importance of Economics

1.2 Place of Economics in School Curriculum at Different Stages

1.3 Aims and Objectives of Pedagogy of Economics

1.4 Bloom's Taxonomy & Instructional Objectives Using RCEM Approach

UNIT 2: BASIC TEACHING SKILLS, TEACHER, AND TEXTBOOK OF PEDAGOGY OF ECONOMICS

2.1 Micro Teaching Skills: Introductory, Stimulus Variation, Probing Questioning, Black Board Writing, Illustration with Examples, and Reinforcement Skill.

2.2 Correlation of Economics with Other Subjects (Mathematics, History, Social Studies, Commerce)

2.3 Importance of a Good Textbook in Economics

2.4 Characteristics of a Good Textbook and Analysis of Economics Textbooks in Social Science

UNIT 3 PEDAGOGY OF ECONOMICS &AIDS

3.1 Methods of Pedagogy of Economics: Lecture Method, Project Method, Role-Play Method, Problem-Solving Method, Storytelling Method

3.2 Teaching Aids in Economics: Audio Aids: Visual Aids: Audio-Visual Aids.

3.3 Case Studies and Real-World Application in Economics Teaching, Experiential Learning in Economics.

3.4 Pedagogical adaptations for teaching Economics for Inclusive classroom for diverse learners at all school level.

UNIT 4: ASSESSMENT TECHNIQUES AND EVALUATION IN ECONOMICS

4.1 Critical Understanding of the Existing Pattern of Assessment: NEP Vision,

4.2 Meaning, Aims, and Importance of Evaluation in Economics

4.3 Stages of Evaluation: Diagnostic, Formative, and Summative, Continuous and Comprehensive Assessment, Characteristics of a Good Test

4.4 Action Research in Economics Education: Concept, Process, and Implementation

SUGGESTED PRACTICUM ACTIVITIES: (CHOOSE ANY ONE)

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Students must choose and complete **one activity** from the following:

- Develop a multimedia lesson using appropriate ICT resources and present it in a simulated teaching exercise.
- Conduct an action research project and submit a detailed report.
- Organize visits to institutions such as the Reserve Bank of India (RBI), other banks, industries, or the Finance Ministry.
- Participate in school and community-based activities, such as visiting innovative centres of pedagogy and learning, innovative schools, and educational resource centres.
- Conduct action research based on teaching-learning processes in schools or community settings.
- Any other activity, project, assignment assigned by the teacher.

SUGGESTED READINGS:

- Ahuja, H. L. (2016). *Microeconomics*. S. Chand Publishers.
- Arora, P. N., & Shorie, J. P. (1986). *Open book examination questions in economics*. NCERT.
- Assistant Masters Association. (1974). *The teaching of secondary school examinations*. Cambridge University Press.
- Bawa, M. S. (Ed.). (1995). *Teaching of economics: Contemporary methods and strategies for secondary and senior secondary levels*. IASE, Department of Education, Delhi University.
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- Blanchard, O. (2006). *Macroeconomics* (4th ed.). Prentice Hall.
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- Hazlitt, H. (2010). *Economics in one lesson: The shortest and surest way to understand basic economics*. Currency.
- Hicks, J. R. (1960). *The social framework: An introduction to economics*. Oxford University Press.
- Hodkinson, S., Whitehead, D., & David, J. (Eds.). (1986). *Economics education: Research and development issues*. Longman.
- Lekhi, R. K. (2014). *Economics of development and planning*. Himalaya Publishing House.
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- Siddiqi, M. H. (1998). *Teaching of economics*. Ashish Publishing House.
- Srivastava, H. S. (1976). *Unit tests in economics*. NCERT.
- Verma, S. (2018). *Bhartiya arthvyastha* [Indian economy]. Unique Publishers.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE- V (BOE – 105)
PEDAGOGY OF COMPUTER SCIENCE (OPTION V)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT- SPECIFIC OBJECTIVES

- Recognize the importance of computer science as a vital subject in modern education.
- Understand and articulate the aims and objectives of teaching computer science at the secondary and higher secondary levels.
- Conduct pedagogical analysis of various computer science concepts.
- Appreciate the necessity of comprehensive lesson and unit planning in computer science education.
- Grasp the principles of curriculum construction in computer science.
- Evaluate the role and effectiveness of computer science textbooks.
- Develop strategies for the efficient planning and management of a computer laboratory.
- Acquire the skills necessary for planning and delivering computer science lessons effectively.
- Familiarize themselves with various teaching skills specific to computer science instruction.

COURSE OUTCOMES

Upon successful completion of the course, students will:

- Understand the nature, significance, and scope of computer science as a subject in school curricula.
- Formulate clear, specific instructional objectives in behavioural terms for teaching computer science.
- Develop and apply key micro-teaching skills to enhance the effectiveness of computer science instruction.
- Create well-structured lesson and unit plans for computer science topics.
- Critically analyse computer science textbooks and develop self-instructional materials.
- Design, manage, and utilize a computer laboratory effectively as a teaching and learning resource.
- Integrate e-learning resources, including multimedia tools, into computer science instruction.

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Khanpur Kalan (Sonipat)

- Identify the qualities of an effective computer science teacher and pursue professional growth in the field.

COURSE CONTENT

UNIT I: CONCEPT AND SCOPE OF TEACHING OF COMPUTER SCIENCE

1.1 Concept, meaning, and nature of computer science.

1.2 Significance of computer science in the school curriculum.

1.3 Importance and scope of teaching computer science.

1.4 Computer science teaching at different levels: primary, secondary, and higher secondary.

UNIT II: AIMS & OBJECTIVES OF TEACHING OF COMPUTER SCIENCE

2.1 Aims and objectives of teaching computer science at different stages of schooling.

2.2 Bloom's Taxonomy of Educational Objectives.

2.3 Formulation of specific objectives in behavioural terms.

2.4 Achieving objectives in the teaching of computer science.

UNIT III: MICRO TEACHING & SKILLS

3.1 Concept, need, and importance of micro-teaching, Micro-teaching cycle and its steps.

3.2Teaching skills: Skill of introducing the lesson, Skill of questioning, Skill of explanation, Skill of illustration with examples, Skill of stimulus variation, Skill of reinforcement, Skill of blackboard writing.

3.3 Lesson Planning: Concept, need, and importance of unit planning and lesson planning.

3.4Classroom Management in Computer Science Education: Strategies for maintaining discipline and engagement in a computer lab setting, Techniques for managing student behaviour and promoting effective learning in technology-enhanced environments.

UNIT IV: TEACHING LEARNING RESOURCES AND PROCESSES

4.1 Development and designing of the computer science curriculum.

4.2 Development of textbooks & critical analysis of the textbook.

4.3 Development of self-instructional material.

4.4 Designing and managing a computer laboratory, E-learning resources: Use of multimedia, e-learning, PPT, and the internet, Qualities of a good computer science teacher & professional growth of a computer science teacher.

SUGGESTED PRACTICUM ACTIVITIES: (CHOOSE ANY ONE)

Students will choose and complete **one** of the following practicum activities:

- Prepare and present a detailed lesson plan for a specific computer science topic at the secondary or higher secondary level.
- Develop a PowerPoint presentation on a complex computer science concept tailored for secondary students.
- Design a virtual or physical model of an ideal computer laboratory, including layout and resource management strategies.
- Create an instructional video or e-learning module on a selected computer science topic.
- Conduct a critical analysis of a computer science textbook and propose improvements or alternatives.
- Develop a case study on the management of a computer laboratory, focusing on challenges and solutions.
- Design a set of self-instructional materials for a computer science topic, incorporating multimedia elements.

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- Create a classroom management plan specifically for computer science lessons in a technology-rich environment.
- Any other activity/project/assignment provided by the institution.

SUGGESTED READINGS:

- Allen, D. W. (1969). *Micro-teaching: A description*. Stanford University Press.
- Aggarwal, J. C. (2006). *Essentials of educational technology: Teaching and learning*. Vikas Publishing House Pvt. Ltd.
- Mohanty, L. (2006). *ICT strategies for schools*. Sage Publication.
- Passi, B. K. (1976). *Becoming better teachers*. Centre for Advanced Study in Education, M.S. University of Baroda.
- Gehlawat, M. (2012). *Information technology in education*. Dorling Kindersley (India) Pvt. Ltd.
- Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. Phi Learning Private Limited.
- Sharma, R. A. (2008). *Technological foundation of education*. R.Lall Books Depot.
- Sharma, R. N. (2008). *Principles and techniques of education*. Surjeet Publications.
- Singh, Y. K. (2009). *Teaching practice*. APH Publishing Corporation.

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BACHELOR OF EDUCATION (B. ED.)
SEMESTER-I
COURSE-V (BOE- 105)
PEDAGOGY OF ARTS (OPTION VI)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT- SPECIFIC OBJECTIVES

The course aims to:

- Develop an understanding of the nature and scope of Art and its relationship with other school subjects, fostering interdisciplinary learning.
- Equip student-teachers with the ability to identify and articulate the aims and objectives of teaching Art, aligned with Bloom's Taxonomy of instructional objectives.
- Analyze and apply pedagogical approaches to Art education, focusing on the development of lesson plans and teaching skills.
- Familiarize student-teachers with the elements, principles, and curriculum of Art, enabling them to select appropriate teaching methods and resources.
- Enhance the capacity of student-teachers to evaluate Art education effectively, using diverse tools and techniques.

COURSE OUTCOMES

By the end of the course, student-teachers will be able to:

- Understand the meaning, nature, and scope of Art and its integration with other school subjects.
- Analyse Art content pedagogically and develop comprehensive lesson plans that reflect educational objectives.
- Apply various teaching methods and resources, including ICT, to teach Art effectively.
- Evaluate student learning in Art through appropriate assessment techniques, ensuring alignment with the curriculum and instructional goals.

COURSE CONTENT

UNIT 1: NATURE & SCOPE OF TEACHING ART

1.1 Meaning, Nature, and Scope of Teaching Art: Understanding the foundational concepts of Art education.

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.2 Aims and Objectives of Teaching Art: Aligning Art education with educational goals and Bloom's Taxonomy.
1.3 Importance of Art in Education: Exploring the role of Art in holistic student development.
1.4 Correlation of Art with Other School Subjects: Integrating Art with subjects like Science, Mathematics, and Social Studies.

UNIT 2: PEDAGOGICAL ANALYSIS AND TEACHING SKILLS

2.1 Pedagogical Analysis in Art Education: Identifying concepts, listing behavioural outcomes, activities, experiments, and evaluation techniques.
2.2 Teaching Skills in Art: Developing skills such as Art Appreciation, Observation, Imagination, Visual Communication, and handling art tools.
2.3 Art Development in Children: Understanding the stages of Art development in children.
2.4 Concept, Need, and Importance of Lesson Planning in Art: Structuring lesson plans to enhance teaching and learning in Art education.

UNIT 3: TEACHING LEARNING RESOURCES AND PROCESSES

3.1 Elements and Principles of Art: Exploring fundamental elements and principles that guide Art creation and appreciation.
3.2 Curriculum Construction in Art: Understanding the meaning, principles, and steps involved in designing an Art curriculum.
3.3 Preparation and Use of Teaching Aids in Art: Creating and utilizing teaching aids to support Art instruction.
3.4 Application of ICT and Recreational Activities in Art: Integrating ICT tools and organizing recreational activities such as Art exhibitions and classroom decoration.

UNIT 4: APPROACHES AND EVALUATION IN TEACHING ART

4.1 Methods of Teaching Art: Exploring various methods including Lecture-cum-Demonstration, Excursion, Project, and Observation Methods.
4.2 Evaluation in Art Education: Techniques and tools for assessing Art learning, including formative and summative assessments.
4.3 Professional Qualities of an Art Teacher: Identifying the key attributes and professional skills required for effective Art teaching.
4.4 Organizing and Evaluating Art Activities: Planning and evaluating activities like Art exhibitions, student portfolios, and collaborative Art projects.

SUGGESTED PRACTICUM ACTIVITIES

Students will choose and complete any two of the following practicum activities:

- Create compositions involving human figures, birds, or animals.
- Develop posters focusing on writing and design elements.
- Practice still life drawing and painting techniques.
- Create traditional designs like Alpana or Rangoli.
- Develop a thematic collage using various materials.
- Explore and create landscape paintings using different mediums.
- Any other activity, assignment and project assigned by the teacher.

SUGGESTED READINGS

- Gupta, A. (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
- Khanna, S., & NBT. (1992). *Joy of Making Indian Toys*. New Delhi: National Book Trust.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

577

- Prasad, D. (1998). *Art as the Basis of Education*. New Delhi: National Book Trust.
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- Dodd, N., & Hamer, W. (1980). *Drama and Theatre in Education*. London: Heinemann.
- NCERT. (2006). *Position Paper National Focus Group on Arts, Music, Dance, and Theatre*. New Delhi: NCERT.

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BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE VI (BOE-106)
CRITICAL UNDERSTANDING OF ICT (PRACTICUM)

Max Marks: 50 **Instructional**
Hours: 4
External Marks: 40 **Credit: 2**
Internal Marks: 10

INSTRUCTIONS FOR THE EXAMINER: This practical paper assesses the pupil-teachers' ability to effectively integrate information and communication technology (ICT) into educational practices. Examiners should evaluate the completion of practicum activities, focusing on the technical proficiency, creativity, relevance, and ethical use of ICT tools, such as MS Word, MS PowerPoint, MS Excel, and online platforms like Google Forms and Kahoot. Each candidate must submit a well-organized portfolio documenting all activities, including resume creation, presentations, digital content, online assessments, and engagement in online courses. Additionally, candidates should present a multimedia lesson or significant ICT-based project, which will serve as a key component of the assessment. Evaluation will include both internal and external assessments, with feedback and marks based on technical accuracy, innovation, practical application, and reflective practice.

SUBJECT- SPECIFIC OBJECTIVES

By the end of this course, pupil-teachers will be able to:

- Acquire practical knowledge of computer functionalities and their applications in education.
- Effectively use information and communication technology (ICT) tools, software applications, and online learning platforms.
- Develop skills in creating and organizing digital resources for educational purposes.
- Integrate ICT into teaching, learning, evaluation, and management processes in an educational setting.
- Practice safe, ethical, and legal use of ICT in their professional activities.
- Utilize ICT to make classroom processes more inclusive and responsive to diverse learning needs.

COURSE OUTCOMES

Upon successful completion of this course, pupil-teachers will:

- Demonstrate the ability to create professional documents, presentations, and data reports using various ICT tools.
- Engage in online learning platforms and contribute to digital learning environments.
- Design and deliver multimedia lessons and digital assessments.
- Organize and facilitate online classes and meetings using appropriate platforms.
- Apply ethical and legal standards in the use of digital resources and online tools.
- Employ ICT strategies to support diverse learners in inclusive educational settings.

COURSE CONTENT

Chairperson
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BPS Mahila Vishwavidyalaya
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UNIT 1: PRACTICAL APPLICATIONS OF ICT IN EDUCATION

1.1 Resume Creation and Document Management: Prepare a professional resume using MS Word, demonstrating formatting and document management skills.

1.2 Presentation Development: Create a presentation using MS PowerPoint and upload it on a digital platform like SlideShare, showcasing effective use of visual aids and presentation tools.

1.3 Data Management and Analysis: Develop progress report cards and annual results using MS Excel, including the graphical representation of data.

1.4 Multimedia Content Creation: Create and upload a multimedia content related to your pedagogy subject on YouTube, demonstrating the ability to design and share educational resources online.

UNIT 2: ADVANCED ICT INTEGRATION IN TEACHING AND LEARNING

2.1 Online Assessment Tools: Prepare an online assessment tool using freely accessible software such as Google Forms or Kahoot, and evaluate its effectiveness.

2.2 Plagiarism Checking and Article Writing: Write an article and check its originality using online plagiarism software, attaching the plagiarism report to the final document.

2.3 Multimedia Lesson Development: Develop a multimedia lesson using appropriate ICT resources and present it in a simulated teaching exercise.

2.4 Online Course Engagement and Virtual Classrooms: Participate in an online course on platforms like Swayam and organize online classes or meetings using tools like Zoom or Google Meet.

SUGGESTED PRACTICUM ACTIVITIES

- Construct a professional resume and present it as part of a portfolio.
- Develop a detailed PowerPoint presentation and upload it to a digital platform.
- Create a comprehensive progress report card in MS Excel, showcasing your data management skills.
- Produce a multimedia lesson plan and deliver it in a simulated classroom environment.
- Engage in an online course and reflect on the learning experience, focusing on the integration of ICT tools.
- Organize and conduct an online meeting or class using a virtual platform, demonstrating facilitation skills.
- Any other activity, assignment and project assigned by the teacher.

SUGGESTED READINGS

- Ara, A., Sujhatha, M., & Ramakrishna. (2018). *ICT mediation in teaching learning*. New Delhi: Neelkamal Publications.
- Bansal, & Kaur. (2016). *Critical understanding of ICT*. Ludhiana: Tandon Publication.
- Benkler, Y. (2016). *The wealth of networks: How social production transforms markets and freedom*. Yale University Press.
- Brian, K. W., & Stacey, S. (2005). *Using information technology* (6th ed.). Tata McGraw Hill.
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- Cheema, S. S., Kumar, G., & Preet, K. (2015). *ICT skill development*. Patiala: Twenty First Century Publication.
- Douglas, C. (2007). *The internet book: Everything you need to know about computer networking and how the internet works*. New York: Prentice Hall.
- DSERT, Karnataka. (2012). *Position paper on ICT mediation in education*. DSERT.

Chairperson
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Khahpur Kalan (Sonipat)

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Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

581

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION
SEMESTER-1
COURSE- VII (BOE- 107)
BLACKBOARD WRITING (PRACTICUM)

Max Marks: 50
External Marks: 40
Internal Marks: 10

Instructional Hours: 4
Credit: 2

INSTRUCTIONS FOR THE EXAMINER: During the practical exam, each student will be required to demonstrate their proficiency in blackboard writing, focusing on key components such as legibility, clarity, and effective use of space. The exam will assess the student's ability to apply the principles and techniques discussed in the course, including the grammatical accuracy of content, appropriate size and shape of letters, and the overall aesthetic appeal of the blackboard work. Students will be expected to integrate their blackboard writing with a brief instructional segment, showcasing how they would use the blackboard to enhance student understanding in a real classroom scenario. Additionally, evaluative skills will be tested, as students will critique their own work and provide constructive feedback to peers. This practical exam aims to assess not only the technical skills in blackboard writing but also the ability to create an engaging and visually appealing learning environment. Students should be prepared to justify their approach and demonstrate time management, confidence, and a clear connection with the students during the presentation.

SUBJECT- SPECIFIC OBJECTIVES

The course aims to:

- Develop a comprehensive understanding of the principles and techniques of effective blackboard writing.
- Cultivate essential skills and competencies in blackboard writing for enhancing classroom teaching and learning.
- Foster awareness of the importance of blackboard writing in the context of contemporary educational practices.
- Encourage aesthetic sense, time management, tolerance, and self-confidence among student-teachers through effective use of blackboard writing.
- Emphasize the role of evaluative procedures in improving blackboard writing practices.

COURSE OUTCOMES

By the end of the course, students will be able to:

- Demonstrate proficiency in the key components of blackboard writing, including legibility, clarity, and appropriate use of space.
- Apply rules and best practices for blackboard writing to ensure effective communication of ideas in the classroom.
- Understand the relevance and importance of blackboard writing in the current educational scenario.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Evaluate and improve their own blackboard writing skills through continuous practice and feedback.
- Integrate blackboard writing with other teaching aids and methodologies to enhance student engagement and learning.

COURSE CONTENT

UNIT 1: ESSENTIAL COMPONENTS AND PRINCIPLES OF BLACKBOARD WRITING

1.1 Components of Blackboard Writing: Legibility of Handwriting, Highlighting Main Points, Utilization of Space, Teacher's Position and Contact with Students

1.2 Rules for Effective Blackboard Writing: Grammatically Correct Content, Clarity and Distinctiveness in Sketching and Drawing, Appropriateness and Relevancy of Blackboard Content, Maintaining Appropriate Size and Shape of Letters

1.3 Techniques for Writing in Straight Lines: Strategies for Ensuring Neatness and Alignment

1.4 Importance of Blackboard Writing in Contemporary Education: Role of Blackboard Writing in Enhancing Teaching and Learning (Aligned with NCF 2023 and NEP 2020)

UNIT 2: EVALUATIVE PROCEDURES AND CONTEMPORARY SCENARIO

2.1 Importance of Evaluative Procedures in Blackboard Writing, Continuous Assessment Techniques, Self-Evaluation and Peer Feedback

2.2 Current Trends in Blackboard Writing: Impact of Technology on Traditional Blackboard Use, Integration of Blackboard Writing with Digital Tools and ICT

2.3 Aesthetic Considerations in Blackboard Writing, Promoting Visual Appeal and Engagement in Classroom Instruction

2.4 The Role of Blackboard Writing in Developing Teacher Competencies, Enhancing Time Management, Self-Confidence, and Classroom Presence through Effective Blackboard Use

SUGGESTED PRACTICUM ACTIVITIES

Students will engage in the following practicum activities:

- Blackboard Writing Practice: Practice blackboard writing focusing on key components such as legibility, space utilization, and clarity of content. Receive peer and instructor feedback to improve techniques.
- Lesson Plan Integration: Prepare and present a lesson plan that integrates blackboard writing effectively with other instructional aids. Emphasize the use of blackboard writing to highlight key concepts.
- Evaluative Exercise: Conduct a self-evaluation and peer review of blackboard writing practices. Identify strengths and areas for improvement, and develop a plan for continuous skill enhancement.
- Technology Integration: Explore the integration of blackboard writing with digital tools such as interactive whiteboards and presentation software. Prepare a report on the benefits and challenges of this integration in the classroom.
- Any other activities assigned by the teacher.

SUGGESTED READINGS

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Chairperson
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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE- VIII (BOE – 108)
READING AND REFLECTING ON TEXT (PRACTICUM)

Max Marks: 50
External Marks: 40
Internal Marks: 10

Instructional Hours: 4
Credit: 2

INSTRUCTIONS FOR THE EXAMINER: Examiner should evaluate students by assessing their ability to critically analyse texts, actively participate in discussions, and produce reflective and creative work. Key areas include the quality of reflective journaling, contributions to group activities, and the originality of projects like comparative analyses and lesson plans. Examiners should also consider students' effectiveness in applying their learning through teaching simulations and practical projects. The focus should be on both understanding the content and the practical application of skills.

SUBJECT- SPECIFIC OBJECTIVES

- Engage with a variety of texts through personal, creative, and critical responses.
- Participate in interactive readings both individually and in small groups, enhancing their capacities as active readers and writers.
- Improve self-assessment and reflective practices.
- Develop advanced problem-solving skills.

COURSE OUTCOMES

Upon successful completion of the course, students will be able to:

- Engage in interactive reading sessions individually and in small groups.
- Critically analyse assigned readings and related pedagogical experiences.
- Serve as resources for their peers.
- Demonstrate active reading and writing skills.

COURSE CONTENT

UNIT 1: UNDERSTANDING TEXTS AND CRITICAL READING

1.1 Text: Meaning, Definition, and Characteristics

1.2 Types of Texts: General, Literary vs. Non-Literary, Narrative vs. Expository

1.3 Educational Texts: Descriptive, Conceptual, and Historical, Policy Documents, Narrative and Expository Texts, Poems, Letters, Screenplays, Reports, and News Reports

1.4 Selecting Course Texts and Beyond: Identifying and selecting relevant texts, Understanding the process of critical reading, Ways of Reading: Pre-reading strategies, post-reading reflection

UNIT 2: REFLECTIVE WRITING AND VOCABULARY DEVELOPMENT

2.1 Understanding Reflective Writing

2.2 Features of Reflective Writing

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

2.3 Critical Reflection: Reading, reflecting, and thinking critically, Recognizing the benefits of reflection in developing a teaching philosophy.

2.4 Vocabulary Development: Preparing a vocabulary book with 50 words, including meanings and usage.

SUGGESTED PRACTICUM ACTIVITIES (Any six activities)

- Comparative Analysis: Conduct a comparative analysis of themes/topics related to the course texts.
- Write essays that incorporate arguments, different styles, and relevance to the text.
- Develop lesson plans based on texts previously read by the students.
- Students maintain a reflective journal throughout the course, documenting their thoughts, challenges, and progress in reading and writing tasks.
- Students engage in peer review of each other's reflective writing or critical essays. This activity will help them develop critical thinking and editing skills while learning to provide constructive feedback.
- Create role-playing activities where students act as educators, explaining the content and significance of a text to their peers. This helps in developing their ability to convey complex ideas clearly.
- Students create digital stories based on the themes or characters in the texts studied. This could involve video presentations, podcasts, or interactive web content, integrating multimedia skills with text analysis.
- Students design and deliver mini-lessons based on the texts, focusing on different pedagogical approaches. They receive feedback from peers and the instructor on their teaching techniques.
- Analyse case studies where particular texts have been used effectively in educational settings. Discuss how these strategies could be applied in different educational contexts.
- Encourage students to write their own literary or reflective pieces inspired by the texts read in the course. This could include short stories, poems, or reflective essays that align with the themes studied.
- Students adapt a selected text into a different format (e.g., turning a narrative text into a screenplay or a poem into a short story), exploring how meaning and interpretation change across formats.
- Arrange for students to participate in a community reading program or volunteer in a local library or school, applying their reading and writing skills in real-world settings.
- Any other activity assigned by the teacher

SUGGESTED READINGS

- Agnihotri, R. K., & Upadhyay, P. K. (2000). *Bhasha, bahu bhasha aur Hindi: Ekant samvad.* New Delhi: Shilalekh.
- Anderson, R. C. (1984). Role of reader's schema in comprehension, learning, and memory. In R. C. Anderson (Ed.), *Comprehension exercise.* Cambridge: Cambridge University Press.
- Chaudhary, K. P. (2015). *The effective teaching of history in India.* New Delhi: NCERT.
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Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

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Chairperson
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Khanpur Kalan (Sonipat)

587

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-I
COURSE- IX (BOE- 109)
INTERNSHIP PHASE-I (SCHOOL EXPOSURE)

Max Marks: 50 | **Total Duration:** 02 Weeks
External Marks: 40 | **Internal Marks:** 10 | **Credits:** 02

COURSE OVERVIEW

The Internship Phase-1 for B.Ed. students is designed as an initial school exposure program, acting as a crucial link between theoretical training and practical teaching experiences. This phase allows student-teachers to immerse themselves in real school environments, gaining firsthand experience of the multifaceted roles of teachers. Through this internship, student-teachers will engage in various teaching and non-teaching activities, thereby consolidating their understanding of classroom management, instructional strategies, and overall school functioning. The program emphasizes reflective practice, mentoring, and professional growth, preparing student-teachers for their future roles as educators.

SUBJECT-SPECIFIC OBJECTIVES

The primary objectives of this internship phase are to:

1. **Foster Professional Skills:** Enable student-teachers to acquire practical teaching skills and understand the responsibilities of teachers in real classroom settings.
2. **Bridge Theory and Practice:** Provide opportunities for student-teachers to connect theoretical knowledge with actual teaching and school activities.
3. **Enhance Reflective Practices:** Cultivate a reflective mindset among student-teachers, encouraging them to critically evaluate teaching practices, classroom management techniques, and school operations.
4. **Develop an Understanding of School Dynamics:** Offer insights into the organizational structure, roles, and functioning of school staff and the various facilities available in schools.
5. **Build Competence in School Administration:** Equip student-teachers with the ability to handle school records, manage classroom resources, and participate in co-curricular activities.

COURSE OUTCOMES

Upon completion of the Internship Phase-1, student-teachers will be able to:

1. **Understand Teacher Roles:** Attain an understanding of the different roles and responsibilities performed by teachers and other school staff in a school setting.
2. **Manage School Records:** Gain proficiency in handling and maintaining various school records, such as attendance registers, student performance records, and activity logs.

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

3. **Reflect and Improve:** Develop a reflective attitude to assess and improve teaching practices and school operations.
4. **Evaluate School Infrastructure:** Critically evaluate the infrastructural facilities of schools, including libraries, laboratories, sports areas, and other essential amenities.
5. **Participate in School Life:** Actively participate in and understand the significance of co-curricular activities, morning assemblies, and other school-wide events.

COURSE CONTENT AND ACTIVITIES

Week 1: Classroom Observation and School Environment Analysis

1. **Reflective Journal on Classroom Teaching:**
   a) **Activity:** Write reflective journals based on observations of regular classroom teaching, focusing on pedagogical practices, classroom management techniques, and student engagement strategies used by teachers.
   b) **Outcome:** Develop insights into effective teaching methods and classroom dynamics.
2. **Roles and Responsibilities of School Staff:**
   a) **Activity:** Observe and reflect on the roles and responsibilities of different school staff members, including teachers, administrative staff, and support personnel.
   b) **Outcome:** Gain a comprehensive understanding of the teamwork and collaboration essential in a school environment.
3. **Critical Study of School Infrastructure:**
   a) **Activity:** Conduct a critical study of the school's infrastructural facilities, including libraries, laboratories, playgrounds, canteens, sports facilities, seminar halls, and auditoriums.
   b) **Outcome:** Evaluate the adequacy and effectiveness of the facilities provided for student learning and development.

Week 2: Detailed School Observations and Reporting

4. Observation of School Timetable and Activities:
   a) Activity: Observe the existing school timetable and various co-curricular activities such as morning prayers, sports, cultural events, NCC, Scout and Guide, recreation, NSS, picnics, study tours, and debates.
   b) Outcome: Understand the structure of a typical school day and the importance of co-curricular activities in holistic education.
5. School Library and Laboratory Observation:
   a) Activity: Observe the functioning of the school library and laboratories, focusing on their accessibility, resource management, and usage by students and teachers.
   b) Outcome: Assess the role of libraries and labs in supporting the curriculum and promoting student research skills.
6. School Building and Facility Review:
   a) Activity: Examine the school's physical environment, including the building, boundaries, playgrounds, drinking water facilities, toilets, and washrooms.
   b) Outcome: Develop a critical understanding of the school's physical infrastructure and its impact on student safety, hygiene, and learning.
7. Assessment and Reporting
   a) Assessment Criteria: Student-teachers will be assessed based on their active participation, quality of reflections, critical analyses, and their ability to connect theory with practice during the internship.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

b) Documentation and Reporting: Student-teachers are required to maintain a file documenting all observations, reflections, and activities performed during the internship, which will be evaluated at the end of the course.

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Khahpur Kalan (Sonipat)

590

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(W.E.F. Academic Session-2024-2025)

SEMESTER-II

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Theory Course								
1.	BOE-110	Learning and Teaching	3	2	4	20	80	100
2.	BOE-111	Knowledge and Curriculum	3	2	4	20	80	100
3.	BOE-112	Assessment for Learning	3	2	4	20	80	100
4.	BOE-113	Pedagogy of School Subject-1 (Part-2) (Any one option to be opted)						
	Option (i)	Pedagogy of English	3	2	4	20	80	100
	Option (ii)	Pedagogy of Hindi	3	2	4	20	80	100
	Option (iii)	Pedagogy of Sanskrit	3	2	4	20	80	100
	Option (iv)	Pedagogy of Punjabi	3	2	4	20	80	100
	Option (v)	Pedagogy of Urdu	3	2	4	20	80	100
	Option (vi)	Pedagogy of Physical Science	3	2	4	20	80	100
	Option (vii)	Pedagogy of Commerce	3	2	4	20	80	100
	Option (viii)	Pedagogy of Home Science*	3	2	4	20	80	100
	Option (ix)	Pedagogy of Music*	3	2	4	20	80	100
5	BOE-114	Pedagogy of School Subject-2 (Part-2) (Any one option to be opted)						
	Option (i)	Pedagogy of Mathematics	3	2	4	20	80	100
	Option (ii)	Pedagogy of Social Studies	3	2	4	20	80	100
	Option (iii)	Pedagogy of Life Science	3	2	4	20	80	100

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya

	Option (iv)	**Pedagogy of Economics**	3	2	4	20	80	100
	Option (v)	**Pedagogy of Computer Science****	3	2	4	20	80	100
	Option (vi)	**Pedagogy of Arts**	3	2	4	20	80	100
Practicum Course								
6	**BOE-115**	**Instructional Technology (HAE & PTA)**	--	4	2	10	40	50
7	**BOE-116**	**Internship Phase-2 (School Attachment)**	--	One Week	1	05	20	25
8	**BOE-117**	**Internship Phase-2 (Community Survey)**	--	One Week	1	05	20	25
Total			**15**	**14+ Two Weeks**	**24**	**120**	**480**	**600**

* Course BOE-104 Option (viii) Pedagogy of Home Science and Course BOE-104 Option (ix) Pedagogy of Music can be opted with the other options of Course BOE-104 instead of options of Course BOE-105

** Course BOE-105 Option (v) Pedagogy of Computer Science can be opted with the other options of Course BOE-105 instead of options of Course BOE-104

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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER- II
COURSE-X (BOE – 110)
LEARNING AND TEACHING

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum:20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES

The course aims to:

- Develop an in-depth understanding of the diverse learning needs of students, considering factors such as abilities, learning styles, socio-cultural differences, language, and learning difficulties.
- Enhance awareness of different learning contexts and how they influence the teaching-learning process.
- Encourage reflection on personal beliefs and implicit understandings about the nature and types of learning.
- Provide a comprehensive understanding of various theoretical perspectives on learning and their implications in the classroom.
- Identify and analyse the variables involved in the teaching-learning process to make instruction more effective.
- Understand the different aspects of childhood development and how these impact teaching strategies and classroom management.
- Recognize the importance of catering to the needs of learners as individuals and as members of a classroom community to promote their personal and social development.
- Explore and understand theories of learning and intelligence to inform effective teaching practices.

COURSE OUTCOMES

By the end of the course, students will be able to:

- Understand and address the differential learning needs of students, ensuring an inclusive and supportive learning environment.
- Analyse the impact of socio-cultural, linguistic, and cognitive factors on student learning and adjust teaching strategies accordingly.
- Apply various learning theories to design and implement effective instructional practices.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Understand and facilitate the personal and social development of students by recognizing their individual and group needs.
- Develop instructional strategies that cater to different levels of intelligence and creativity in the classroom.
- Reflect critically on their own teaching practices to enhance student learning outcomes.
- Utilize various methods and approaches of teaching to cater to diverse learning contexts.

COURSE CONTENT

UNIT 1: UNDERSTANDING THE LEARNER

1.1 Personality: Meaning, Characteristics, Factors Affecting Personality, Types of Personality

1.2 Theories of Personality: Type and Trait Theories

1.3 Creativity: Meaning, Characteristics, and the Role of Teachers in Developing Creativity

1.4 Mental Health: Concept, Characteristics, and Maintenance of Mental Hygiene

UNIT 2: LEARNING AND ITS THEORIES

2.1 Learning: Meaning, Characteristics, and Factors Affecting Learning

2.2 Theories of Learning: Pavlov's Classical Conditioning, Skinner's Operant Conditioning Thorndike's Trial and Error Theory, Kohler's Insight Learning , Transfer of Learning: Concept and Types

2.3 Motivation: Meaning, Types, Factors, and Techniques to Enhance Motivation.

UNIT 3: MENTAL PROCESSES OF LEARNING

3.1 Intelligence: Meaning, Concept, and Measurement of Intelligence

3.2 Theories of Intelligence: Spearman's Two-Factor Theory, Gardner's Multiple Intelligences Theory, Guilford's Structure of Intellect Theory

3.3 Thinking: Concept, Types, and Tools of Thinking

3.4 Memory: Concept, Types, and Strategies to Develop Memory, forgetting: Nature, Causes, Factors, and Strategies to Minimize Forgetting.

UNIT 4: METHODS AND APPROACHES OF TEACHING

4.1 Concept, Levels, and Principles of Teaching; Relationship between Teaching and Learning

4.2 Factors Affecting Teaching

4.3 Methods of Teaching: Lecture Method, Tutorial Method, Brainstorming Method, Heuristic Method

4.4 Approaches to Teaching: System Approach, Integrated Approach, Multimedia Approach

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete one of the following practicum activities:

- Develop and present a lesson plan incorporating differentiated instruction to cater to diverse learning needs.
- Conduct a case study on the impact of socio-cultural factors on a student's learning and propose strategies to support their educational development.
- Create a portfolio of instructional strategies based on different learning theories and their application in real classroom settings.
- Design and implement a classroom activity that fosters creativity and critical thinking among students.
- Develop an assessment tool that measures multiple intelligences in students and analyse its effectiveness.
- Prepare a reflective journal on the application of various motivational techniques in the classroom and their impact on student engagement.
- Any other activity, project ,assignment assigned by the teacher.

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Khanpur Kalan (Sonipat)

SUGGESTED READINGS

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- Bhatia, H.R. (1977). *Textbook of Educational Psychology*. New Delhi: The McMillan Company of India Ltd.
- Chauhan, S.S. (1988). *Advanced Educational Psychology*. New Delhi: Vikas Publication.
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- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.
- Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Chairperson
Department of Education
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Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONIPAT)
BACHELOR OF EDUCATION (B.ED)
SEMESTER-II
COURSE XI (BOE 111)
KNOWLEDGE AND CURRICULUM

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each

SUBJECT SPECIFIC OBJECTIVES

- Understand various methods of acquiring knowledge.
- Comprehend the nature and principles of curriculum.
- Analyse different curriculum design models.
- Apply knowledge in curriculum development, implementation, and evaluation.

COURSE OUTCOMES

- After completing this course, student-teachers will be able to:
- Differentiate between knowledge and information, and knowledge and skill, and explain the process through which information becomes knowledge.
- Describe the process of knowledge construction and its implications for teaching and learning.
- Generalize the principles of curriculum development.
- Compare various curriculum design models.
- Explain the procedures involved in evaluating a curriculum and the criteria for assessing its effectiveness.

COURSE CONTENT

UNIT 1: EVOLVING KNOWLEDGE BASE IN EDUCATION

1.1 Knowledge: Concept and Types
1.2 Sources of Knowledge
1.3 Distinction between Knowledge & Information, Knowledge & Skill, Belief & Truth, Reasoning & Analysis
1.4 The Knowing Process: Ways of Knowing, Construction of Knowledge, Role of the Knower

UNIT 2: KNOWLEDGE AND RELATIONSHIP

2.1 Aspects of Knowledge: Local & Universal, Theoretical & Practical, School & Out of School
2.2 Emerging Problems Related to Knowledge: Digital Literacy, Information Overload, Misinformation, Ethical Issues
2.3 Educational Relevance of Knowledge
2.4 Epistemology of Indian Philosophies: Sankhya, Vedanta

UNIT 3: CONCEPTUAL FRAMEWORK OF CURRICULUM

3.1 Curriculum: Meaning, Need, Characteristics, and Principles of Construction
3.2 Determinants of Curriculum: Philosophical, Psychological, Sociological, Political, Cultural, and

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

Economic

3.3 Curriculum Development: Concept, Process, and Design Models

3.4 Curriculum Design Models: Discipline-Centred, Learner-Centered, Problem-Centred

UNIT 4: CURRICULUM FRAMEWORK AND EVALUATION

4.1 Curriculum Framework: Concept, Need, Functions, and Significance

4.2 Differentiating Curriculum Framework, Curriculum, and Syllabus: Significance in School Education

4.3 Aspects of Curriculum: NEP 2020 and NCF 2023 - Significance and Implications

4.4 Evaluation of Curriculum: Meaning, Need, Importance, and Procedure

SUGGESTED PRACTICUM ACTIVITIES: (CHOOSE ANY ONE)

- Evaluate and prepare a report on the curriculum of any State, ICSE, or CBSE board at different levels.
- Compare the curriculum frameworks of NEP 1986 and NEP 2020, and write a report.
- Prepare a presentation on emerging problems related to knowledge and their impact on education.
- Conduct a small research project analysing a curriculum design model and its application in schools.
- Any other activity, project, assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J. C. (2013). *Handbook of curriculum and instruction*. Doaba Book House.
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- Alexander, W. M., & Saylor, J. G. (1966). *Curriculum planning for modern schools*. Holt, Rinhart and Winston Inc.
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- Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools*. Sadhana Press.
- Erickson, H. L. (2007). *Concept-based curriculum and instruction for the thinking classroom*. Corwin Press.
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- Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in curriculum construction*. Kanishka Publishers.
- Ornstein, A. C., & Hunkins, F. P. (1988). *Curriculum foundations, principles and issues*. Prentice Hall.
- Panday, M. (2007). *Principles of curriculum development*. Rajat Publications.
- Rajput, J. S. (2004). *Encyclopedia of Indian education*. NCERT.
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Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE- XII (BOE – 112)
ASSESSMENT FOR LEARNING

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTION FOR EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES

- Critically analyse and understand various issues related to assessment and evaluation in educational settings.
- Develop a strong foundation in key concepts such as formative and summative assessments, evaluation, measurement, and the role of tests and examinations.
- Explore and apply diverse forms of assessment techniques that enhance student learning.
- Skilfully utilize and construct a variety of assessment tools tailored to specific educational needs.
- Design and implement comprehensive, realistic, and dynamic assessment procedures that consider students' diverse backgrounds and learning needs.

COURSE OUTCOMES

- Upon completing the course, students will be able to:
- Comprehend the foundational concepts of assessment, evaluation, and measurement.
- Apply both quantitative and qualitative tools and techniques for effective evaluation.
- Develop the ability to assess learners through a variety of methods and tools.
- Stay informed and adapt to new trends and innovations in the field of assessment.

COURSE CONTENT

UNIT 1: INTRODUCTION TO ASSESSMENT AND EVALUATION

1.1 Understanding Assessment, Measurement, and Evaluation.
1.2 Differentiating between 'Assessment of Learning', 'Assessment for Learning', and 'Assessment as Learning'.
1.3 Implementation of School-Based Assessment.
1.4 Continuous and Comprehensive Evaluation (CCE).

UNIT 2: TOOLS AND TECHNIQUES OF ASSESSMENT

2.1 Characteristics of Effective Assessment Tools.
2.2 Approaches to Assessment: Formative Assessment (Assessment for Learning), Summative Assessment (Assessment of Learning)

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

599

2.3 Tools of Evaluation: Observation, Interviews, Questionnaires, Rating Scales, Checklists, and Cumulative Records.
2.4 Inclusive Assessment Practices: Adapting assessment methods to meet the diverse needs of all learners, including those with special educational needs (SEN), Exploring universal design for learning (UDL) in assessment.

UNIT 3: ASSESSMENT OF LEARNERS

3.1 Creating Appropriate Questions to Assess Learner Readiness.
3.2 Techniques to Foster Critical Thinking in the Classroom.
3.3 Methods for Assessing Learners' Progress.
3.4 Developing and Maintaining Comprehensive Learner Profiles.

UNIT 4: NEW TRENDS IN ASSESSMENT

4.1 Enhancing the Quality and Diversity of Examination Questions.
4.2 Implementing School-Based Credit Systems.
4.3 Exploring Alternative Modes of Certification.
4.4 Integrating ICT in Assessment and Examinations, The Role of On-Demand and Online Examinations.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities:

- Analyse a variety of assessment tools used in different schools, identifying strengths and areas for improvement.
- Develop worksheets and other assessment tasks specifically tailored to a subject area of choice.
- Construct a test or examination paper in a selected subject area and gather feedback from peers on its effectiveness.
- Observe and interview a student, compiling a comprehensive learner profile based on the data collected.
- Participate in a simulated exercise involving the marking of an examination paper, followed by a critical review of the marking process.
- Conducting a case study on the impact of formative assessment in improving student learning outcomes.
- Designing and piloting a new assessment tool or technique in a classroom setting.
- Engaging in peer assessment and providing constructive feedback in a collaborative learning environment.
- Any other activity /project/assignment assigned by the teacher.

SUGGESTED READINGS

- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan, 86*(1), 8-21.
- Black, P., & Wiliam, D. (2006). Assessment for learning in the classroom. In J. Gardner (Ed.), *Assessment and learning* (pp. 9-14). Thousand Oaks, CA: Sage.
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- Brooks, J. G. (2002). *Schooling for life: Reclaiming the essence of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Burke, K. (2005). *How to assess authentic learning* (4th ed.). Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S. (2002). *The portfolio connection: Student work linked to standards* (2nd ed.). Thousand Oaks, CA: Corwin.

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE- XIII (BOE-113)
PEDAGOGY OF ENGLISH (OPTION I)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT-SPECIFIC OBJECTIVES

The course aims to:

- Equip students with knowledge and skills to effectively use various teaching aids in the English classroom.
- Develop proficiency in the principles and practices of unit and lesson planning for teaching English.
- Enhance classroom management skills, procedures, and techniques for language teaching, leveraging teaching aids and technology.
- Enable students to examine and develop resources and materials suitable for language teaching and testing for young learners.
- Explore issues in language assessment and understand their impact on classroom teaching and learning.
- Foster the ability to create a learning-rich environment conducive to language acquisition.
- Promote understanding of curriculum development principles in English education, aligned with NCF 2023 and NEP 2020.
- Encourage the use of ICT, audio-video materials, and Internet resources in English language teaching.

COURSE OUTCOMES

After completing this course, students will be able to:

- Utilize a variety of teaching aids effectively in the English classroom.
- Develop and implement management skills, procedures, and techniques for language teaching.
- Create and evaluate resources and materials for language teaching and testing.
- Analyse and address issues in language assessment, understanding their implications for classroom practice.
- Design and maintain a learning-rich environment for English language learners.
- Understand and apply the principles underlying curriculum development in English education.

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- Identify and use appropriate methods, approaches, and materials for teaching English at various levels within the Indian context.
- Develop activities and tasks for learners using audio-video materials, ICT, and Internet resources.

COURSE CONTENT

UNIT 1: LANGUAGE TEACHING - AN OVERVIEW

1.1 Different Approaches/Theories to Language Learning & Teaching: Philosophical, Social, and Psychological Bases

1.2 Western Overview of Language Learning: John Dewey, Jerome Bruner, Jean Piaget, Noam Chomsky, Stephen Krashen, Lev Vygotsky

1.3 Indian Overview of Language Learning: Mahatma Gandhi, Sri Aurobindo, Rabindranath Tagore, Zakir Hussain, S. Radhakrishnan, Gijubhai Badheka

1.4 Factors Affecting Language Learning in the Indian Context

UNIT 2: IMPORTANCE OF AIDS AND PREPARATION OF INSTRUCTIONAL AIDS

2.1 Meaning and Importance of Instructional Aids

2.2 Principles of Instructional Aids and Their Application in the Classroom

2.3 Basic Teaching Aids: Pictures, Computer, Flashcards, Overhead Projectors, Podcasts, Interactive Boards, Audiobooks, Language Learning Apps, etc.

2.4 Developing Appropriate Teaching Aids and Their Effective Use in Language Teaching

UNIT 3: LANGUAGE ASSESSMENT AND CLASSROOM EVALUATION

3.1 Evaluation: Meaning and Importance in Language Teaching

3.2 Concept of Continuous and Comprehensive Evaluation (CCE)

3.3 Assessment of Learning: Formative and Summative Assessments

3.4 Construction of Teacher-Made Tests for English Proficiency: Steps and Characteristics of a Good Test, Concept of Evaluation, Measurement, and Testing,Review and Analysis of an English Textbook

UNIT 4: PRINCIPLES OF LANGUAGE CURRICULUM DEVELOPMENT

4.1 Meaning and Scope of Curriculum Development

4.2 Philosophical, Sociological, and Psychological Foundations of Curriculum Development

4.3 Importance of Curriculum Development in English Education

4.4 Principles, Issues, and Trends in Curriculum Development, Including Insights from NCF 2023 and NEP 2020

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete one of the following practicum activities:

- Prepare and present a lesson plan for teaching prose or poetry, focusing on LSRW (Listening, Speaking, Reading, Writing) skills with effective instructional teaching aids.
- Develop a project on Continuous and Comprehensive Evaluation (CCE) in English language teaching.
- Participate in and report on a debate comparing Indian and Western approaches to language learning.
- Create and demonstrate the use of an innovative teaching aid designed for the English classroom.
- Analyse an existing English textbook and suggest improvements based on current educational trends.

SUGGESTED READINGS

- Brown, A. H., & Green, T. D. (2015). *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice*. Routledge.

Chairperson
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Department of Education
Faculty of Education
B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Bachelor of Education (B.Ed.)
Semester-II
Course-
BOE – 113
हिन्दी शिक्षण (विकल्प . द्वितीय)

अधिकतम अंक: 100 | प्रति सप्ताह घंटे: 03+02
बाहरी अंक: 80 | परीक्षा समय: 03
आंतरिक अंक: 20 | क्रेडिट प्रति सप्ताह:04

पेपर सेटर के लिए निर्देश: पेपर सेटर कुल नौ प्रश्न सेट करेगा, जिनमें से छात्रों को केवल पांच प्रश्न हल करने होंगे। प्रश्न संख्या 01 अनिवार्य होगा, जिसमें प्रत्येक इकाई से 4 अंकों के चार लघु उत्तरीय नोट्स शामिल होंगे। प्रत्येक इकाई से आंतरिक विकल्प वाले दो लंबे प्रश्न निर्धारित किए जाएंगे, जिनमें से छात्रों को प्रत्येक इकाई से एक लंबे प्रश्न का उत्तर देना होगा। सभी प्रश्न समान यानी 16 अंक के हैं।

पाठ्यक्रम.विशिष्ट उद्देश्य :–

- भावी शिक्षकों में हिन्दी शिक्षण के लिए भाषा–सम्बन्धी योग्यताओं का विकास करना ।
- भावी शिक्षकों में हिन्दी शिक्षण उपरान्त अपेक्षित कुशलताओं का विकास करना ।
- भावी शिक्षकों में एक हिन्दी अध्यापक के गुण विकसित करना ।
- भावी शिक्षकों में हिंदी पढ़ने , लिखने और बोलने की क्षमता को बढ़ाना और यह सुनिश्चित करना कि वे अपने भविष्य के छात्रों के लिए भाषा के मॉडल के रूप में काम कर सकें।
- भावी शिक्षकों को विभिन्न भाषा शिक्षण सिद्धांतों और दृष्टिकोणों का ज्ञान करना ।
- भावी शिक्षकों को समावेशी शिक्षण रणनीतियों को लागू करने के लिए प्रशिक्षित करें जो विभिन्न पृष्ठभूमि के शिक्षार्थियों की जरूरतों को संबोधित करते हैं । जिनमें विशेष शैक्षिक आवश्यकताओं वाले या दूसरी भाषा के रूप में हिंदी बोलने वाले लोग शामिल हैं।
- भावी शिक्षकों को भाषा शिक्षण के लिए विशिष्ट प्रभावी कक्षा प्रबंधन तकनीकों से लैस करें, जिसमें छात्र जुड़ाव बनाए रखनेएविविध कक्षाओं का प्रबंधन करने और एक सहायक शिक्षण वातावरण बनाने की रणनीतियाँ शामिल हैं।
- छात्रों को भाषा शिक्षा से संबंधित आलोचनात्मक सोच कौशल विकसित करने के लिए प्रोत्साहित करें, जिससे वे हिंदी शिक्षण में आने वाली समस्याओं का विश्लेषण और समाधान कर सकें।
- आजीवन सीखने और व्यावसायिक विकास के प्रति प्रतिबद्धता को बढ़ावा देना, छात्रों को हिंदी शिक्षा के क्षेत्र में नवीनतम शोध और प्रगति से अपडेट रहने के लिए प्रोत्साहित करना।
- भाषा शिक्षण में नैतिक विचारों के महत्व पर जोर दें, जिसमें सांस्कृतिक विविधता का सम्मान , समान शिक्षा को बढ़ावा देना और चिंतनशील शिक्षण अभ्यास का विकास शामिल है।

पाठ्यक्रम के निर्गमनः–

- भावी शिक्षकों में हिन्दी सम्बन्धी विभिन्न साहित्यिक क्रियाओं के आयोजन की क्षमता विकसित करना ।
- भावी शिक्षकों में विभिन्न शिक्षण –विधियों एवं तकनीकों के उचित प्रयोग करने की क्षमता उत्पन्न करना।
- भावी शिक्षकों में हिन्दी पाठ्य पुस्तक के विश्लेषण एवं दृश्य – श्रव्य सामग्री सम्बन्धी क्षमता उत्पन्न करना ।
- भावी शिक्षकों में हिन्दी भाषा के उच्चारण एवं शुद्ध लेखन की योग्यता उत्पन्न करना ।

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Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- हिंदी भाषा कौशल का मूल्यांकन करने के लिए विविध मूल्यांकन विधियों को डिजाइन और कार्यान्वित करने की छात्रों की क्षमता विकसित करनाए यह सुनिश्चित करना कि मूल्यांकन निष्पक्ष, व्यापक और सीखने के उद्देश्यों के साथ संरेखित हो।
- छात्रों को विस्तृत और प्रभावी पाठ योजनाएँ बनाने में सक्षम करें जिसमें विभिन्न शिक्षण शैलियों और भाषा दक्षता के स्तरों के लिए उपयुक्त विभिन्न प्रकार की शिक्षण रणनीतियों और सामग्रियों को शामिल किया जाए।
- छात्रों की विविध आवश्यकताओं और क्षमताओं को पूरा करने के लिए पाठों को तैयार करते हुए , प्रभावी हिंदी भाषा पाठ्यक्रम को डिजाइन करनाए व्यवस्थित करना और लागू करना।

पाठ्यक्रम सामग्री

इकाई–प्रथम : सूक्ष्म शिक्षण कौशल एवं पाठ–योजना

1.1 सूक्ष्म शिक्षण कौशल का अर्थ एवं सोपान

1.2 प्रश्न कौशल

1.3 उदाहरण कौशल

1.4 व्याख्या कौशल

1.5 उद्दीपन कौशल

इकाई–द्वितीय : हिंदी विधाओं के विभिन्न प्रकार एवं पाठ योजना

2.1 गद्य शिक्षणः– अर्थ, उद्देश्य, सोपान व विधियां ।

2.2 पद्य शिक्षण :– अर्थ, उद्देश्य, सोपान व विधियां ।

2.3 व्याकरण शिक्षण :– अर्थ, उद्देश्य, सोपान व विधियां ।

2.4 रचना शिक्षण :– अर्थ, उद्देश्य, सोपान व विधियां ।

इकाई. तृतीय : पाठ–योजना ; शिक्षाशास्त्रीय विश्लेषण पाठ्य क्रियाएँ एवं दृश्य – श्रव्य सामग्री

3.1 पाठ योजना का अर्थ एवं महत्व

3.2 हिन्दी पाठ्य पुस्तक का शिक्षाशास्त्रीय विश्लेषण एवं इससे सम्बन्धित विभिन्न उपविषय :गद्य ,पद्य एवं व्याकरण शिक्षाशास्त्रीय विश्लेषण करते हुए निम्न बिन्दुओं का अनुकरण करें :–

क पाठ्य–वस्तु का विश्लेषण ।
ख अनुदेशनात्मक उद्देश्यों का निर्धारण ।
ग शिक्षण विधियां एवं प्रकिया।
घ मूल्यांकन तकनीक का निर्धारण ।

3.3 हिन्दी शिक्षण में पाठ्य सहगामी क्रियाएँ एवं उनकी उपयोगिता

3.4 हिन्दी शिक्षण में अनुदेशनात्मक सामग्री का अर्थ , प्रयोग एवं महत्व

इकाई– चतुर्थः पाठ्यक्रम , मूल्यांकन एवं गृहकार्य का संप्रत्यय

4.1 पाठ्यकम का अर्थ, महत्व एवं सिद्धांत ।

4.2 हिन्दी भाषा की पाठ्य–पुस्तक का स्वरूप एवं हिन्दी पाठ्य–पुस्तक की समीक्षा

4.3 हिन्दी में मूल्यांकन :– अर्थ, उद्देश्य, महत्व एवं विधियां ।

4.4 हिन्दी शिक्षण में गृहकार्य :–अर्थ एवं स्वरूप एगृहकार्य की आवश्यकता एवं गृहकार्य में संशोधन की विधियां

सुझाई गई अभ्यास गतिविधियाँ (कोई एक चुनें)

- एक आदर्श पाठ योजना तैयार कर कक्षा में प्रस्तुत करें
- विभिन्न पाठ योजना की तैयारी
- हिंदी शिक्षण से संबंधित दो शिक्षण सहायक सामग्री तैयार करें

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- शिक्षण को प्रभावी बनाने के लिए विभिन्न हिंदी तकनीकी उपकरणों का उपयोग
- कक्षा में दो गतिविधि आधारित पाठ योजना तैयार करें और प्रस्तुत करें
- शिक्षक द्वारा सौंपी गई कोई अन्य गतिविधि

अनुशंसित पुस्तकें

- हिन्दी शिक्षण : मंगल उमा 1991, आर्य बुक डिपो, देहली ।
- हिन्दी शिक्षण : पाण्डेय रामशुक्ल, अग्रवाल पब्लिकेशन, आगरा ।
- हिन्दी शिक्षण : डा0 शिखा चतुर्वेदी, लाल बुक डिपो, मेरठ।
- हिन्दी शिक्षण : रमन बिहारी लाल, रस्तोगी पब्लिकेशन, मेरठ ।
- हिन्दी उच्चारण और वर्तनी : शुक्ल भगवती प्रसाद, आर्य बुक डिपो, नई दिल्ली ।
- हिन्दी शिक्षण : भोलानाथ तिवारी, लिपि प्रकाशन, नई दिल्ली ।
- हिन्दी शिक्षण : पाण्डेय आर0 एस0 1992, विनोद पुस्तक भण्डार, आगरा ।
- हिन्दी शिक्षण : निरंजन कुमार सिंह, राजस्थान ग्रन्थ अकादमी, जयपुर ।
- हिन्दी शिक्षण : राजेन्द्र प्रसाद, दि मैकमिलन कम्पनी ऑफ इण्डिया, नई दिल्ली ।
- हिन्दी शिक्षण : डा0 बी0 एल0 वत्स, अग्रवाल प्रकाशन, नई दिल्ली ।

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
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BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE -XIII (BOE-113)
PEDAGOGY OF SANSKRIT (OPTION III)

Max Marks: 100
External Marks/Theory: 80
Internal Marks/ Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs
Credit: 4

परीक्षक के लिए निर्देश: परीक्षक को परीक्षा के लिए कुल नौ प्रश्न निर्धारित करने होंगे। इनमें से छात्रों को केवल पांच प्रश्न ही हल करने होंगे। प्रश्न 1 अनिवार्य होगा और इसमें चार लघु उत्तरीय प्रश्न होंगे, प्रत्येक प्रश्न 4 अंक का होगा, प्रत्येक इकाई से एक प्रश्न चुना जाएगा। प्रत्येक इकाई से आंतरिक विकल्प वाले दो दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। छात्रों को प्रत्येक इकाई/अनुभाग से एक दीर्घ उत्तरीय प्रश्न का उत्तर देना आवश्यक है। इस प्रकार, छात्र कुल पाँच प्रश्न पूरे करेंगे, यह सुनिश्चित करते हुए कि प्रत्येक इकाई से एक प्रश्न चुना गया है। सभी प्रश्न समान मूल्य के हैं, प्रत्येक 16 अंक का है।

उद्देश्य

⇒ भावी शिक्षकों में संस्कृत भाषा शिक्षण संबंधी योग्यताओं का विकास करना ।
⇒ भावी शिक्षकों में संस्कृत शिक्षण उपरांत अपेक्षित कुशलताओं का विकास करना ।
⇒ भावी शिक्षकों में विभिन्न शिक्षण विधियां एवं तकनीक के उचित प्रयोग करने की क्षमता उत्पन्न करना।
⇒ भावी शिक्षकों में संस्कृत भाषा के उच्चारण एवं शुद्ध लेखन की योग्यता उत्पन्न करना।

अधिगम प्रतिफ़ल

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे:-

⇒ विद्यार्थियों में भाषाई कौशल और इसके विकास की प्रक्रिया का विकास करना।
⇒ संस्कृत पढ़ने के लिए आवश्यक शिक्षण कौशल प्राप्त करना।
⇒ छात्रों के प्रदर्शन के मूल्यांकन के विभिन्न तरीकों का प्रयोग करना।
⇒ संस्कृत भाषा के शुद्ध उच्चारण एवं शुद्ध लेखन का प्रदर्शन करना।

इकाई -1 संस्कृत भाषा में उच्चारण शिक्षण एवं भाषाई कौशल

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.1 अशुद्ध उच्चारण के प्रकार, व्याकरण तथा सुधार के उपाय ।

1.2 संस्कृत में अक्षर विन्यास, शिक्षण संबंधी अशुद्धियां कारण तथा निवारण के उपाय।

1.3 श्रवण कौशल एवं मौखिक कौशल-: अर्थ, उद्देश्य, महत्व एवं विधियां।

1.4 पठन कौशल एवं लेखन कौशल: अर्थ, उद्देश्य, महत्व एवं विधियां।

इकाई -2 सूक्ष्म तथा विस्तृत पाठ योजना

2.1 सूक्ष्म शिक्षण कौशल का अर्थ एवं सोपान।

2.2 प्रश्न कौशल, उदाहरण कौशल ।

2.3 उद्दीपन कौशल, व्याख्या कौशल, प्रस्तावना कौशल।

2.4 पाठ योजना का अर्थ, महत्व।

इकाई -3 संस्कृत में विधाओं का शिक्षण

3.1 संस्कृत में गद्य शिक्षण -प्रक्रिया उद्देश्य तथा सोपान।

3.2 संस्कृत में पद्य शिक्षण -प्रक्रिया उद्देश्य तथा सोपान।

3.3 संस्कृत में व्याकरण शिक्षण प्रक्रिया उद्देश्य तथा सोपान।

3.4 संस्कृत में रचना शिक्षण प्रक्रिया उद्देश्य तथा सोपान।

इकाई -4. संस्कृत भाषा में मूल्यांकन एवं गृहकार्य

4.1 संस्कृत भाषा ज्ञान का मूल्यांकन अर्थ, अनिवार्यता एवं महत्व ।

4.2 परीक्षाओं के प्रकार (निबंधात्मक, वस्तुनिष्ठ, लघुउत्तर) ।

4.3 गृहकार्य नियोजन में एवं संशोधन प्रक्रिया ।

4.4 संस्कृत भाषा की सहपाठी क्रियाएं (श्लोक का उच्चारण, भाषण, अभिनय एवं रचनात्मक प्रतियोगिताएं)।

प्रयोगात्मक कार्य

निम्नलिखित में से किसी एक को चुनें:-

- एक चयनित संस्कृत साहित्यिक कृति का विश्लेषण लिखें, उसके विषय, साहित्यिक शैली और शैक्षिक मूल्यों पर चर्चा करें।
- किसी एक विषय पर विस्तृत पाठ योजना बनाना और प्रस्तुत करना जिसमें उद्देश्य, शिक्षण सामग्री और संस्कृत व्याकरण, शब्दावली या साहित्य पढ़ाने के तरीके शामिल हों।

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- संस्कृत में छात्रों की प्रगति का मूल्यांकन करने के रचनात्मक और योगात्मक मूल्यांकन सहित लिए मूल्यांकन उपकरणों और तकनीकों की एक श्रृंखला का निर्माण करें।

संस्कृत शिक्षण हेतु अनुमोदित पुस्तकें:-

- चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिंदी संस्थान, लखनऊ।
- सफाई, रघुनाथ (1990) संस्कृत शिक्षण, चंडीगढ़ हरियाणा हिंदी ग्रंथ चंडीगढ़।
- पांडे, राम शुक्ल (2008) संस्कृत शिक्षण, आगरा एकेडमी, विनोद पुस्तक मंदिर आगरा।
- मित्तल, संतोष (2008) टीचिंग ऑफ़ संस्कृत, अग्रवाल पब्लिकेशंस आगरा।
- अशोक शर्मा और सुमन अग्रवाल (1997) टीचिंग ऑफ़ संस्कृत, विजया पब्लिकेशन लुधियाना।

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE -XIII (BOE-113)
PEDAGOGY OF PUNJABI (OPTION IV)

अधिकतम अंक: 100
अंक/सिद्धांत: 80
अंक/प्रैक्टिकम: 20 क्रेडिट: 4

शिक्षण घंटे: 3+2 बाहरी
परीक्षा घंटे: 3 घंटे आंतरिक

परीक्षक के लिए निर्देश: परीक्षक को परीक्षा के लिए कुल नौ प्रश्न निर्धारित करने होंगे। इनमें से छात्रों को केवल पांच प्रश्न ही हल करने होंगे। प्रश्न 1 अनिवार्य होगा और इसमें चार लघु उत्तरीय प्रश्न होंगे, प्रत्येक प्रश्न 4 अंक का होगा, प्रत्येक इकाई से एक प्रश्न चुना जाएगा। प्रत्येक इकाई से आंतरिक विकल्प वाले दो दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। छात्रों को प्रत्येक इकाई/अनुभाग से एक दीर्घ उत्तरीय प्रश्न का उत्तर देना आवश्यक है। इस प्रकार, छात्र कुल पाँच प्रश्न पूरे करेंगे, यह सुनिश्चित करते हुए कि प्रत्येक इकाई से एक प्रश्न चुना गया है। सभी प्रश्न समान मूल्य के हैं, प्रत्येक 16 अंक का है।

उद्देश्य

⇒ पंजाबी की अवधारणा और उसके तत्वों की व्याख्या करना।
⇒ पंजाबी भाषा की प्रकृति और दायरे को समझना।
⇒ पंजाबी भाषा की आवश्यकता एवं सिद्धांतों की व्याख्या करना।
⇒ माध्यमिक स्तर पर पंजाबी शिक्षण से संबंधित बुनियादी अवधारणाओं के बारे में जागरूकता विकसित करना।

अधिगम प्रतिफ़ल

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे:-

⇒ पंजाबी भाषा की आवश्यकता और सिद्धांतों की प्रकृति को समझें और समझाएं।
⇒ विद्यार्थियों में भाषा विज्ञान कौशल और इसके विकास की प्रक्रिया का विकास करना।
⇒ पंजाबी सिखाने के लिए आवश्यक शिक्षण कौशल हासिल करना।
⇒ छात्रों के प्रदर्शन के मूल्यांकन के तरीकों को सीखें और उनका उपयोग करना।

इकाई-1 पंजाबी भाषा सिखाने के दृष्टिकोण और तरीके

1.1 संरचनात्मक दृष्टिकोण, संचारी दृष्टिकोण, आगमनात्मक और निगमनात्मक दृष्टिकोण 1.2 संपूर्ण भाषा दृष्टिकोण; रचनात्मक दृष्टिकोण, भाषा शिक्षण के लिए बहुभाषी दृष्टिकोण 1.3 प्रदर्शन- अनुकरण विधि और परियोजना विधि

1.4 व्यक्तिगत एवं समूह शिक्षण पद्धति

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

इकाई-2 पंजाबी भाषा में पाठ योजना और विकासात्मक मुद्दे

2.1 अर्थ, आवश्यकता एवं महत्व

2.2. एक अच्छी पाठ योजना के चरण और गुण

2.3. पाठ योजना के प्रकार: वर्ष इकाई और व्यक्तिगत

2.4. एक अच्छे पंजाबी शिक्षक के गुण

इकाई-3 पंजाबी भाषा के शिक्षण में पाठ्यक्रम

3.1 अर्थ, महत्व एवं आवश्यकता

3.2. पाठ्यचर्या निर्माण के सिद्धांत.

3.3 पंजाबी शिक्षण का पुस्तक विश्लेषण

3.4 सामग्री विश्लेषण

इकाई-4 पंजाबी शिक्षण में दृष्टिकोण और मूल्यांकन

4.1. उपचारात्मक शिक्षण- उपचारात्मक शिक्षण का अर्थ एवं महत्व

4.2. पंजाबी भाषा में सामान्य त्रुटियाँ और उनका निराकरण मूल्यांकन

4.3. परीक्षण, माप और मूल्यांकन की अवधारणा

4.4 शिक्षण अधिगम प्रक्रिया में मूल्यांकन का स्थान।

प्रयोगात्मक कार्य

निम्नलिखित में से कोई एक कार्य करें:

- क्विज़, मौखिक परीक्षण और लेखन असाइनमेंट सहित पंजाबी में छात्र की दक्षता को मापने के लिए मूल्यांकन उपकरण विकसित और कार्यान्वित करें।
- उद्देश्यों और शिक्षण विधियों सहित विभिन्न ग्रेड स्तर के लिए विस्तृत पाठ योजनाएं विकसित और प्रस्तुत करें।
- क्रिया, संयुग्मन और वाक्य संरचना सहित और आकर्षक गतिविधियों का उपयोग करके पंजाबी व्याकरण सिखाने पर व्यावहारिक अभ्यास का संचालन करें।

पंजाबी **शिक्षण हेतु अनुमोदित पुस्तकें:-**

- सिंह, जे.बी. (1981)। गुरुमुखी लिपि दा जन्म ते विकास। चंडीगढ़ पंजाबी यूनिवर्सिटी. प्रकाशन ब्यूरो
- सिंह, जे.बी. (1971)। गुरुमुखी लिपि भरे। लुधियाना लाहौर किताब की दुकान।
- सिंह, एच. (1966) पंजाबी, पटियाला, पंजाबी विश्वविद्यालय।
- सुकोन, एस.एस. और सिंह। पी.पी. (1961) पंजाबी बोली दा इतिहास. पंजाबी भाषा विभाग।

Chairperson
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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE -XIII (BOE-113)
PEDAGOGY OF URDU (OPTION V)

अधिकतम अंक: 100 शिक्षण घंटे: 3+2 बाहरी

अंक/सिद्धांत: 80 परीक्षा घंटे: 3 घंटे आंतरिक

अंक/प्रैक्टिकम: 20 क्रेडिट: 4

परीक्षक के लिए निर्देश: परीक्षक को परीक्षा के लिए कुल नौ प्रश्न निर्धारित करने होंगे। इनमें से छात्रों को केवल पांच प्रश्न ही हल करने होंगे। प्रश्न 1 अनिवार्य होगा और इसमें चार लघु उत्तरीय प्रश्न होंगे, प्रत्येक प्रश्न 4 अंक का होगा, प्रत्येक इकाई से एक प्रश्न चुना जाएगा। प्रत्येक इकाई से आंतरिक विकल्प वाले दो दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। छात्रों को प्रत्येक इकाई/अनुभाग से एक दीर्घ उत्तरीय प्रश्न का उत्तर देना आवश्यक है। इस प्रकार, छात्र कुल पाँच प्रश्न पूरे करेंगे, यह सुनिश्चित करते हुए कि प्रत्येक इकाई से एक प्रश्न चुना गया है। सभी प्रश्न समान मूल्य के हैं, प्रत्येक 16 अंक का है।

उद्देश्य

⇒ उर्दू की अवधारणा और उसके तत्वों की व्याख्या करना।
⇒ उर्दू भाषा की प्रकृति और दायरे को समझना।
⇒ उर्दू भाषा की आवश्यकता एवं सिद्धांतों की व्याख्या करना।
⇒ विद्यार्थियों में भाषाविज्ञान कौशल और विकास की प्रक्रिया को परिभाषित करना।

अधिगम प्रतिफ़ल

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे:-

⇒ उर्दू भाषा की आवश्यकता और सिद्धांतों की प्रकृति को समझें और समझाएं।
⇒ विद्यार्थियों में भाषाविज्ञान कौशल और इसके विकास की प्रक्रिया का विकास करना।
⇒ उर्दू सिखाने के लिए आवश्यक शिक्षण कौशल हासिल करना।
⇒ छात्रों के प्रदर्शन के मूल्यांकन के तरीकों को सीखें और उनका उपयोग करना।
⇒ भाषा दक्षताओं का प्रदर्शन करना।

इकाई -1 उर्दू भाषा सिखाने के दृष्टिकोण और तरीके

1.1 संरचनात्मक दृष्टिकोण, संचारी दृष्टिकोण, आगमनात्मक और निगमनात्मक दृष्टिकोण।
1.2 संपूर्ण भाषा दृष्टिकोण; रचनात्मक दृष्टिकोण, भाषा शिक्षण के लिए बहुभाषी दृष्टिकोण।
1.3 प्रदर्शन- अनुकरण विधि और परियोजना विधि।
1.4 व्यक्तिगत एवं समूह शिक्षण पद्धति।

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

इकाई -2 उर्दू भाषा में पाठ योजना और विकासात्मक मुद्दे

2.1 पाठ योजना: अर्थ, आवश्यकता एवं महत्व।

2.2. एक अच्छी पाठ योजना के चरण और गुण।

2.3. पाठ योजना के प्रकार: वर्ष इकाई और व्यक्तिगत।

2.4. एक अच्छे उर्दू शिक्षक के गुण।

इकाई-3 उर्दू भाषा के शिक्षण में पाठ्यक्रम

3.1 अर्थ. महत्व एवं आवश्यकता।

3.2. पाठ्यचर्या निर्माण के सिद्धांत।

3.3 उर्दू शिक्षण का पुस्तक विश्लेषण।

3.4 सामग्री विश्लेषण।

इकाई- 4 उर्दू भाषा का गृहकार्य और मूल्यांकन

4.1 गृहकार्य की अवधारणा, अर्थ, आवश्यकता।

4.2 उर्दू शिक्षण में गृहकार्य की सुधार विधियाँ।

4.3 मूल्यांकन का अर्थ, आवश्यकता एवं महत्व।

4.4. मूल्यांकन की विभिन्न तकनीकें।

प्रयोगात्मक कार्य

निम्नलिखित में से कोई एक कार्य करें:

- ऐसी गतिविधि का निर्माण करें जो उर्दू में सुनने, बोलने, पढ़ने और लिखने के कौशल को एकीकृत करें और प्रस्तुत करें कि इन गतिविधियों का कक्षा सेटिंग में कैसे उपयोग किया जा सकता है।
- उर्दू सिखाने के लिए विशिष्ट प्रभावी कक्षा प्रबंधन तकनीकों का प्रदर्शन करें, जिसमें भागीदारी को प्रोत्साहित करने और आम चुनौतियों का समाधान करने की रणनीतियाँ शामिल हैं।
- उर्दू शिक्षण में प्रौद्योगिकी के उपयोग का अन्वेषण करें और प्रस्तुति दें। और छात्रों की उपलब्धि पर उनके प्रभाव की व्याख्या करें।

उर्दू शिक्षण हेतु अनुमोदित पुस्तकें:-

- अंसारी, ए.एफ. (2015)। ग़ज़ल की तालीम: नई दिल्ली उर्दू बोर्ड।
- हुसैन, एच. (2016)। उर्दू शिक्षण, लुधियाना: लाहौर किताब की दुकान।
- सिंह, एच. (2010). उर्दू भाषा की शिक्षा. पटियाला: पंजाबी विश्वविद्यालय।
- श्रीवास्तव, आर.पी. और सिंह, पी. (2012)। उर्दू बोली का इतिहास. अलीगढ विश्वविद्यालय.

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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE XIII (BOE – 113)
PEDAGOGY OF PHYSICAL SCIENCE (OPTION VI)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT-SPECIFIC OBJECTIVES

The course aims to:

- Promote knowledge and skills in scientific inquiry and problem-solving.
- Facilitate the construction and application of scientific and technological knowledge in real-world contexts.
- Foster an understanding of the nature of science and its relationship with technology, society, and the environment.
- Integrate modern educational practices, including those outlined in NCF 2023 and NEP 2020, into the teaching of Physical Science.

COURSE OUTCOMES

By the end of the course, students will be able to:

- Understand the importance and steps involved in lesson, unit, and year planning in Physical Science.
- Conduct pedagogical analysis of Physical Science topics to enhance teaching and learning.
- Utilize various activities, experiments, demonstrations, and laboratory experiences effectively in the teaching-learning process.
- Facilitate the development of scientific attitudes in learners.
- Adopt suitable approaches and methods to teach Physical Science, incorporating the latest educational trends.
- Appreciate the importance of instructional planning in the teaching of Physical Science.
- Understand the concepts of evaluation, including continuous and comprehensive evaluation (CCE), and apply them effectively in Physical Science education.
- Develop skills in conducting experiments and linking theoretical concepts with practical work.
- Critically analyse the existing Physical Science curriculum and suggest improvements in line with NCF 2023.

COURSE CONTENT

UNIT 1: INSTRUCTIONAL PLANNING AND PEDAGOGICAL ANALYSIS IN PHYSICAL SCIENCE

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.1 Need and Importance of Instructional Planning; Types of Planning (Year Plan, Unit Plan, Lesson Plan); Principles of Lesson Planning

1.2 Meaning, Importance, and Preparation of Lesson Plans

1.3 Concept of Pedagogical Analysis in Teaching Physical Sciences; Differences Between Content Analysis and Pedagogical Analysis

1.4 Components and Operations in Pedagogical Analysis: Analysis of Topics Such as Energy and Its Types, Atomic Structure, Friction, Water as a Universal Solvent, Matter in Our Surroundings, Force & Laws of Motion (Aligned with NCF 2023)

UNIT 2: METHODS & APPROACHES OF LEARNING PHYSICAL SCIENCE

2.1 Meaning of Methods and Approaches; Differences Between Methods and Approaches

2.2 Practical Implementation of Theories and Concepts in Physical Sciences

2.3 Methods of Teaching: Lecture, Lecture-cum-Demonstration, Project, Laboratory, Scientific, Heuristic, Historical, and Concentric Methods

2.4 Approaches to Teaching: Problem-Solving, Investigatory, Concept Mapping, Collaborative, Inductive, and Deductive Approaches (Aligned with NEP 2020)

UNIT 3: INDIVIDUALIZATION OF INSTRUCTION

3.1 Meaning & Need for Individualized Instruction; Strategies for Individualized Instruction

3.2 Programmed Learning: Linear, Branching, and Adaptive

3.3 Personalized System of Instruction (PSI)

3.4 Computer-Assisted Instruction (CAI) and Its Role in Enhancing Physical Science Education (Incorporating NCF 2023 Guidelines)

UNIT 4: EVALUATION IN PHYSICAL SCIENCE

4.1 Concepts of Evaluation, Measurement, and Testing; Types of Evaluation (Diagnostic, Formative, Summative)

4.2 Techniques and Devices for Evaluation in Physical Science; Characteristics of a Good Test/Tool

4.3 Continuous and Comprehensive Evaluation (CCE) in Physical Science

4.4 Construction and Use of Achievement Tests in Physical Science; Different Types of Grading Systems, Portfolio, and Task Analysis: Meaning and Advantages (Aligned with NEP 2020)

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete one of the following practicum activities:

- Prepare a list of basic equipment used in Physics and Chemistry laboratories, including handling instructions.
- Conduct and document at least five experiments to be demonstrated or conducted in secondary classes.
- Design and build a working model on a Physical Science topic suitable for secondary school students.
- Conduct a case study of a secondary school science laboratory and prepare a detailed report on its functionality, resources, and effectiveness.
- Any other activity, project, assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J.C. (2005). *Essentials of Examination System*. New Delhi: Vikas Publishing House.
- Ahmad, J. (2014). *Teaching of Biological Science*. PHI Learning.
- Arul, J. (2009). *Teaching of Physical Science*. Centrum Press.
- Davar, M. (2012). *Teaching of Science*. PHI Learning.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- G. Parveen Manoj, & Koya Haddan M.P. (2016). *Teaching Science Resource, Method, and Practice (Physical Science & Natural Science)*. Neelkamal.
- Gupta, G. (2010). *Teaching of Science*. Twenty-First Century Publication.
- Joshi, D. (2012). *Methodology of Teaching Science*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Kaur, R. (2007). *Teaching of Science*. Twenty-First Century Publication.
- Kochhar, S.K. (2003). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Kohli, V.K. (2007). *How to Teach Science*. Shri Krishna Publications.
- Kulshrestha, S.P., & Singh, G. (2013). *Teaching of Physical Science*. Meerut: Raj Printers.
- Kumar, A. (2002). *Teaching of Physical Science*. Anmol Publications.
- Mangal, S.K. (2009). *Teaching of Physical Sciences*. International Publishing House.
- Mohan, R. (2004). *Innovative Science Teaching for Physical Science Teachers*. PHI Learning.
- Nagaraju, M.T.V., & Vanaja, M. (2015). *Methods of Teaching Physical Science*. New Delhi: Neel Kamal Publications.
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
- NCERT (2023). *National Curriculum Framework 2023*. New Delhi: NCERT.
- Pandey, S. (2003). *Major Issues in Science Teaching*. New Delhi: Sumit Publications.
- Rajasekar, S. (2016). *Methods of Teaching Physical Science*. Neelkamal.
- Sharma, R.C. (2006). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publishing Company.
- Tripathi, S. (2004). *Teaching of Physical Science*. Dominant Publishers.
- Vanaja, M. (2008). *Methods of Teaching Physical Science*. Neelkamal Publications.
- Weil-Barais, A. (2001). *Constructivist Approaches and the Teaching of Science*. Routledge.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE- XIII (BOE-113)
PEDAGOGY OF COMMERCE (OPTION VII)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

SUBJECT SPECIFIC OBJECTIVES

- Familiarize themselves with the objectives and relevance of commerce education.
- Understand various functions and roles within the field of commerce.
- Develop essential competencies required for effective commerce teaching.
- Explore and apply different methods, approaches, and techniques specific to commerce education.

COURSE OUTCOMES

Upon successful completion of this course, students will:

- Apply various evaluation techniques in the pedagogy of commerce.
- Conduct pedagogical analysis of specific commerce topics.
- Critically evaluate commerce curricula and provide constructive feedback for improvement.
- Effectively use self-instructional materials in the teaching and learning of commerce.

COURSE CONTENT

UNIT I: PEDAGOGICAL ANALYSIS IN COMMERCE TEACHING

1.1 Aspects of pedagogical analysis in commerce.
1.2 The utility of pedagogical analysis for commerce teachers.
1.3 Steps in pedagogical analysis: Double entry system., Multinational companies, Trade.
1.4 Integration of ICT in Pedagogical Analysis for Commerce Education

UNIT II: CURRICULUM IN COMMERCE

2.1 Curriculum: Meaning, concept, and characteristics.
2.2 Principles of curriculum construction in commerce education.
2.3 Development of commerce curriculum.
2.4 Critical evaluation of commerce curriculum, Suggestions for improvement in commerce curriculum.

UNIT III: ASSESSMENT TECHNIQUES AND EVALUATION

3.1 Concept of evaluation and measurement in commerce education.
3.2 Differences between measurement and evaluation.
3.3 Objectives and purposes of evaluation in commerce.
3.4 Types of evaluation in commerce education: Formative evaluation, Summative evaluation, Evaluation devices: Quantitative evaluation., Qualitative evaluation.

UNIT IV: SELF-INSTRUCTIONAL MODULES AND MATERIALS IN COMMERCE TEACHING

4.1 Individualized self-instructional modules: Forms, characteristics, and principles.
4.2 Group-directed self-instructional modules: Elements, procedures, and uses.
4.3 Self-instructional material in commerce: Meaning, need, and importance.
4.4 Effective use of various self-instructional materials in the teaching and learning of commerce.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete one of the following practicum activities:

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Design and deliver a 15-minute presentation on any topic in commerce using the lecture method.
- Prepare a pedagogical analysis on a selected topic in commerce.
- Create a PowerPoint presentation on a topic covered in the pedagogy of commerce syllabus.
- Any other topic assigned by the teacher

SUGGESTED READINGS

- Aggarwal, J. C. (2008). *Teaching of commerce: A practical approach*. New Delhi: Vikas Publishing House.
- Gupta, R. (2018). *Teaching of commerce*. Jaipur: Shipra Publications.
- Kavita. (2012). *Teaching of commerce*. Jagdhamba Publishing House.
- Kumar, M. (2004). *Modern teaching of commerce*. Anmol Publications Pvt. Ltd.
- Monga, V., Kumar, N., & Kumar, M. (2019). *Teaching of commerce*. Twenty First Century Publication.
- Sharma, Y. K. (2011). *Teaching of commerce: Principles, theories, methods and techniques*. Kanishka Publishers Distributors.
- Singh, Y. K. (2009). *Teaching of commerce*. APH Publishing House.
- Sumathy, M., & Manoharan, C. (2018). *Teaching of commerce*. Regal Publications.
- Venkateswarlu, K. (2010). *Methods of teaching commerce*. Discovery Publishing House.
- New Addition: Jha, P. K., & Singh, R. (2020). *Innovative methods of teaching commerce*. New Delhi: Sage Publications.
- New Addition: Trivedi, R. (2021). *Effective strategies for teaching commerce in schools*. New York: Springer.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE- XIII (BOE – 113)
PEDAGOGY OF HOME SCIENCE (OPTION VIII)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES

The course will enable students to:

- Promote the all-round development of individuals within home and family settings.
- Prepare for careers in home management, education, development, and welfare.
- Develop the ability to manage homes and families across various levels of education and programs.

COURSE OUTCOMES

After completing this course, students will be able to:

- Understand the importance and steps involved in lesson, unit, and year planning.
- Conduct pedagogical analysis in Home Science.
- Utilize various activities, experiments, demonstrations, and laboratory experiences effectively in the teaching-learning process of Home Science.
- Foster the development of scientific attitudes in learners.
- Apply suitable approaches and methods for teaching Home Science.
- Appreciate the significance of planning in the teaching of Home Science.
- Comprehend the concept and types of evaluation.
- Understand and implement continuous and comprehensive evaluation (CCE).
- Develop skills for conducting experiments that demonstrate Home Science concepts.
- Enhance laboratory skills to link theory with practical work.

COURSE CONTENT

UNIT 1: INSTRUCTIONAL PLANNING AND PEDAGOGICAL ANALYSIS IN HOME SCIENCE

1.1 Importance of Instructional Planning: Types (Year Plan, Unit Plan, Lesson Plan) and Principles of Lesson Planning

1.2 Lesson Plan: Meaning, Importance, and Preparation

1.3 Pedagogical Analysis in Home Science: Concept and Differences from Content Analysis

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.4 Components of Pedagogical Analysis: Analysis of Balanced Diet, Health & Hygiene, Child Care, Fibre, Care and Maintenance (NCF 2023)

UNIT 2: METHODS AND APPROACHES OF LEARNING HOME SCIENCE

2.1 Methods and Approaches: Definitions and Differences

2.2 Teaching Methods: Assignment, Lecture, Lecture-cum-Demonstration, Project, Laboratory, Heuristic, Historical

2.3 Approaches: Problem Solving, Investigatory, Collaborative, Inductive and Deductive

2.4 Practical Skills: Stitching Styles, Embroidery Techniques, and Crafting (Aligned with NEP 2020)

UNIT 3: INDIVIDUALIZATION OF INSTRUCTION

3.1 Individualized Instruction: Meaning, Need, and Strategies

3.2 Programmed Learning: Linear, Branching, and Adaptive

3.3 Personalized System of Instruction (PSI)

3.4 Computer-Assisted Instruction (CAI) and Its Role in Home Science (NCF 2023)

UNIT 4: EVALUATION IN HOME SCIENCE

4.1 Evaluation, Measurement, and Testing: Concepts and Types (Diagnostic, Formative, Summative)

4.2 Evaluation Techniques: Characteristics of Good Tests/Tools

4.3 Continuous and Comprehensive Evaluation (CCE): Construction and Use of Achievement Tests

4.4 Grading Systems, Portfolio and Task Analysis, and the Use of Question Banks in Home Science

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete one of the following practicum activities:

- Preparation of an online test in Home Science.
- Development of objective-type, short-answer, and essay-type tests.
- Organization of a quiz competition in Home Science and analysis of student responses.
- Planning a field visit to study and report on health habits and concerns of village school students.
- Designing a remedial teaching program for a Home Science student.
- Writing a project report on an extension education topic.
- Any other activity, assignment, project assigned by the teacher.

SUGGESTED READINGS:

- Chandra, A., Shah, A., & Joshi, U. (1984). *Fundamentals of Teaching Home Science*. New Delhi: Sterling Publishers Pvt. Ltd.
- Dass, A., & Ray, S. (1984). *Teaching of Home Science*. New Delhi: Sterling Publishers Pvt. Ltd.
- Devdass, R. P. (1980). *Methods of Teaching Home Science*. New Delhi: NCERT.
- Devdass, R. P. (1982). *Teaching of Home Science in Secondary Schools: A Handbook for Teachers*. New Delhi: NCERT.
- Spafford, I. (1980). *Fundamentals in Teaching Home Science*. New York: John Wiley & Sons.
- Central Board of Secondary Education (CBSE). (2009). *Teacher's Manual on CCE*. New Delhi: CBSE.
- National Council of Educational Research and Training (NCERT). (2023). *National Curriculum Framework 2023*. New Delhi: NCERT.
- Ministry of Education. (2020). *National Education Policy 2020*. Government of India.
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- Gupta, R., & Singh, P. (2019). *Home Science Pedagogy: Theory and Practice*. Jaipur: Rawat Publications.

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BACHELOR OF EDUCATION
SEMESTER-II
COURSE- XIII (BOE- 113)
PEDAGOGY OF MUSIC (OPTION IX)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES

The course will enable student-teachers to:

- Develop an understanding of the aims and objectives of teaching Music in schools.
- Cultivate competencies and skills essential for teaching Music effectively.
- Gain awareness of the fundamental principles of Music education, including historical, cultural, and theoretical aspects.
- Understand the importance of evaluation procedures in Music education.
- Foster aesthetic sense, time management, tolerance, and self-confidence among student-teachers.

COURSE OUTCOMES

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

- Understand and explain the history and significance of Indian Music in the school curriculum.
- Develop and apply competencies for teaching Music, including lesson planning and classroom management.
- Demonstrate knowledge of swaras, sruti, rhythm, and voice culture in Music education.
- Use and create teaching aids and methods for effective Music instruction.
- Evaluate and assess student performance in Music, incorporating both traditional and modern techniques.

COURSE CONTENT

UNIT 1: HISTORY AND FOUNDATIONS OF MUSIC EDUCATION

1.1 A Brief History of Indian Music
1.2 Aims and Objectives of Music in the School Curriculum
1.3 Knowledge of Swaras and Sruti
1.4 Principles of Teaching Music

UNIT 2: VOICE CULTURE AND NOTATION IN MUSIC

2.1 Possibilities of Notation for Indian Music
2.2 Voice Culture: Understanding Voice and Larynx
2.3 Knowledge of Motion and Rhythm
2.4 Application of Notation in Teaching Music

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UNIT 3: TEACHING METHODS AND SKILLS IN MUSIC EDUCATION

3.1 Methods of Teaching Music
3.2 Lesson Planning in Music
3.3 Qualities of a Music Teacher
3.4 Skill Development in Music Education

UNIT 4: TEACHING AIDS, CLASSICAL MUSIC, AND EVALUATION

4.1 Teaching Aids in Music
4.2 Importance of Classical Music
4.3 Evaluation in Music Education
4.4 Integration of Technology in Music Education

SUGGESTED PRACTICUM ACTIVITIES

- Student-teachers will choose and complete any one of the following activities:
- Sing a fast Khyal or play a rezakhoni Gat with Tanas and Alaps or Jhala and Toras in Ragas like Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Malkauns, and Kaffi.
- Perform a slow Khayal (Vilambit Bara Khyal) or Masti Khayal Gat in Asawari and Malkauns Rag.
- Practice Tha's and Dvigun Laya on Tabla in Teen Tal, Dadra, Jhaptal, Dharva, and Ektal.
- Demonstrate tuning of an instrument for instrumentalists and tuning of the Tanpura for vocal music students.
- Learn and practice reading and writing Music notation using either the Bhatkhande or Vishnu Digamber Pulskar system.
- Any other activity assigned by the teacher.

SUGGESTED READINGS

- Elliott, D. J. (2012). *Fundamentals of Music*. New Delhi: Prentice Hall of India.
- Khanna, J. (2003). *Teaching of Music*. Ludhiana: Tandon Publications.
- Leeder, J. A., & Haynie, W. S. (1958). *Music Education in High School*. New Jersey: Prentice Hall.
- Myers, L. K. (1953). *Teaching Children Music in Elementary Schools*. New York: Prentice Hall.
- Rainbow, B. (1968). *Handbook for Music Teachers*. London: Novello and Co. Ltd.
- Shah, S. (2006). *Sangeet Shikshan*. Agra: Vinod Pustak Mandir.
- Wilson, M. E. (1951). *How to Help Your Child with Music*. New York: Henry Schuman.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE- XIV (BOE-114)
PEDAGOGY OF MATHEMATICS (OPTION I)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES

The course aims to:

- Understand the principles of curriculum construction and development in mathematics.
- Identify the characteristics and the need for good mathematics textbooks.
- Explain the concept of evaluation and effectively use various evaluation tools and techniques in mathematics.
- Conduct pedagogical analysis and utilize various resources in teaching mathematics.

COURSE OUTCOMES

By the end of the course, students will be able to:

- Gain a thorough understanding of the curriculum development process in mathematics, including its organization and critical analysis.
- Develop the ability to select and evaluate textbooks for effective mathematics teaching.
- Apply different evaluation methods, including formative, diagnostic, and summative assessments, in mathematics education.
- Conduct pedagogical analysis in mathematics, focusing on key topics such as arithmetic, algebra, and geometry, and understand the role of various teaching resources like math laboratories and clubs.

COURSE CONTENT

UNIT 1: CURRICULUM OF MATHEMATICS AT SECONDARY SCHOOL LEVEL

1.1 Principles and concepts of curriculum construction and organization in mathematics.
1.2 Approaches to organizing the mathematics curriculum at the school level.
1.3 Critical analysis and evaluation of a mathematics syllabus.
1.4 Characteristics and need for good textbooks in mathematics.

UNIT 2: EVALUATION OF LEARNING AND TEACHING OF MATHEMATICS

2.1 Norm-referenced and criterion-referenced evaluation.
2.2 Formative, diagnostic, and summative evaluation techniques.
2.3 Continuous and comprehensive evaluation (CCE) in mathematics.

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Khanpur Kalan (Sonipat)

2.4 Designing and constructing evaluation tools, including unit tests, blueprints, and marking schemes.

UNIT 3: PEDAGOGICAL ANALYSIS AND RESOURCES IN TEACHING OF MATHEMATICS

3.1 Concept and components of pedagogical analysis in teaching mathematics.

3.2 Pedagogical analysis of key topics in mathematics, including arithmetic, algebra, and geometry.

3.3 Role and importance of a mathematics laboratory: Setting up and managing materials.

3.4 Application of digital resources and computers in teaching mathematics.

UNIT 4: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

4.1 Importance of professional development at individual, organizational, and governmental levels.

4.2 Participation in seminars, workshops, conferences, and symposia: Benefits and relevance.

4.3 Teacher as a researcher: Importance of action research and competencies required.

4.4 Qualities of an effective mathematics teacher and the role of continuous professional growth.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Construct a blueprint for a unit test in mathematics.
- Develop an evaluation tool tailored for secondary school students.
- Prepare and present an action research report on issues faced by teachers or students in a mathematics classroom.
- Design and develop a game for teaching a mathematics topic at the school level, including detailed rules and instructions.
- Create both a digital and a live teaching-learning material for mathematics.
- Produce videos or films related to mathematics education, focusing on specific teaching strategies or concepts.
- Conduct a seminar on a topic related to mathematics education, utilizing PowerPoint for presentation.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J. C. (2008). *Teaching of mathematics*. Delhi: Shipra Publications.
- Anice, J. (2005). *Teaching of mathematics*. Hyderabad: Neelkamal Publication.
- Kapoor, J. N. (1998). *Vidyalaya ganit ke liye aasaan prayog*. New Delhi: Arya Book Depot.
- Kapur, S. K. (2005). *Learn and teach Vedic mathematics*. Delhi: Lotus Publication.
- Kulshreshtha, A. K. (2012). *Teaching of mathematics*. Meerut: R. Lal and Sons.
- Lester, F. K. (Ed.). (2007). *Second handbook of research on mathematics teaching and learning*. Charlotte, NC: NCTM & Information Age Publishing.
- Mangal, S. K. (2007). *Teaching of mathematics*. New Delhi: Arya Book Depot.
- NCERT. (n.d.). *A textbook of content-cum-methodology of teaching mathematics*. New Delhi: NCERT.
- Saxena, K. K. (2008). *Ganit shikshan*. Jaipur: University Book House.
- Tyagi, S. K. (2004). *Teaching of arithmetic*. Delhi: Commonwealth Publications.
- Ediger, M. (2004). *Teaching math successfully*. Discovery Publication.
- Cowan, P. (2006). *Teaching mathematics: A handbook for primary and secondary school teachers*. Routledge.

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FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE XIV (BOE-114)
PEDAGOGY OF SOCIAL STUDIES (OPTION II)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES

The course aims to:

- Develop an in-depth understanding of the objectives and importance of teaching social science at different educational levels.
- Equip students with the skills to design and implement effective lesson plans, instructional materials, and co-curricular activities in social science education.
- Enhance the ability to conduct pedagogical analyses and utilize instructional aids for effective teaching and learning in social science.
- Foster the ability to critically engage with curriculum development principles and create curricula that meet the diverse needs of learners in social science.

COURSE OUTCOMES

By the end of the course, students will be able to:

- Summarize the various aspects of social science and articulate the objectives of teaching social science at different levels.
- Demonstrate proficiency in selecting and using appropriate pedagogical strategies, co-curricular activities, and instructional materials for teaching social studies.
- Develop and implement effective lesson plans and instructional aids to enhance the learning experience in social science classrooms.
- Analyse and contribute to the curriculum development process in social science, ensuring alignment with contemporary educational policies such as NCF 2023 and NEP 2020.

COURSE CONTENT

UNIT 1: LESSON PLANNING AND INSTRUCTIONAL AIDS

1.1 Need and Importance of a Good Lesson Plan

1.2 Types of Planning: Year Plan, Unit Plan, Lesson Plan; Principles of Lesson Planning; Steps Involved in Lesson Planning

1.3 Development and Utilization of Instructional Aids: Charts, Maps, Graphs, Tables, Models, Film Strips, T.V., Computer, Internet

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Khanpur Kalan (Sonipat)

1.4 Role of Technology in Enhancing Instructional Aids and Classroom Teaching (Aligned with NEP 2020)

UNIT 2: PEDAGOGICAL ANALYSIS IN SOCIAL SCIENCE

2.1 Pedagogical Analysis: Concept, Importance, Steps

2.2 Pedagogical Analysis of Specific Topics: The Mughal Empire (Class IX),Constitutional Design (Class VII),Human Environment: Settlement, Transport, and Communication (Class VII),Poverty as a Challenge (Class IX),

2.3 Application of Pedagogical Analysis in Classroom Settings

2.4 Integration of Multidisciplinary and Cross-Curricular Approaches in Social Science Education (Aligned with NCF 2023)

UNIT 3: CO-CURRICULAR ACTIVITIES AND INSTRUCTIONAL MATERIALS

3.1 Co-Curricular Activities: Objectives, Types, and Importance

3.2 Principles Underlying the Organization of Co-Curricular Activities

3.3 Role and Organization of Co-Curricular Activities in Teaching Social Science

3.4 Need, Importance, and Arrangement of a Social Science Resource Centre, Use of Community Resources and Local Knowledge in Teaching Social Science

UNIT 4: CURRICULUM CONSTRUCTION IN SOCIAL STUDIES

4.1 Concept of Curriculum: Scope, Aims, and Objectives

4.2 Characteristics, Types, and Principles of Designing a Good Curriculum for Social Science

4.3 Principles of Curriculum Construction in Social Studies

4.4 Trends and Issues in Social Science Curriculum Development (Aligned with NEP 2020 and NCF 2023)

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete two activities from the following groups:

- Organize and report on a visit to a historical site, ecological area, or political institution, focusing on its educational value in social science teaching.
- Plan and execute a program on social or election awareness, an exhibition, or the preparation of an annual, unit, or lesson plan.
- Create a scrapbook that compiles resources, instructional aids, or co-curricular activities for teaching social science.
- Any other activity, assignment and project assigned by the teacher.

SUGGESTED READINGS

- Dash, B.N., & Radha Krishna Murthy, I.V. (2017). *Methods of Teaching Social Studies*. Hyderabad: Neel Kamal Publication Pvt. Ltd.
- Binning, A.C. (1952). *Teaching Social Studies in Secondary Schools*. New York: McGraw Hill.
- Bhattacharya, S., & Darji, D.R. (1966). *Teaching of Social Studies in Indian Schools*. Baroda: Acharya Book Depot.
- Desai, D.B. (2005). *Samaj Vidyana Shikshan*. Ahmedabad: Balgovind Prakashan.
- Konli, A.S. (1996). *Teaching of Social Studies*. New Delhi: Anmol Publications Pvt. Ltd.
- Mehlinger, H.D. (Ed.). (1981). *Handbook for the Teaching of Social Studies*. UNESCO. London: Gareem Helm.
- Mangal, S.K., & Mangal, U. (2018). *Pedagogy of Social Sciences*. New Delhi: PHI Learning Pvt. Ltd.
- Mehta, D.D. (2004). *Teaching of Social Science*. Meerut: R.Lall Book Depot.
- Webb, K. (1995). *An Introduction to Problems in the Philosophy of Social Sciences*. London: Pinter.
- NCERT. (2023). *National Curriculum Framework 2023*. New Delhi: NCERT.
- Ministry of Education. (2020). *National Education Policy 2020*. Government of India.

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BACHELOR OF EDUCATION (B.ED)
SEMESTER- II
COURSE- XIV (BOE – 114)
PEDAGOGY OF LIFE SCIENCE (OPTION III)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES

- Relate everyday experiences with the learning of life science.
- Understand the concepts of evaluation, including different types and continuous and comprehensive evaluation (CCE).
- Examine and address pedagogical issues in life science education.
- Construct and apply appropriate assessment tools for evaluating life science learning.
- Stimulate curiosity, inventiveness, and creativity in life science education.
- Utilize life science concepts effectively for developing life skills.
- Develop competencies for teaching and learning life science through various instructional strategies.
- Understand and apply the principles of lesson planning, unit planning, and year planning.
- Perform pedagogical analysis of various life science topics.
- Integrate ICT tools effectively into the teaching and learning of life science to enhance the understanding and delivery of concepts.
- Select and use appropriate ICT resources, including educational software and online platforms, to enrich biology teaching.
- Access and use virtual labs and online experiments for biological investigations, complementing physical lab work.
- Incorporate digital textbooks, e-books, and online platforms into teaching practices to provide updated and interactive educational resources.
- Develop engaging e-content using various tools and free software for life science, including interactive simulations, multimedia presentations, and digital assessments.
- Establish and manage biological science clubs to foster student interest and engagement in biology.
- Organize and conduct science fairs, exhibitions, and educational tours to promote scientific inquiry and creativity.
- Design and maintain science bulletin boards and implement mobile science laboratories to enhance science communication and practical biology experiences.

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- Create and use low-cost, improvised apparatus for conducting biology experiments, making science education more accessible.

COURSE OUTCOMES

Upon completing this course, students will be able to:

- Connect life science concepts to everyday experiences and real-world applications.
- Understand and implement various evaluation methods, including continuous and comprehensive evaluation (CCE).
- Construct effective assessment tools and evaluate their impact on student learning.
- Stimulate curiosity, creativity, and a sense of inquiry in life science education.
- Apply life science concepts to develop life skills in students.
- Plan and execute lessons, units, and yearly instructional plans effectively.
- Utilize ICT tools, virtual labs, and digital resources to enhance life science education.
- Engage in co-curricular activities such as science clubs, fairs, and educational tours to enrich the learning experience.
- Employ mobile labs and improvised equipment to deliver hands-on biology education.

COURSE CONTENT

UNIT 1: INSTRUCTIONAL PLANNING AND PEDAGOGICAL ANALYSIS IN LIFE SCIENCE

1.1 Need and importance of Instructional Planning.

1.2 Types of Planning: Year Plan, Unit Plan, and Lesson Plan.

1.3 Principles of Lesson Planning, Steps involved in Lesson Planning, Unit Planning, and Year Planning.

1.4 Pedagogical Analysis of Selected Life Science Topics: Photosynthesis, Cell Structure, Food Chains, Ecological Balance, Reproduction, Food and Nutrition

UNIT 2: ICT AND E-CONTENT DEVELOPMENT IN LIFE SCIENCE

2.1 Use of ICT in Teaching and Learning.

2.2 ICT Resources to Support Biology Teaching.

2.3 Virtual Labs and Online Experiments, Digital Textbooks, E-books, and Online Platforms for Science Education.

2.4 Tools and Free Software for E-Content Development in Science.

UNIT 3: BIOLOGY THROUGH CO-CURRICULAR ACTIVITIES

3.1 Biological Science Clubs.

3.2 Science Fairs and Exhibitions.

3.3 Organizing Educational Tours.

3.4 Science Bulletin Boards, Mobile Science Laboratories, Low-Cost Improvised Apparatus.

UNIT 4: EVALUATION IN LIFE SCIENCE

4.1 The Concept of Evaluation, Measurement, and Testing.

4.2 Types of Evaluation: Diagnostic, Formative, Summative, Techniques and Devices of Evaluation in Life Science, Continuous and Comprehensive Evaluation (CCE) in Life Science.

4.4 Characteristics of a Good Test/Tool of Evaluation, Different Types of Grading Systems, Construction and Use of Achievement Tests in Life Science, Portfolio and Task Analysis: Meaning and Advantages.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

- Laboratory techniques such as collecting, culturing, staining, temporary & permanent mounting of materials.
- Museum techniques: Preservation, preparation, and maintenance of plant, animal, and other specimens.
- Setting up and maintaining an aquarium and terrarium.
- Use and maintenance of basic equipment in the biology laboratory.

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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Practicing at least five experiments to be demonstrated/ conducted in secondary class.
- Preparing a working model on a biological secondary school standard topic.
- Collecting and preserving any five biological specimens and writing a report.
- Conducting a case study of any senior secondary science lab and preparing a report.
- Any other activity assigned by the teacher.

SUGGESTED READINGS

- Ahmad, J. (2011). *Teaching of life sciences*. PHI Learning Private Limited.
- Ahmad, J. (2014). *Teaching of biological science*. PHI Learning Private Limited.
- Collete, A. T., & Chiappeta, E. L. (1994). *Science instruction in the middle & secondary schools*. Macmillan.
- Gupta, G. (2010). *Teaching of science*. Twenty-First Century Publication.
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- Mangal, S. K. (2005). *Teaching of life science*. Arya Book Depot.
- Martin, R., Sexton, C., Wagner, K., & Gerlorich, J. (1998). *Science for all children*. Allyn & Bacon.
- Mohan, R. (2007). *Innovative science teaching*. Prentice Hall of India.
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- Siddiqi, M., & Siddiqi, N. (2002). *Teaching of science today and tomorrow*. Doaba House.
- Sundarajan, S. (1995). *Teaching science in middle school: A resource book*. Orient Longman.
- Vaidya, N. (1999). *Science teaching for the 21st century*. Deep and Deep Publications.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONIPAT)
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE-XIV (BOE-114)
PEDAGOGY OF ECONOMICS (OPTION IV)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES

- To understand the importance and process of creating effective lesson plans in Economics.
- To develop skills in utilizing various instructional aids, including digital tools, to enhance the teaching of Economics.
- To perform a detailed pedagogical analysis of key economic topics, identifying concepts, outcomes, activities, and evaluation techniques.
- To apply pedagogical analysis to improve instructional strategies in Economics.
- To appreciate the role of co-curricular activities in enriching the teaching and learning of Economics.
- To explore the qualities of an effective Economics teacher and how to organize relevant co-curricular activities.
- To understand the principles and processes involved in curriculum development.
- To differentiate between syllabus and curriculum and apply this understanding in constructing an effective Economics curriculum.

COURSE OUTCOMES

After completing the course, students will be able to:

- Create well-structured lesson plans incorporating various instructional aids and ICT tools.
- Integrate charts, models, and digital resources effectively in Economics teaching.
- Demonstrate the ability to perform pedagogical analysis on economic topics such as types of markets, fiscal policy, and national income.
- Design learning activities and assessment methods based on the pedagogical analysis.
- Plan and execute co-curricular activities that complement the Economics curriculum.
- Exhibit the qualities of an effective Economics teacher through active engagement in co-curricular activities.
- Construct a curriculum for Economics that aligns with educational principles and meets the needs of students.
- Critically evaluate the effectiveness of different curriculum designs in Economics.

COURSE CONTENT

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UNIT 1: LESSON PLANNING AND INSTRUCTIONAL AIDS

1.1 Need and Importance of a Good Lesson Plan

1.2 Types of Planning: Year Plan, Unit Plan, Lesson Plan

1.3 Principles of Lesson Planning and Steps Involved

1.4 Development and Utilization of Instructional Aids: Charts, Maps, Graphs, Tables, Models, Film Strips, T.V., Computer, Internet, Application of ICT in Teaching Economics.

UNIT 2: PEDAGOGICAL ANALYSIS IN ECONOMICS

2.1 Pedagogical Analysis in Teaching Economics: Important Steps

2.2 The Teacher Will Demonstrate Pedagogical Analysis of One of the Following Topics: Types of Markets, Fiscal Policy, National Income

2.3 Key Components of Pedagogical Analysis: Identification of Concepts, Listing Behavioural Outcomes, Listing Activities and Experiments, Listing Evaluation Techniques.

2.4 Differentiated Instruction in Economics: Adapting Pedagogical Analysis for Diverse Learners.

UNIT 3: ECONOMICS TEACHER & CO-CURRICULAR ACTIVITIES

3.1 Co-Curricular Activities in Economics: Objectives of Co-Curricular Activities
Types of Co-Curricular Activities

3.2 Principles Underlying Organization of Co-Curricular Activities, Need and Importance of Co-Curricular Activities in Economics

3.3 Role and Organization of Co-Curricular Activities in Teaching Economics

3.4 Qualities of an Effective Economics Teacher

UNIT 4: CURRICULUM DEVELOPMENT

4.1 Curriculum: Meaning and Importance

4.2 Difference between Syllabus and Curriculum

4.3 Development and Principles of Curriculum Construction

4.4 Integrating Cross-Curricular Themes in Economics Curriculum.

SUGGESTED PRACTICUM ACTIVITIES: (CHOOSE ANY ONE)

Students are required to complete any two activities from the following:

- Develop an Annual Plan, Unit Plan, and Lesson Plan for teaching Economics.
- Construct a curriculum for a selected topic in Economics.
- Plan and conduct co-curricular activities that enhance the teaching of Economics.
- Organize visits to innovative centres of pedagogy and learning, and conduct action research based on teaching and learning in school and community settings.
- Any other activity, project, assignment assigned by the teacher.

SUGGESTED READINGS:

- Ahuja, H. L. (2016). *Microeconomics*. S. Chand Publishers.
- Arora, P. N., & Shorie, J. P. (1986). *Open book examination questions in economics*. NCERT.
- Assistant Masters Association. (1974). *The teaching of secondary school examinations*. Cambridge University Press.
- Bawa, M. S. (Ed.). (1995). *Teaching of economics: Contemporary methods and strategies for secondary and senior secondary levels*. IASE, Department of Education, Delhi University.
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- Bawa, M. S. (Ed.). (1998). *Source book on strategies of teaching social sciences*. IASE, Department of Education, Delhi University.
- Blanchard, O. (2006). *Macroeconomics* (4th ed.). Prentice Hall.
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- Dornbusch, R., Fischer, S., & Startz, R. (2015). *Macroeconomics* (11th ed.). McGraw Hill.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

- Dutt, R., & Sundaram, K. P. M. (2016). *Indian economy*. S. Chand Publishers.
- Hazlitt, H. (2010). *Economics in one lesson: The shortest and surest way to understand basic economics*. Currency.
- Hicks, J. R. (1960). *The social framework: An introduction to economics*. Oxford University Press.
- Hodkinson, S., Whitehead, D., & David, J. (Eds.). (1986). *Economics education: Research and development issues*. Longman.
- Lekhi, R. K. (2014). *Economics of development and planning*. Himalaya Publishing House.
- Mishra, S. K., & Puri, V. K. (1995). *Economic development and planning*. Himalaya Publishing House.
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- Srivastava, H. S. (1976). *Unit tests in economics*. NCERT.
- Verma, S. (2018). *Bhartiya arthvyastha* [Indian economy]. Unique Publishers.

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DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE- XIV (BOE – 114)
PEDAGOGY OF COMPUTER SCIENCE (OPTION V)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES

- Conduct effective pedagogical analysis in the teaching of computer science.
- Understand the concept and various types of instructional aids and their applications in computer science education.
- Master the procedures for using interactive whiteboards and other modern instructional tools.
- Develop and prepare teaching-learning materials specifically for computer science.
- Create and present effective PowerPoint presentations as a teaching aid.
- Understand and apply various methods of teaching computer science effectively.
- Explore and utilize various evaluation techniques and tools in the context of computer science education.
- Grasp the concept and application of computer-aided evaluation.
- Understand and implement procedures for conducting online examinations and e-assessments.

COURSE OUTCOMES

Upon successful completion of this course, students will:

- Be proficient in conducting pedagogical analysis for computer science topics and applying these insights in their teaching practice.
- Utilize a wide range of instructional aids, including interactive whiteboards and multimedia presentations, to enhance the learning experience.
- Develop and present teaching-learning materials and PowerPoint presentations that effectively convey computer science concepts.
- Apply various teaching methods tailored to the needs of computer science education.
- Design and implement evaluation strategies that incorporate both traditional and computer-aided techniques.
- Conduct and manage online examinations and e-assessments, ensuring accurate and fair evaluation of student performance.

COURSE CONTENT

UNIT I: CONTENT AND PEDAGOGICAL ANALYSIS

1.1 Concept, need, and importance of pedagogical analysis.
1.2 Pedagogical analysis of the following topics: Computer System, Networking, MS-Windows, MS-Office, Operating System.

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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

1.3 Pedagogical Analysis of Digital Literacy and Cyber security
1.4 Pedagogical Analysis of Artificial Intelligence and Machine Learning

UNIT II: INSTRUCTIONAL AIDS

2.1 Types and roles of instructional aids in the teaching of computer science.
2.2 Visual media: Chalkboard, charts, graphs, maps.
2.3 Interactive whiteboards: Meaning, importance, and uses.
2.4 PowerPoint presentations: Definition, steps in designing PPTs, and enhancing teaching and learning through PPTs.

UNIT III: TEACHING METHODS

3.1 Lecture-cum-demonstration method.
3.2 Project method.
3.3 Computer-assisted instruction methods.
3.4 Laboratory method.
3.5 Inductive-deductive method.

UNIT IV: EVALUATION TECHNIQUES

4.1 Meaning, need, and importance of evaluation.
4.2 Types of evaluation: Formative, summative, Continuous and Comprehensive Evaluation (CCE), and grading (marks and grades).
4.3 Techniques and tools of evaluation.
4.4 Attributes of a good achievement test: Characteristics, functions, and types.
4.5 Computer-aided evaluation and e-assessment: Concepts, tools, and implementation.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete one of the following practicum activities:

- Conduct a pedagogical analysis of a specific computer science topic, including the preparation of related teaching-learning materials and evaluation techniques.
- Design and deliver a PowerPoint presentation on a computer science concept tailored for secondary or higher secondary students.
- Develop an instructional aid (e.g., chart, graph, or interactive whiteboard activity) for teaching a computer science topic.
- Create and evaluate an e-assessment tool or online examination system for computer science.
- Conduct a detailed analysis of the effectiveness of an interactive whiteboard in teaching a computer science lesson.
- Prepare and critically evaluate a lesson plan using the lecture-cum-demonstration method or project method in computer science.
- Develop a comprehensive evaluation plan for a computer science unit, incorporating both formative and summative assessment techniques.
- Design a blended learning module: Combine online and offline instructional strategies for teaching a computer science topic.
- Any other relevant activity/project/assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J. C. (2006). *Essentials of educational technology*. Vikas Publishing House Pvt. Ltd.
- Goel, H. K. (2005). *Teaching of computer science*. R. Lall Book Depot.
- Jain, S. (1990). *Introduction to computer science and basic programming*. Prentice Hall of India.
- Krishnamurthy, R. C. (2003). *Educational technology: Expanding our vision*. Authors Press.
- Gehlawat, M. (2012). *Information technology in education*. Dorling Kindersley (India) Pvt. Ltd.

Chairperson
Department of Education
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Khanpur Kalan (Sonipat)

- Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. Phi Learning Private Limited.
- Mohanty, L. (2006). *ICT strategies for schools*. Sage Publication.
- Sharma, R. N. (2008). *Principles and techniques of education*. Surjeet Publications.

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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION
SEMESTER-II
COURSE- XIV (BOE- 114)
PEDAGOGY OF ARTS (OPTION VI)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum: 20

Instructional Hours: 3+2
Exam Hours: 3Hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES

The course will enable the students to:

- Understand the foundational principles of teaching Art, including its significance in education.
- Develop an awareness of various art forms and their cultural contexts, appreciating the diversity of artistic expressions.
- Familiarize with different strategies and methodologies for teaching Art at the secondary and higher secondary levels.
- Develop practical skills in the use of various art tools and instruments, fostering creativity and technical proficiency.
- Cultivate an appreciation for the relationship between Art, nature, and human existence.
- Understand and apply effective methods and approaches for teaching Art in diverse educational settings.

COURSE OUTCOMES

By the end of the course, student-teachers will be able to:

- Comprehend the foundational concepts of Art education and integrate them into the school curriculum.
- Demonstrate proficiency in using various art tools and techniques, applying them effectively in the classroom.
- Analyze and appreciate different forms of Art, recognizing their cultural and social significance.
- Develop and implement effective lesson plans and teaching strategies for Art, tailored to the needs of secondary and higher secondary students.
- Evaluate student learning in Art using appropriate assessment techniques, fostering creativity and critical thinking.

COURSE CONTENT

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Khahpur Kalan (Sonipat)

UNIT 1: FOUNDATION AND CONTEXT OF ARTS

1.1 Aims and Objectives of Teaching Fine Arts: Understanding the goals and educational objectives of Art education.

1.2 Importance and Place of Fine Arts in Education: Exploring the role of Fine Arts in holistic student development and curriculum integration.

1.3 Construction of Syllabus for Fine Arts at Secondary Education: Principles and processes involved in designing an Art curriculum.

1.4 Relationship of Fine Arts with Other School Subjects: Interdisciplinary connections between Art and other subjects like History, Literature, and Science.

UNIT 2: METHODS OF TEACHING & INDIAN ARTISTS, PAINTINGS

2.1 Lecture-cum-Demonstration Method in Indian Paintings: Applying traditional teaching methods to explore Indian Art.

2.2 Project Method in Indian Art: Engaging students in project-based learning focused on Indian artists and their contributions.

2.3 Observation Method: Encouraging critical observation as a tool for understanding and appreciating Art.

2.4 Significant Contributions of Indian Artists: Raja Ravi Varma's Indian Paintings: Analysing his impact on Indian Art, Contribution of Abanindranath Tagore and Amrita Sher-Gil: Understanding their role in shaping Indian Art, Centres of Art Schools: Exploring prominent Art schools and their influence on Indian Art.

UNIT 3: SKILL DEVELOPMENT IN ART

3.1 Skill of Art Appreciation: Developing the ability to critically evaluate and appreciate different forms of Art.

3.2 Skill of Observation: Enhancing observation skills to better understand artistic elements.

3.3 Skill of Imagination and Visual Communication: Fostering creativity and the ability to communicate ideas visually.

3.4 Skill of Handling Art Tools: Mastering the use of colours, brushes, and other tools to create Art., Art Development in Children: Understanding the stages of Art development in children and how to nurture their creativity.

UNIT 4: PROFESSIONAL EFFICIENCY, MEASUREMENT, AND EVALUATION

4.1 Professional Qualities of a Good Art Teacher; Identifying the key attributes and skills required for effective Art teaching.

4.2 Creativity in Art and the Role of the Art Teacher: Encouraging creativity in students and understanding the teacher's role in this process.

4.3 Organizing Art Exhibitions and Classroom Decoration: Planning and executing Art exhibitions, and creating an aesthetically pleasing classroom environment.

4.4 Measurement and Evaluation in Art Education: Understanding the importance, need, and types of evaluation techniques in Art education.

SUGGESTED PRACTICUM ACTIVITIES

- Students will choose and complete any four of the following practicum activities:
- Develop a unique design that reflects an understanding of Art principles.
- Create artistic greeting cards using various materials and techniques.
- Design a composition based on a selected theme, utilizing colour and form.
- Create a landscape painting, focusing on elements like perspective, colour, and texture.
- Develop a thematic collage using different materials to express an idea or concept.
- Create a poster with a focus on visual communication and design principles.

SUGGESTED READINGS

- Gupta, A. (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
- Khanna, S., & NBT. (1992). *Joy of Making Indian Toys*. New Delhi: National Book Trust.
- Prasad, D. (1998). *Art as the Basis of Education*. New Delhi: National Book Trust.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

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- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Dodd, N., & Hamer, W. (1980). *Drama and Theatre in Education*. London: Heinemann.
- NCERT. (2006). *Position Paper National Focus Group on Arts, Music, Dance, and Theatre*. New Delhi: NCERT.

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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER - II
COURSE- XV (BOE –115)
INSTRUCTIONAL TECHNOLOGY (H.A.E. & P.T.A.) (PRACTICUM)

Max Marks: 50
External Marks: 40
Internal Marks: 10

Instructional Hours: 4
Credit: 2

INSTRUCTIONS FOR THE EXAMINER: During the practical exam, each student will be required to demonstrate their proficiency in preparing teaching aids and handling of available equipments like OHP, LCD Projector etc., focusing on basics of operation, setup, and classroom application. The exam will assess the student's ability to apply the principles and techniques discussed in the course, including the preparation and effective use of teaching aids. Students will be expected to integrate their knowledge with a brief instructional segment, showcasing how they would use the aids and equipments to enhance student understanding in a real classroom scenario. Additionally, evaluative skills will be tested, as students will critique their own work and provide constructive feedback to peers. This practical exam aims to assess not only the technical skills in handling equipments but also the ability to create an engaging and visually appealing learning environment by using teaching aids also.

SUBJECT SPECIFIC OBJECTIVES

The course aims to:

- Acquaint student-teachers with the foundational philosophy and importance of work education in the teaching-learning process.
- Enable student-teachers to understand the significance of teaching aids in enhancing classroom instruction and student engagement.
- Develop the skills necessary for the preparation and effective use of teaching aids, ensuring that student-teachers can facilitate efficient and impactful teaching.
- Cultivate proficiency in chalkboard writing as an essential classroom management and instructional tool.

COURSE OUTCOMES

By the end of the course, student-teachers will be able to:

- Demonstrate a clear understanding of the basic philosophy and significance of work education and its application in the classroom.
- Identify and classify various types of teaching aids, understanding their relevance and use in different educational contexts.
- Prepare, use, and evaluate a range of teaching aids, including models, charts, and digital resources, to enhance teaching effectiveness.
- Exhibit effective chalkboard writing skills, utilizing them for better classroom management and communication.
- Integrate modern educational tools like overhead projectors, LCDs, AI and digital cameras into their teaching practices, aligning with the goals of NCF 2023 and NEP 2020.

COURSE CONTENT

UNIT 1: PREPARING TEACHING AIDS

1.1 Meaning, Concept, and Significance of Teaching Aids: Understanding the role of teaching aids in the educational process.

1.2 Importance and Need for Teaching Aids: Why teaching aids are essential for effective classroom instruction.

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.3 Classification of Teaching Aids: Types of teaching aids: Visual, Audio, Audio-Visual, and Digital aids.
1.4 Material Requirements and Effective Use of Teaching Aids, Tools and materials needed for creating teaching aids (e.g., paper, colours, scales, pencils), Best practices for using teaching aids in the classroom.

UNIT 2: HANDLING AVAILABLE EQUIPMENT

1.1 Overhead Projector (OHP): Basics of operation, setup, and classroom application.
1.2 Slide Projector and LCD Projector, Interactive Boards: Fundamentals of use, advantages in teaching, and integration into lesson plans.
1.3 Tape Recorder and Digital Camera: Utilizing audio tools and digital photography in education.
1.4 Computer, AI and ICT Tools, the role of computers in modern education, focusing on digital presentations and interactive learning, use of Artificial Intelligence

SUGGESTED PRACTICUM ACTIVITIES

- Teaching Aid Preparation:
  - Create two coloured charts (20" X 30") for specific teaching subjects.
  - Develop two models (one working and one static) related to teaching subjects.
  - Design two power point presentations for each teaching subject.
  - Make five flash cards for each teaching subject.
- Teaching Aid Development: Design and present teaching aids for a chosen subject. Discuss their educational significance and how they will be used in the classroom.
- Digital Equipment Demonstration: Conduct a demonstration on the use of digital tools in a classroom setting. Reflect on how these tools enhance learning.
- Classroom Integration Project: Create a lesson plan that integrates at least two different types of teaching aids. Implement the lesson and evaluate its effectiveness in terms of student engagement and comprehension.
- Chalkboard Writing Practice: Engage in a series of chalkboard writing exercises focused on legibility, organization, and clarity. Receive peer feedback and make improvements.
- Any other assignment,activity assigned by the teacher.

SUGGESTED READINGS

- Bhalla, C.L. (1962). *Audio-Visual Aids in Education*. Delhi: Ram Lal Pury.
- Chadha, D.K., Singh, V.P., & Bansal, M.L. (Year). *Audio-Visual Education*. New Delhi: Sandeep Parkashan.
- Chakraborti, S.K. (1961). *Audio-Visual Education in India*. Calcutta: Little Flower Pren.
- Chikara, M.S. (1991). *Audio Visual Education*. Ludhiana: Tandon Publications.
- deKieffer, R.E., & Cochran, L.W. (1962). *A Manual of Audio-Visual Techniques*. New Delhi: Prentice Hall of India.
- Mangal, S.K. (Year). *Work Experience*. Ludhiana: Parkash Brothers.
- Safaya, R.N. (Year). *Work Experience*. Jalandhar: Punjab Kitab Ghar.
- Singh, N. (Year). *Work Experience and Blackboard Writing*. Ludhiana: Tondon Publication.
- Verma, K.K. (Year). *Work Experience*. Jalandhar: Trueman Book Co.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-II
COURSE- XVI (BOE- 116)
INTERNSHIP PHASE-2 (SCHOOL ATTACHMENT)
COURSE- XVII (BOE-117)
INTERNSHIP PHASE-2 (COMMUNITY SURVEY)

Max Marks: 25+25= 50 |**Total Duration: 02 Weeks (1 Week Each for School Attachment and Community Survey)**
External Marks: 20+20= 40 | **Internal Marks:** 5+5= 10 | **Credits:** 01+01=02

COURSE OVERVIEW

Internship Phase-2 is an integral part of the B.Ed. program, designed to provide student-teachers with deeper insights into school dynamics and community engagement. This phase consists of two components: School Attachment and Community Survey. The School Attachment component focuses on immersing student-teachers in real classroom settings, observing teaching-learning processes, and participating in various school activities. The Community Survey component aims to connect student-teachers with the broader educational context by engaging with the community, understanding its educational needs, and conducting relevant surveys. This dual exposure equips future teachers with practical knowledge, critical thinking skills, and a comprehensive understanding of the educational ecosystem.

SUBJECT-SPECIFIC OBJECTIVES

The main objectives of Internship Phase-2 are to:

1. **Enhance Observational Skills:** Enable student-teachers to observe real classroom situations and gain insights into effective teaching and classroom management.
2. **Understand School Functioning:** Familiarize student-teachers with school organization, management, and the role of various educational resources in enhancing learning.
3. **Develop Reflective Practices:** Encourage student-teachers to critically analyze school environments and provide feedback for improvement.
4. **Gain Community Insight:** Conduct community surveys to understand the educational needs and challenges faced by students and parents.
5. **Engage in School and Community Activities:** Participate in school celebrations, co-curricular activities, and community outreach to foster a holistic understanding of education.

COURSE OUTCOMES

Upon successful completion of the Internship Phase-2, student-teachers will be able to:

1. **Analyze Classroom Dynamics:** Critically observe classroom interactions, pedagogical practices, and assess the effectiveness of teaching methods.
2. **Evaluate School Environment:** Understand the philosophy, aims, and organizational structure of schools, and how these impact teaching and learning.
3. **Reflect and Suggest Improvements:** Provide constructive feedback on school operations, classroom management, and student engagement.

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Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

4. **Conduct Effective Community Surveys:** Collect and analyze data from the community to understand educational challenges and suggest relevant interventions.
5. **Apply Practical Teaching Skills:** Develop and use audio-visual aids, conduct lab work, and learn evaluation techniques, including preparing question papers and grading.

COURSE CONTENT AND ACTIVITIES

WEEK 1: SCHOOL ATTACHMENT (1 WEEK)

1. **Classroom and School Environment Observation**

    a) **Activity:** Observe real classroom situations in at least two schools (private/government) affiliated with HBSE/CBSE. This includes understanding the school's philosophy, aims, organization, management, curriculum transaction, and assessment methods.
    b) **Outcome:** Develop a holistic understanding of the school environment and identify effective teaching strategies.

2. **Visit to Innovative Pedagogy and Learning Centres available in school**

    a) **Activity:** Visit educational resource centers and innovation centers to observe advanced teaching methods and learning technologies.
    b) **Outcome:** Gain exposure to innovative pedagogical practices and integrate these into future teaching.

3. **School Timetable and Attendance Record**

    a) **Activity:** Observe the school timetable and attendance records to understand the scheduling of academic and co-curricular activities.
    b) **Outcome:** Learn to manage time effectively in a school context.

4. **Morning Assembly and Co-Curricular Activities**

    a) **Activity:** Report on the conduct of morning assemblies and participate in co-curricular activities such as sports, cultural events, and competitions.
    b) **Outcome:** Understand the role of co-curricular activities in holistic education.

5. **Observing National Days and Important Occasions**

    a) **Activity:** Participate in the celebration of national days and other significant occasions with school children.
    b) **Outcome:** Foster a sense of national pride and cultural awareness among students.

6. **Use of School Library and Laboratory Work**

    a) **Activity:** Utilize school libraries and conduct lab work, helping students with practical exercises and research.
    b) **Outcome:** Promote the use of additional resources to support learning.

WEEK 2: COMMUNITY SURVEY (1 WEEK)

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

7. Philosophy, Vision, and Objectives of the School

   a) **Activity:** Analyze the school's mission, objectives, and their alignment with educational goals.
   b) **Outcome:** Understand how school philosophy impacts teaching and learning outcomes.

8. **School Organization and Management**

   a) **Activity:** Study the organizational structure, fee management, staff salaries, leave rules, and service conditions.
   b) **Outcome:** Gain insights into the administrative workings of schools.

9. **School Infrastructure Analysis**

   a) **Activity:** Conduct a detailed evaluation of the school plant, including infrastructural, instructional, and human resources.
   b) **Outcome:** Assess the adequacy and effectiveness of school facilities in supporting education.

10. **Feedback and Suggestions**

   a) **Activity:** Prepare feedback and suggestions based on classroom observations and overall school functioning.
   b) **Outcome:** Enhance reflective skills and contribute valuable insights for school improvement.

   a) **Outcome:** Improve instructional design skills and enhance student learning experiences.

ASSESSMENT AND REPORTING

a) Assessment Criteria: Student-teachers will be assessed on their ability to observe, analyze, reflect, and report on school and community dynamics. Marks will be awarded based on participation, quality of observations, reflective practices, and the effectiveness of feedback and suggestions.
b) Documentation: Student-teachers are required to maintain detailed records and reports of all activities, which will be reviewed and evaluated at the end of the internship phase.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(W.E.F. Academic Session-2024-2025)

SEMESTER-III

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Practicum Course								
1.	BOE-201	Pre- Internship Pedagogy Workshop	-----	Two Weeks	2	10	40	50
	School Internship Phase-3 (16 Weeks)							
2.	BOE-202	School Internship Report	---	40	4	20	80	100
3.	BOE-203	Pedagogy of School Subject-1	---		8	40	160	200
4.	BOE-204	Pedagogy of School Subject-2	---		8	40	160	200
Total			-----	40+ Two Weeks	22	110	440	550

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-III
COURSE- XVIII (BOE-201)
PRE- INTERNSHIP PEDAGOGY WORKSHOP
COURSE-XIX (BOE-202)
SCHOOL INTERNSHIP REPORT
COURSE-XX (BOE-203)
PEDAGOGY OF SCHOOL SUBJECT-1
COURSE-XXI (BOE-204)
PEDAGOGY OF SCHOOL SUBJECT-2

Max Marks: 50+100+200+200=550 | **Total Duration:** 2 Weeks+16 Weeks=18 Weeks
External Marks: 40+80+160+160=440 | **Internal Marks:** 10+20+40+40=110 | **Credits:** 2+4+8+8= 22

SUBJECT- SPECIFIC OBJECTIVES

1. **Enhance Professional Practice:** Equip student teachers with the practical skills and experience necessary for effective teaching through immersive school internships and community surveys.
2. **Integrate Theory with Practice:** Facilitate the application of pedagogical theories and strategies in real-world classroom settings and community environments.
3. **Develop Comprehensive Understanding:** Foster a deep understanding of school operations, curriculum implementation, and community engagement.
4. **Promote Reflective Practice:** Encourage ongoing reflection on teaching practices, community interactions, and overall professional growth.

COURSE OUTCOMES

Upon successful completion of this course, students will be able to:

1. **Demonstrate Teaching Proficiency:** Effectively plan, deliver, and assess lessons across multiple subjects while integrating technology and innovative teaching methods.
2. **Conduct In-Depth Analysis:** Analyze and evaluate school environments, curricula, and administrative processes to identify areas for improvement and implement best practices.
3. **Engage with the Community:** Conduct meaningful community surveys and engage with local stakeholders to understand and address educational and social needs.
4. **Reflect and Report:** Prepare detailed reports on internship experiences and community engagement, demonstrating reflective and analytical skills.

COURSE CONTENT

PHASE 1: PRE-INTERNSHIP PEDAGOGY WORKSHOP (2 WEEKS)

Objective: Prepare student teachers for effective teaching and community engagement through a comprehensive workshop.

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BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

1. **Microteaching:** Practice teaching small lessons in a controlled environment to refine skills and receive constructive feedback.
2. **Mega Teaching:** Simulate full classroom sessions to experience and manage larger groups and diverse teaching scenarios.

PHASE 2: SCHOOL INTERNSHIP (16 WEEKS)

Objective: Provide immersive, hands-on teaching experience and involvement in school activities.

1. **Teaching Practice:**
    1. **Lesson Planning and Delivery:** Prepare and deliver 80 lesson plans across all pedagogy subjects.
    2. **Classroom Management:** Implement effective classroom management techniques and differentiated instruction strategies.
    3. **Observation and Collaboration:**
    4. **Peer Observations:** Observe and provide feedback on 20 lessons conducted by fellow student teachers.
    5. **Participation in School Activities:** Engage in morning assemblies, cultural activities, exhibitions, quizzes, games, sports, and PTA/SMC/PTM meetings.
2. **Administrative Duties:**
    1. **Timetable Preparation:** Assist in creating and managing school timetables.
    2. **Record Keeping:** Maintain a teacher diary and other school records, including attendance and student progress.
3. **Community Engagement:**
    1. **Community Surveys:** Conduct surveys to understand community needs and perceptions regarding education.
    2. **Field Visits:** Visit innovation centers and educational resource centers to gain insights into new teaching practices and resources.
4. **Reporting and Documentation:**
    1. **Lesson Plans:** Submit 80 lesson plans in each subject area.
    2. **School Profile:** Document the school's infrastructure, social science laboratory, equipment, and library facilities.
    3. **Participation Records:** Maintain records of participation and organization of school activities.

PHASE 3: POST INTERNSHIP

5. **Reflective Report:**
    1. **Preparation:** Compile a comprehensive report summarizing experiences, observations, and reflections from the internship period.
    2. **Exhibition: Teaching Aids:** Organize and display teaching aids developed during the internship.
    3. **Viva-Voce: Oral Examination:** Present findings and reflections in a viva-voce session with the concerned supervisor.

INTERNAL ASSESSMENT

6. **Evaluation Criteria:**

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Khahpur Kalan (Sonipat)

1. **Documentation Quality:** Assessment of submitted lesson plans, records, and reports.
2. **Practical Skills:** Evaluation of teaching proficiency, classroom management, and participation in school activities.
3. **Reflective Practice:** Review of reflective reports and ability to articulate insights gained from the internship experience.
4. **Supervisor Feedback:** Performance assessment based on observations and feedback from the internship supervisor.

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.Ed.)
COURSE STRUCTURE AND SCHEME OF EXAMINATION
(W.E.F. Academic Session-2024-2025)

SEMESTER-IV

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Theory Course								
1.	BOE-205	Gender, School and Society	3	2	4	20	80	100
2.	BOE-206	Environmental Education	3	2	4	20	80	100
3.	BOE-207	Creating an Inclusive School	3	2	4	20	80	100
4	BOE-208	Health and Physical Education	3	2	4	20	80	100
5	BOE-209	**Optional Course (Any one option to be opted)**						
	Option (i)	Educational Measurement and Evaluation	3	2	4	20	80	100
	Option (ii)	Guidance and Counseling in Indian School	3	2	4	20	80	100
	Option (iii)	Value Education and Human Rights Education	3	2	4	20	80	100
	Option (iv)	Teacher Education	3	2	4	20	80	100
Practicum Course								
6	BOE-210	Drama and Arts in Education	–	4	2	10	40	50
7	BOE-211	Understanding the Self	–	4	2	10	40	50
		Total	**15**	**18**	**24**	**120**	**480**	**600**
		Grand Total (Semester- I to Semester- IV)			**96**	**480**	**1920**	**2400**

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Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B. ED.)
SEMESTER- IV
COURSE - XXII (BOE – 205)
GENDER, SCHOOL AND SOCIETY

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum:20

Inst. Hours: 3+2
Exam Hour: 3 hrs.
Credit: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

By the end of this course, pupil-teachers will be able to:

- Develop an understanding of the concepts of gender and gender roles and their impact on society.
- Explain the processes of gender identity formation and socialization.
- Identify and address gender-related challenges in schools, such as bullying, eve-teasing, and sexual abuse.
- Critically examine gender stereotypes in educational settings and learn methods to counteract them.

COURSE OUTCOMES:

Upon successful completion of this course, pupil-teachers will:

- Comprehend the distinctions between gender and sex, and articulate the importance of gender equality in various social contexts.
- Analyse and evaluate the role of social institutions in perpetuating or challenging gender roles.
- Propose strategies to address gender-related challenges in schools and promote a safe and inclusive environment.
- Reflect on the impact of socialization practices on gender identity formation and challenge gender stereotypes in educational settings.

COURSE CONTENT

UNIT 1: CONCEPT OF GENDER AND GENDER ROLES

1.1 Gender: Concept, differences between gender and sex.

1.2 Understanding concepts related to gender: Feminism, masculinity, and femininity.

1.3 Gender equality: Meaning, need, importance, and the causes and consequences of gender inequalities.

1.4 Gender roles and social institutions: Influence of family, community, and society.

UNIT 2: GENDER AND SCHOOL

2.1 Addressing gender issues in schools: Strategies to prevent bullying, eve-teasing, and sexual abuse.

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

2.2 Role of school, peers, teachers, curriculum, and textbooks in challenging gender inequalities.
2.3 Gender concerns related to access, enrolment, retention, participation, and achievement in schools.
2.4 Gender discrimination: Meaning, causes, and manifestations at different levels of educational institutions.

UNIT 3: GENDER IDENTITY AND SOCIALIZATION PROCESS

3.1 Gender identity and socialization practices within the family and other formal and informal organizations.
3.2 Gender stereotypes in schools: Identification and strategies to overcome them.
3.3 Social construction of gender: Exploring how gender roles are formed and maintained.
3.4 Theories of gender construction: Biological and social theories, and their application in the Indian context.

UNIT 4: GENDER-RELATED ISSUES IN INDIA

4.1 Female foeticide: Meaning, reasons, legal provisions, and preventive strategies.
4.2 Domestic violence: Meaning, causes, legal provisions, and preventive strategies.
4.3 Dowry system: Meaning, causes, legal provisions, and preventive strategies.
4.4 Sexual harassment at the workplace: Meaning, causes, legal provisions, and preventive strategies

SUGGESTED PRACTICUM ACTIVITIES : (CHOOSE ANY ONE)

- Presentation on gender issues, gender roles, and the necessity of gender equality, using real-life examples.
- Role-playing scenarios to simulate situations involving bullying, eve-teasing, and sexual abuse, followed by group discussions on strategies to address these challenges in the classroom.
- Organize an awareness campaign in the community to educate people about gender stereotypes and biases in schools or the community.
- Presentation and group discussion on gender-related social issues, legal provisions, and preventive strategies.
- Any other activity, assignment, project assigned by the teacher.

SUGGESTED READINGS

- Bala, A., & Bala, I. (2024). *Women in Indian society*. Delhi: Academic Publication.
- Bala, I., & Bala, A. (2023). *Gender and society*. Delhi: Academic Publication.
- Husain, N. (2023). *Gender, school, and society*. Delhi: Shipra Publications.
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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILAVISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-IV
COURSE - XXIII BOE – 206
ENVIRONMENTAL EDUCATION

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum:20

Instructional hours = 3+2
Exam Hours: 3Hrs.
Credits: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT-SPECIFIC OBJECTIVES

The course aims to:

- Impart fundamental knowledge about the environment and its related challenges.
- Increase awareness, knowledge, skills, and participation regarding environmental issues and their solutions.
- Foster an attitude of concern and responsibility towards environmental conservation.
- Equip students with the ability to address environmental problems through education and action.

COURSE OUTCOMES

By the end of the course, students will be able to:

- Understand the concept, importance, scope, and aims of environmental education.
- Comprehend the principles and significance of sustainable development.
- Recognize the concepts of ecosystems and food chains and the environmental imbalances caused by human activities.
- Identify potential environmental hazards and develop strategies to mitigate the effects of environmental degradation and pollution.
- Integrate various components of environmental education into the curriculum.
- Develop effective methods and strategies for teaching environmental education.
- Analyse and address various environmental issues and problems.
- Understand the impact of human activities on the environment and the importance of environmental ethics.
- Promote awareness and sensitivity towards environmental issues in educational settings.
- Acquire knowledge about environmental education programs aimed at fostering positive attitudes and behaviour towards the environment.

COURSE CONTENT

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Khanpur Kalan (Sonipat)

UNIT 1: BASIC CONCEPTS OF ENVIRONMENT & ENVIRONMENTAL EDUCATION

1.1 Meaning & Definition of Environment; Basic Components and Classification of Environment

1.2 Meaning, Definition & Importance of Environmental Education; Characteristics of Environmental Education

1.3 Aims & Objectives of Environmental Education; Development and Content of Environmental Awareness

1.4 Differences Between Environmental Education and Environmental Awareness; Teacher's Role in Environmental Education (Aligned with NCF 2023 and NEP 2020)

UNIT 2: ECOSYSTEM, ENVIRONMENTAL POLLUTION, DEGRADATION, AND HAZARDS

2.1 Ecosystem: Meaning, Components, Functions, and Food Chains; Causes of Imbalance

2.2 Environmental Pollution: Types (Soil, Water, Air, Noise, Radioactive) and Control Measures

2.3 Environmental Degradation: Concepts, Causes, Types; Environmental Hazards and Disasters: Natural and Man-made

2.4 Global Environmental Changes: Greenhouse Effect, Ozone Layer Depletion, Acid Rain, Melting of Polar Ice Caps, and Rising Sea Levels (Impact of Human Activities - NEP 2020)

UNIT 3: CURRICULUM DEVELOPMENT AND ENVIRONMENTAL EDUCATION

3.1 Teaching-Learning Strategies and Evaluation Techniques in Environmental Education

3.2 Environmental Education Programs for Attitude Change; Role of Media, Films, and Television in Spreading Environmental Awareness

3.3 Planning Environmental Education in Schools, Colleges & Universities

3.4 Curriculum Development in Environmental Education; Environmental Laws in India (Aligned with NCF 2023)

UNIT 4: ENVIRONMENTAL ISSUES AND PROTECTION

4.1 Sustainable Development: Concepts, Principles, and Practices

4.2 Environmental Conservation and Management: National Parks, Bird Sanctuaries, and Zoos

4.3 Environmental Protection Plans and Projects: Save Dal Lake, Save Hangul, Save Tiger, Chipko Movement, Save Ganga (Aligned with NEP 2020)

4.4 Alternate Sources of Energy, Eco-friendly Technology, and Waste Management

SUGGESTED PRACTICUM ACTIVITIES(CHOOSE ANY ONE)

Students will choose and complete one of the following practicum activities:

- Prepare a scrap file with environmental articles and news, including suggestions by pupil-teachers.
- Develop a project report on a local environmental problem and propose solutions.
- Conduct a classroom discussion on disaster management and prepare a report.
- Participate in and promote Vanmahotsav by involving the school community in tree planting and awareness activities.
- Engage in on-field learning by raising a nursery or kitchen garden.
- Organize and lead activities for an eco-club in a rural school, promoting environmental awareness and action.
- Any activity, project, assignment assigned by the teacher.

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Khanpur Kalan (Sonipat)

SUGGESTED READINGS

- De, A.K., & De, A.K. (2004). *Environmental Education*. New Delhi: New Age International.
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Khanpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B. ED.)
SEMESTER- IV
COURSE – XXIV (BOE – 207)
CREATING AN INCLUSIVE SCHOOL

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum:20

Inst. Hour : 3+2
Exam Hour: 3 hrs.
Credits :04

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES

The course aims to:

- Develop a pedagogical understanding that values diversity and promotes true inclusion, enabling each child to optimize their potential within a common curriculum framework.
- Foster an understanding of the philosophy of inclusion and familiarize students with policies, programs, and legislations related to children with special needs.
- Build awareness about the diverse needs of disabled individuals and the importance of creating inclusive classrooms that address these needs.
- Critically analyse inclusive educational practices and develop strategies to implement effective inclusive education.
- Understand the global and national commitments towards the education of children with diverse needs, as outlined in policies like NCF 2023 and NEP 2020.
- Enhance the ability to plan need-based programs for children with varied abilities, utilizing human and material resources effectively in inclusive classrooms.
- Equip students with specific teaching strategies for special needs children, including learner-friendly evaluation procedures and innovative practices.
- Engage with policy critique and contribute to the formulation and implementation of laws and practices pertaining to the education of children with special needs.

COURSE OUTCOMES

- By the end of the course, students will be able to:
- Summarize and apply the principles of inclusive education, understanding the shift from segregation to inclusion.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Analyse and implement policies and programs related to children with special needs, including those outlined in NCF 2023 and NEP 2020.
- Identify and address the diverse physical, psychological, and socio-cultural needs of learners in inclusive classrooms.
- Design and modify curricula, instructional strategies, and evaluation methods to meet the needs of all learners.
- Develop and apply innovative practices and use assistive technologies to support children with special needs.
- Critically engage with and contribute to policy-making processes related to inclusive education.
- Plan and execute inclusive educational practices that accommodate diverse learning needs, ensuring equity and access for all students.

COURSE CONTENT

UNIT 1: UNDERSTANDING INCLUSION IN EDUCATION

1.1 History of Inclusion: Paradigm Shift from Segregation to Inclusion
1.2 Concept and Principles ,advantages of Inclusive Education
1.3 Differences Between Special Education, Integrated Education, and Inclusive Education
1.4 Barriers and Facilitators of Inclusive Education.

UNIT 2: POLICIES, PROGRAMMES, AND LEGISLATIVE PROVISIONS FOR CHILDREN WITH SPECIAL NEEDS

2.1 Salamanca Statement (1994) and its Impact on Global Inclusive Education
2.2 UN Convention on the Rights of Persons with Disabilities (UNCRPD),
2.3 Persons with Disabilities (PWD) Act 1995, National Policy for Persons with Disabilities (2006),
2.4 Right to Persons with Disabilities Act (2016), Rehabilitation Council of India (RCI) Act (1992), and Sarva Shiksha Abhiyan (SSA) with Special Reference to Inclusive Education, Recent Trends and Issues in Inclusive Education in the Context of NCF 2023 and NEP 2020

UNIT 3: UNDERSTANDING PHYSICAL, PSYCHOLOGICAL, AND SOCIO-CULTURAL DIVERSITY

3.1 Diversity Due to Disability: Nature, Characteristics, Identification, and Educational Needs
Special Needs of Children with Sensory Disabilities
Special Needs of Children with Cognitive Disabilities
Special Needs of Children with Physical Disabilities
3.2 Issues and Challenges Faced by Girls with Disabilities
3.3 Socio-Cultural Factors Influencing Education and Inclusion of Children with Disabilities
3.4 Psychological Aspects of Inclusion: Building Resilience and Self-Esteem in Diverse Learners

UNIT 4: ADDRESSING LEARNERS' DIVERSITY

4.1 Curriculum Adaptation and Modifications for Inclusive classroom for diverse learners
4.2 Assistive and Adaptive Devices and Role of Virtual Reality in Inclusive classroom
4.3 Universal Design for Learning (UDL): Principles and Applications in Inclusive Classrooms
4.4 Strategies for Creating Inclusive Learning Environments: Role of Teachers, Parents, and the Community

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

- Students will choose and complete one activity from the following:
- During the internship, visit a nearby school to observe teaching-learning processes, infrastructure, and the nature of inclusive practices. Assess the challenges and factors that promote inclusive practices, providing justifications.
- Visit a nearby special, inclusive, and regular school. Compare the practices in terms of time table, teaching-learning activities, infrastructure, child-to-child interaction, and parental support.
- Prepare a need profile of all children in a class, critically analyzing the relationship between students' needs, abilities/disabilities, and their socio-economic and educational status.
- Adapt a pedagogical practice studied in the course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
- Review the assessment and evaluation practices being followed in a school and reflect critically on these practices in the context of inclusive education.
- Review the characterization of persons/children with disabilities in popular media. Draw correlations between popular myths, current beliefs, and media representations.
- Conduct interviews with regular teachers to ascertain the current challenges for promoting inclusive education. Gather opinions from at least 25 teachers.
- Explore the concept of inclusion in the Vedic era and trace its journey to modern times. Reflect and discuss whether inclusion is a new concept.
- Any other activity, project, assignment assigned by the teacher.

SUGGESTED READINGS

- Ainscow, M., & Booth, T. (2003). *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja, A., & Jangira, N.K. (2002). *Effective Teacher Training: Cooperative Learning-Based Approach*. New Delhi: National Publishing House.
- Ashman, A., & Elkins, J. (2002). *Educating Children with Special Needs*. French Forest, NSW: Prentice Hall.
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Chairperson
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Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-IV
COURSE- XXV (BOE-208)
HEALTH AND PHYSICAL EDUCATION

Max Marks: 100 **Inst. Hours: 3+2**
External Marks/Theory: 80 **Exam Hours: 3hrs**
Internal Marks/Practicum: 20 **Credits: 4**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

After completing the course, students will be able to:

- Understand the meaning, scope, aim, and objectives of physical education.
- Identify the need and importance of physical education in modern society.
- Explain the concept of health education and balanced diet.
- Conduct various activities related to physical health.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Gain a thorough understanding of the health and physical education.
- Develop the ability to select and evaluate the exercise according to bodily needs.
- Apply different approach for removing barriers in adapted physical education
- Conduct awareness activities about obesity, various communicable diseases such as AIDS, Hepatitis B, Rabies, Malaria and understand the role of balanced diet.

COURSE CONTENT

UNIT I: BASICS OF PHYSICAL EDUCATION

1.1 Meaning, aim, objectives, scope, need and importance of physical education in modern society.

1.2 Role of institutions, health services, programs, and age and sex differences in relation to physical activities and sports.

1.3 Relationship of physical education with other subjects and philosophy of Olympism.

1.4 Meaning, aims, and objectives and approach for removing barriers in adapted physical education.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

UNIT II: EXERCISE AND SPORTS TRAINING

2.1 Meaning and importance of physical components (speed, strength, endurance, flexibility) and indigenous and self-defence activities.

2.2 Benefits of exercise (muscular, circulatory, respiratory systems).

2.3 Types, methods, and components of warming up, and importance of cooling down in sports.

2.4 Development of physical fitness: posture, relaxation, importance.

UNIT III: BASICS OF HEALTH & HEALTH EDUCATION

3.1 Meaning, dimensions and determinants of health.

3.2 Meaning, objectives and scope of health education.

3.3 Principles and importance of health education at school level.

3.4 Health services provided by the government.

UNIT IV: NUTRITION AND CONTEMPORARY HEALTH PROBLEMS

4.1 Concept of malnutrition and obesity, and its effect on individual and its management.

4.2 Meaning and importance of a balanced diet.

4.3 Needs and problems of adolescence and their management.

4.4 Communicable diseases such as aids, hepatitis b, rabies, malaria and swine flu.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Group discussion and presentation on the role of physical education in modern society.
- Conduct a warm-up and cool-down session and organize college-level interclass tournaments of various games.
- Analyse the principles of health education and present strategies for implementing health education in schools.
- Create a diet plan addressing malnutrition and obesity issues.
- Any other relevant activity, project, or assignment assigned by the teacher.

SUGGESTED READINGS

- Gupta, A.P. (2010). *Anatomy and Physiology*. Agra: Sumit Prakashan.
- Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.
- Osborne, M.P. (2004). *Magictree house fact tracker: ancient greece and the olympics: a non-fiction companion to magic tree house: hour of the Olympics*. New York: Random House Books for Young Readers.
- Park.K., (2003). *Preventive & social medicine*. India: Banarsidas Banot.
- Srinivas M.V. & K.R.S. Reddy, (2014). *Science of sports training*. New Delhi: Swasthik Publication.
- Uppal, A.K. (1999). *Sports Training*. New Delhi: Friends Publication.
- Kamlesh, M.L. (1998). P*sychology in physical education and sport*. New Delhi: Metropolitan Book Co.

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DEPARTMENT OF EDUCATION
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-IV
COURSE- XXVI (BOE – 209)
EDUCATIONAL MEASUREMENT AND EVALUATION (OPTION-1)

Max Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum:20

Inst. Hour : 3+2
Exam Hour: 3
Credit : 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

- Understand the foundational knowledge of assessment approaches in education.
- Explore and create ideas related to new trends in educational evaluation.
- Learn and apply tools and techniques of measurement and evaluation.
- Develop teaching competencies in designing and conducting assessments.
- Acquire knowledge related to the analysis, feedback, and reporting of assessment results.

LEARNING OUTCOMES:

Upon successful completion of this course, students will:

- Understand the basic concepts, trends, and practices in educational measurement and evaluation.
- Become proficient with various tools and techniques of measurement and evaluation.
- Develop skills and competencies in constructing and standardizing educational tests.
- Apply knowledge of measurement and evaluation to interpret and report educational outcomes.
- Use appropriate statistical techniques in the analysis of measurement and evaluation data.

COURSE CONTENT

UNIT 1: EDUCATIONAL MEASUREMENT AND EVALUATION

1.1 Meaning, nature, and scope of educational measurement and evaluation.
1.2 Levels of measurement: Nominal, ordinal, interval, and ratio.
1.3 Differences between measurement and evaluation; types of evaluation.
1.4 Types of evaluation: Placement, formative, diagnostic, and summative.

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UNIT 2: TOOLS OF MEASUREMENT AND EVALUATION

2.1 Types of tools for measurement and evaluation: Essay-type tests and objective-type tests, Questionnaires and schedules, Inventories.

2.2 Characteristics of a good measuring instrument: Validity: Types and factors affecting validity, Reliability: Types and factors affecting reliability, Norms., Usability.

2.3 Observation and Rating Scales: Meaning and importance of observation in evaluation, Types of observation: Participant and non-participant, Rating scales: Types and uses in educational settings.

2.4 Rubrics and Checklists: Concept and purpose of rubrics in assessment, designing effective rubrics and checklists for classroom assessment, Using rubrics and checklists for formative assessment

UNIT 3: STANDARDIZATION OF A TEST

3.1 Norm-referenced and criterion-referenced tests.

3.2 Construction and standardization of an achievement test.

3.3 Item analysis: Difficulty index, discrimination index.

3.4 Interpretation of test scores.

UNIT 4: STATISTICS AND NEW TRENDS IN MEASUREMENT AND EVALUATION

4.1 Statistical terms: Data, class interval, frequency, frequency distribution.

4.2 Measures of central tendency: Arithmetic mean, median, and mode.

4.3 Grading system: Relative merits and demerits of marking and grading.

4.4 Semester system: Implementation and challenges.

SUGGESTED PRACTICUM ACTIVITIES: (CHOOSE ANY ONE)

- Construct and standardize an achievement test, including item analysis and score interpretation.
- Prepare a comprehensive questionnaire relevant to educational research or evaluation.
- Administer a self-made test, analyses the results using appropriate statistical techniques, and interpret the scores.
- Any other activity/project/assignment assigned by the teacher.

SUGGESTED READINGS:

- Anastasi, A., & Urbina, S. (2008). *Psychological testing*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Ebel, R. L., & Frisbel, D. A. (1990). *Essentials of educational measurement*. New Delhi: Prentice Hall.
- Garrett, H. E. (2004). *Statistics in psychology and education* (11th Indian print). New Delhi: Paragon International.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Delhi: New Age International Pvt. Ltd.
- Koul, L. (2009). *Methodology of educational research* (4th ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Kubiszyn, T., & Borich, G. (2003). *Educational testing and measurement: Classroom application and practice* (7th ed.). New York: John Wiley and Sons.
- Linn, R. L., & Gronlund, N. E. (2003). *Measurement and assessment in teaching* (8th ed.). Delhi: Pearson Publishers.

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Khanpur Kalan (Sonipat)

- Reynolds, C. R., Livingston, R. B., & Wilson, V. (2011). *Measurement and assessment in education*. New Delhi: PHI Learning Pvt. Ltd.
- Sharma, T. R. (2007). *Measurement and evaluation*. Patiala: Twenty First Century Publications.
- Singh, B. (2007). *Modern educational measurement and evaluation system*. New Delhi: Anmol Publications Private Limited.
- Thorndike, R. M., & Thorndike-Christ, T. M. (2011). *Measurement and evaluation in psychology and education* (8th ed.). New Delhi: Pearson.
- New Addition: Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). New York: McGraw-Hill Education.
- New Addition: McMillan, J. H. (2014). *Classroom assessment: Principles and practice for effective standards-based instruction* (6th ed.). Boston: Pearson.

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-IV
COURSE-XVI (BOE – 209)
GUIDANCE AND COUNSELLING IN INDIAN SCHOOL (OPTION II)

Max Marks: 100 **Inst. Hours : 3+2**
External Marks/Theory : 80 **Exam Hours: 3**
Internal Marks/Practicum: 20 **Credits: 4**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

- Understand the nature, scope, and importance of guidance in educational settings.
- Recognize the critical role of guidance for populations with special needs.
- Comprehend the nature, scope, and applications of counselling in various educational and related fields.
- Apply group guidance and counselling techniques effectively in educational contexts.
- Develop and implement different guidance services tailored to the needs of students.

COURSE OUTCOMES:

Upon successful completion of the course, students will:

- Clearly articulate the concepts, nature, and scope of guidance and its distinction from education, teaching, and counselling.
- Assess the educational and psychological needs that necessitate guidance and stay updated with new trends in the field.
- Understand and apply the core principles, aims, and processes of counselling while recognizing the qualities of an effective counsellor.
- Implement group guidance and counselling strategies, including various techniques such as career talks, exhibitions, and conferences.
- Develop and manage educational guidance, occupational information services, placement services, and follow-up services within educational institutions.

COURSE CONTENT

UNIT 1: UNDERSTANDING GUIDANCE

1.1 Meaning of Guidance – Concept, nature, need, scope, and areas in guidance.
1.2 Distinctions between guidance, education, teaching, and counselling.

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

1.3 Educational and psychological needs for guidance.
1.4 Emerging trends and evolving demands in guidance.

UNIT 2: ELEMENTS AND SCOPE OF COUNSELING

2.1 Meaning of Counselling: Concept, importance, and purpose.
2.2 Functions and necessity of counselling in educational contexts.
2.3 Aims, stages, and process of counselling.
2.4 Qualities and competencies of an effective counsellor.

UNIT 3: GROUP GUIDANCE AND COUNSELING

3.1 Group guidance: Concept, nature, principles, and scope.
3.2 Fundamentals of group guidance.
3.3 Group guidance vs. individual counselling: Applications and distinctions.
3.4 Group guidance techniques: a) Career talks: Organizing and delivering effective career talks, b) Career exhibitions: Planning and executing career exhibitions for students, c) Career conferences: Facilitating and managing career-related conferences.

UNIT 4: DIFFERENT GUIDANCE SERVICES

4.1 Educational guidance: Definition, need, and scope.
4.2 Occupational information services: Concept, definition, nature, principles, and scope.
4.3 Placement services: Concept, definition, nature, principles, and scope.
4.4 Follow-up services: Concept, definition, nature, principles, and importance in student development.

SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete **one** of the following practicum activities:

- Conduct a small-scale research project on the effectiveness of different guidance services in a local school, focusing on special needs populations.
- Organize and deliver a career talk or career exhibition event, followed by a reflective report on its impact on students.
- Develop a detailed counselling session plan addressing a specific issue commonly encountered by school students, and reflect on the counselling process.
- Create a follow-up service strategy for a hypothetical school, detailing its design, implementation, and potential benefits for student progress.
- Analyse case studies related to group guidance and counselling, comparing various approaches and techniques used in real-world educational settings.
- Design a comprehensive educational guidance program for secondary school students, incorporating elements of occupational information, placement, and follow-up services.
- Any other activity , project, assignment assigned by the teacher.

SUGGESTED READINGS

- Aggarwal, J. C. (1989). *Educational, vocational guidance and counselling*. Delhi: Doaba House.
- Rao, S. N., & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: McGraw Hill Education Pvt. Ltd.
- Siddiqui, M. H. (2014). *Guidance and counselling*. New Delhi: APH Publishing Corporation.

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- Shetzer, B., & Stone, S. (1976). *Fundamentals of guidance*. Houghton: Mifflin Co.
- Chauhan, S. S. (1982). *Principles and techniques of guidance*. New Delhi: Vikas Publishing House.
- Gibson, R. L., & Mitchell, M. H. (2014). *Introduction to counselling and guidance*. New Delhi: PHI Pvt. Ltd.
- Jones, A. J. (1970). *Principles of guidance*. New York: McGraw Hill Co.
- Kochhar, S. K. (1989). *Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mathewson, R. H., & Myers, G. E. (1976). *Principles and techniques of guidance*. New York: McGraw Hill Book Co.
- Meenakshi. (2003). *Guidance & counselling*. Kalia Prakashan.
- Ohlsen, M. M. (1977). *Group counselling* (2nd ed.). New York: Holt Rinehart and Winston.

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BACHELOR OF EDUCATION (B.ED.)
SEMESTER-IV
COURSE-XVI (BOE –209)
VALUE EDUCATION AND HUMAN RIGHTS EDUCATION (OPTION III)

Max Marks: 100 **Inst. Hours: 3+2**
External Marks/Theory: 80 **Exam Hours: 3**
Internal Marks Practicum:20 **Credits: 4**

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.

SUBJECT SPECIFIC OBJECTIVES:

- Understand the fundamental concepts and importance of value education and human rights education.
- Explore the nature of value education and its significance in human life.
- Gain knowledge of human rights and the relevant provisions in the Indian Constitution.
- Learn about various types of human rights and their application.
- Comprehend the role of educational institutions in promoting both value education and human rights education.
- Understand and implement different approaches to value development in classroom settings.
- Recognize the international dimensions of human rights education.
- Appreciate the significance of constitutional provisions for human rights and the Millennium Development Goals.
- Understand the role of national and international agencies in promoting human rights education.

COURSE OUTCOMES: Upon completing the course, students will be able to:

- Articulate the concept and necessity of value education.
- Analyse the role of social agencies in value education.
- Discuss the challenges and strategies in implementing value education.
- Explain the significance of human rights education and its constitutional framework.
- Identify and describe different areas of human rights, including women's rights, child rights, consumer rights, and labour rights.
- Evaluate the role of educational institutions and global agencies in advancing value and human rights education.

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COURSE CONTENT

UNIT-1: CONCEPT OF VALUE EDUCATION AND VARIOUS AGENCIES RELATED VALUE EDUCATION

1.1. Basic Concept of Value Education.
1.2. Meaning, Concept and need of Value Education.
1.3. Aims and Objectives of Value Education.
1.4 Role of Social Agencies: Family, Mass Media, School and Government.

UNIT-2: CHALLENGES, STRATEGIES AND METHODS OF VALUE EDUCATION

2.1. Impact of Global Development on Values
2.2. Role of religion and great personalities in propagation of value Education.
2.3 Challenges of Value Education
2.4 Approaches of Value Education

UNIT-3: CONCEPT AND CONSTITUTIONAL PROVISIONS OF HUMAN RIGHTS

3.1 Meaning, concept and objectives of human rights education
3.2 Evolution of Human Rights
3.3 Need and importance of Human Rights education.
3.4 Human rights and Indian constitutional provisions.

UNIT-4: DIFFERENT AREAS OF HUMAN RIGHTS EDUCATION

4.1. Women and Child Rights
4.2 Consumer Rights
4.3 Labour Rights
4.4 Human Right Commission.

SUGGESTED PRACTICUM ACTIVITIES:(CHOOSE ANY ONE)

- Case Study Analysis: Students analyse real-life case studies related to human rights violations and the role of education in addressing these issues.
- Role-Playing Exercises: Students simulate scenarios involving human rights and value conflicts to practice decision-making and ethical reasoning.
- Group Discussions: Facilitate discussions on the impact of global developments on values and the role of religion and notable personalities in value education.
- Debate Sessions: Organize debates on the effectiveness of various approaches to value education and human rights education.
- Project Work: Develop projects focused on the role of educational institutions in promoting human rights and value education, including recommendations for improvement.
- Field Visits: Arrange visits to institutions like Human Rights Commissions, NGOs, or schools practicing innovative approaches to value and human rights education.
- Reflective Journals: Encourage students to maintain journals documenting their reflections on the course content, especially on how they perceive the role of education in fostering values and human rights.
- Workshops on Constitutional Provisions: Conduct workshops to deepen understanding of constitutional rights and the significance of these provisions in everyday life.

Chairperson
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- Any other activity /project/assignment assigned by the teacher.

SUGGESTED READINGS :

- Adams, D. (Ed.). (1997). *UNESCO and a culture of peace: Promoting a global movement*. Paris: UNESCO.
- Bhargava, M., & Taj, H. (2006). *Glimpses of higher education*. Agra: Rakhi Prakashan.
- Borgohain, B. (1999). *Human rights, social justice & political challenge*. New Delhi: Kanishka Publishers.
- Dhand, H. (2000). *Teaching human rights: A handbook*. Bhopal: Asian Institute of Human Rights.
- Kothari, D. S. *Education and values*. Report of the orientation course cum-workshop on Education in Human Values, New Delhi.
- Mohanty, J. (2005). *Teaching of human rights: New trends and innovations*. New Delhi: Deep and Deep Publications.
- Mohanty, J. (Ed.). (2000). *Human rights*. New Delhi: Deep and Deep Publications.
- Palai, A. K. (1999). *National Human Rights Commission of India: Formation, functioning and future prospects*. New Delhi: Atlantic Publishers.
- Symonides, J. (2002). *Human rights: Concept and standards*. Jaipur: Rawat Publications.
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
(SONIPAT)

BACHELOR OF EDUCATION (B.ED)
SEMESTER-IV
COURSE- XXVI (BOE- 209)
TEACHER EDUCATION (OPTION-IV)

Max. Marks: 100
External Marks/Theory: 80
Internal Marks/Practicum:20

Instructional hours = 3+2
Exam Hours: 3Hrs.
Credits: 4

INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each

SUBJECT-SPECIFIC OBJECTIVES:

- To understand the need, concept, and scope of teacher education.
- To trace the historical development of teacher education in India, both before and after independence.
- To familiarize with recent developments and trends in teacher education.
- To identify and analyze major issues and challenges in teacher education.
- To critically evaluate the standards and policies related to admission, recruitment, and working conditions of teacher educators.
- To discuss the impact of privatization, globalization, and autonomy on teacher education.
- To understand the concept of profession and professionalism in the context of teacher education.
- To develop professional ethics and a code of conduct for teacher educators.
- To explore various factors that contribute to teacher effectiveness and strategies for its enhancement and evaluation.
- To comprehend the nature and scope of research in teacher education.
- To identify key areas and emerging trends in research within the field of teacher education.
- To promote the development of research skills among teacher educators.

COURSE OUTCOMES:

- By the end of this course, students will be able to:
- Demonstrate an understanding of the historical milestones in teacher education in India.
- Analyse recent developments and their implications on teacher education practices.

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Khanpur Kalan (Sonipat)

- Identify the challenges and issues related to teacher education and propose solutions.
- Critically evaluate policies related to teacher education and their implementation.
- Display an understanding of professionalism in teacher education.
- Apply ethical principles and a professional code of conduct in their practice.
- Use strategies to enhance and assess teacher effectiveness.
- Identify research areas and trends in teacher education.
- Design and conduct research projects addressing relevant issues in the field of teacher education.
- Critically analyse research findings and apply them to improve educational practices.

COURSE CONTENT

UNIT 1: CONCEPT AND HISTORY OF TEACHER EDUCATION

1.1 Need, Concept, and Scope of Teacher Education
1.2 Historical Development of Teacher Education Before and After Independence
Before Independence: Wood Dispatch (1854), Hunter Commission (1882)
After Independence: Indian Education Commission (1964-66), National Policy of Education (1986), National Knowledge Commission (2000), National Curriculum Framework for Teacher Education (2009).
1.3 Recent Developments in Teacher Education with respect to NEP 2020

UNIT 2: ISSUES OF TEACHER EDUCATION

2.1 Major Issues and Problems of Teacher Education
2.2 Maintaining Standards in Teacher Education: Admission Policies and Procedures, Recruitment of Teacher Educators
2.3 Conditions of Teacher Educators
2.4 Impact of Privatization, Globalization, and Autonomy on Teacher Education

UNIT 3: TEACHER EDUCATION AS A PROFESSION

3.1 Concept of Profession and Professionalism in Teaching
3.2 Developing Professionalism and Ethics in Teacher Education: Professional Ethics, Professional Code of Conduct
3.3 Teacher Effectiveness: Meaning and Influencing Factors
3.4 Strategies for Enhancing and Evaluating Teacher Effectiveness

UNIT 4: RESEARCH IN TEACHER EDUCATION

4.1 Nature and Scope of Research in Teacher Education
4.2 Key Areas of Research in Teacher Education
4.3 Trends and Emerging Areas in Research in Teacher Education.
4.4 Action Research in Teacher Education: Concept, Process, and Implementation

SUGGESTED PRACTICUM ACTIVITIES: (CHOOSE ANY ONE)

- Write a reflective essay on the evolution of teacher education in India, including a critical analysis of key historical milestones.

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Department of Education
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Khanpur Kalan (Sonipat)

- Create a timeline highlighting the major developments in teacher education before and after independence.
- Conduct a case study on a specific issue in teacher education (e.g., privatization, recruitment policies) and present findings through a report or presentation.
- Organize a panel discussion or debate on the impact of globalization on teacher education.
- Design and conduct a workshop on professional ethics and professionalism for teacher educators.
- Develop a code of conduct for teacher educators and create a plan for its implementation and monitoring.
- Identify a current issue or trend in teacher education and design a small-scale research project to explore it further.
- Prepare and present a research paper or poster on the chosen topic.
- Visit teacher education institutions to observe the implementation of recent policies and standards in teacher education.
- Conduct interviews with teacher educators to gather insights into the challenges and opportunities they face in their profession.
- Any other activity assigned by the teacher.

SUGGESTED READINGS

- Kohli, V. K. (1992). *Teacher education in India.* Vivek Publishers.
- MHRD. (1990). *Towards an enlightenment and humane society: The Rama Murti Committee report.* Government of India, Department of Education.
- MHRD. (1992). *Program of action.* Government of India, Department of Education.
- Nayar, D. P. (1989). *Towards a national system of education.* Mittal Publishing.
- NCERT. (1987). *In-service training package for secondary teachers.* Department of Education.
- NCTE. (1988). *Curriculum framework for quality teacher education.* NCTE Publications.
- NCTE. (2009). *National curriculum framework for teacher education: Towards preparing professional and humane teachers.* NCTE Publications.
- Oberoi, M. K. (1995). *Professional competencies in higher education.* New Delhi.
- Sharma, R. A. (2005). *Teacher education.* Loyal Book Depot.
- Sharma, S. P. (2005). *Teacher education.* Kanishka Publishers.
- Sikula, J. (Ed.). (1985). *Handbook of research on teacher education.* MacMillan Publishing.
- Singh, L. C., & Others. (1990). *Teacher education in India.* NCERT.
- Singh, T. (1978). *Diffusion of innovation among training colleges of India.* Bharat Bharti Prakashan.
- Udayveer. (2006). *Modern teacher training.* Anmol Publications.

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FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)
BACHELOR OF EDUCATION
SEMESTER- IV
COURSE - XXVII (BOE- 210)
DRAMA AND ARTS IN EDUCATION (PRACTICUM)

Max Marks: 50 **Inst Hours: 4**
External Marks: 40 **Credits: 2**
Internal Marks: 10

INSTRUCTIONS FOR THE EXAMINER

The practical examination for this course will assess the student-teachers' understanding and application of drama and arts in education. Examiners are required to evaluate the students' ability to integrate creative arts into their teaching practices, focusing on the effectiveness of their lesson plans, the clarity of their reflections, and their ability to engage students through artistic expression. During the exam, students will present their practicum activities, demonstrating their skills in art appreciation, execution, and integration of arts in pedagogy. The examiner should assess the students' competence in organizing and managing classroom activities that involve drama and arts, their ability to critically reflect on their practices, and their understanding of the role of arts in fostering holistic development in students. The evaluation will also consider the creativity, originality, and educational relevance of the art projects presented. The examiner should ensure that the assessment is fair, comprehensive, and aligned with the course objectives, providing constructive feedback to help students improve their teaching strategies and use of arts in education.

SUBJECT SPECIFIC OBJECTIVES

The course aims to:

- Develop an understanding of the significance of drama and art in education and their role in holistic student development.
- Cultivate competencies in art appreciation, expression, and education, emphasizing the importance of integrating arts into the curriculum.
- Explore the use of arts as a pedagogical tool to enhance learning across various subjects, fostering creativity and critical thinking.
- Recognize the role of drama as an educational tool, particularly in elementary education, and identify areas where drama can effectively facilitate learning.
- Understand the adaptive strategies of artistic expression and their relevance in creating an inclusive and engaging learning environment.

COURSE OUTCOMES

By the end of the course, student-teachers will be able to:

- Demonstrate a basic understanding of art appreciation, art expression, and the role of arts in education.

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Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Integrate drama and visual arts into teaching practices to enhance student engagement and learning outcomes.
- Utilize creative strategies in the classroom to support the development of students' aesthetic sense, creativity, and problem-solving skills.
- Design and implement art-based activities and lessons that are inclusive, culturally relevant, and aligned with contemporary educational policies such as NCF 2023 and NEP 2020.
- Reflect on the role of the teacher as a creative guide, facilitating student learning through drama and the arts.

COURSE CONTENT

UNIT 1: UNDERSTANDING DRAMA AND ARTS IN EDUCATION

1.1 Meaning and Concept of 'Art' and 'Arts in Education'

1.2 Understanding Aesthetics and Its Educational Relevance

1.3 Drama and Arts as Pedagogy: Role of Visual and Performing Arts in Teaching-Learning of Different Subjects

1.4 Fine Arts Activities: Clay Modelling, Collage, Craft Work, Painting, Drawing, and Watercolour Techniques

UNIT 2: MIXED MEDIA ARTS AND CREATIVE EXPRESSION

2.1 Exploring Different Art Activities in Mixed Media Art Forms

2.2 Developing Skills in Mixed Media Arts: Techniques and Applications

2.3 Creating a Wall Mural: Planning and Implementing Classroom Art Projects

2.4 Displaying and Organizing Art Work: Classroom Decoration and Art Exhibitions

SUGGESTED PRACTICUM ACTIVITIES

Student-teachers will engage in the following practicum activities:

- Role Playing: Conduct a 'role playing' activity where students enact historical or contemporary personalities (e.g., Akbar, Galileo, Bhagat Singh). Reflect on the educational outcomes of this activity.
- Self-Reflective Essay: Write a self-reflective essay on how the course on art will enhance your teaching practice. Focus on the integration of arts into your teaching methodology.
- Art and Music Exploration: Learn and explain how music notations are made or the concept of composition in visual art. Submit a brief report on your findings. Alternatively, carry out a web search on Indian sculpture and compile a brief report.
- Art Observation and Reflection: Observe an art period in a school and write a reflection on the teaching methods used, student engagement, and overall effectiveness of the lesson.
- Project-Based Learning: Organize art, craft, and music exercises with small groups, followed by presentations and discussions. Reflect on the learning outcomes and group dynamics.

Chairperson
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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- Art and Culture Project: Plan and execute a classroom project focused on creating a wall mural or organizing an art exhibition. Reflect on the students' creativity and the challenges faced during the project.
- Any other activity, project, assignment assigned by the teacher.

SUGGESTED READINGS

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Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khahpur Kalan (Sonipat)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN
BACHELOR OF EDUCATION (B.ED.)
SEMESTER-IV
COURSE - XXVIII (BOE – 211)
UNDERSTANDING THE SELF (PRACTICUM)

Max Marks: 50
External Marks: 40
Internal Marks:10

Inst. Hours: 4
Credits: 2

INSTRUCTIONS FOR THE EXAMINER

The examiner is instructed to evaluate students based on their understanding and application of the course concepts, with particular attention to their ability to reflect on personal growth, professional development, and ethical considerations in teaching. Students should be assessed on their engagement in practicum activities, the depth of their reflective exercises, and their demonstration of effective communication and self-management skills. The examiner should also consider the creativity and originality displayed in activities such as role-playing, vision board creation, and community service projects. The assessment should emphasize the students' ability to connect theory with practice, particularly in relation to inclusiveness, stress management, and professional ethics in the classroom. Additionally, students should be encouraged to demonstrate their growth in self-awareness, emotional intelligence, and their commitment to ongoing personal and professional development.

SUBJECT SPECIFIC OBJECTIVES

The course will enable students to:

- Understand the development of self to exercise their professionalism.
- Realize personal responsibility as a teacher for the integrated development of oneself and learners.
- Demonstrate sensitivity to gender biases and social disparities in the classroom and practice inclusiveness.
- Achieve mental and physical well-being.
- Reflect on personal experiences, aspirations, and efforts in becoming an individual and a teacher.
- Develop effective communication skills, including listening and observation.

COURSE OUTCOMES

After completing this course, students will be able to:

- Understand their strengths, weaknesses, values, and beliefs.
- Recognize and manage their feelings, emotions, and reactions.
- Define personal and professional goals more clearly.
- Enhance communication skills.
- Understand the importance of relationships and social connections.

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

COURSE CONTENT

UNIT 1: SELF-CONCEPT AND PERSONALITY DEVELOPMENT

1.1 Concept of Self: Self-Concept and Self-Esteem
1.2 Concept of Personality: Types and Theories
1.3 SWOT Analysis: Identifying Strengths, Weaknesses, Opportunities, and Threats
1.4 Self-Expression: Forms of Self-Expression (Storytelling, Art, Movement)

UNIT 2: WELL-BEING AND PROFESSIONAL GROWTH

2.1 Stress Management: Overview and Coping Techniques
2.2 Development of Self through Life Skills
2.3 Professional Ethics and Teamwork in Teaching
2.4 Physical and Mental Well-being: Practicing Asanas, Pranayama, Meditation, and Yogic Kriyas

SUGGESTED PRACTICUM ACTIVITIES

- Conduct a SWOT analysis during group discussions, reflecting on personal strengths and areas for growth.
- Engage in self-expression activities through storytelling, analysis of biographies, poetry, painting, or creative movement.
- Participate in group discussions reflecting on stressful or emotional life events and exploring coping mechanisms.
- Develop life maps that chart personal and professional growth, goals, and achievements.
- Students write a reflective essay identifying their core values and beliefs, and discuss how this influences their behaviour as both individuals and teachers.
- Engage in role-playing exercises where students act out scenarios related to classroom management, gender sensitivity, or inclusiveness, followed by group discussions on the outcomes and learnings.
- Maintain a daily journal documenting mindfulness practices (e.g., meditation, pranayama) and reflecting on their impact on personal well-being and classroom management.
- Organize sessions where students give and receive constructive feedback on their communication and teaching styles, focusing on strengths and areas for improvement.
- Collaborate on a group project that explores case studies of ethical dilemmas in teaching. Each group presents their analysis and proposed solutions, highlighting the role of professional ethics.
- Participate in workshops that explore various forms of creative expression (e.g., creative writing, drama, visual arts) and discuss how these can be integrated into teaching practices to enhance student engagement.
- Engage in a community service project that involves working with underprivileged groups or schools, reflecting on the experience and its impact on personal and professional growth.
- Conduct a workshop where students learn and practice various stress management techniques, such as deep breathing, progressive muscle relaxation, or guided imagery, and discuss their effectiveness.
- Create a vision board that visually represents personal and professional goals. Students present their boards to the class and explain how they plan to achieve these goals.
- Design and teach a lesson plan that incorporates inclusive teaching practices. Reflect on the challenges and successes in ensuring all students are engaged and supported.
- Any other activity, project, assignment assigned by the teacher.

SUGGESTED READINGS:

Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

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Chairperson
Department of Education
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

ANNEXURE-II

Kamlesh Sherawat <kamleshsherawat64@gmail.com>

Fwd: APPROVAL OF REVISED SCHEME AND SYLLABUS OF B.ED., M.ED. AND M.A. AND ORDINANCE OF M.ED. PROGRAMME

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> 9 September 2024 at 11:30
To: Kamlesh Sherawat <kamleshsherawat64@gmail.com>

Ms Kamlesh for printout

Dr. Anu Bahara
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

---------- Forwarded message ---------
From: [redacted]
Date: Fri, 6 Sept 2024, 16:46
Subject: Re: APPROVAL OF REVISED SCHEME AND SYLLABUS OF B.ED., M.ED. AND M.A. AND ORDINANCE OF M.ED. PROGRAMME
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>

Dear mam
It is approved as proposed.
Sent from my iPhone

On 6 Sep 2024, at 4:10 PM, Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> wrote:

Dear All Faculty Board Members,
Kindly find attached the scheme and *syllabus of B.Ed., M. Ed. and M.A. Programme* and *Ordinance of M Ed Programme* for session 2024-26 onwards for your ex post facto approval and consideration through circulation please. The same has already been approved in the Departmental Staff Council, Under-Graduate Board of Studies and Postgraduate Board of Studies.

With warm regards,

Dr. Anu Bahahara,
Chairperson and Dean
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya
<M Ed. Ordinance 2024.pdf>
<M.Ed syllabus and scheme.pdf>
<B Ed Scheme and Syllabus-2.pdf>
<M A Education Program (2024-26) 1.pdf>

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> 9 September 2024 at 11:30
To: Kamlesh Sherawat <kamleshsherawat64@gmail.com>

Ms Kamlesh for printout

Dr. Anu Bahara
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

---------- Forwarded message ---------
From: [redacted] GOVIND MURTHAL <govindmurthal@gmail.com>

Date: Fri, 6 Sept 2024, 18:14
Subject: Re: APPROVAL OF REVISED SCHEME AND SYLLABUS OF B.ED., M.ED. AND M.A. AND ORDINANCE OF M.ED. PROGRAMME
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>

Respected Sir/Madam,

Approved

Principal
Tau Devi Lal Govt College for Women
Murthal. Sonepat

[Quoted text hidden]

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> 9 September 2024 at 11:31
To: Kamlesh Sherawat <kamleshsherawat64@gmail.com>

Ms.Kamlesh for printout.

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

---------- Forwarded message ---------
From: Dr. Reena Sharaya <reena.edu@gmail.com>
Date: Fri, 6 Sept 2024, 19:30
Subject: Re: APPROVAL OF REVISED SCHEME AND SYLLABUS OF B.ED., M.ED. AND M.A. AND ORDINANCE OF M.ED. PROGRAMME
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>

Dear madam
Syllabus of M.A. program is not attached and M.Ed. (Ordinance & Syllabus) And B.Ed. syllabus is approved.

Thanks in Anticipation.

Regards
Dr.Reena Rani
Assistant Professor
BPS ITTR
BPS MV
Khanpur Kalan, sonepat

[Quoted text hidden]

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> 9 September 2024 at 11:35
To: Kamlesh Sherawat <kamleshsherawat64@gmail.com>

Ms.Kamlesh for further necessary action

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

---------- Forwarded message ---------
From: Dr. Reena Sharaya <reena.edu@gmail.com>
Date: Fri, 6 Sept 2024, 19:31
Subject: Re: APPROVAL OF REVISED SCHEME AND SYLLABUS OF B.ED., M.ED. AND M.A. AND ORDINANCE OF M.ED. PROGRAMME
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>

M.A. syllabus is also approved .

Thanks in Anticipation.

Regards
Dr. Sena Rani
Assistant Professor
BPS ITTR
BPS MV
Khanpur Kalan, sonepat
[Quoted text hidden]

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> 9 September 2024 at 11:36
To: Kamlesh Sherawat <kamleshsherawat64@gmail.com>

Ms.Kamlesh for printout

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

---------- Forwarded message ---------
From: <[redacted]@bpswomenuniversity.ac.in>
Date: Fri, 6 Sept 2024, 16:46
Subject: Re: APPROVAL OF REVISED SCHEME AND SYLLABUS OF B.ED., M.ED. AND M.A. AND ORDINANCE OF M.ED. PROGRAMME
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>

Dear mam
It is approved as proposed.
Sent from my iPhone

On 6 Sep 2024, at 4:10 PM, Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> wrote:

Dear All Faculty Board Members,
Kindly find attached the scheme and ***syllabus of B.Ed., M. Ed. and M.A. Programme*** and ***Ordinance of M.Ed. Programme*** for session 2024-26 onwards for your ex post facto approval and consideration through circulation please. The same has already been approved in the Departmental Staff Council, Under-Graduate Board of Studies and Postgraduate Board of Studies.

With warm regards,

Dr. Anu Balahara,
Chairperson and Dean
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya
[Quoted text hidden]

Cc: Dr Varuna Tehlan Dahiya <varuna@bpswomenuniversity.ac.in>, Dr. Reena Sharaya <reena.edu@gmail.com>, GCW MURTHAL <gcwmurthal@gmail.com>, registrar <registrar@bpswomenuniversity.ac.in>, Dr. Suman Dalal <[redacted]@bpswomenuniversity.ac.in>

Respected sir/madam
Revised scheme and syllabus of B.Ed,M.ED and M.A and ordinance of M.ED programme is hereby approved
Principal
GCW, Sonipat
[redacted]

680

UGBOS

APPROVAL OF REVISED SCHEME AND SYLLABUS OF B.ED. PROGRAM

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> Wed, 4 Sept 2024 at 17:
To: Suman Dalal <sumand149@gmail.com>, Dr. Reena Sharaya <reena.edu@gmail.com>, Vihba Joshi <vjoshi@ignou.ac.in>, dr.jismavi@yahoo.co.in, neelusood61@gmail.com, dr.sumannarela@gmail.com

Dear all UGBOS Members,
Kindly find attached the Scheme and Syllabus and Ordinance of the B.Ed. Program for session 2024-26 onwards for your ex post facto approval and consideration through circulation please.
The same has already been approved in the Departmental Staff Council (DSC).

Kindly acknowledge the mail

With Warm Regards

Dr Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> Wed, 4 Sept 2024 at 18:47
To: neelusood61@yahoo.com

Dear Ma'am,
Please approve

Dr Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

neelu sood <neelusood61@gmail.com> Wed, 4 Sept 2024 at 19:12
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>

Dear Dr Anu
I hereby send my approval for the Scheme and Syllabus and Ordinance of the B.Ed. Program for session 2024-26 onwards. It is appropriate and well designed to impart best training and knowledge to the students.
Regards
Neelu Sood

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> Wed, 4 Sept 2024 at 19:15
To: neelu sood <neelusood61@gmail.com>

Thank You Ma'am.

Dr Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

Dr Reena Sharaya <reena.edu@gmail.com> Thu, 5 Sept 2024 at 13:02
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>

Dear madam
Ordinance is not attached and scheme and syllabus is Approved .

Thanks in Anticipation.

Regards
Dr Reena Rani
Assistant Professor
BPS ITTR

...nanpur Kalan, sonepat

Suman Dalal <sumand149@gmail.com>
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>
Cc: Dr. Reena Sharaya <reena.edu@gmail.com>, Vihba Joshi <vjoshi@ignou.ac.in>, dr_nsmavi <dr_nsmavi@yahoo.co.in>, neelusood61@gmail.com, dr.sumannarela@gmail.com
Thu, 5 Sept 2024 at 13:18

Dear madam
Greetings
Approved but ordinance is not attached

Regards

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>
To: Suman Dalal <sumand149@gmail.com>
Thu, 5 Sept 2024 at 13:28

Dear Madam,
Thank you for your email.
There is no change in the B.Ed. Ordinance, hence not attached.

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>
To: jai malik <jaipoojamalik@gmail.com>
Thu, 5 Sept 2024 at 13:38

For printout

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

---------- Forwarded message ---------
From: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>
Date: Wed, 4 Sept 2024, 17:11
Subject: APPROVAL OF REVISED SCHEME AND SYLLABUS OF B.ED. PROGRAM
To: Suman Dalal <sumand149@gmail.com>, Dr. Reena Sharaya <reena.edu@gmail.com>, Vihba Joshi <vjoshi@ignou.ac.in>, <neelusood61@gmail.com>, <dr.sumannarela@gmail.com>

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>
To: jai malik <jaipoojamalik@gmail.com>
Thu, 5 Sept 2024 at 13:38

Gmail Kamlesh Sherawat <kamleshsherawat64@gmail.com>

Fwd: APPROVAL OF REVISED SCHEME AND SYLLABUS OF B.ED. PROGRAM

1 message

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> 6 September 2024 at 14:47
To: Kamlesh Sherawat <kamleshsherawat64@gmail.com>

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

---------- Forwarded message ---------
From: **Vibha Joshi** <vjoshi@ignou.ac.in>
Date: Fri, 6 Sept 2024, 09:09
Subject: Re: APPROVAL OF REVISED SCHEME AND SYLLABUS OF B.ED. PROGRAM
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>

Dear Dr Balhara
Please consider this mail as my consent
Thanks and with wishes
Vibha Joshi
Sent from my iPhone

> On 4 Sep 2024, at 4:41 AM, Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> wrote:
>
> Dear all UGBOS Members,
> Kindly find attached the Scheme and Syllabus and Ordinance of the B.Ed. Program for session 2024-26 onwards for your ex post facto approval and consideration through circulation please.
> The same has already been approved in the Departmental Staff Council (DSC).
>
> Kindly acknowledge the mail .
>
> With Warm Regards
>
> Dr. Anu Balhara,
> Chairperson,
> Department of Education,
> Bhagat Phool Singh Mahila Vishwavidyalaya
> <B.Ed Scheme and Syllabus-2.pdf>,

Christ Church and Christ Church Framingham Inc. et al.

Plaintiffs

v.

The County Council of Prince George's County, Maryland et al.

Defendants

In the Circuit Court for Prince George's County

Case No. CAL 21-03000

Memorandum Opinion and Order

This matter is before the Court on Plaintiffs' Motion for Summary Judgment, filed on January 31, 2022. Defendants filed an Opposition on March 2, 2022. Plaintiffs filed a Reply on March 16, 2022. Defendants filed a Surreply on March 30, 2022. A hearing was held on May 6, 2022.

Upon consideration of the pleadings and arguments of counsel, it is this 6th day of May, 2022, by the Circuit Court for Prince George's County, Maryland,

ORDERED that Plaintiffs' Motion for Summary Judgment is DENIED; and it is further

ORDERED that Defendants' Cross-Motion for Summary Judgment is GRANTED; and it is further

ORDERED that Judgment is entered in favor of Defendants and against Plaintiffs; and it is further

ORDERED that the Clerk of this Court shall close this case.

Circuit Court Judge

cc: Counsel of Record

Kamlesh Sherawat <kamleshsherawat64@gmail.com>

Fwd: Approval of Revised Scheme and Syllabus

Chairperson, ITR <doedu@bpswomenuniversity.ac.in> 6 September 2024 at 16:08
To: Kamlesh Sherawat <kamleshsherawat64@gmail.com>

Ms Kamlesh for printout

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

---------- Forwarded message ---------
From: Dr. Suman Dhankher <dr.sumandhankher@gmail.com>
Date: Fri, 6 Sept 2024, 15:58
Subject: Approval of Revised Scheme and Syllabus
To: <[redacted]@bpswomenuniversity.ac.in>

Respected Ma'am,
I have gone through all the content and scheme and feel immense pleasure to give approval for the same as member of your esteemed organisation.
So best wishes with Approval from my side.
Dr. Suman
UGBOS member

Chairperson, ITR <doedu@bpswomenuniversity.ac.in> 9 September 2024 at 13:39
To: Kamlesh Sherawat <kamleshsherawat64@gmail.com>

[redacted] for printout

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

---------- Forwarded message ---------
From: Dr. Suman Dhankher <dr.sumandhankher@gmail.com>
Date: Fri, 6 Sept 2024, 13:39
Subject: Approval of Revised Scheme and Syllabus
To: <[redacted]@bpswomenuniversity.ac.in>

Respected Ma'am,

I have gone through all the content and scheme and feel immense pleasure to give approval for the same as member of your esteemed organisation.

So best wishes with Approval from my side.

Dr. Suman

UGBOS member

685

PGBOS

C

APPROVAL OF REVISED SCHEME SYLLABUS AND ORDINANCE OF M.A AND M.ED. PROGRAM

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> Wed, 4 Sept 2024 at 16:38
To: gilljk@ymail.com, Nivedita Hooda <dr.nivedita7722@gmail.com>, Vandana Punia <vbpunia@gmail.com>, डॉ विवेक कोहली, प्राचार्य, अम्बाला <drvivekkohli@gmail.com>, Sushil Kumar <drkumar230123@gmail.com>, Suman Dalal <sumand149@gmail.com>, Priya Dhingra <dpriya28@gmail.com>

Dear all PGBOS Members
Kindly find attached the Scheme, Syllabus and Ordinance of the M.A. and M.Ed. Program for session 2024-26 onwards for your ex post facto approval and consideration through circulation please.
The same has already been approved in the Departmental Staff Council (DSC).

Kindly acknowledge the mail .

With Warm Regards

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

Vandana Punia <vbpunia@gmail.com> Wed, 4 Sept 2024 at 17:30
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>
Cc: gilljk@ymail.com, Nivedita Hooda <dr.nivedita7722@gmail.com>, डॉ विवेक कोहली, प्राचार्य, अम्बाला <drvivekkohli@gmail.com>, Sushil Kumar <drkumar230123@gmail.com>, Suman Dalal <sumand149@gmail.com>, Priya Dhingra <dpriya28@gmail.com>

Approved

Nivedita Hooda <dr.nivedita7722@gmail.com> Wed, 4 Sept 2024 at 17:39
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>

Approved.

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> Wed, 4 Sept 2024 at 17:43
To: Nivedita Hooda <dr.nivedita7722@gmail.com>

Thank You Ma'am

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

Jasraj Kaur <gilljk@ymail.com> Wed, 4 Sept 2024 at 17:51
Reply to: Jasraj Kaur <gilljk@ymail.com>
To: doedu@bpswomenuniversity.ac.in

Good day Mam

Approved Syllabus and Ordinances of M.Ed. & M.A. Programmes

Prof Jasraj kaur

Dr Vivek Kohli, Principal <drvivekkohli@gmail.com> Wed, 4 Sept 2024 at 17:55
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>, gilljk@ymail.com, Nivedita Hooda <dr.nivedita7722@gmail.com>, Vandana Punia <vbpunia@gmail.com>, Sushil Kumar <drkumar230123@gmail.com>, Suman Dalal <sumand149@gmail.com>, Priya Dhingra <dpriya28@gmail.com>

Approved, please

Priya Dhingra <dpriya28@gmail.com> Wed, 4 Sept 2024 at 18:16
To: Dr Vivek Kohli, Principal <drvivekkohli@gmail.com>
Cc: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>, gilljk@ymail.com, Nivedita Hooda <dr.nivedita7722@gmail.com>, Vandana Punia <vbpunia@gmail.com>, Sushil Kumar <drkumar230123@gmail.com>, Suman Dalal <sumand149@gmail.com>

Agenda approved
Dr Priya Dhingra
Associate Professor
Department of Education

Sushil Kumar <drkumar230123@gmail.com> Wed, 4 Sept 2024 at 21:38
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>
gilljk@ymail.com, Nivedita Hooda <dr.nivedita7722@gmail.com>, Vandana Punia <vbpunia@gmail.com>, डॉ विवेक कोहली, प्राचार्य, अम्बाला <drvivekkohli@gmail.com>, Suman Dalal <sumand149@gmail.com>, Priya Dhingra <dpriya28@gmail.com>

Approved, please.

Regards,

DR. SUSHIL KUMAR
ASST. PROF. IN EDUCATION
DEPARTMENT OF EDUCATION
BPS WOMEN UNIVERSITY

Suman Dalal <sumand149@gmail.com> Thu, 5 Sept 2024 at 13:18
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>
Cc: gilljk@ymail.com, Nivedita Hooda <dr.nivedita7722@gmail.com>, Vandana Punia <vbpunia@gmail.com>, डॉ विवेक कोहली, प्राचार्य, अम्बाला <drvivekkohli@gmail.com>, Sushil Kumar <drkumar230123@gmail.com>, Priya Dhingra <dpriya28@gmail.com>

Approved

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> Thu, 5 Sept 2024 at 13:24
To: Dr. Reena Sharaya <reena.edu@gmail.com>

Dear PGBOS member, Kindly give your approval for the same.

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

---------- Forwarded message ---------
From: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>
Date: Wed, 4 Sept 2024, 16:38
Subject: APPROVAL OF REVISED SCHEME SYLLABUS AND ORDINANCE OF M.A AND M.ED. PROGRAM

Kamlesh Sherawat <kamleshsherawat64@gmail.com>

Fwd: APPROVAL OF REVISED SCHEME SYLLABUS AND ORDINANCE OF M.A AND M.ED. PROGRAM

1 message

Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> 5 September 2024 at 14:12
To: Kamlesh Sherawat <kamleshsherawat64@gmail.com>

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

---------- Forwarded message ---------
From: **Dr. Reena Sharaya** <reena.edu@gmail.com>
Date: Thu, 5 Sept 2024, 14:06
Subject: Re: APPROVAL OF REVISED SCHEME SYLLABUS AND ORDINANCE OF M.A AND M.ED. PROGRAM
To: Chairperson, ITTR <doedu@bpswomenuniversity.ac.in>

Approved as proposed

Thanks in Anticipation.

Regards
Dr.Reena Rani
Assistant Professor
BPS ITTR
BPS MV
Khanpur Kalan, sonepat

On Thu, 5 Sep 2024 at 1:24 PM, Chairperson, ITTR <doedu@bpswomenuniversity.ac.in> wrote:
Dear PGBOS member, Kindly give your approval for the same.

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

---------- Forwarded message ---------
From: **Chairperson, ITTR** <doedu@bpswomenuniversity.ac.in>
Date: Wed, 4 Sept 2024, 16:38
Subject: APPROVAL OF REVISED SCHEME SYLLABUS AND ORDINANCE OF M.A AND M.ED. PROGRAM
To: < >, Nivedita Hooda <dr.nivedita7722@gmail.com>, Vandana Punia <vbpunia@gmail.com>, डॉ विवेक कोहली, प्राचार्य, अम्बाला <drvivekkohli@gmail.com>, Sushil Kumar <drkumar230123@gmail.com>, Suman Dalal < >, Priya Dhingra <dpriya28@gmail.com>

Dear all PGBOS Members
Kindly find attached the Scheme, Syllabus and Ordinance of the M.A. and M.Ed. Program for session 2024-26 onwards for your ex post facto approval and consideration through circulation please.
The same has already been approved in the Departmental Staff Council (DSC).

Kindly acknowledge the mail .

With Warm Regards

Dr. Anu Balhara,
Chairperson,

688

-3-

Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

689

Annexure -12

B.A. L.L.B. Syllabus

Five year Integrated Programme ®

1st Semester to 10th Semester

w.e.f 2021-22

Programme Code -38

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

B.A. L.L.B. 1st Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW 1101	Legal Methods	5	1	0	6	20	80	100
2	LAW1103	Law of Torts and Consumer Protection Act	5	1	0	6	20	80	100
3	LAW1105	History-I	5	1	0	6	20	80	100
4	LAW1109	Sociology-I	5	1	0	6	20	80	100
5	LAW1111	General English-I	5	1	0	6	20	80	100
6	LAW1107	Economics-I	5	1	0	6	20	80	100
		Total	30	6	0	36			

B.A. L.L.B. 2nd Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1102	Law of Contract-I	5	1	0	6	20	80	100
2	LAW1104	Family Law-I	5	1	0	6	20	80	100
3	LAW1106	History-II	5	1	0	6	20	80	100
4	LAW1108	Economics-II	5	1	0	6	20	80	100
5	LAW1110	Sociology-II	5	1	0	6	20	80	100
6	LAW1112 LAW1112A	Hindi-I/Additional English-I	5	1	0	6	20	80	100
		Total	30	6	0	36			

Chairperson
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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

B.A. L.L.B. 3rd Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1113	Law of Contract-II	5	1	0	6	20	80	100
2	LAW1115	Family Law-II	5	1	0	6	20	80	100
3	LAW1117	Political Science-I	5	1	0	6	20	80	100
4	LAW1119 LAW1119A	Hindi-/Additional English-II	5	1	0	6	20	80	100
5	LAW1121	General English-II	5	1	0	6	20	80	100
6	LAW1123	Sociology-III	5	1	0	6	20	80	100
		Total	30	6	0	36			

B.A. L.L.B. 4th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1114 A	Law of Crimes-1(Bharatiya Nyaya Sanhita)	5	1	0	6	20	80	100
2	LAW1116	Environmental Law	5	1	0	6	20	80	100
3	LAW1118	Political Science-II	5	1	0	6	20	80	100
4	LAW1120	History-III	5	1	0	6	20	80	100
5	LAW1122	Economics-III	5	1	0	6	20	80	100
6	LAW1124	General English-III	5	1	0	6	20	80	100
		Total	30	6	0	36			

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

B.A. L.L.B. 5th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1125	Constitutional Law of India-I	5	1	0	6	20	80	100
2	LAW1127	Jurisprudence	5	1	0	6	20	80	100
3	LAW1129 A	Law of Crimes II (Bharatiya Nagrik Suraksha Sanhita)	5	1	0	6	20	80	100
4	LAW1131	Labour & Industrial Laws- I	5	1	0	6	20	80	100
5	LAW1133	Legal and Constitutional History	5	1	0	6	20	80	100
6	LAW1135	Indian Economy	5	1	0	6	20	80	100
		Total	30	6	0	36			

B.A. L.L.B. 6th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1126	Constitutional Law of India-II	5	1	0	6	20	80	100
2	LAW1128	Forensic Medicine and Medical Jurisprudence	5	1	0	6	20	80	100
3	LAW1130	Labour & Industrial Laws- II	5	1	0	6	20	80	100
4	LAW1132	Political Science-III	5	1	0	6	20	80	100
5	LAW1134	Public International Law	5	1	0	6	20	80	100
6	LAW1136	Gender and Society	5	1	0	6	20	80	100
		Total	30	6	0	36			

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Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

B.A. L.L.B. 7th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1137	Company Law	5	1	0	6	20	80	100
2	LAW1139	Political Science-IV	5	1	0	6	20	80	100
3	LAW1141	Intellectual Property Rights	5	1	0	6	20	80	100
4	LAW1143	Cyber Law & Information Technology	5	1	0	6	20	80	100
5	LAW1145	Disaster Management	5	1	0	6	20	80	100
6	LAW1147	Professional Ethics	5	1	0	6	20	80	100
		Total	30	6	0	36			

B.A. L.L.B. 8th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1138	Banking and Insurance	5	1	0	6	20	80	100
2	LAW1140 A	Bharatiya Sakshya Adhiniyam	5	1	0	6	20	80	100
3	LAW1142	Administrative Law	5	1	0	6	20	80	100
4	LAW1144	Principal of Taxation Laws	5	1	0	6	20	80	100
5	LAW1146	Competition & Investment Law	5	1	0	6	20	80	100
6A		Add on Course *	5	1	0	6	20	80	100
		Total	30	6	0	36			

Seema
Chairperson
Department of Laws
SPS Nabha Vishwavidyalaya
Nabha (Punjab)

B.A. L.L.B. 9th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW 1149	Property Law	5	1	0	6	20	80	100
2	LAW 1151	Alternative Dispute Resolution	5	1	0	6	20	80	100
3	LAW1153	Civil Procedure Code and Limitation Act	5	1	0	6	20	80	100
4	LAW1155	Land and Agriculture Law	5	1	0	6	20	80	100
5	LAW 1157	Human Rights and Protection of Children	5	1	0	6	20	80	100
6	LAW 1159	Public Interest Lawyering, Legal Aid and Para-Legal Services	5	1	0	6	20	80	100
		Total	30	6	0	36			

B.A. L.L.B. 10th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW 1148	Criminology & Penology	5	1	0	6	20	80	100
2	LAW 1150	Drafting, Pleading & Conveyance	5	1	0	6	20	80	100
3	LAW1152	Right to Information & Election Laws	5	1	0	6	20	80	100
4	LAW1154	Civil Procedure, Specific Relief & Registration Act	5	1	0	6	20	80	100
5	LAW 1156	Interpretation of Statutes	5	1	0	6	20	80	100
6	LAW 1158	Moot Court Exercise and Internship	0	4	1	6	20	80	100
		Total	25	9	2	36			

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan, Sonipat

(Established by the State Legislature Act 31 of 2006)

B.B.A. L.L.B. Syllabus

1st Semester to 10th Semester

W.E.F. 2021-2022

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

B.B.A. L.L.B. 1st Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1101	Legal Methods	5	1	0	6	20	80	100
2	LAW1103	Law of Torts and Consumer Protection Act	5	1	0	6	20	80	100
3	LAW1201	Business Statistics	5	1	0	6	20	80	100
4	LAW1203	Principles of Management	5	1	0	6	20	80	100
5	LAW1111	General English-I	5	1	0	6	20	80	100
6	LAW1205	Managerial Economics	5	1	0	6	20	80	100
		Total	30	6	0	36			

B.B.A. L.L.B. 2nd Semester

Sr. No	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1102	Law of Contract-I	5	1	0	6	20	80	100
2	LAW1104	Family Law-I	5	1	0	6	20	80	100
3	LAW1202	Financial Accounting	5	1	0	6	20	80	100
4	LAW1204	Operational Research in Management	5	1	0	6	20	80	100
5	LAW1206	Economic Environment of Business	5	1	0	6	20	80	100
6	LAW1112 LAW1112A	Hindi- 1/Add. English	5	1	0	6	20	80	100
		Total	30	6	0	36			

B.B.A. L.L.B. 3rd Semester

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

BBA. LLB 3rd Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1113	Law of Contract-II	5	1	0	6	20	80	100
2	LAW1115	Family Law-II	5	1	0	6	20	80	100
3	LAW1207	Marketing Management	5	1	0	6	20	80	100
4	LAW1209	OrganisationalBehaviour	5	1	0	6	20	80	100
5	Law1119 LAW1119A	Hindi/ Add. English-II	5	1	0	6	20	80	100
6	LAW1121	General English-II	5	1	0	6	20	80	100
		Total	30	6	0	36			

B.B.A. L.L.B. 4thSemester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1114 A	Law of Crimes-1(Bharatiya Nyaya Sanhita)	5	1	0	6	20	80	100
2	LAW1116	Environmental Law	5	1	0	6	20	80	100
3	LAW1208	Human Resource Management	5	1	0	6	20	80	100
4	LAW1210	Values & Ethics in Business	5	1	0	6	20	80	100
5	LAW1212	Financial Management	5	1	0	6	20	80	100
6	LAW1124	General English-III	5	1	0	6	20	80	100
		Total	30	6	0	36			

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Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

B.B.A. L.L.B. 5th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1125	Constitutional Law of India-I	5	1	0	6	20	80	100
2	LAW1127	Jurisprudence	5	1	0	6	20	80	100
3	LAW1129 A	Law of Crimes II (Bharatiya Nagarik Suraksha Sanhita)	5	1	0	6	20	80	100
4	LAW1131	Labour& Industrial Laws-I	5	1	0	6	20	80	100
5	LAW1133	Legal and Constitutional History	5	1	0	6	20	80	100
6	LAW1213	Strategic Management	5	1	0	6	20	80	100
		Total	30	6	0	36			

B.B.A. L.L.B. 6th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1126	Constitutional Law of India-II	5	1	0	6	20	80	100
2	LAW1128	Forensic Medicine and Medical Jurisprudence	5	1	0	6	20	80	100
3	LAW1130	Labour& Industrial Laws-II	5	1	0	6	20	80	100
4	LAW1214	Entrepreneurship Development	5	1	0	6	20	80	100
5	LAW1134	Public International Law	5	1	0	6	20	80	100
6	LAW1136	Gender & Society	5	1	0	6	20	80	100
		Total	30	6	0	36			

Chairperson
Department of Law
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

B.B.A. L.L.B. 7thSemester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW 1137	Company Law	5	1	0	6	20	80	100
2	LAW1215	Sales Management	5	1	0	6	20	80	100
3	LAW1141	Intellectual Property Rights	5	1	0	6	20	80	100
4	LAW1143	Cyber Law & Information Technology	5	1	0	6	20	80	100
5	LAW 1145	Disaster Management	5	1	0	6	20	80	100
6	LAW 1147	Professional Ethics	5	1	0	6	20	80	100
		Total	30	6	0	36			

B.B.A. L.L.B. 8th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1138	Banking and Insurance	5	1	0	6	20	80	100
2	LAW1140A	Bhartiya Sakshya Adhiniyam	5	1	0	6	20	80	100
3	LAW1142	Administrative Law	5	1	0	6	20	80	100
4	LAW1144	Principal of Taxation Laws	5	1	0	6	20	80	100
5	LAW1146	Competition & Investment Law	5	1	0	6	20	80	100
6A		Add on Course *	5	1	0	6	20	80	100
		Total	30	6	0	36			

Chairperson
Department of Laws
BPS Mahila Vishwavi... of ...
Khanpur Kalan (Soni...

B.B.A. L.L.B. 9th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW 1149	Property Law	5	1	0	6	20	80	100
2	LAW 1151	Alternative Dispute Resolution	5	1	0	6	20	80	100
3	LAW1153	Civil Procedure Code and Limitation Act	5	1	0	6	20	80	100
4	LAW1155	Land and Agriculture Law	5	1	0	6	20	80	100
5	LAW 1157	Human Rights and Protection of Children	5	1	0	6	20	80	100
6	LAW 1159	Public Interest Lawyering, Legal Aid and Para-Legal Services	5	1	0	6	20	80	100
		Total	30	6	0	36			

B.B.A. L.L.B. 10thSemester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW 1148	Criminology & Penology	5	1	0	6	20	80	100
2	LAW 1150	Drafting, Pleading &Convenyancing	5	1	0	6	20	80	100
3	LAW1152	Right to Information & Election Laws	5	1	0	6	20	80	100
4	LAW1154	Civil Procedure, Specific Relief & Registration Act	5	1	0	6	20	80	100
5	LAW 1156	Interpretation of Statutes & General Clauses Act	5	1	0	6	20	80	100
6	LAW 1158	Moot Court Exercise and Internship	5	1	4	6	20	80	100
		Total	30	6	4	36			

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

Annexure - 13

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan, Sonipat
(Established by the State Legislature Act 31 of 2006)

ORDINANCE

BACHELOR OF ARTS/ BACHELOR OF BUSINESS ADMINIDTRATION
PROGRAMME CODE OF BA.LLB -38
PROGRAMME CODE OF BBA.LLB -39

w.e.f. 2024-25

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan
Department of Laws

ORDINANCE
Bachelor of Arts and Bachelor of Laws / Bachelor of Business Administration and Bachelor of Laws
(w.e.f July 2024)

1. **Definitions :**

1.1 Programme stands for Bachelor of Arts and Bachelor of Laws .

1.2 Programme stands for Bachelor of Business Administration and Bachelor of Laws .

1.3 Credit is the weightage assigned to a paper in terms of contact hours.

1.4 Grade stands for a letter grade assigned to a student on the basis of evaluation of a paper on the 10 point scale.

1.5 Grade point stands for the numerical equivalent of the letter grade.

2. **Duration:**

2.1 The Programme of the degree of B.A./BB.A LL.B. five year shall be spread over five academic years consisting of ten semesters.

2.2 A Candidate once admitted in B.A./ BB.A LL.B. 1 st year must clear all her papers within 7 years from the date of her admission in the 1 st year 1 st semester. Otherwise she shall stand disqualified to obtain the degree of B.A./ BB.A LL.B.

3. **Admission :**

3.1 **Eligibility** :

3.1.1 Only a girl candidate having 50% (45% in case of S.C./S.T./ Persons with disability) or above marks in +2 examination or any equivalent examination shall be eligible to seek admission in the first semester of this five year programme.

3.1.2 A candidate who has got reappear/compartment in +2 examinations shall not be eligible to seek admission to the Programme

3.1.3 No candidate who is in employment (full time/part time/honorary service) shall be eligible to take admission in this programme without taking leave from her institute /office from the date of admission to the termination of her final examination

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

including other essential requirements. She has to submit an affidavit in this regard. In case of violation of these rules her admission shall stand cancelled.

3.2 **Procedure :**

3.2.1 The admission shall be made on the basis of merit in 10+2 exam/entrance test/interview etc. as decided by the University from time to time.

4.Fees :

The Programme fee shall be paid by the candidate as prescribed by the University from time to time.

5. **Teaching Methodology**:

5.1 Methods of Teaching include, Tutorial, Mentors class room teaching, assignments, research papers, seminars, group discussion etc.

5.2 The medium of instruction shall be English and Hindi both.

6. **Credit Weightage:**

Each paper has a certain number of credits which reflect its weightage. Credits of a paper are evaluated as under :-

6.1 Lecture: One credit per lecture per week per semester will generally be adopted

7. **Examination:**

7.1 At the end of the each semester, there shall be an examination where each candidate shall be examined in the courses studied by them in that semester. Each semester examination shall be designated as first semester examination, second semester examination, and third semester examination and so on.

7.2 The examination in each semester will be held according to the syllabi approved by the Board of Studies. The Board of examiners shall be appointed for each course and shall be recommended by the Board of Studies (BOS).

7.3 The examination shall consist of theory papers and/or practical papers. Theory papers are to be set by the internal/external paper setters appointed by the Vice-Chancellor from a panel of examiners submitted by the chairman of the department duly approved by the BOS of the concerned department. The medium of examination shall be English and Hindi both.

7.4 The examination for even semesters will normally be held in December/January and odd semesters in May/June on such date as provided by the University. The concerned teacher/course coordinator should ensure that 100% syllabus is covered in each subject before the semester examination.

7.5 Every paper is coordinated by a member of the teaching staff of the department which is offering the paper in a given semester. This faculty member is called the subject/paper coordinator. He/She has the full responsibility for conducting the paper, coordinating the work of the other members of the faculty involved in the

Chairperson
Department of [illegible]
SPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

paper, holding the midterm examinations and assignments. For any difficulty, the student is expected to approach the subject coordinator for advice and clarification.

7.6 Every student has to appear in the midterm tests. If a student does not take the midterm test, she Shall be awarded zero marks in the test. The marks obtained in midterm test/ seminars/projects/moots etc. are to be submitted to the examination branch duly signed by the Chairperson of the department before the close of semester examination. The examination branch/ shall convert the marks in to equivalent grades as per the grading procedure.

7.7 If a candidate, after attending the classes for the course of studies in the Department either not appeared or having appeared in any semester examination has failed in one or more papers for that examination, she can appear for such papers at subsequent examinations without attending a fresh course of studies for that semester such a candidate may, in the meantime, prosecute his/her studies for the next semesters. Supplementary examinations for the last two semesters will be held after six months i.e. for odd semester in the month of May and for even semester in the month of December/January.

7.8 For holding the Midterm Tests during even and odd semester the schedule of midterm test shall be laid down by teacher(s) concerned in consultation with the Chairperson of the Department as the case may be and shall be made known to the students at the commencement of each semester.

7.9 For Midterm Test, the syllabus for Examination will be what is covered in particular term.

7.10 The examination branch will design standardized performa for maintaining the following records at the Department level:. Midterm Test Awards

- Awards of Project/seminar/Moots/research papers etc.
- Awards of Attendance. . Consolidates Results.

7.11 **Declaration of Results**: Six weeks after the termination of the semester examination or as soon thereafter is possible, the controller of examination shall declare the result. After successful completion of the course, the candidate shall be awarded with a degree mentioning the division.

8. Reappear Examinations

A student having reappear in even/odd semester up to 8th semester may reappear in the examination with the regular students. The students having reappear in final year (9th & 1 0th semester) may reappear in both even and odd semester's regular examination.

9.Evaluation & Grading:

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

9.1 The University examination in each semester shall consist of papers according to the syllabus prescribed by the faculty. End semesters examination and Internal assessment shall carry 80 and 20% respectively each for the final assessment of the student.

9.2 The Weightage of the sub components is as follows: Subcomponents

	Weightage
a) Mid term exam.	10%
b) Project works/assignments/seminars Moots etc	05%
c) Attendance	05%

9.3. **Ad-hoc Grace**

If there is any discrepancy/ out of syllabus/ printing error/ untoward incident during the examination, the matter be referred to a Standing Committee of

(i) Controller of Examinations.
(ii) Head of the Department
(iii) One faculty member concerning the subject.

The Committee may recommend re-conduct of the paper or uniform grace marks to all but that should not exceed 10% of the total marks of that particular paper.

9.4 **Moderation of Marks**

(a) Internal Examinations: If there are more than one teacher associated in any internal assessment, one of the member be made co-ordinator by the concerned HOD and he along with the others can moderate the marks to maintain uniformity so that no student get undue advantage or disadvantage. It can be done by fixing criteria beforehand.

(b) External Examination: if there is unusual variation (very high or very low) in the awards, the COE may refer the matter to a Moderation Committee consisting of :

- Controller of Examination
- Chairperson of the concerned department
- One faculty member concerning the subject

9.5 Grading The academic performance of a student shall be graded on a scale as prescribed by the examination branch of the university. The award of grades based upon marks obtained out of 100 shall be made as follows:

Academic Performance	Letter Grades	Grade Points (p)
Outstanding	A+	10

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

Extraordinary	A	09
Excellent	B+	08
Very Good	B	07
Good	C*	06
Average	C	05
poor	D	04
Very Poor	E	03

9.6.1 For the award of grades in a subject, all component wise evaluation shall be done in Marks. The award of grades based on absolute marks (irrespective of no students) out of 100 shall be made as follows:-

Marks		Grade	Marks
90	≤	A+	100
80	≤	A	89
70	≤	B+	79
60	≤	B	69
50	≤	C +	59
45	≤	C	49
30	≤	D	44
0	≤	E	29

Note: Pass grade is C grade or Higher.
,D and E grade indicates fail

9.6 2 The minimum passing marks/grade for passing any semester Examination shall be total 45% in external examination and 45% both in internal and external assessment in aggregate in each paper separately.

9.6.3 Minimum pass grade in each paper is 'C' grade. Grade will be awarded after adding the marks of internal assessment examination.

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

9.6.4 Grade C in General Proficiency.

9.6.5 After finalization of the marks the same shall be displayed on the department notice board for duration of two days for the information of students. Students, who have specific grievance against the marks awarded to her, may discuss the same with the concerned course coordinator who after consideration of grievance of all students shall finalize the marks to be awarded for the course.

9.6.6 Before submission of the finalized award list in a prescribed formation to the concerned administrative office of the individual course coordinator shall discuss the marks distribution for his/her faculty of study. However, the final decision with regards to marks will vest with the course coordinator.

9.6.7 On receipt of the award lists for all papers offered by a given faculty of study the concerned administrative office shall put up the consolidated results for that faculty for discussion and approval from the departmental staff council (all staff members)

9.7 A candidate who fails to obtain the requisite marks/grade in any paper shall be required to appear in the concerned paper in the subsequent examinations.

9.8 D' and 'E' Grades: The,'D' and "E' grades denote average, poor and very poor performance, i.e. failing a paper. A student has to repeat all papers in which she obtains either"D' or 'E' grades, until a passing grade is obtained.

The candidate having D & E Grades in any Odd and Even semester's examination would be given a chance to improve the grade. On improving the D & E Grade, the improved grade will be counted towards calculation of SGPA/CGPA. The examinations for reappear in any subject(S) in the odd semester and that of in the even semester shall be held in the respective semesters along with the regular students. In addition to above, fifth year examination for reappear in the subjects in odd semesters will also be held during the even semester examinations and vice-versa.

9.9 The performance of students will be evaluated in terms of cumulative grade point average (CGPA) which is the grade point average for all the completed semesters at any point of time.

The successful candidates shall be classified in three divisions as under:

(i) Those who obtained 60% or more of the aggregate number of marks in all the subjects in all semesters mention total semesters of that course taken together shall be placed in first division.

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

-708-

(ii) Those who obtain less than 60% but not less than 50% of the aggregate number of marks in all subjects in all semesters taken together shall be placed in the second division.

(iii) Those who obtain below 50% and not less than 45% of the aggregate number of marks in all subjects in all semesters taken together shall be placed in the third Division.

9.10 Pass marks are 45% both in internal and external assessment in aggregate in each paper separately.

9.11 **Division**: The successful candidates shall be classified in two divisions as under:

(i) Those who obtained 60% or more of the aggregate number of marks in all the subject in all semesters mention total semesters of that course. taken together shall be placed in first division.

(ii) Those who obtain less than 60% of the aggregate number of marks in all subjects in all semesters taken together, shall be placed in the second division.

9.12 **Scholarship:** A candidate while appearing in the re-appear examination shall not be eligible for a scholarship, a prize or a medal.

9.13 **Improvement Case:**

9.14.1 A person who has qualified for the award of B.A./BB.A. LL.B from this university may be allowed to re-appear as an ex-student in at the most two subject(s) in which she appeared earlier, with a view to improve her previous performance. The candidate shall be awarded only two consecutive chances along with the re-appear students in the subject(s) concern immediately after her passing for her degree.

9.14.2 No candidate shall be eligible for improvement after one year of passing the examination for the degree course.

9.14.3 The Candidate will have to deposit fee and form for each examination separately.

9.14.4 The higher score in the subject(s) in which she re-appears for improvement will be taken into account towards the final result and the marks already obtained by the candidate in the subjects in which she has not opted to improve her result shall be carried forward. The candidate shall be awarded a new DMC clearly

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

mentioning 'Improvement case' subject(s) with improved marks, only and the new grand total.

9.14.5 In case the candidate does not improve her result, it shall be declared as 'Previous Result Stands'.

10. **Promotion**

A student will be eligible for promotion to –
Students up to 6th semester will be promoted automatically.

7th semester: If she has passed total papers of 1st and 2nd semester taken together.
9th semester: if she has passed total papers of 3rd and 4th semester taken together.

11. **Attendance :-**

11.1 No candidate shall be considered to have pursued a regular course of the study unless she has attended not less than 75% of the lectures in each paper/seminar, case discussion, field trips, tutorials etc. This requirement shall be fulfilled separately for each course of study. A deficiency up to 10% may be condoned by the Chairperson of the department. In some special cases the Hon'ble Vice-Chancellor may condone a further

In any case no student having less than 60% attendance will be allowed to appear in the examination by Head of the department.

11.2 If a student is absent from the Department for more than four weeks without intimating to the Chairperson/ Course Co-ordinator of the department, her name will be struck of from the department rolls with information to the Academic Branch

11.3 In case the student name is struck of due to non-payment of fee and is re-admitted later, her attendance shall not be counted for that period.

12. **General Guidelines:**

12.1 Where this document is silent about any rule, the University policies/regulations as framed time to time will be applicable.

12.2Admission, teaching schedule, preparatory holidays, examination, winter, summer vacation, shall be followed as specified in academic calendar of the University.

12.3 A student is deemed to have completed the requirements for the degree and is eligible for the award of degree i.:

12.1.1 She has satisfied all the academic requirements as per the regulations; and

12.1.2 She has paid all fees due from her; and

12.1.3 There is no case of indiscipline pending against her.

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

12.1.4 A student who has completed the entire graduation requirement listed above shall be eligible for award of degree/ certificate. However, under extremely exceptional circumstances, where gross violation of the graduation requirements is detected at any later stage, the Academic Council may withdraw the degree/PG diploma already awarded.

12.5 The gap of one/two semesters missed by the student(s), as the case may be, will count towards the total duration of the programme permissible under the regulations.

12.6 Absence of registered students from classes during a semester shall be discouraged. However, for bonafide reasons such as illness, maternity a student may be granted leave of absence as per provision of leave rules for students framed by the Academic Council

12.7 All academic problems of the students other than those affecting the University rules and regulations framed from time to time may be looked into by a committee constituted by the Dean Academic Affairs.

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan, Sonipat

(Established by the State Legislature Act 31 of 2006)

B.A. L.L.B. Syllabus

Five year Integrated Programme ®

1st Semester to 10th Semester

w.e.f 2024-25

Programme Code -38

-712-

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

B.A. L.L.B. 1st Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW 1101	Legal Methods	4	1	0	5	20	80	100
2	LAW1103	Law of Torts and Consumer Protection Act	4	1	0	5	20	80	100
3	LAW1105	History-I	4	1	0	5	20	80	100
4	LAW1109	Sociology-I	4	1	0	5	20	80	100
5	LAW1111	General English-I	4	1	0	5	20	80	100
6	LAW1107	Economics-I	4	1	0	5	20	80	100
		Total	24	6	0	30			

B.A. L.L.B. 2nd Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1102	Law of Contract-I	4	1	0	5	20	80	100
2	LAW1104	Family Law-I	4	1	0	5	20	80	100
3	LAW1106	History-II	4	1	0	5	20	80	100
4	LAW1108	Economics-II	4	1	0	5	20	80	100
5	LAW1110	Sociology-II	4	1	0	5	20	80	100
6	LAW1112 LAW1112A	Hindi-I/Additional English-I	4	1	0	5	20	80	100
		Total	24	6	0	30			

- 713 -

18

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

B.A. L.L.B. 3rd Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1113	Law of Contract-II	4	1	0	5	20	80	100
2	LAW1115	Family Law-II	4	1	0	5	20	80	100
3	LAW1117	Political Science-I	4	1	0	5	20	80	100
4	LAW1119 LAW1119A	Hindi-/Additional English-II	4	1	0	5	20	80	100
5	LAW1121	General English-II	4	1	0	5	20	80	100
6	LAW1123	Sociology-III	4	1	0	5	20	80	100
		Total	24	6	0	30			

B.A. L.L.B. 4th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1114 A	Law of Crimes-1(Bharatiya Nyaya Sanhita)	4	1	0	5	20	80	100
2	LAW1116	Environmental Law	4	1	0	5	20	80	100
3	LAW1118	Political Science-II	4	1	0	5	20	80	100
4	LAW1120	History-III	4	1	0	5	20	80	100
5	LAW1122	Economics-III	4	1	0	5	20	80	100
6	LAW1124	General English-III	4	1	0	5	20	80	100
		Total		6	0				

-7/4-

13

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

			24			30			

B.A. L.L.B. 5th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1125	Constitutional Law of India-I	4	1	0	5	20	80	100
2	LAW1127	Jurisprudence	4	1	0	5	20	80	100
3	LAW1129 A	Law of Crimes II (Bharatiya Nagrik Suraksha Sanhita)	4	1	0	5	20	80	100
4	LAW1131	Labour & Industrial Laws- I	4	1	0	5	20	80	100
5	LAW1133	Legal and Constitutional History	4	1	0	5	20	80	100
6	LAW1135	Indian Economy	4	1	0	5	20	80	100
		Total		6	0				
			24			30			

B.A. L.L.B. 6th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1126	Constitutional Law of India-II	4	1	0	5	20	80	100
2	LAW1128	Forensic Medicine and Medical Jurisprudence	4	1	0	5	20	80	100
3	LAW1130	Labour & Industrial Laws- II	4	1	0	5	20	80	100
4	LAW1132	Political Science-III	4	1	0	5	20	80	100

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

5	LAW1134	Public International Law	4	1	0	5	20	80	100
6	LAW1136	Gender and Society	4	1	0	5	20	80	100
		Total		6	0				
			24			30			

B.A. L.L.B. 7th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1137	Company Law	4	1	0	5	20	80	100
2	LAW1139	Political Science-IV	4	1	0	5	20	80	100
3	LAW1141	Intellectual Property Rights	4	1	0	5	20	80	100
4	LAW1143	Cyber Law & Information Technology	4	1	0	5	20	80	100
5	LAW1145	Disaster Management	4	1	0	5	20	80	100
6	LAW1147	Professional Ethics	4	1	0	5	20	80	100
		Total		6	0				
			24			30			

B.A. L.L.B. 8th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1138	Banking and Insurance	4	1	0	5	20	80	100
2	LAW1140 A	Bharatiya Sakshya Adhiniyam	4	1	0	5	20	80	100
3	LAW1142	Administrative Law	4	1	0	5	20	80	100

-716-

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

15

4	LAW1144	Principal of Taxation Laws	4	1	0	5	20	80	100
5	LAW1146	Competition & Investment Law	4	1	0	5	20	80	100
6A		Add on Course *	4	1	0	5	20	80	100
		Total		6	0				
			24			30			

B.A. L.L.B. 9th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW 1149	Property Law	4	1	0	5	20	80	100
2	LAW 1151	Alternative Dispute Resolution	4	1	0	5	20	80	100
3	LAW1153	Civil Procedure Code and Limitation Act	4	1	0	5	20	80	100
4	LAW1155	Land and Agriculture Law	4	1	0	5	20	80	100
5	LAW 1157	Human Rights and Protection of Children	4	1	0	5	20	80	100
6	LAW 1159	Public Interest Lawyering, Legal Aid and Para-Legal Services	4	1	0	5	20	80	100
		Total		6	0				
			24			30			

B.A. L.L.B. 10th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW 1148	Criminology & Penology	4	1	0	5	20	80	100

7/7 –

10

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

2	LAW 1150	Drafting, Pleading & Conveyance	4	1	0	5	20	80	100
3	LAW1152	Right to Information & Election Laws	4	1	0	5	20	80	100
4	LAW1154	Civil Procedure, Specific Relief & Registration Act	4	1	0	5	20	80	100
5	LAW 1156	Interpretation of Statutes	4	1	0	5	20	80	100
6	LAW 1158	Moot Court Exercise and Internship	0	4	1	5	20	80	100
		Total	20	9	2	30			

718-

7

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

17

B.A L.L.B.1st Semester
Legal Method
Course Code: Law 1101

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
  1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
  2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The objective of this paper is to acquaint the students with various modes of Legal Method.

Course Outcome: After studying legal method students gain insights into dominant legal, societal and political philosophical concepts. They acquire knowledge on the history, methodologies and questions surrounding legal theories.

Unit—1

Meaning and classification of Laws

a. Meaning and definition
b. Functions of laws
c. Classification of laws: Public and private law, substantive and procedural laws, Municipal and international law

Unit—2

Sources of law

a. Custom
b. Precedent
c. Legislation

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

Units—3

Basic concepts of Indian legal system

a. Common law
b. Constitution as the basic law
c. Rule of law
d. Separation of powers
e. Judicial system in India

Unit-4

Legal writing and research

a. Legal materials- Case law
b. Statutes, reports, journals, manuals, digests etc.
c. Importance of legal research
d. Techniques of legal research
e. Legal writings and citations

Suggested Readings

- B.N.M. Tripathi- An introduction to Jurisprudence and legal theory
- Benjamin N. Cardozo, The nature of judicial process
- Glanville Willaims- Learning the law
- ILI Publication in legal research and methodology
- ILI Publication-Indian legal system
- Nomita Aggarwal- Jurisprudence (legal theory)

Case Laws

1. D.K. Basu V. State of W.B. 1997(1) SCC 417
2. Dwraka Prasad Aggarwal v B.D. Aggarwal, AIR 2003 S.C. 2686
3. Geeta Hariharan V. Reserve Bank of India, AIR 1999 S.C. 1149
4. Nath Bros. Exim. International Ltd. V. Best roadways Ltd. 2000 (4) S.C.C. 553
5. People union for civil liberties v. Union of India 1997 (1) S.C.C 301
6. Raj Kishore Jha V, State of Bihar, AIR 2003 S.C. 4664
7. Samta Vedike v. State of Kar2003 CRL .J. 1003KAR H.C.
8. Shikhar Chand Falodia v. S.K. Sanganeria, AIR 2004 Gau.19.

-720-

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

B.AL.L.B 1st Semester

Law of Torts and Consumer Protection Act

Paper Code: LAW 1103

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credit - 5
Total Marks: 100
External Marks: 80

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Objectives of the course

Everyone in daily course of life undertakes multiple tasks including tasks obliged under a law. The breach in obligation imposed by a law may result in damage to others. The law of torts provides mechanism for redressal of such damages and in some cases there may be multiple choices available to the person who has suffered damage to seek compensation under laws.

Course Outcome: After studying the subject students will be able to describe nature and scope of Law of Torts ,Difference between Law of Torts, Crime and Law of contract Awareness of situations of liability for civil wrongs in Torts, Principles of civil liability for civil wrongs in Torts, Methodology for measuring damages in Civil Wrongs in Torts ,Principle of No Fault Liability in Torts General and Specific Defenses against an Action in Torts, Understanding Consumer, Rights and Duties of Consumer,Mechanism for Consumer Protection in India Organization, Powers and Duties of Consumer Forums in India

Unit-1

Introduction and principles of liability in Tort

a. Definition of Tort
b. Development of tort actions in England and India- Tort distinguished from contract, Quasi-contract and crime
c. Constituents of tort- wrongful act, damage and remedy
d. Strict liability and absolute liability
e. Vicarious liability- scope and justification

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

-721-

20

f. Doctrine of sovereign immunity

Unit-II

Justification in Tort

a. Volenti non-fir Injuria
b. Necessity, Plaintiff's default
c. Act of God
d. Inevitable accidents
e. Private Defenses
f. Judicial and quasi judicial acts
g. Parental and quasi parental authority

Unit III

Specific Torts

a. Defamation
b. Negligence
c. Nuisance
d. Assault, battery and mayhem
e. False imprisonment and malicious prosecution
f. Nervous shock

Unit IV

Consumer protection

a. Basic concepts: consumer, service, goods
    1. Authorities for consumer protection
    2. Remedies

Suggested Readings

1. The law of Torts: Ratanlal and Dhirajlal
2. Tort: Winfield and Jolowicz

Case Laws

1. A.C. Modagi v. crosswell tailor (1991) II CPJ 586
2. Consumer unity and trust society v. State of Rajasthan (1991(II CPJ 56 Raj.
3. Donoghue V. Stevenson 1932 SC 31
4. Indian medical Ass. V. V.P. Shantha (1995) 6 SCC 651
5. M.C. Mehta v. Union of India 1987 1 SCC 395
6. M/S KasturilalRaliaram Jain v. State of UP AIR 1965 SC 1039
7. Rylands v. Fletcher 1868 LRHL 330
8. State of Rajasthan v. Mstvidyawati& others AIR 1962SC 1039
9. Union carbide corporation v. Union of India AIR 1989 SC 248

-722-

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

21

B.A. L.L.B 1st Semester
History –I (History of Ancient India)
Paper Code: LAW 1105

L - T - P
4 - 1– 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: In this syllabus (History of Ancient India) we divided the entire syllabus into four units for better understanding the History.In this syllabus we cater the requirement of those students who are pursuing for their BA LLB degree course and even for those students who are preparing for competitive exams.

Course Outcomes: Students are able to Understand the Nature and definition of History, analyse the sources of History ,Identify the administration of Guptas and their contribution ,understanding the process of Law during Ancient Indian History and the students can obtain the knowledge of ancient Legal system and evolution of customary Laws.

Unit-1

1. History-Meaning and scope
2. Importance of the study of History
3. Relationship between law and History
4. Sources of Ancient Indian History

Unit-2

1. The Vedic age: Society, Polity, Economy and religion
2. Caste system in India
3. Rise of new Religious movements: Buddhism and Jainism
4. Mauryan Empire: Administration Economy and Asoka's Dhamma

–723–

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

22

Unit -3

1. Gupta Empire: Administration, Gupta culture as Golden age, Importance and achievement of this period.
2. Status of Women
3. Harashavardhana, conquest and Administration
4. Growth of Feudalism in India.

Unit-4

1 Sources of Ancient Indian Legal System
2 Types of Courts
3 Procedures :Appointment of Judges ,Trail ,Witness, pleaders ,Secret Agents, crime and punishment ,Role of Judges and investigation .

Suggested Readings

- A.C Das, Rigvedic India
- A.S. Altekar, The position of Woman in Hindu Civilization
- D.R Bhandarkar, Ashoka
- E.H.Carr, What Is History
- R.C. Majumdar, The Vedic Age, The Classical Age
- R.G.Collingwood, The Idea of History
- R.S.Sharma, Indian Feudalism
- V .D. Mahajan, History of India

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B.A.L.L.B. 1st Semester
Sociology-I
Paper Code: LAW 1109

L - T - P
4- 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The objective of the paper is to develop sociological imagination amongst the students and to help them understand the connections between theoretical perspectives and foundational ideas in modern social thought.

Course Outcomes : The students find the idea of interdisciplinary imagination extremely difficult in the beginning, given the fragmented nature of our educational system when it comes to schooling and even higher education in certain contexts. The extent of intervention and perspectival change varies in relation to a range of factors operating in the pedagogical space which learners inhabit. However, a definite consciousness shift is clearly visible in the cognitive domain.

Unit I

Sociological Imagination and Social Science:
Evolution of the Sociological Perspective: Sociology as a Science
Theory in Social Sciences and Epistemological Issues
Sociology as a Study of Modern Society and its Reflexive Orientation
Inter-disciplinary Significance of Sociology: Interface with other Social Sciences and Law

Unit II

Basic Themes and Concepts:
Community and Society, Associations and Groups, Status and Role
Norms and Values, Folkways and Mores, Social Structure and Institutions
Theoretical Traditions: Evolutionary, Functionalist, Conflict and Structuralist

-725-

24

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Self and Society: Symbolic Interaction, Culture and Personality, Socialization

Unit III

Social Stratification and Forms of Inequality:
Natural and Social Inequality, Hierarchy and Difference
Social Class and Mobility: Davis and Moore, Melvin Tumin
Ethnicity, Race and Tribe: Issues of Identity and Recognition
Gender and Caste: Discrimination and Exclusion, Intersectionality

Unit IV

Sociological Thinkers:
Emile Durkheim: Social Fact, Division of Labour in Society
Max Weber: Social Action, Bureaucracy, Protestant Ethic and Spirit of Capitalism
Karl Marx: Materialistic Interpretation of History, Class Struggle

Suggested Readings

- Berger, Peter. *An Invitation to Sociology*. Pelican Press
- Beteille, Andre. *Idea of Natural Inequality and Other Essays*. OUP
- Beteille, Andre. *Sociology: Essays on Approach and Method*. OUP
- Bottomore, T.B. *Sociology: A Guide to Problems and Literature*. S. Chand
- Durkheim, Emile. *The Division of Labour in Society*. The Free Press
- Durkheim, Emile. *The Rules of Sociological Method*. Macmillan
- Geetha, V. *Gender*. Stree
- Gerth, H.H. and C.W. Mills (Eds. And Trans.) *From Max Weber: Essays in Sociology*. Oxford University Press
- Gupta, Dipankar (Ed.) *Social Stratification*. OUP
- Haralambos, M and Heald, R. M. *Sociology: Themes and Perspectives* Oxford University Press
- Horton and Hunt. *Sociology*. Tata McGraw Hill
- Inkles, Alex. *What is Sociology?* Prentice Hall India
- Johnson, H.M. *Sociology: A Systematic Introduction*. Allied Publishers
- Marx, K. and F. Engels. *Selected Works*. Progress Publishers
- Merton, R. K. *Social Theory and Social Structure*. The Free Press
- Mills, C.W. *The Sociological Imagination*. Oxford University Press
- Morrison, Ken. *Marx, Durkheim, Weber: Formations of Modern Social Thought*. Sage Publications
- Nisbet, R.A. *The Sociological Tradition*. Rawat Publications
- Reitzer, George. *Classical Sociological Theory*. Rawat Publications
- Sharma. K.L. *Perspectives on Social Stratification*. Rawat Publications
- Tumin, Melvin. *Social Stratification*. Prentice Hall India
- Weber, Max. *The Protestant Ethic and Spirit of Capitalism*.

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B.AL.L.B. 1st Semester
General English – I
Course Code: Law 1111

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Objective

The English curriculum is designed to attain competence of students in four modes of literacy, writing, speaking, reading and listening. A concept of philosophy and literature will be introduced with classics of English literature along with elementary Phonetics, legal terms, concepts of grammar, drafting and words from foreign languages to fulfill the need of the professional course. Students will read diverse texts within their historical and cultural contexts to develop critical understanding of literature and society.

Outcome

Students will demonstrate their capacity to write and speak clearly, read perceptively and think critically. They will have command over vocabulary and a sense of correct pronunciation will be achieved. Students will be able to express themselves comprehensively with fluency.

Unit 1

Short stories

a. The Model Millionaire: Oscar Wilde (Chapter -1)
b. The gift of Magi: O. Henry (Chapter-2)

One Act Play- A Marriage Proposal: Anton Chekov (chapter-5)

Unit-II

Essays

A Bachelor's complaint of the behavior of married people: Charles Lamb (chapter-7)

El Dorado: R.L. Stevenson (chapter-8)

Attitude is everything: Brain Cavanaugh

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(Suman Dalal (ed.), Effective English-I, BPSMV)

Unit III

Grammar & Vocabulary

a. Grammar: Types of sentences, Tenses, Active and passive voice
b. Vocabulary: Prefixes and suffixes, Synonyms and Antonyms

Unit IV

a. Writing skills: Paragraph & report writing (current affairs), Hints development
b. Legal terms & phrasal verbs: Meaning and usages: Plaint, Plaintiff, Defendant, Petition, Alimony, Maintenance, Bigamy, Judicial, Separation, Adoption, Tort, Libel, Homicide, Suicide, Lease, Mortgage, Eviction, Tenancy, Void, UltraVires, Mandamus, Deed, Legitimate, Illegitimate, Jurisprudence, Parole, Alibi, Forgery, Primafacie, Subjudice, Status Quo, Bonafide, Malafide, Ex-parte, Ex-officio, Interalia, Defacto, Dejure, Indemnity, Sine-die, Habeas corpus, assault, cartel, malfeasance, null, omission, overdraw, patent, Pre-emption, Rebuttal, Suffrage

Suggested Reading:

1. J.C. Nesfield: English Grammar, Composition and usage (revised by N.K. Aggarwal)
2. Oxford Advanced learner's dictionary, O.U.P
3. Raymond Murphy, Murphy's English Grammar, C.U.P
4. S.C.Tripathi: Legal language, writing and general English by central law publication
5. Suman Dalal (ed.) Effective English-I BPSMV
6. Ten Mighty Pens, edited by K.A.Kalia, Publisher: Oxford university press

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DEPARTMENT OF LAWS

SUBJECT: GENERAL ENGLISH

B.AL.LB (first Semester)
General English – I
Law – 1111

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Objectives

The English curriculum is designed to attain competence of students in four modes of literacy: writing, speaking, reading and listening. A concept of philosophy and literature will be introduced with classics of English literature along with elementary Phonetics, legal terms, concepts of grammar, drafting and words from foreign languages to fulfill the need of the professional course. Students will read diverse texts within their historical and cultural contexts to develop critical understanding of literature and society.

Outcome

Students will demonstrate their capacity to write and speak clearly, read perceptively and think critically. They will have command over vocabulary and a sense of correct pronunciation will be achieved. Students will be able to express themselves comprehensively with fluency.

UNIT – I

Drama

Silence! The Court is in Session: Vijay Tendulkar
Oxford University Press, 2017.
(Short answer type questions and General Questions on Character, theme and plot will be asked in long answers.)

UNIT III

Grammar & Vocabulary
Grammar:
Tenses
Sequence of tenses and concord
Basic transformation
Passives
Questions
Negatives
Vocabulary:
Prefixes and Suffixes
Synonyms and Antonyms

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UNIT – IV

Writing Skills:
Formal Letters:
Applications
Inquiry letters
(Reply, Invitation & Quotations)

Legal Terms: Meaning and Usages
Plaint, Plaintiff, Defendant, Petition, Alimony, Maintenance, Bigamy, Judicial Separation, Adoption, Tort, Libel, Homicide, Suicide, Lease, Mortgage, Eviction, Tenancy, Void, UltraVires, Mandamus, Deed, Legitimate, Illegitimate, Jurisprudence, Parole, Alibi, Forgery, Primafacie, Subjudice, Status quo, Bonafide, Malafide, Exparte, Exofficio, Interalia, Defacto, Dejure, Indemnity, Sine-die, Habeas corpus, assault, cartel, malfeasance, null, Omission, Overdraw, Patent, Pre-emption Rebuttal, Suffrage, Ratio decendi, Obiter dicta, Curative Petition,contempt of court,onus of proof, injunction,affidavit.

Instructions to Paper setter and students:

- Students will attempt five questions in all. All questions carry equal marks. First question is compulsory.
- Question No. 1 will carry 8 short answer type questions of 2 marks each from all units.
- Rest of the paper will have 4 parts which will be in accordance with the units of syllabus, each part will offer internal choice to students. Examiners should ensure the inclusion of all topics of syllabus in the question paper.

Scheme for Part I (literature section)
Question 2
8 short answer type questions.(2marks each) Students will attempt all in 50 - 80 words.
OR
Question 3.
It will carry two long answer type questions of 8 marks each. (General Questions on Character, theme and plot).
Scheme for Part II (literature section)
Question 4
8 short answer type questions. (2marks each) Students will attempt all in 50 - 80 words.
OR
Question 5.
It will carry two long answer type questions of 8 marks each. (General Questions on Character, theme and plot)

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Part - III

Question 6

Questions from Grammar & Vocabulary units can be of 1 mark or 2 marks as per need of the topic

OR

Question 7

Questions from Grammar &Vocabulary units can be of 1 mark or 2 marks as per need of the topic.

Part - IV

question 8.

Writing section includes letter writing, students will be asked to write two letters(8 marks each).

OR

Question 9

Students will be asked to define any eight legal terms along with examples.

Suggested Reading:

1) Silence! The Court is in Session :Vijay Tendulkar, Oxford University Press, 2017.
2)S.C.Tripathi: Legal language,Writing and General English by Central Law publication.
3) Oxford Advanced Learner's Dictionary, O. U. P.
4) Raymond Murphy, Murphy's English Grammar, C.U.P.
5) J. C. Nesfield: English Grammar, Composition and Usage (Revised by N. K. Aggarwal)
6) A Remedial English Grammar for Foreign Students by F. T. Wood
7)The Monk Who Sold His Ferrari: Robin Sharma, Jaico Publishing; First Edition, 2003.

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B.A LLB (Hon) 1st Semester
Economics-1
Paper Code: LAW 1107

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The basic objective of this paper is to provide broad understanding of basic concept of economics and understanding of relationship between economics and law.

Course outcome: The students will be able to demonstrate the concept of micro economic theory, demand and supply. Examine the concepts of cost, revenue and market structure. Identify key terms of production analysis and theory of determination of factor prices. Describe the application of economics laws and methods.

UNIT –1

Introduction to Economics

a) Scope and importance of micro Economic.
b) Economics Laws and methods.
c) Nature of capitalist, socialist and mixed Economic systems.
d) Relation between economics and Law.

UNIT -2

Micro Economic theory, demand and supply

a) **Theory of demand:**Definitions, Types, Law of demand, Exceptions of the law of demand, Determinants of demand, Change in demand, Elasticity of demand, Price elasticity of demand, Income elasticity of demand, Cross elasticity of demand.
b) **Theory of supply:** Definitions, law of supply, Supply function, Elasticity of supply, Measurement of elasticity of supply.
c) Interaction of demand and supply.
d) Marshallian approach of consumer's surplus.

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UNIT -3

Cost, Revenue and Market Structure

a) **Concept of Revenue:** Total Revenue, Average Revenue, Marginal Revenue, Relationship between MR ends AR, A comparative study of the Revenue curve in different markets.

b) **Concept of cost**: Monetary Cost, Opportunity Cost, Explicit Cost, Implicit Cost, Total Cost, Average Cost, Marginal cost, Costs in short run, Cost in long run .

c) **Market structure: Definitions**, Main features of market, Features of Perfect competitions market, Price determination under perfect competition market, Equilibrium of firm under perfect competition market.

d) **Monopoly market**: Features of monopoly market, Determination of price and equilibrium under monopoly market.

e) **Monopolistic competition Market:** Feature of monopolistic market, Price and equilibrium under monopolistic competition market.

f) Comparison between perfect competitions, monopoly, monopolistic competition markets.

UNIT -4

Production Analysis and Theory of determination of factor Prices

a) Theory Of Production: Meaning and concept of production, Factors of production, law of variable proportion (short run production analysis),law of return to a scale(long run production analysis).

b) Marginal productivity Theory of wages.

c) Modern Theory of wage determination.

d) Ricardian theory of Rent.

e) Liquidity preference theory of Interest .

Suggested Readings

- Bilas, "Microeconomic Theory" , McGraw Hill Intendn, 2nd edition
- Gould and Lazear , "Micro Economic Theory" AITBS.
- Hal varian, "Intermediate Micro-Economic", Norton& Co
- Koutsoyiannis, "A modern Micro -Economic", Macmillan Press Ltd.

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B.A LLB (Hon) 2nd Semester
Law of Contract-I
Paper Code: LAW 1102

L - T - P
4 – 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The prime objective of the paper is to acquaint the students with the basic principles of law of contract.

Course Outcomes: At the end of this course students will be able to understand the basic principlesgoverning the law related to contractual transections and other allied issues as the concepts of damages and its difference from law of torts.

UNIT-I

Formation of Contract

GeneralfeaturesandNatureofcontractualobligations,
ProposalandAcceptance-Definition,Communication,
Postal,telephonicandtelecommunication
Revocation of offer and Acceptance
Kinds of Offer
Standard form of Contracts (Section 2-10)

UNIT -II

Capacity to contract

Meaning, Legal disability arising out of unsound mind
Minor'sagreementNatureandscope,Necessaries Suppliedto a Minor,MinorAgreementandEstoppel, RatificationofMinor's Agreement (Section 10,11,12,64,65,68 Indian Contract Act, Section 33 of the Specific relief Act)

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Consideration

Meaning, Nature,Basis, Types
Doctrine of Privity of Contract
Doctrine of Privity of Consideration, Exceptions to the rule
Exceptions to consideration (Section 2(d),2(f),23,25)

Unit III

Validity, Discharge and Performance of Contract

Factorsvitiating.freeconsent.
Coercion, Undue influence, Misrepresentation, Fraud, Mistake
Effects on Contracts influenced by any factor vitiating free consent
Unlawful Consideration and Object
Circumstances in which Contract becomes void and voidable, Effect of Void and Voidable agreements.
Discharge of Contract
Performance of Contract

UNIT-IV

Breach of Contract &Remedies(Section 73-74)

Kinds of Damages
Remoteness of Damages
Mitigation of Damages
Injunctions, Specific Performance, Quantum Merit
Quasi Contract (Section(Section 68-72)

Leading Cases

MohariBibi v. DharmodasGhose(1903Cal.539(P.C.)L.R.30I.A.11
GherulalParakhv.MahadeoDas AIR1959SC 781
Carlill v. Carbolic Smoke Ball Co. (1891-4) All ER Rep. 127
Harvey v. Fancey (1893) AC 552
Khan Gul v. Lakha Singh AIR 1928 Lah. 609
Hadley v. Baxendale(1843-60) All ER Rep. 461

SuggestedReadings

1. AvtarSingh, "LawofContracts"
2. ChaturvediA .N. , "LecturesofIndianContractAct"
3. Desai,S.T. , "IndianContractAct"
4. Kailash Rai , "LawofContracts"
5. Pollock&Mulla , "Indian ContractandSpecific reliefAct"

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B.AL.L.B. 2nd Semester
Family Law-I
Course Code: Law 1104

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: To analyze detailed different marriage laws of Hindu, Muslim, Christian. This course appraises the students with contemporary trends in family institutions in India.

Course Outcome: Family law is an area that deals with all legal issues related to family relationships, such as adoption, divorce and child custody. Attorneys who practice family law are usually responsible for separating spouses, determining who will get child custody, child support, and other related legal issues. Some family law attorneys specialize in adoption, paternity, emancipation, or other matters not usually related to divorce but including family.

Unit 1

Hindu law

- Historical Development of Hindu law
- Schools of Hindu law
- Sources of Hindu law:
- Ancient sources
- Modern sources

Muslim law

- Historical Development of Muslim law
- Schools of Muslimlaw
- Sources of Muslim law:
- Ancient sources
- Modern sources

Unit 2

Hindu Marriage Act,1955

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- Definition
- Essentials of a Valid marriage, Void and Voidable Marriage.
- Concept of Divorce and Ground of divorce.
- Legitimacy of child from live in relation, void and voidablemarriage.
- Acknowledgement of Paternity.
-

Muslim Marriage

- Definition, Nature, Capacity, Classification and Legal Effect of Marriage.
- Dissolution of Muslim marriage (The Dissolution of Muslim Marriage Act, 1939)
- Kinds of talak

1. Ila
2. Khula
3. Mubbarat
4. Talak-e-tafweez
5. Lian
6. Fashk

- Ban on Triple Talak
- Dower/Mahr
- Concept of Dower
- Kinds of Dower
- unspecified dower
- specified dower
- Remission of Dower
- Enforcement of Right to Dower

Unit 3

Hindu Adoption and Law of Maintenance Act, 1956

- Origin and objection of adoption
- Customary adoption
- Essentials of valid adoption
- Effect of Adoption
- Adoption procedure under juvenile justice Act.

Law of maintenance:

- Maintenance of wives with special reference to section 125 Cr.P.C.
- Shah Banu case
- Maintenance of widowed daughter-in-law

Unit 4

Hindu Minority and Guardianship Act,1956

- Minor
- Rights of minor
- Natural guardian
- Testamentary guardian

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- Defacto guardian

Guardianship under Muslim law

- Meaning
- Appointment and removal of Guardianship

Prohibition of child Marriage Act, 2006

- Definition
- Punishment for child marriage
- Validity of child marriage

Case Laws

1. Asha Qureshi v. Afaq Qureshi, AIR 2002 MP 263
2. Bhaurao Shankar Lokhande v. State of Maharashtra, AIR 1965 SC 1564
3. BipinchandraJaisinghbai Shah v. Prabhavati, AIR 1957 SC 176
4. Chand Patel v. Bismillah Begum, 1 (2008) DMC 588 (SC)
5. Danial Latifi v. Union of India (2001) 7 SCC 740
6. Dr.Surajmani Stella Kujur v. Durga Charan Hansdah, AIR 2001 SC 938
7. Githa Hariharan v. Reserve Bank of India (1999) 2 SCC 228
8. Kailashwati v. Ayodhia Parkash, 1977 C.L.J. 109 (P.& H.)
9. Lily Thomas v. Union of India, AIR 2000 SC 1650
10. N.G. Dastane v. S. Dastane, AIR 1975 SC 1534
11. S. Nagalingam v. Sivagami (2001) 7 SCC 487
12. Samar Ghosh v. Jaya Ghosh, 2007 (3) SCJ 253
13. Sanjay Damodar Kale v. Kalyani Sanjay Kale, 2020 SCC online Bom 694
14. Seema v. Ashwani Kumar, (2006) 2 SCC 578
15. Shamim Ara v. State of U.P., 2002 Cr LJ 4726 (SC)
16. Shayara Bano v. UOI, SC, decided on 22 August, 2017
17. Swaraj Garg v. K.M. Garg, AIR 1978 Del. 296

Suggested Readings:

- Mulla , principles of Mohammadan Law, Lexis Nexis publication.
- Paras Diwan, family Law, Allahabad Law Agency.
- Paras Diwan, Modern Hindu Law, Allahabad Law Agency.
- Tahir Mahmood , The Muslim law of India, Law Book Company, 1980.

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-738-

37

B.A. L.L.B. 2nd Semester
History –II (History of Medieval India)
Paper Code: LAW 1106

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The main objective of this paper is to acquaint the students with the core aspects of history of medieval India.

Course Outcomes: To enhance the skills of students to understand the medieval administrative features in India and give an insight of the main sources and the growth of Islamic law in medieval India,so that the main principles and characteristics of the modern Muslim Law can be understood properly.

Unit – 1

1 Advents of Turks: Motive and results of Mahmud's Ghaznavi and Muhammad Gorri's Invasions
2 Causes of Success of Muslims against Rajupts.
3 Administration of Delhi Sultanate
4 Iqtadari System

Unit -2

1 Raziya and the Forty
2 Market Regulations of Alludin Khilji
3 Mughal Administration
4 Mansabdari system

Unit -3

1 Bhakti Movement: Rise, features and spread of movement
2 Society under Mughals
3 Causes of Decline and disintegration on Mughal Empire

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Unit-4

1 Sources of Islamic Law
2 Salient features of Islamic Law
3 Administration of Justice during Medieval Period

Suggested Readings

- A.B.Pandey, Early Medieval and Later Medieval India
- A.L.Srivatsava, Sultante of Delhi , Mughal Empire
- Jadunath Sarkar , History of Aurangazab.Fall of Mughal Empire
- Krishna Sharma , Bhakti and Bhakti Movement
- Muhammad Habib, Mahmud Ghazni
- S.R..Sharma ,The Mughal Empire in India

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B.A. L.L.B. 2nd Semester
Economics-II
Paper Code: LAW 1108

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The objective of this paper is to provide broad understanding of economic activities and policies in relation to economic laws.

Course outcome: The student will be able to analyze and compare theories and principles in economics including price theory, market structure, comparative advantage, consumer theory and public goods. To identify the macroeconomic issues such as money, foreign exchange, inflation, unemployment, economic growth and foreign trade.

Unit –I

- Introduction to Macro Economics: Definition and Scope of Macro Economics, MacroEconomics distinguished from Micro Economics.
- Classical theory of Employment.
- Say Law of Markets.
- Keynesian Theory of Employment.
- The Principles of Effective Demand, Aggregate Demand and Aggregate Supply.

Unit – II

- Commercial Banks: Meaning and Functions.
- Central Bank: Functions of RBI.
- Recent Monetary Policy of Reserve Bank of India Latest: Objectives, Indicators.
- Institutional Finance for Industry.

Unit-III

- Money: Main characteristics of Money, Classification of Money, Functions of Money.
- Demand for Money: Fisher approach, Keynesian approach.
- Supply of Money: Meaning of money supply, Four concepts of money supply (M1, M2, M3, M4).

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- Quantity Theory of Money and Keynesian Theory of Money.
- The Circular Flow of Money.

Unit -IV

- Comparison between Public Finance and Private Finance.
- Tax System: Its meaning and Classification.
- Impact and Incidence of Taxation.
- Inflation: Effect and Control.
- Central Budget.

Suggested Readings

- Ahuja, H.L., Advanced Macro Economic Theory, S. Chand and Company Ltd.
- Dwivedi, D.N. Macroeconomics, Tata McGraw Hill.
- Jhingan, M.L Monetary Economics: Vrinda Publications (P) Ltd.
- Mishra, S.K. and V.K. Puri, Modern Macro Economic Theory, Himalaya Publishing House.
- Seth M.L. ,Money, Banking, International Trade and Public Finance.
- Shapiro, E. Macroeconomic Analysis, Tata McGraw Hill.

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B.A.L.L.B. 2nd Semester
Sociology-II
Paper code- Law 1110

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The objective is to introduce the basic sociological themes and theoretical standpoints adopted in understanding Indian society and its processes.

Course Outcome : The students find the idea of interdisciplinary imagination and theoretical investigation of lived realities very challenging given the alienation prevailing in our educational system when it comes to think theoretically about institutional practices in certain contexts. The extent of intervention and perspectival change varies in relation to a range of factors operating in the pedagogical space which learners inhabit. However, a definite consciousness shift can be perceived as a sign of hope at this level as well.

Unit I

Indian Society: Basic Features and Theoretical Debates
Diversity and Pluralism: Linguistic, Religious and other Cultural Patterns
Civilizational Approach and the Study of Indian Society vis-à-vis Colonialism
Processes of Nation Building in India: Identity and Integration,
Democratic Imagination and the Making of Modern India

Unit II

Inequality and Social Stratification in Indian Society
Caste in India: Change and Continuity, Caste-Class Dynamics
Class based Inequality and the Challenge of Neo-liberalism
Gender Inequality and Patriarchy in Indian Society
Reservation Policy and its Critique: Issues and Analysis

Unit III

Social Change in India: Tradition and Modernity

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Processes of Social Change: Sanskritisation and Westernisation,
Modernization and Secularization: Vision, Adaptation and Crisis
Changing Institutions: Family and Marriage, Law, Education and Media
Global- Local Linkages and Cultural Change: Identity and Fragmentation

Unit IV

Social Justice, Conflicts and Violence

Nationalism and Ethnic Conflicts, Fundamentalism and Communalism
Agrarian Distress, Peasant Movement and the Rural-Urban Divide,
Crisis in Health, Nutrition and the Social Impact of Pandemic
Violence against Women and Gender Justice, Youth Culture and Alienation
Empowerment through Education: Inequalities, Constraints and Neo-liberal Aspirations

Suggested Readings

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* London and New York: Verso
- Chaudhuri, Mairayee. *The Indian Women's Movement: Reform & Revival.* Palm Leaf Publications
- Dirks, Nicholas. *Castes of Mind: Colonialism and the Making of Modern India.* Princeton: Princeton University Press
- Dube, S.C. *Indian Society.* National Book Trust
- Geetha, V. *Patriarchy.* Stree
- Gellner, Ernest. *Nations and Nationalism.* London: Blackwell Publishing
- Gore, M.S. *Unity in Diversity: Indian Experience in Nation Building.* Rawat Pub.
- Gupta, Dipankar(Ed.) *Social Stratification.* OUP
- Gupta, Dipankar. Mistaken Modernity: Indian Between Worlds. Harper Collins India
- Jodhka, Surinder. *Village Society.* Orient Blackswan
- Kapadia, Karen. *The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India.* Zubaan
- Khilnani, S. *The Idea of India*, Farrar, New York: Farrar Straus Giroux
- Mohanty, Manoranjan (Ed.). *Caste, Class and Gender.* Sage India
- Panikkar, K.N. and M. Bhaskaran Nair (Eds.). *Emerging Trends in Higher Education in India.* Pearson
- Patel, Tulsi (Ed.) *Family in India.* Sage India
- Pathak, Avijit. *Modernity, Identity and Globalization: A Reflexive Quest.* Aakar Books
- Rege, Sharmila (Ed.). *Sociology of Gender.* Sage India
- Rudolph, L. I., and S. H. Rudolph. 1987. *In Pursuit of Lakshmi : the Political Economy of the Indian state.* University of Chicago Press
- Sharma, K.L. *Caste and Class in India.* Rawat Publications
- Singh, Yogendra. *Cultural Change in India: Identity and Globalisation.* Rawat
- Singh, Yogendra. *Modernisation of Indian Tradition.* Rawat Publications
- Singh, Yogendra. *Social Change in India.* Har Anand Publications
- Srinivas, M.N. (Ed.). *Caste: Its Twentieth Century Avtar.* Penguin

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- Srinivas, M.N. *Social Change in Modern India*. Orient Longman
- Sujatha, V. *Sociology of Health and Medicine: New Perspectives*. OUP
- Tagore, Rabindranath. *Nationalism*. London: MacMillan & Co.
- Thapan, Meenakshi (Ed.). *Education and Society. Themes, Perspectives, Practices*. Oxford University Press
- Uberoi, Patricia (Ed.). *Family, Kinship and Marriage in India*. OUP

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B.A./B.B.A. LL.B. 2nd Semester

सामान्य एवं विधिक हिंदी–1

Paper code- Law 1112

Total Credits: 5
Total Marks: 100
External Marks: 80

Internal Marks: 20

इकाई–1

चुनी कहानियां

चुनी हुई (कहानी संग्रह) में संकलित पांच कहानियां

उसने कहा था

दुख का धन

ईदगाह

आकाशदीप

कहानी की मूलसंवेदना, समस्या, उद्देश्य और कहानी कला संबंधी प्रश्न

इकाई– 2

हिंदी भाषा व प्रयोग

हिंदी भाषा के विकास का संक्षिप्त परिचय, हिंदी की बोलियों का संक्षिप्त परिचय,देवनागरी लिपि की विशेषताएं अशुद्धि शोधन,

इकाई : 3

विधिक निबंध (तीन विषयोंमें से एक करना होगा)

मानवाधिकार, सामाजिक न्याय, न्यायपालिका, लोक अदालत, जनहित याचिका, घरेलूहिंसा, अभिव्यक्ति की स्वतंत्रता, हिंदी की संवैधानिक स्थिति

इकाई 4

विधिक भाब्दावली: 100 भाब्द ,सूची संलग्न है

विधिक भाब्दों क अंग्रेजी अर्थ लिखकर उनका हिंदी वाक्य में प्रयोग करना

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38

–746–

45

अग्राह्य साक्ष्य	-	Inadmissible Evidence
अधिवक्ता	-	Advocate
अधिकारपृच्छा	-	Quo Warranto
अधिग्रहणन्यायालय	-	Prize Court
अधिश्ठाता	-	Occupier
अधिसूचना	-	Notification
अधिनियम का प्रारम्भ	-	Commencement of Act
अर्धन्यायिककार्य	-	Quasi Judicial Act
अधिपत्र	-	Warrant
अधीनन्यायालय	-	Subordinate Court
अध्यादेश	-	Ordinance
अधिकारातीत	-	Ultra Vires
अनुचितप्रभाव	-	Undue Influence
अनुयोज्य दोश	-	Actionable Wrong
अनभिज्ञ	-	Ignorant
अनुज्ञप्ति	-	Licence
अनुपालनकरना	-	Compliance
अनुसूचितजातियां	-	Scheduled Castes
अनुसूचितजनजातियां	-	Scheduled Tribes
अंतरिमअनुतो ।	-	Interim Relief
अनन्यक्षेत्राधिकार	-	ExclusiveJurisdiction
अनहर्ता	-	Disqualification
अनुस्मारक	-	Reminder
अपमानलेख	-	Libel
अपमिश्रित	-	Adulterated
अपराध	-	Crime,Offence
अपील ग्रहण करना	-	Entertain Appeal
अपराध करने म ंअक्षम	-	Doli incapax
अपकृत्य विधि	-	Law ofTort
अपवचन	-	Slander
अभिकथन	-	Allegation
अभिप्रायः	-	Intention
अभिलेखन्यायाल	-	Record Court
अभिसमय	-	Convention
अभिमत	-	Verdict
अभियोगपत्र	-	ChargeSheet

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-747

अश्लील	- Obscene
असलीयत	- Genuineness
आत्मरक्षा	-SelfDefence
आदेशों का पालन करना	-Carry OutOrders
आधिपत्य का आशय	-Animus Domini
आपराधिक धमकी / अभित्रास	-CriminalIntimidation
आपराधिक दुर्विनियोग	-Criminal Misappropriation
आपराधिक न्यासभंग	-Criminal Breach of Trust
आपराधिक मानव वध	-CulpableHomicide
आपराधिकमनःस्थिति	-Mens rea
आरम्भ से	-Ab initio
आवश्यकतथ्य	- Essential Fact
अधिप्रमाणित	-. Authenticate
आज्ञापकव्यादेश	-MandatoryInjunction
उच्चन्यायालय	- High Court
उत्प्रवास	- Emigration
उत्प्रेषणलेख	- Certiorari
उन्मुक्ति	- Immunity
उपभोक्ता संरक्षण अधिनियम	- Consumer Protection Act
एकपक्षीय आदेश	-Ex-ParteOrder
एकलसंक्रमणीय मत	-Single Transferable Vote
औपनिवेशिक विधायन	-ColonialLegislation
कड़ी अभिरक्षा	- Strict Custody
कठोर कारावास	-RigorousImprisonment
कदाचार	-Misbehaviour
कुर्की	- Attachment
कानूनी निकाय	-StatutoryBody
कार्यप्रणाली	-Modus operandi

केवल कार्य किसी का अपराधी नहीं बनाता यदि उसका मन अपराधीन हो।
Actus non facitreum, nisi mens sit rea

खोजकरना	-Explore
गंभीरकारण	-GraveReason
घोषणापत्र	-Manifesto
चित्तविकृति	-Unsoundness ofMind

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चुंगी	.Octoi
छंटनीप्रतिकार	-Retrenchment Compensation
जनहितमें	-Pro bonoPublico
जनहितयाचिका	-Public InterestLitigation
जमानतमंजूरकरना	-Admit to Bail
जमानतीय	-Bailable
जलदस्युता	- Piracy
जिला एवंसत्रन्यायालय	-District &SessionCourt
तथ्यछुपाना	-Concealment of Fact
दत्तकग्रहण	-Adoption
दण्डन्यायालय	-Criminal Court
दावेकोनामंजूरकरना	-Disallow Claim
दांपत्य अधिकारोंकाप्रत्यास्थापन	-Restitution of ConjugalRights
दावेदार	-Claimant
दुर्भावनापूण्ज्ञ	-Maliciously
दूसरेपक्ष कोभीसुनो	- Audi alteram partem

दैवीय कार्यों से हुई क्षति के लिए किसीकोजिम्मेदार नही ठहरायाजासकता। - Actus deineminifacit Injuria

दोषपूर्णकृत्य	-Wrongful Act
न्यायिकमुद्रांक	-Judicial Stamp
न्यायाधिपति	-Chief Justice
न्यायालयकीअभिरक्षा	-Custody of Court
न्यायेतरउपचार	-Extra Judicial Remedies
न्यायिकअधिकारिता	-Judicial Jurisdiction
न्यूनीकरण	-Commutation
न्यायिकभाक्ति	-Judicial Power
नागरिकता	-Citizenship
निर्णय सेसहमतहोना	-Concur in a Judgement
निरसन	-Repeal
निर्वचन	-Interpretation
निवारकनिरोध	-Preventive Detention

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निकृष्टआचरण -Disgraceful Conduct

टनुमोदितपुस्तकें

थ्चतरंजनमिश्रः कथाभूमि, राधा कृश्ण प्रका ान, दरियागंज, नई दिल्ली
श्रामविलास भार्मा, भाशा और समाज, राजकमल प्रका ान नईदिल्ली
कामताप्रसादगुरु, हिंदी व्याकरण,लोक भारती प्रका ान, दिल्ली
डी.डी. बासु, भारत का संविधान
विधि भाब्दावली, विधि, न्याय औरकम्पनी काय मंत्रालय, विधायी विभाग, राजभाषा खण्ड, विधि साहित्य प्रका ान, भारतसरकार, नईदिल्ली

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B.A L.L.B. 3rd Semester
Law of Contract – II
Paper Code: 1113

L - T - P
4 - 1– 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives - This paper is introduced to impart Knowledgeon variousspecial contracts, Law on sale of goods and Partnership Act.

Course Outcome- Students graduating with law of contract will be able to identify the relevant legal issues that arise on a given set of facts in the area of contract law .Select and apply a range of approaches to written communication , and apply the critical thinking required to bring about creative solutions to complex legal problems in the area of contract law. Formulate oral and written arguments in response to a given set of facts.

Unit 1

Indemnity, Guarantee, Bailment and Pledge

a. Meaning and distinction between Indemnity and Guarantee.
b. Right/ duties of indemnifier, indemnified and surety.
c. Discharge of surety

Kinds of Guarantee.

d. Bailment and Pledge
i. Meaning and Distinction
ii. Rights and duties of Bailor/ Bailee, Pawnor / Pawnee
iii. Lien
iv. Termination of Bailment

Unit II

Agency -

a. Definition of agent and Principal.
b. Essentials of relationship of agency
c. Creation of agency : by agreement , ratification, necessity and law.

-751-

50

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Khanpur Kalan (Sonipat)

d. relation of principal and agent and substituted agent.
e. Termination of Agency

Unit III

The Sale of Goods Act, 1935

a. Definition and Essentials of Sale.
b. Implied Conditions and Warranties in sale.
c. c .Transfer of Title and Property in Sale
d. Unpaid Seller Rights against Goods

Objects, scope and salient features of SRA with reference to special contract

Unit IV

Indian Partnership Act, 1932

1. Nature of Partnership firm.
2. Relationship of partners to one another and outsiders.
   a. Rights/Duties of partners inter se
   b. partnership property
   c. Relation of Partners to third parties
   d. Liability for holding out.
3. Minor as a partner . Partnership will.
4. Incoming and outgoing partner.
5. Dissolution
   i. By consent.
   ii. By agreement
   iii. Compulsory dissolution
   iv. Contingent dissolution.
   v. By notice
   vi. Consequences of dissolution.
6. Registration of firm and effects of non registration

Suggested Readings

- Avtar Singh , Law of Partnership.
- Avtar Singh, Law of Contract and Specific Relief
- K. Sukumaran , Pollock &Mulla, The Indian Partnership Act.
- Pollock & Mulla, Indian Contract and specific Relief Acts.
- R K Bangia, Law of Contract.

Case Laws

1. Badri Pardesh v. State of M.P. , AIR 1970
2. Bristal Tramways v. Fait Motors Ltd. (1910) 2 Q.B.
3. Cheru Pal Prakesh v. Mahadev Das Maiya, AIR 1959 SC 1243
4. CIT v. Dwarkadas Khetan &Co. , AIR 1961 SC 34
5. James v. Just (1818) Q. B.
6. Laxminarayan Ram Gopal v. Govt. of Hyderabad , AIR 1954 SC 324
7. Mahadev v. State of Bombay, AIR 1959 SC
8. State of Madras v. Gannon Durkerly , AIR 1959 SC
9. Steel Bros & co. v. CIT, AIR 1958 SC 446
10. Syndicate Bank v. RSR Engg. Works (2003) SCC 34

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Khanpur Kalan (Sonipat)

-752-

51

B.A. L.L.B. 3rd Semester
Family Law-II
Paper Code: LAW 1115

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Learning Objective: The prime objective of this paper is to acquaint the students with the core aspects of succession, joint family property and co-parcenery rights and the issues associated with it.

Course Outcome: Course connects students with practical understanding of joint family concept including karta, joint family property and partition share in family property. This course will come with outcome of clear understanding between different personal laws including Christian, Muslim and Parsis. Students will also benefitted with concept of uniform civil code.

UNIT-1

1. Concept of Hindu joint family and Hindu undivided family
2. Concept of Karta in Hindu joint family
3. Mitakshra and Dayabhaga family system
4. Concept of co-parcenery in Hindu Law with latest amendments

UNIT-2

1. Historical background of joint family property in India
2. Concept of property in joint family in Hindu law
3. Doctrine of Blending and Accretion in Hindu Law
4. Stridhananditssubversion.
5. Modeof transferof property

A. Gift(HinduandMuslim)
B. Will(HinduandMuslim)

UNIT-3

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1. Concept of Partition.
2. Difference between partition and family arrangements
3. Status of unborn person in partition of Hindu family System
4. Reunion of Hindu divided family or reopening of partition.

UNIT-4

1. Meaning and definition of Succession.
2. Succession of property of male and female intestate

A. Application of Hindu Succession Act.
B. Disqualification of heirs.
C. Principle of inheritance.
D. Devolution of MitaksharaProperty under HSA, 1956.
E. Hindu women's estate.

Indian Succession Act, 1925

Law relating to inheritance of Shia and Sunni Muslims.

A. Classification of Heirs.
B. General principles of inheritance.

Suggested Readings

1. Ahmed Aqil, "Textbook of Mohammedan Law", 24th Ed. 2013, Central Law Agency
2. G.C.V. Subbarao, "Family Law in India"
3. Mayne's Hindu law
4. Mulla , "Hindu law"
5. Paras Diwan, "Family law"
6. Singh Kumar Rakesh, "Textbook on Muslim Law", 1st Ed, 2011, Universal Law Publishing Co.
7. TahirMahmood , "Muslim law of India"
8. U. P. D. Kesari , "Modern Hindu Law"

Case Laws

1. A.Raghavamma v. A. Chennamma AIR 1964 SC 136
2. C.N. Arunachala Mudaliar v. C.A. Muruganatha Mudaliar AIR 1953 SC
3. Dev Kishan v. Ram Kishan AIR 2002 Raj. 370
4. Guramma BhratarChanbasappa Deshmukh v. MallappaChanbasappa
5. M/s. NopanyInvestments (P) Ltd v. Santokh Singh (HUF)

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B.A. L.L.B. 3rd Semester
Political Science-1
Paper Code: LAW 1117

L - T - P **Total Credits: 5**
4- 1– 0 **Total Marks: 100**
Internal Marks: 20 **External Marks: 80**

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The main objective of the paper is to enable the students to understand the concepts of political science such as State, sovereignty, rights, and liberties etc. It also throws light on the origin of state, basis of State, theories of origin of state and ideologies in global perspectives. The paper also covers the relationship of morality and public opinion with the rights and liberties of Individuals and groups.

Course outcome:- Students will be able to distinguish systematic normative inquiry from other kinds of inquiry within the discipline of political science. Demonstrate the ability to apply abstract theory to concrete problems by using the ideas of political theorists to address contemporary social issues such as affirmative action,pornography and capital punishment.

UNIT-I

Political Science: Meaning, origin, nature and scope, Relationship of Political Science with other Social Sciences: Law, History, Economics, Administration and Ethics.
Political theory: Meaning, nature, scope and Significance.

UNIT-II

Concept of the State, Theories regarding origin of State; Divine theory, Evolutionary theory, Social Contract Theory and Marxist theory.
State meaning & Elements, distinction from Government and Society

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-755-

54

UNIT-III

Key concepts: Power, National Power, meaning, element or determinates of National Power.
Rights: Meaning, Nature, classification and different theories
Liberty: Meaning, Nature, kinds, safeguards and relationship between liberty and law
Equality: Meaning, Nature, kinds and relationship with equality and Law
Justice: Meaning, Nature, scope and relationship between liberty, equality and justice

UNIT-IV

Liberalism, Marxism, Socialism
Gandhism, Feminism

Suggested Reading

- A.C. Kapoor : Principles of Political Science
- Appadorai, A. Substance of Politics (Latest Edition)
- Asirvatham, A. Political Theory (Latest Edition)
- Ghose, Shankar : Socialism and Communism in India (Bombay A.Pub.)
- J.C. Johri : Principles of Political Science
- Jain, M.P. RajnitiKeSidhant (Latest Edition)
- Joad, C.E.M. Political Theory (Latest Edition)
- Narain, Iqbal. RajnitiKeMoolSidhant (Latest Edition)
- Rathore, L.S. and Haqqi, S.A.S. : Political Theory and Organisation (Eastern Book Company, Lucknow)
- Ray & Bhattacharya, M: Political Theories Ideas and Institutions (Latest Edition)
- Singh, G.N. Fundamental of Political Science and Organisation (Latest Edition)

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B.A./B.B.A.L.L.B. 3rd Semester
सामान्य एवं विधिक हिंदी–2
Paper Code: LAW 1119

L - T - P
4 - 1 - 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

इकाई 1

पांच कविताएं

राग–विराग में संकलित पांच कविताएं

बादल राग–6, तोड़ती पत्थर, स्नेह निर्झर बह गया है,मैं अकेला, राजे ने अपनी रखवाली की

(क) सप्रसंगव्याख्या

(ख) मूलसंवेदना, सामाजिक चेतना और काव्य सौंदर्य संबंधी प्र न

इकाई: 2

हिंदी साहित्य संबंधी सामान्य समझ

हिंदी साहित्य के आधुनिक इतिहास का संक्षिप्त परिचय, भारतीय नवजागरण एवं हिंदी साहित्य,

हिंदी साहित्य में उभरे विम र्श का सामान्य परिचय –स्त्री विम र्श और दलित विम र्श

इकाई: 3

किसी विशय के पक्ष विपक्ष में तार्किक अभिव्यक्ति

(क) संवैधानिक एव विधि जागरूकता संबंधी विशय

(ख) सामाजिक व समकालीन विशय

इकाई: 4

विधिक श ब्दावली, 100 भाब्द, सूची संलग्न है।

विधिक भाब्दों के अंग्रेजी अर्थ लिखकर उनका हिंदी वाक्यों म प्रयोग करना

1 निषिद्ध — Forbidden

2 नियंत्रक प्राधिकारी — Controlling Authority

3 निर्वाहव्यय — limony

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43

- 757 -

4 निदे ाकबोर्ड	Board of Directors
5 पदेन	Ex-Officio
6 पहचानछुपाना	Concealment of Identity
7 परिनिय	Statute
8 पुनर्विचार	Court of Appeal
9 पूर्वन्याय	Res Judicata
10 पूर्णस्वामित्व	Plenum dominium
11 प्रथमदृष्ट्यासाक्ष्य	Prima Facie Evidance
12 प्रत्यर्पणसंधि	Extradition Treaty
13 प्रत्यक्ष चुनाव	Direct Election
14 प्रत्याभूति	Guarantee
15 परमादे ा	Mandamus
16 प्रवृतकरना	Remain in Force
17 प्रत्यावर्तनकरना / वापसलेना	Restoration
18 प्रतिग्रहण	Acceptance
19 प्रतिलिप्याधिकार	Copy right
20 प्र ाासनिकन्यायाधिकरण	Administrative Tribunal
21 प्र ाासनिकविवेकाधिकार	Administrative Discretion
22 प्रतिषेध लेख	Writ of Prohibition
23 प्रतिफल के बिनाकरार	Agreement without Consideration
24 प्रतिकूलप्रभावडालना	Affect Prejudicially
25 प्रतिनिधायीदायित्व	Vicarious Liability
26 पारपत्र	Pass Port
27 फरार	Absconder

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28 प्राकृतिकन्याय	Natural Justice
29 बंदीप्रत्यक्षीकरणभ्मइमें	Corpus
30 बाधा डालना	Obstruct
31 बिनाहानि के क्षति	Damnum Sine Injuria
32 बिना क्षति के हानि	Admonition
33 भर्त्सना	Maintenance Allowance
34 भरणपोषणभत्ता	Cultural Heritage of India
35 भारत की सांस्कृतिकविरासत	Bar Council of India
36 भारतीय विधि परिषद्	Prospectively
37 भविष्य लक्षी	Retrospectively
38 भूतलक्षी	Land Records
39 भू–अभिलेख	Land Revenue
40 भू–राजस्व	Arbitrator
41मध्यस्थ	Advocate General
42महाधिवक्ता	Impeachment
43 महाभियोग	Council of Ministers
44 मंत्री परिषद्	Chief Election Commissioner
45 मुख्य निर्वाचनआयुक्त	Disposal of the Case
46 मुकदमेंकोनिपटाना	False Imprisonment
47 मिथ्याकारावास	False Declarement
48 मिथ्या घोषणा	Status Quo
49 यथापूर्वस्थिति	Certificate of Fitness
50 योग्यताप्रमाणपत्र	Contributory Negligence
51 योगदायी उपेक्षा	

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52 रद्द करना	Annulment
53 राजपत्र	Gazzette
54 राजनिष्ठा	Allegiance
55 राष्ट्रों की विधि	Law of Nations
56 राष्ट्रपतिप्रसादपर्यंत	During the Pleasure of the President
57 लोकन्याय की अग्रसरता	Advancement of Public Justice
58 लोकअपदूषण	Public Nuisance
59 लोकअभियोजक	Public Prosecutor
60 लोकसभा	House of People
61 वयस्कमताधिकार	Adult Franchise
62 व्यापारचिह्न	Trade Mark
63 वचनपत्र	Promissory Note
64 वस्तुतः	Defacto
65 वाद का संचालन	Conduct of Suit
66 वादपत्र का ग्रहण	Admission of Plaint
67 वादमूल	Cause of Action
68 वैयक्तिकविधि	Personal Law
69 विधि के आधार	Ratio Legis
70 विवेकाधीनभाक्ति	Discretionary Power
71 वि ोषविवाहअधिनियम	Special Marriage Act
72 विधि द्वाराआबद्ध	Bound by Law
73 विधेयक	Bill
74 विधायक	Legislature

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[illegible] के कारणों पर ध्यान दिया जाता है, दूर के कारणों पर नहीं In Jure Remota Causa [illegible] Proxima Spectatur

[illegible]	Deliberation
[illegible]	Finance Bill
[illegible]	Motion for Consideration
[illegible]	Divorce
30 विधि के प्रतिकूल	Contrary to Law
31 विश्वसनीय साक्षी	Credible Witness
32 विधिक क्षति	Legal Damage
33 विद्वेषपूर्णअभियोजन	Malicious Prosecution
34 विनति	Dissenting Note
35 विधियों का समानसंरक्षण	Equal Protection of Law
36 शाश्वतव्यादेश	Perpetual Injunction
37 स्वत्वधारी	Proprieter
38 स्वप्रेरण	Suo motu
39 स्थगितकरना	Adjourn
40 संज्ञेय अपराध	Cognizable Offence
41 संविदाभंग	Breach of Contract
42 संपुष्टि	Confirmation
43 सुसंगततथ्य	Relevant Fact
44 सहदायिकीसम्पति	Coparcenary Property
45 समानअधिकारितान्यायालय	Court of Equal Jurisdiction
46 सर्वोच्च न्यायालय	Supreme Court
47 सम्पूर्णप्रभुत्वसम्पन्नलोकतंत्रात्मकगणराज्य	Sovereign Democratic Republic

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३३ स्थायीसमिति	Standing Committee of Parliament
३४ सौहार्दपूर्ण समझौता	Amicable Settlement
३५ साक्षीकोआहूतकरना	Summon the witness

अनुशंसितपुस्तकें:

१ रामविलास भार्मा(संपादक), राग–विराग, लोक भारती प्रका ान इलाहाबाद

२ हजारी प्रसाद द्विवेदी, हिंदी साहित्य उद्भव और विकास, राजकमल प्रका ान नईदिल्ली

३ रोहिणी अग्रवाल, स्त्री लेखन: स्वप्नऔरसंकल्प, राजकमल प्रका ान नईदिल्ली

४ चंदभारती, दलित विम र्श की भूमिका, इतिहास बोध प्रका ान इलाहाबाद

५ गेलओम्वेट: जाति की समझ,अनुवाद–नलिनीबंसल, ओरिएंटब्लैकस्वान, हैदराबाद

६ डी0 डी0बासु, भारत का संविधान

७ द्विभाषी भाब्दावली : विधि, न्याय और कम्पनी कार्य मंत्रालय, विधायी विभाग, राजभाषा खण्ड, विधि साहित्य प्रका ान, भारत सरकार, नईदिल्ली

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B.A.L.L.B. 3rd Semester
General English – II
Paper Code: LAW 1121

L - T - P
4 - 1– 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

UNIT – I (Literature)

Drama

Hamlet: William Shakespeare
Publisher: Rupa Publications India Pvt. Ltd. Noida.

UNIT – II (Literature)

Fiction

The Alchemist: Paulo Coelho
Publishers: Harper Collins, U. K. 1988.

UNIT – III (Grammar)

Type of Sentences,Phrases and Clauses, Conjunctions.

UNIT – IV

Legal Terms-Meaning and usage:

Agency, Agreement, Bail, Bailable, Bailment, Contract , Culpable , Decree , Defamation , Execution , First Information Report , Fraud , Genocide, Guarantee, Guardian, Ipugne, Locus Standi, Indemnity, Judgement, Judiciary, Legislation, Legislature, Libel Minor, Misstatement, non bailable, Order, Award, Pledge, Slander, Arbitration bankruptcy, clemency, cognizance, confiscate, consideration, divorce, illicit, immunity, impeach, Laches, Liability, Liquidate, notary public, cause celebre, overrule, uphold, perjury, statute, testify, waive, will, writ, ratify, proviso, tenancy, pecuniary, voidable, verdict.

Writing Skills

Paragraph writing, Letter to Editor

Suggested Reading:

- A Remedial English Grammar for Foreign Students by F. T. Wood
- Hamlet: William Shakespeare, Publisher: Rupa Publications India Pvt. Ltd. Noida.
- J. C. Nesfield: English Grammar, Composition and Usage (Revised by N. K. Aggarwal)
- Oxford Advanced Learner's Dictionary, O. U. P.
- Raymond Murphy, Murphy's English Grammar, C.U.P.
- S.C.Tripathi: Legal language, Writing and General English by Central Law publication.
- The Alchemist: Paulo Coelho, Publishers: Harper Collins, U. K. 1988.

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Instructions to Paper setter and students:

- Students will attempt five questions in all. All questions carry equal marks. (5× 16 = 80) First question is compulsory.
- Question No. 1 will carry 8 short answer type questions of 2 marks each from all units.
- Rest of the paper will have 4 parts which will be in accordance with the units of syllabus, each part will offer internal choice to students. Examiners should ensure the inclusion of all topics of syllabus in the question paper.

Scheme for Part I (literature section)

Question 2(a)
An extract from the text will be given for explanation with reference to the context.(8 marks)
Question 2 (b)
4 short answer type questions.(2marks each)
Students will attempt all in 50 - 80 words. (2 × 4 = 8)

OR

Question 3.
It will carry two long answer type questions of 8 marks each.
(General Questions on Character, theme and plot) (2 × 8 = 16)

Scheme for Part II (literature section)

Question 4(a)
An extract from the text will be given for explanation with reference to the context. (8 marks)
Question 4 (b)
4 short answer type questions.(2marks each)
Students will attempt all in 50 - 80 words. (2 × 4 = 8)

OR

Question 5.
It will carry two long answer type questions of 8 marks each.
(General Questions on Character, theme and plot) (2 × 8 = 16)

Part - III

Question 6
Questions from the Grammar unit can be of 1 mark or 2 marks.(1 × 16 = 16)/(2 × 8 = 16)

OR

Question 7
Questions from the Grammar unit can be of 1 mark or or 2 marks.(1x16=16)/(2x8=16)

Part - IV

Question 8
Students will be asked to define any eight legal terms along with examples.(2 × 8 = 16)

Question 9
Writing section includes paragraph and letter writing. This question will further be divided into two parts to cover both topics (8 marks each). (2 × 8 = 16)

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B.A. L.L.B. 3rd Semester
Sociology III
Paper code- Law-1123

L - T - P
4 - 1– 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
  1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
  2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The objective is to develop an understanding of the linkages between law, society and various theoretical approaches which contextualize sociology of law in a dynamic social and global environment.

Course Outcome: The extent of rationality centric perspectival change varies in relation to a range of factors operating in the pedagogical space which learners inhabit. However, a definite realization about the complex relation of the legal with social can be witnessed in the general response patterns.

Unit I

Social Science and the Concept of Law
The Social Basis of Law
Sociological Jurisprudence and Sociology of Law
Legal Profession and Society in India

Unit II

Rousseau and Montesquieu: Social Contract and Spirit of Laws
Habermas and Foucault: Communicative Action and Disciplinary Society
Feminist Approaches to Law: From Liberal to Radical
Critical Legal Perspectives and the Challenge of Authoritarianism

Unit III

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-765-
64

Law, Constitutionalism and Social Justice in India
Religion, Law and Secularism: The Road to Multiculturalism
Personal Law and Uniform Civil Code: The Debate on Collective Rights
Identity Politics and New Social Movements in India: The Debate on Citizenship

Unit IV

The Dialectics of Law and Social Change in India
Neo-liberalism and Distributive Justice: Law at Crossroads
Globalization, Media and Law: New Cultures of Governance
Patriarchies and Resistance: The Emerging Discourses on Gender Justice

Suggested Readings

- Amartya Sen: Development as Freedom
- Amartya Sen: The Idea of Justice
- Andre Beteille: The Idea of Natural Inequality and other Essays
- Avijit Pathak: Modernity, Identity and Globalization: A Reflexive Quest.
- Flavia Agnes: Family Law, Vol 1 and Vol 2
- Flavia Agnes: Law and Gender Inequality
- George Reitzer: Modern Sociological Theory
- Gurpreet Mahajan: The Multicultural Path
- Indra Deva (Ed.): Sociology of Law
- J.S. Gandhi: Law, State and Society: Indian Context
- John Rawls: A Theory of Justice
- M.N. Srinivas (Ed.): Caste: Its Twentieth Century Avtar
- M.N. Srinivas: Social Change in Modern India.
- Maitrayee Chaudhuri (Ed.): Feminism in India
- Maitrayee Chaudhuri: Refashioning India: Gender, Media and a Transformed Public Sphere
- Maitrayee Chaudhuri: Women's Movement in India: Reform and Revival
- Mathieu Deflem: Sociology of Law
- Michel Foucault: Discipline and Punish
- Raymond Aron: Main Currents in Sociological Thought
- Roger Cotterell: Sociology of Law.
- Rousseau, Jean-Jacques: The Social Contract
- T. K. Oommen (Ed.): Social Movements I, Issues of Identity
- Yogendra Singh: Cultural Change in India: Identity and Globalisation.
- Yogendra Singh: Social Change in India.

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-766

65

B.A. LL.B 4th Semester

Law of Crimes-I (Bharatiya Nyaya Sanhita, 2023)

Paper Code: 1114 A

L - T - P

5 - 1– 0

Internal Marks: 20

Total Credits: 5

Total Marks: 100

External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units.
- Question paper shall be of two parts.
    1. Part A shall be compulsory and consist of 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective:

1. The prime object of this paper is to understand the purpose and importance of Bharatiya Nyaya Sanhita,

2. The paper is to focus on the study of General Principles of Criminal Law and Substantive Crimes.

Course Outcome:

1. This paper is an introduction to the general principles of criminal law and substantive law of crimes including concept of crime, essential elements, kinds of criminal liability, general exceptions, specific offences and their punishments.
2. It is helpful in understanding the role of law in regulation of law and order of society. It helps and enriches students in understanding case analysis and statutory construction.

UNIT-I

1.General Principles and Stages of Crime

2.Purpose and Importance of Bharatiya Nyaya SanhitaPreliminary (Section 1-3)

3.Punishments (Section 4 -13)

4 .General Exceptions (Section 14-44)

5. Abetment, Criminal Conspiracy and Attempt (Section 45-62)

UNIT-II

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1. Offences against Woman and Child -Sexual offences (Section 63-73), Criminal Force and Assault against Women (Section 74-79), Offences relating to Marriage (Section 80-87), Causing Miscarriage, etc. (Section 88-92), Offences against Child (Section 93-99).

2. Offences Affecting the Human Body-Offences Affecting Life (Section 100- 113), Hurt (Section 114-125), Wrongful Restraint and Wrongful Confinement (126-127), Criminal Force and Assault (Section 128-136), Kidnapping, Abduction, Slavery and Forced Labour (Section 137- 146).

3. Offences against the State (Section 147-158)

UNIT-III

1. Offences Relating to Coin andCurrency-Notes, Bank-Notes, and Government Stamps (Section 178-188)Offences against the Public Tranquility (Section 189-197)
2. Offences by or Relating to Public Servants (Section 198-205), Contempt of the Lawful Authority of Public Servants (Section 206-226.)
3. False Evidence and Offences against Public Justice (Section 227-269).
4. Offences Affecting the Public Health, Safety, Convenience, Decency and Morals (Section 270 - 297)

UNIT-IV

1. Offences Relating to Religion (Section 298 - 302),

2. Offences against Property - Theft (Section 303-307), Extortion (Section 308), Robbery and Dacoity (Section 309-313), Criminal Misappropriation of Property (Section 314- 315), Criminal Breach of Trust (Section 316), Receiving Stolen Property (Section 317), Cheating (Section 318-319), Fraudulent Deeds and Dispositions of Property (Section 320-323), Mischief (Section 324-328), Criminal Trespass (Section 329-334)

3. Offences Relating to Documents and to Property Marks (Section 335-350). Criminal Intimidation, Insult, Annoyance, Defamation, etc. (Section 351- 357). Repeal and Savings (Section 358).

Recommended Cases:

1. Basdev *v.* State of Pepsu, AIR 1956 SC 488
2. State of M.P. v. Mahendra, (2022) 12 SCC 442
3. Union of India v. Dharam Pal, (2019) 15 SCC 388
4. Indian Young Lawyers Association v.The State of Kerala, AIR Online 2018 SC 243 2.
5. Subramaniam Swamy v. Union of India, AIR 2016 SC 2728
6. Kamal Nath v. Election Commission of India and Ors, AIR 2019 SC 336 3.
7. Joseph shine v. union of India (2019) 3 SCC 39
8. Nalini V State 1999 Cr. L.J. 3124

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9.Virsa Singh v. State of Punjab, AIR 1958 SC 465

10. S. Varadarajan v. State of Madras, AIR 1965 SC 942

11State of Haryana v. Raja Ram, (1973) 1 SCC 544 138

12. K.M. Nanavati v. State of Maharashtra, AIR 1962 SC 605

Statutory Material

- Bharatiya Nyaya Sanhita, 2023.
- Indian Penal Code, 1860

SUGGESTED READINGS

- K.D., Gaur : The Indian Penal Code, 1860
- Mishra, S.N.: Indian Penal Code, 1860
- Vageshwari Deswal , Saurabh Kansal: Taxmann's Bharatiya Nyaya Sanhita | Law & Practice, 1st Edn., Taxmann Publication, 2023
- Bhattacharya, T: The Indian Penal Code, 1860
- Sarkar, S.C. : Sarkar's Commentary on the Indian Penal Code, 1860
- Dhiralal,Rattanlal: The Indian Penal Code, 1860
- Lal, Batuk: Commentary on the Indian Penal Code, 1860
- Gaur H.S : Commentary on the Indian Penal Code
- Sahu, M.K : Principles of Criminal Law (Cases & Materials)

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B.A. L.L.B. 4th semester
Environmental Law
Paper Code: LAW 1116

L - T - P **Total Credits: 5**
4 - 1 – 0 **Total Marks: 100**
Internal Marks: 20 **External Marks: 80**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The basic objective of this paper is to acquaint the students with the basic principles of environmental law along with the Indian legislative framework for the protection of environment.

Course Outcome : Students will be able to analyze advanced and integrated understanding of the complex body of knowledge in the field of environmental law . Develop the capacity to identify new law and apply existing law in the rapidly evolving legal context for environmental law. Understand in depth knowledge of the specialist area of environmental law .

UNIT-1

Basic Principles of International Environmental Law

- Stockholm Declaration
- Brundtland Commission Report, Principle of Sustainable development
- U.N. Convention on Environment and Development, 1992
- Intergenerational Equity, Polluter pay Principle, Precautionary Principle, Public Trust Doctrine
- Constitutional Provisions and Environment Protection in India- Article 14,19,32,48-A, 51-A(g).

UNIT-2

The Environment Protection Act, 1986

- Definitions,
- General Powers of the Central Government
- Prevention , Control and abatement of Environmental pollution
- Miscellaneous

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Water Prevention and Control of Pollution Act,1974

- Meaning, Constitution and Functions of the Central and State Pollution Control Boards
- Prevention and control of Water Pollution
- Penalties and Procedure

UNIT- 3

Air Prevention and Control of Pollution Act, 1981

- Meaning, Causes and Effects of Air Pollution
- Powers and Functions of the Central and State Pollution Control Boards
- Prevention and Control of Air Pollution
- Offences and Penalties

National Green Tribunal

- Powers and Functions
- Jurisdiction and Remedies

UNIT-4

Protection of Wildlife

- Indian Forest Act, 1927
- The Wildlife Protection Act, 1972
- Authorities under the Act

Leading Cases:

1. Indian Council for Enviro legal Action v. Union of India AIR 1996 SC 1446
2. M.C, Mehta v. Union of India AIR 1988 SC
3. M.C. Mehta v. Kamal Nath 2002 (2) SCALE 654
4. M.C.Mehta v. Union of India AIR 1997SC 248
5. R. L. and E. Kendra v. State of U.P. (1985) 2 SCC 431
6. Sansar Chand v. State of Rajasthan 2010 (10) SCC 604
7. State of M.P. v. Kedia Leather & Liquor Ltd. AIR 2003 SC 3236
8. Vellore Citizen Welfare Forum v. Union of India 1996 SC 2715

Suggested Readings:

- Aggarwal S, Legal Control of Environmental Pollution
- Krishna Iyer , V.R., Environment Pollution and Law
- Leela Krishnan P. , Environmental Law in India
- P.S. Jaiswal, Environmental Law
- Singh Gurdip, Environmental Law

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B.A.L.L.B. 4th Semester
Political Science-II
Paper Code: LAW 1118

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The main objective of the paper is to teach the students comprehensively International Politics, Theories of International Politics, National Power, Limitations of National Power, Foreign Policy, Diplomacy, Nations interest, Disarmament and Human Rights including Universal declaration of Human Rights and the Indian constitution. This paper also covers the role and composition of National Human Rights Commission.

Course Outcome:- At the end of this course students will be able to Identify the names and geographic location of most contemporary states, demonstrate an understanding of: the key historical events which shaped the international system in the 20th century, the basic structures of the contemporary international system.

UNIT-I

International Politics: Meaning, Origin, Growth, Nature and Scope
Theories of International Politics: Realist; Systems; Decision Making; Marxian and Game Theory

UNIT-II

National Power: Meaning; Elements and Evaluation
Limitation of National Power: International Law; International Morality;

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World Public Opinion; Balance of Power and Collective Security

UNIT-III

Foreign Policy: Meaning; Components and Determinants
Diplomacy: Meaning, Nature, Functions and Types
National Interest: Meaning; Nature; Types; Methods for Promotion of National Interest and Interrelationship between National Interest and Ideology

UNIT-IV

Disarmament: Meaning, Nature, Types; Reasons; Difficulties and Obstacles in the way of Disarmament and Major Steps towards Disarmament
Human Rights: Meaning and Nature of Human Rights; UN Charter and Human Rights; Universal Declaration of Human Rights 1948 vis-à-vis Indian Constitution;
National Human Right Commission of India-Composition and Role.

Suggested Reading:

- A.F.R. Organski : World Politics, (Scientific, Calcutta)
- Aggarwal H.O. : International Law and Human Rights
- C.P. Schleicher. International Relations (Princetion, Ed. 1962)
- Doctor, A.H. International Relations, (Vikas Publication, Delhi, Latest Ed.)
- G. Schwarzenberger : Power Politics, (Stevens, London)
- Goulborune : Politics and State in the Third World
- Hans J. Morgenthau. Politics among Nations, (Scientific Book Agency, Calcutta) Hindi & English, Latest Ed.)
- Hartman, F.H. The Relations of Nations, (Machmillan, New York Ed. 1973)
- Hindi & English)
- Johri J.C. : International Relations and Politics (Sterline Publishers)
- Krishana Ayer V.R. : Human Rights and Law
- Mahendra Kumar. The Theoretical Aspect of International Politics (Shiv Lal Aggarwal Agra,
- Palmar & Perkins. International Relations (Scientific Calcutta, Latest Ed.)
- Singh Nagendra Dr. : Human Rights and International Law
- Sprout & Sprout. Foundations of International Politics (Van Nostrand, New York, Latest Ed.)
- Vinay Kumar Malhotra : International Relations Bookhive"s Publication : International Relations
- Wedelel Robert D : International Politics (John Wiley and Sons New York)

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B.A. L.L.B. 4th Semester

History –III (History of modern India)

Paper Code: LAW 1120

L - T - P	Total Credits: 5
4 - 1 – 0	Total Marks: 100
Internal Marks: 20	External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The core objective of this paper is to develop the better understanding of the stages of development in India during British rule .

Course outcomes: Student will be able to formulate basis of modern India through different concepts like modernity, the process of rise modern India and its foundation made by Social reformer and freedom fighters also able to analyse the social background of Indian Nationalism

Unit-1

1. Advent of European power: causes and Aim, growth of East India company in India
2. Expansion and consolidation of British Rule: British occupation of Bengal-Battle of Plessey, The Battle of Buxar 1764 A.D.
3. Dual system of government in Bengal. Reforms of warren Hastings. Subsidiary Alliance system.

Unit-2

1. Social changes: spread of western Education, Socio-Religious movements Braham Samaj Raja Ram Mohan Roy and his contribution
2. Arya samaj: Life and Teachings of Swami Dayanand.
3. Social condition of India during 19th century.
4. Land Revenue policiesduring British period: Permanent settlement, Ryotwari system, mahalwari system.

Unit-3

1. The revolt of 1857: Causes and Events of revolt, causes of failures and results of the revolt
2. Origin and growth of National Consciousness: Nationalism and its salient Features,
3. Causes of the origin and growth of Nationalist Consciousness in India.

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Unit-4

1. Emergence of Gandhi ji-Non Co-operation movement, Civil disobedience movement and Quit India Movement.
2. Bhagat singh and Hindustan Socialist Republic association
3. Subash ChanderBose and Indian National Army

Suggested Readings

Bipin Chandra	: Freedom struggle, Nationalism and Colonialism in India,
Desai A.R	: Social Background of Indian Nationalism
Dutta KK	: Socio-cultural Background of modern India
Louis Fisher	: Mahatma Gandhi
Mehta Ashok	: Eighteen Fifty sevenModern India
Mukherjee Ram Krishna	: The rise and fall of the East India Company,
R.C Majumdar	: History of the freedom Movements in India,The mutiny and Revolt of 1857
Sumit Sarkar	: Modern India

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B.A.L.L.B4th Semester
Economics -III
Paper Code: LAW 1122

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The objective of this paper is to provide broad understanding of economic development and international Trade.

Course outcome: At the end of this course, the students will be able to demonstrate an understanding of the core economic terms, concepts and theories. Identify key macroeconomic indicators and measures of economic change, growth and development. Describe the application of concept of equilibrium to both microeconomics and macroeconomics.

Unit-1

Economic development

- Concept of economic Development and Growth.
- Factors of Economic Growth: Economic and Non- Economic.
- Obstacles of Economic Development.
- Inequalities of income.
- Measurement of Economic Development.

Unit-2

Economic planning

- Evaluation of Planning in India: Objectives of planning, Achievements of Planning, Failures of Planning, Suggestions for the success of plans.
- Economic Planning: Features of Economic Planning, Need of Planning in under developed countries,.
- Latest five year Plan.

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Unit – 3

International Trade

- Foreign Trade: Volume, Composition and Direction of India's Foreign Trade.
- Export Promotion: Need of Export Promotion of India, Measures for Export Promotion, Obstacles in the way of Export Promotion in India, Suggestions for Export Promotion strategy.
- Balance of payments: Balance of Trade and Balance of payments: A comparative study, Measures to correct adverse Balance of Payments, Importance of Balance of Payments.
- Regional Trading Blocks.
- Foreign Trade and Economic Growth.

Unit – 4

Theories of Development and international Trade

- Theory of Comparative Costs.
- Theory of Balance Growth.
- Vicious circle of Poverty.
- Lewis model of Development.

Suggested Reading:

- Economic survey, Lastest issues.
- Mishra, S. K. and V. k. Puri, Modern Macro Economic Theory, Himalaya Publishing House.
- P. Samusclsen, Economics An introductory Analysis (ISER) ;McGraw hill Book Co. 7th edition.
- PratiyogitaDarpan(Indian Economy) -Latest
- Rana, K. C. and Verma, K. N., International Economics, Vishal Publishing Co.
- Seth M. L., Money, Banking, International Trade and Public finance.
- Todaro,M. Economic Development in the Third world.

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B.ALL.B. 4th Semester
General English – III
Paper Code: LAW 1124

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Objective

The English curriculum is designed to attain competence of students in four modes of literacy: writing, speaking, reading and listening. A concept of philosophy and literature will be introduced with classics of English literature along with elementary Phonetics, legal terms, concepts of grammar, drafting and words from foreign languages to fulfill the need of the professional course. Students will read diverse texts within their historical and cultural contexts to develop critical understanding of literature and society.

Outcome

Students will demonstrate their capacity to write and speak clearly, read perceptively and think critically. They will have command over vocabulary and a sense of correct pronunciation will be achieved. Students will be able to express themselves comprehensively with fluency.

UNIT – I (Literature)

Drama
The Merchant of Venice: William Shakespeare
Publisher: Maple Press Pvt, Ltd. New Delhi.

UNIT – II (Literature)

Fiction
The Train to Pakistan: Khushwant Singh
Publishers: Penguin Random House India Pvt. Ltd. , India, 2010.

UNIT – III

Elementary Knowledge of Phonetics:

i) The Air Stream Mechanisms
ii) Articulatory System (organs of speech)
iii) Basic concept of (Phoneme, Vowel, Consonant and syllables)
iv) Consonant and vowels (Phonetic Symbols and brief description)
v) Manner and place of articulation
vi) Transcription of simple words in common use (only two syllabic)

UNIT – IV (Vocabulary and Writing Skills)

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Vocabulary
Words often Confused (Homophones & Homonyms), Idioms related to colours only.
Writing Skills
Précis Writing, E – mail Writing

Suggested Reading:

- Bansal and Harrison: Spoken English for Indian Speakers.
- Daniel Jones: Dictionary for Pronunciation.
- Guide to Patterns and Usage in English by A. S. Hornby
- J. C. Nesfield: English Grammar, Composition and Usage (Revised by N. K. Aggarwal)
- Oxford Advanced Learner's Dictionary, O. U. P.
- Raymond Murphy, Murphy's English Grammar, C.U.P.
- The Merchant of Venice: William Shakespeare, Publisher: Maple Press Pvt, Ltd. New Delhi.
- The Train to Pakistan: Khushwant Singh, Publishers: Penguin Random House India Pvt. Ltd. , India, 2010.
- W. S. Allen: Living English Structures.

Instructions to Paper setter and students:

- Students will attempt five questions in all. All questions carry equal marks. ($5\times 16 = 80$) First question is compulsory.
- Question No. 1 will carry 8 short answer type questions of 2 marks each from all units.
- Rest of the paper will have 4 parts which will be in accordance with the units of syllabus, each part will offer internal choice to students. Examiners should ensure the inclusion of all topics of syllabus in the question paper.

Scheme for Part I (literature section)

Question 2(a)
An extract from the text will be given for explanation with reference to the context. (8 marks)
Question 2 (b)
4 short answer type questions.(2marks each)
Students will attempt all in 50 - 80 words. ($2 \times 4 = 8$)
OR
Question 3.
It will carry two long answer type questions of 8 marks each.
(General Questions on Character, theme and plot) ($2 \times 8 = 16$)

Scheme for Part II (literature section)

Question 4(a)
An extract from the text will be given for explanation with reference to the context. (8 marks)
Question 4 (b)
4 short answer type questions.(2marks each)
Students will attempt all in 50 - 80 words. ($2 \times 4 = 8$)
OR

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Khanpur Kalan (Sonipat)

Question 5:

It will carry two long answer type questions of 8 marks each.

(General Questions on Character, theme and plot) $(2 \times 8 = 16)$

Part - III

Question 6 & 7

- students can be asked to write notes on any of the topics mentioned in the syllabus. (8marks)
- Definitions. (2 marks)
- Transcription of simple words in common use (only two syllabic) (1 mark)

Part - IV

Question 8

It will include topics of Vocabulary. Questions can be of 1 mark or or 2 marks.

$(1 \times 16 = 16)$/ $(2 \times 8 = 16)$

OR

Question 9

Writing section includes Précis Writing and E - mail writing. This question will further be divided into two parts to cover both topics (8 marks each) .

$(2 \times 8 = 16)$

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B.A LL.B. 5th Semester
Constitutional Law of India -I
Paper Code: LAW 1125

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective –The paper provides an opportunity to the student to understand the concept of federalism. Detailed instruction in respect of Preamble, citizenship, fundamental Rights,Directive Principle of State Policy, Fundamental Duties as well as a relationship between Fundamental Rights and Directive Principles, are imparted to the students so as to enable them to have a comprehensive knowledge.

Course Outcome: After studying this course students are expected to understand the basic concepts of Indian Constitution and various organs created by the constitution including their function nature of the Indian Constitution able to examine whether the Indian Constitution possesses the characteristics of federal government including the different aspects of relationship between the Centre and states in various matters.

Unit –I

a. Preamble, citizenship
b. Definition of state under Art. 12
c. Rules of interpretation under Art. 13

Unit –II

a. Rights to equality (Art.14)
b. Special provision for weaker sections of the society
c. Reservation polity
d. Fundamental freedoms under Art.19
e. Freedom of press

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Unit –III

a. Protection in respect of conviction of offence (Act. 20), Right to life and personal liberty Art.21
b. Protection against arrest and detention (Art.22)
c. Right against exploitation (Art. 23 & 24)
d. Right to religion (Art. 25-28)

Unit –IV

a. Cultural & educational rights of minorities (Art. 29 & 30)
b. Right to constitutional remedies (Art.32)
c. Directive principles of state policy
d. Fundamental duties

Suggested Readings

1. Basu, Durga Das. Commentary on the constitution of India, (Calcutta, DebidasBasu, 1989 ed.)
2. D.D. Basu, Introduction to the constitution of India, Prentice hall of India private Ltd. New Delhi, 1994
3. Glanville Austin, Indian constitution- cornerstone of the nation, Oxford university press, 1999
4. H.M. Seervai, constitution law of India, universal law publishing co. reprint 2013
5. Hasan, Zoya & E. Sridharan, India's living constitution: Ideas, practice, controversies (Delhi, permanent black, 2002 ed.)
6. Kagzi, M.C. Jain. The constitution of India (Vol. 1& 2 New Delhi, India law house) 2001
7. M.P. Jain, Indian constitutional law, Lexis Nexis, 2013
8. P.M. Bakshi, The constitution of India, universal law publishing co. 2014
9. Pylee, M.V. constitutional amendments in India (Delhi, Universal law, 2003)
10. Seervi, H.M. Constitutional law of India (Vol. I, II, & III, Bombay, N.M. Tripathi (1991)
11. V.N. Shukla, constitution of India, Eastern book agency, 2014

Case Laws

1. ADM Jabalpur v. Shiv shanker Shukla. 1976 suppl. SCR 172
2. In re Article 143, constitution of India, AIR 1952 SC 332
3. Indira Gandhi v. Raj Narain, AIR 1975 SC 2299
4. Indira Sawhney v. UOI, AIR 1993, SC 477
5. Keshwanand Bharti v. state of Kerala, 1976(2) SCR 347
6. Menaka Gandhi v. UOI, AIR 1978, SC 597
7. Mohammad Raza v. state of Bombay AIR 1966, SC 1436
8. NHRC V. State of Arunachal Pradesh, AIR 1996SC 1234
9. R.K. Dalmia v. Justice Tendulkar, AIR 1958 SC 538
10. S.R.Bomai v. UOI, 1994 (3) SCC 1
11. SCORA V. UOI 1993 (4) SCC 441
12. TMA Pai foundation v. state of Karnataka AIR 2003 SC 355
13. UN Rao v. Indira Gandhi, AIT 1971 SC 1002

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B.A LL.B. 5th Semester
Jurisprudence
Paper Code: LAW 1127

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objective: The course aims at developing an analytical approach to understand the nature and development of law along with the working of a legal system in different dimensions with reference to popular legal theorists.

Course Outcome: After studying Jurisprudence students are able to identify the issues/ legal theories by different factual contexts. Further, they are able to grasp the nature of law in its most general form and gain deeper understanding of legal reasoning and analogy, legal systems, legal institutions, and the proper application and role of law in society.

Unit-I

Introduction and Schools of Jurisprudence

1. Definition, nature and scope of jurisprudence
2. Linkage between Jurisprudence and other social sciences
3. Natural Law- Its development and relevance in modern times
4. Analytical School

Unit-II

Schools of Jurisprudence

1. Historical School
2. Realist School
3. Sociological School (Pure Theory of Law)
4. Feminist Jurisprudence

Unit-III

Law, State and Sovereignty

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Khanpur Kalan (Sonipat)

1. Law, Its nature and kinds
2. Sources of Law: Custom, Precedent and Legislation
3. State: Concept and Theories
4. Sovereignty: Nature and Development

Unit-IV

Concepts of Law

1. Rights & Duties
2. Possession and Ownership
3. Persons
4. Property

Suggested Reading:

- Avtar Singh, Introduction to Jurisprudence
- B.N.M Tripathi , Legal Theory
- Edger Bodenheimer , Jurisprudence
- N.V Paranjape, Studies in Jurisprudence and Legal Theory
- Prof. NomitaAggarwal, Jurisprudence (Legal Theory)
- R.W.D Dias, Jurisprudence
- S.N Dhayni, Fundamentals of Jurisprudence
- S.N Dhayni, Jurisprudence and Indian Legal Theory
- Salmond , Jurisprudence
- W. Friedmann, Law in Changing Society

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B.A LLB 5th semester
Bharatiya Nagarik Suraksha Sanhita
Course Code: 1129-A

L - T - P
4 – 1-0
Internal Marks: 20
External Marks: 80

Total Credits: 5
Total Marks: 100

Course Objectives:

1. **This course aims to acquaint the students with crucial aspects of procedural law relating to investigation and stages of criminal trial as stipulated under the Bhartiya Nagrik Suraksha Sanhita .**
2. **It further aims to enhance their analytical skills while signifying the fundamental concepts of criminal justice administration.**

Course Outcomes:

1. **At the end of this course students will be able to understand the various procedural aspects of criminal law.**
2. **It is expected that they will be able to interpret and understand the intricacies and practical aspects of investigation, criminal trials, bail and other allied provisions.**

Note: Instructions for examiners

- **The paper shall be of 80 marks.**
- **The time allowed is three hours**
- **The whole syllabus is divided into four Units. Question paper shall be of two parts.**
  1. **Part A shall be compulsory and consist of 8 short answered questions of 2 marks each at least two questions shall be set from each unit.**
  2. **Part B shall again be divided in to 4 units consisting of two questions of 16 marks each in every unit and student must attempt four questions at all selecting one from each unit.**

Unit -1

1.Definitions, Classification of offences (Section -2)
2.Hierarchy of criminal courts and their power to pass sentences(6-20, 21-34)
3.Summon and warrant, - object, mode of services (63-83)
4.Provisions regarding Proclamation and Attachment (84-89)

Unit –II

1. Arrest (35-62)
   a. Arrest how made
   b. After arrest procedure
2. Investigation (173-196)
   a. Meaning and purpose

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Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

b. Procedure for Investigation

3. FIR
   a. Meaning and purpose
   b. Evidentiary value of FIR
   c. Recording of statement and confession

Unit-II

1. Pre – Trial Proceedings: Cognizance of Offences, Committal (210-213,232)
2. Charge Framing (234-247)
3. Commencement of proceedings before magistrate(223-233)
4. Trial
   - Trial before courts of session (248-260)
   - Trial of warrant cases by Magistrate(261-273)
   - Trial of summon cases by Magistrate(274-282)
   - Summary trial(283-288)
   - Principal features of fair trial

Unit-IV

- Bail (478-483)
- Judgement (392)
- Maintenance of wives and parents (144)
- Inherent powers of High Court (528)
- Plea bargaining (289-300)

Suggested Readings

1. K. N. Chandersekharan Pillai (Rev.), R.V. Kelkar's , Lecturers on Criminal Procedure
2. K. N. Chandersekharan Pillai (Rev.), R.V. Kelkar's Criminal Procedure
3. Rattan Lal, Dhiraj Lal , The Code of Criminal Procedure

Recommended case laws

1. Lalita Kumari v. Govt. of Uttar Pradesh 2013(13) SCALE
2. State of Orissa v. Sharat Chandra Sahu, (1996) 6 SCC 435
3. Sakiri Vasu v. State of U.P. (2008) 2 SCC 409
4. State of Haryana v. Dinesh Kumar (2008) 3 SCC 222
5. D.K. Basu v State of W.B. (1997 1SCC 416)
6. Sanjay Chandra v. Central Bureau of Investigation (2012) 1 SCC 40
7. Zahira H. Sheikh v State of Gujrat (2004) 4 SCC 158

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-786-

85

B.A LL.B. 5th Semester
Labour& Industrial Laws-I
Paper Code—LAW 1131

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives:- The course focuses upon the provision for labour welfare legislation, and measures for protection of their rights.

Course Outcome: After studying Labour & Industrial Law student will be able to have a clear concept of labour legislations ,know the origin and factors responsible for the growth of labour legislations understand the basic objectives of labour legislations comprehend the categorisation of different labour legislation. Students who complete this course will be able identify the labour issues and what can be approximate solution.

UNIT-I

THE CODE ON WAGES, 2019 NO. 29 OF 2019

A. The code on Wages 2019, (section 5-14), : Objects and Constitutional Validity of the Act, Salient Features, Definitions: Employer, Cost of Living Index, Wages, Minimum Wages, Fair Wage and Living Wage, Fixation and Revision of Minimum Rates of Wages, Working Hours, Determination of Wages and Claims. Power of Central Government to fix floor wage. Wages for two or more classes of work. Minimum time rate wages for piece work. Fixing hours of work for normal working day.
B. Payment of Wages (section 15-25): Mode of payment of wages. Fixation of wage period, Time limit for payment of wages. and Deduction from Wages , fines, ,

UNIT-II

THE CODE ON WAGES, 2019 NO. 29 OF 2019

A. The Payment of Bonus (Sec 25-41) – Eligibility, Disqualification for Bonus Minimum & Maximum Bonus , Proportionate Reduction , Payment of bonus out of allocable

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

787 – 86

surplus, Computation of gross profits. Sums deductible from gross profits. Set on and set off of allocable surplus,

B. Payment of claims dues and audit (Sec 41- 50) Responsibility for payment of various dues. Payment of various undisbursed dues in case of death of employee. Claims under Code and procedure thereof. Audit of account of employers not being corporations or companies, Appeal. Records, returns and notices.

UNIT-III

THE CODE ON WAGES, 2019 NO. 29 OF 2019

A. Inspector –Cum-Facilitator (Sec51-69) Appointment of Inspectorcum facilitators and their powers, Cognizance of offences. Power of officers of appropriate Government to impose penalty in certain cases. Penalties for offences. Composition of offences, Bar of suits, Burden of proof. Effect of laws agreements, etc., inconsistent with this Code. Delegation of powers, Power to remove difficulties.

UNIT-IV

THE OCCUPATIONAL SAFETY, HEALTH AND WORKING CONDITIONS CODE, 2020 (Sec-6—44) & THE CODE ON SOCIAL SECURITY, 2020

A. Duties of Employer, Occupation Health and Safety, working condition, welfare facilities, Hours of work and annual leave with wages,
B. Maintenance of register and record, Inspector –Cum-Facilitator and other authority, special provision relating to women, offence and penalties (87-107),

THE CODE ON SOCIAL SECURITY, 2020

Maternity Benefits-(Sec 61-72)

Employment of, or work by, women prohibited during certain period , Right to payment of maternity benefit . Continuance of payment of maternity benefit in certain cases .Notice of claim for maternity benefit and payment thereof. Payment of maternity benefit in case of death of a woman . Payment of medical bonus . Leave for miscarriage, etc. Nursing breaks .Crèche facility .Dismissal for absence during pregnancy. No deduction of wages in certain cases. Forfeiture of maternity benefit .Duties of Employer. Power of Inspector-cum-Facilitator to direct payments to be made

Suggested Readings

- C.B. Memoria and SatishMemoria. Dynamics of industrial Relations, (Himalaya Publishing House-Mumbai Ed. 2007 Part VIII)
- C.B. Memoria and SatishMemoria.Dynamics of industrial Relations, (Himalaya Publishing House-Mumbai 2007 Part II and III.Latest Ed.)
- Dr. V.G. Goswani. Labour and Industrial law, (Central Law Agency Allahabad, 2005, Part VI. Latest Ed.)

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- Dr. V.G. Goswani. Labour and Industrial law, (Central Law Agency Allahabad, Ed. 2005 Part II, III, IV)
- Giri V V, Labour Problems in Indian Industry, (Asian Publishing House, Bombay, Ed. 1965)
- Giri V V. Labour Problems in Indian Industry, (Asian Publishing House, Bombay, 1965 Lates Ed.)
- HL Kumar. Labour problems and remedies, (Universal Book Traders, Delhi, Ed. 2006)
- HL Kumar. Labour problems and remedies, (Universal Book Traders, Delhi, 2006 Latest Ed.)
- Indian Law Institute. Labour Law and Labour Relations, (Ed. 2002)
- KM Pillai. Labour and Industrial Law, (Allahabad Law Agency, Faridabad, Haryana, Ed. 2005 Part I)
- KM Pillai. Labour and Industrial Law, (Allahabad Law Agency, Faridabad, Haryana, 2005 Part II, III Latest Ed.)
- Nirmal Singh and S.K. Bhatia.Industrial Relations and Collective Bargaining, (Deep and Deep Publications Pvt. Ltd. – Delhi, Ed. 2000.)
- SN Mishra. Labour and Industrial Law, (Central Law Publications, Allahabad, Ed. 2004 Part I)
- SN Mishra. Labour and Industrial Law, (Central Law Publications, Allahabad, 2004, Part VII, VIII, XI Latest Ed.)
- Srivastav K. Industrial Peace and Labour in India, (KitabMahal Allahabad, Ed. 2003)

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B.A LL.B. 5th Semester
Legal and constitutional History
Paper code: LAW -1133

L - T - P
4- 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objective: The paper focus on broad features of Legal and constitutional institutions and administration of Justice during British rule in India .

Course outcomes: To enhance the skills of students by teaching legal and constitutional history make them to aware of the Legal system during British period which in fact forms the basis of the modern legal system provided by the Indian Constitution.

UNIT-1

1.The East India company and Administration of Justice in Surat ,Madras ,Bombay andCalcutta.
2.Mayor's Courts under the Charter of 1726 and changes introduced by Charter of 1753.
3.Regulating Act of 1773 and establishment of Supreme Court at Calcutta.

4. Leading Cases:
a. Trial of Raja Nand Kumar
b. Patna Case
c. Cossijurah Case.

UNIT-II

1. Adalat System, Reform introduced by Warren Hastings
2. Lord Cornwallis and his Judicial Plans
3. Wiilliam Bantinck.and his Judicial Reforms
4 Establishment of High Court under the Indian High Courts Act 1861.

UNIT-III

1. Indian Council Act 1861
2. Indian Council Act of 1892.

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3. Government of India Act 1909.
4. Government of India Act 1919.

UNIT-IV

1. Government of India Act 1935.
2. Federal court of India 1935
3. Transfer of power and Indian Independence act 1947
4. Modern Judicial system in India.

Suggested Readings

- Jain,M.P. : Outline of Indian Legal History
- Kulshreshtha, V.D. : Land marks in Indian Legal and Constitutional history .
- Mittal, J.K. : India Legal History

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B.A.L.L.B 5th Semester
Economic-IV
Paper code 1135

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The objectives of the syllabus are to equip the students with the theoretical and policy issues relating to the society, policy and economy of India. The syllabus, in particularhas been prepared in the background of the globalization process and its diverse ramifications on the knowledge economy.

Course outcome: At the end of this course, the students will be able to demonstrate the new economic environment. Develop understanding related to industrial economy. Identify the key factors of agriculture economy. Demonstrate the unemployment concepts, poverty issues and applications of economic laws and practices.

UNIT-1

- Nature of Indian Economy.
- Features of Indian Economy on the eve of the independence.
- Poverty in India: Relative and absolute poverty, Causes and determination of poverty line in India, Suggestions for the removal of poverty.
- Unemployment problem in India: Classification and causes of unemployment in India, Suggestions to solve the unemployment problem, steps taken by Government to increase employment.

UNIT -2

New Economic Environment

- **Liberalisation:** Meaning and Measures Taken for Liberalisation, Effect of Liberalisation on Indian Economy.
- **Privatisation:** Meaning and measures adopted for Privatisation, Trends of Privatisation in India, Advantage and disadvantage of Privatisation.

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Department of Laws
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Khanpur Kalan (Sonipat)

-792-

91

- **Globalisation:** Meaning and measures adopted for Globalisation, Effect of Globalisation on Indian Economy.

UNIT-3

Industrial Economy

- Role and Problems of Industrial Development in Indian, Measures to remove Industrial backwardness in India.
- Small Scale Industries in India: classification of the Industries, Importance, Problems of small scale industries, Suggestions for improvement of Small Scale Industries.
- Industrial Pollution and Its impact on environment.

UNIT-4

Agriculture Economy

- Agriculture Development in India: nature, Importance and causes of unsatisfactory Agricultural development in Indian, Factors determining Agricultural Productivity, Measures employed for Agricultural Development.
- Green Revolution in India: Causes and effect of Green Revolution, Suggestions regarding stability of Green Revolution.

Suggested Readings

- Dutt Ruddarand K.P.M. Sundhram, "Indian Economy", S. Chand &Company Ltd. New, Delhi.
- Lehi R.K. and Joginder Singh, "Agricultural Economics: An Indian Perspective", Kalyani Publishers, ludhiana
- Mellor, J. W, "The Economics of Agricultural development council," University Press, New York.
- Mishra,S K. And V.K.Puri, "Indian Economy", Himalaya Publishing House, Mumbai, latest Edition
- SoniR.N., "Leading issues in Agricultural Economics", shobanlal Nagin ,Chand & co., Jhalandar

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B.A L.L.B.6th Semester
Constitutional Law of India -II
Paper Code: LAW 1126

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective –This paper is mainly based on the structural aspect of various organs of the state like union and state Executive and union and state Judiciary, union Parliament and State legislature etc. The students are also given detailed and comprehensive information regarding centre, state relation, Freedom of trade, commerce, Right to property, Constitution Protection to Civil Services, Emergency provision and Amendment etc.

Course Outcome: After studying this course students are expected to understand the basic concepts of Indian Constitution and various organs created by the constitution including their function nature of the Indian Constitution able to examine whether the Indian Constitution possesses the characteristics of federal government including the different aspects of relationship between the Centre and states in various matters.

Unit –I

a. An introduction to parliament and state legislature
b. An introduction to union and state executive
c. Position and powers of president and governor
d. Power to pardon
e. Ordinance making power of president and governor

Unit –II

a. Parliament privileges
b. Judiciary- jurisdiction of supreme court and High court
c. Independence of judiciary

Department of Laws
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Khanpur Kalan (Sonipat)

Unit –III

a. Relations between union and the states
b. Freedom of trade, commerce and intercourse within territory of India
c. Right of property

Unit –IV

a. Amendment of the constitution
b. Theory of basic structure of constitution
c. Emergency provisions
d. Protection to civil servants

Suggested Readings

- Basu, Durga Das. Commentary on the constitution of India, (Calcutta, DebidasBasu, 1989 ed.)
- Chaube, Shibanikinkar. Constituent assembly of India (New Delhi, Wadhwa and co. Pvt. Ltd. 2002 ed.)
- Hasan, Zoya & E. Sridharan, India's living constitution: Ideas, practice, controversies (Delhi, permanent black, 2002 ed.)
- Jain Subhash C. The constitution of India. Select issues & perceptions (New Delhi, Taxman publications 2000)
- Kagzi, M.C. Jain. The constitution of India (Vol. 1& 2 New Delhi, India law house) 2001
- P.M. Bakshi, The constitution of India, universal law publishing co. 2014
- Pylee, M.V. constitutional amendments in India (Delhi, Universal law, 2003)
- Seervi, H.M. Constitutional law of India (Vol. I, II, & III, Bombay, N.M. Tripathi (1991)

Case Laws

1. A.K. Roy v. UOI, 1982 (2) SCR 272
2. Automobiles Transport Ltd. V. state of Rajasthan AIR 1962
3. D.C. Wadhwa v. state of Bihar 1987 (1) SCC 379
4. In Re Keshav Singh (Art. 143) AIR 1965, SC 745
5. Kehar singh & others v. UOI, AIR 1989 SC 653
6. Keshwananda Bharti v. state of Kerala AIR 1975 SC 1461
7. P.V. Narshima Rao v. state 1998 (94) SCC 926
8. Tej Kiran v. Sanjiva reddy AIR 1970 SC 1573

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B.A L.L.B 6th Semester
Forensic Medicine and Medical Jurisprudence
Course Code: LAW 1128

L - T - P
4- 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The core objective of this paper is to make the students conversant with medical ethics, etiquettes, duties, rights, profession, society, state and humanity at large.

Course Objective: Students after studying Forensic Medicine and Medical Jurisprudence are capable of making observations and use logical thinking to set enquiries on the possible track in criminal matters and medicolegal problems. They are aware of the laws in relation to medical practice and medical negligence, and acquire knowledge regarding codes of conduct and medical ethics along with medico legal complexities, procedures and medico legal terminology.

Unit-1

Introduction

a. Introduction and history of forensic medicine and medical jurisprudence
b. legal procedure
c. inquest- police, magistrate
d. medical evidence, oral and documentary (medical certificates, medico legal reports, dying declaration)
e. preservation and collection of evidence
f. investigation of scene of death

Unit-II

Medico Legal Procedures

Death and its causes

- Definition, types-somatic, cellular, brain death
- sudden and natural death
- suspended animation
- changes after death
- exhumation- authorization, procedure, autopsy and second autopsy
- medico legal autopsies- objectives, rules, report{cause of death}, lab procedures

-796-
95
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

- medical injuries and wounds
- Definition, classifications of mechanical injuries, description of blunt force, sharp force and fire arm injuries
- Medico legal aspects of injuries, Difference between ante mortem and post mortem injuries.

Unit -III

Medical Jurisprudence

- Indian medical council and state medical council- Functions and disciplinary control
- Rights and privileges and duties of a registered medical practitioner, disciplinary proceedings and penal erasure
- Professional secrecy ,Privileged communication
- Medical Negligence: Civil and Criminal negligence, Contributory negligence, Vicarious Liability, Res-ipsa- loquitor, prevention of medical negligence and defences in medical negligence suits
- Certification of birth, death, illness and fitness.

Unit -IV

Toxicology

- Definition ,History of toxicology
- . Types of poisons -corrosive poisons, metallic poisons,animal poisons,Deliriants poisons, Somniferous agents, Aesthetic agents, Cardiac poisons, Food poisoning, Drugs abuse and dependence, insecticides
- . Duties of doctor in case of poisoning, Medico legal autopsy in poisoning, Diagnosis of poisoning in the living and dead

Recommended Cases-

1. A.S. Mittal v. State of U.P.,(1989) 2 SCC 223
2. Baba Nanda v. State of Assam, AIR 1977 SC 2252
3. Cosmopolitan Hospital Pvt. Ltd. v. V.P. Nair(1992) 1 CPJ 302(NCDRC)
4. Director of enforcement v. MCTMCorp. Pvt. Ltd. AIR1996 SC 1100
5. Jamshad v. State of U.P. 1976 CrLJ 1680
6. Khawsaldasv.State of M.P. AIR 1960 MP 50
7. M.P.Human Rights Commission v. State of M.P. AIR 2003 MP 17
8. Onkarnath singh v. State of U.P. AIR 1974 SC 1550
9. State of Deveki Amma, 1971 ACJ 45
10. Vidyamati v. State, AIR 1951HP 82

Suggested Readings:

- Hwv Cox Medical jurisprudence and toxicology- PC Dikshit
- Medical jurisprudence- R.M. Jhala And K. Kumar
- Modi' A Textbook of Medical jurisprudence and toxicology- J.P. Modi, edited by Justice K. Kannan &Dr. K. Mathiharan.
- Text book of medical jurisprudence and toxicology-John James Reese

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B.A L.L.B.6th Semester
Labour& Industrial Laws-II
Paper Code—LAW 1130

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives:- The course focuses upon the provision for labour welfare legislation, and measures for protection of their rights.

Course Outcome: After studying Labour & Industrial Law student will be able to have a clear concept of labour legislations ,know the origin and factors responsible for the growth of labour legislations understand the basic objectives of labour legislations comprehend the categorization of different labour legislation. Students who complete this course will be able identify the labour issues and what can be approximate solution.

UNIT-I

Industrial Relation Code-2019

A. THE TRADE UNION-- Development of Trade Unions Law in India, Definition: Executive, Registrar (Sec-5), Trade Union, Registration of Trade Union, Registration of Trade Union (section 5-9), Cancellation of Registration (section-9), Appeals (section-10), Incorporation of Registered Trade Union (Section 12), Right and Liabilities of Registered Trade Union (section 15-17), Right to Inspect Books of Trade Union (section 19), Right of Minor to be Membership of Trade Union (section 20), Disqualification of Office Bearers of Trade Unions (section-21), Proportion of Office Bearers to be connected with an Industry (section 23), Change of Name and Amalgamation of Trade Union (section 24) Dissolution and Returns (section 25-26) Recognition of Trade Union (Sec-27)

B. Standing Order-

Application of this Chapter (Sec-28).. (Making of model standing orders by Central Government and temporary application (Sec 29.). Preparation of draft standing orders by employer and

-798-

97

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Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

procedure for certification(Sec 30), Certifying officers to have powers of civil court (Sec 31.).. Appeals(Sec 32). Date of operation of standing orders and its availability (Sec-33). Register of standing orders(Sec34). Duration and modification of standing orders (Sec 35). Oral evidence in contradiction of standing orders not admissible (Sec 36). Interpretation, etc., of standing orders (Sec 37). Time limit for completing disciplinary proceedings and liability to pay subsistence allowance(Sec 38). Power to exempt.(Sec 39)

Unit-II

Industrial Relation Code-2019

A--Mechanism for Resolution of Industrial Dispute (Sec 43-61)

Conciliation officers(Sec 43).Industrial Tribunal (Sec 44).Finality of constitution of Tribunal(Sec 45). National Industrial Tribunal (Sec 46).Decision of Tribunal or National Industrial Tribunal(Sec 47).Disqualifications for members of Tribunal and National Industrial Tribunal (Sec 48) Procedure and powers of arbitrator, conciliation officer, Tribunal and National Industrial Tribunal (Sec 49).

Powers of Tribunal and National Industrial Tribunal to give appropriate relief in case of discharge or dismissal of worker (Sec 50). Transfer of pending cases (Sec 51). Adjustment of services of presiding officers under repealed Act (Sec 52). Conciliation and adjudication of dispute (Sec 53) . Functions of National Industrial Tribunal(Sec 54). Form of award, its communication and commencement (Sec 55). Payment of full wages to worker pending proceedings in higher Courts (Sec 56).Persons on whom settlements and awards are binding (Sec 57).Period of operation of settlements and awards (Sec 58).Recovery of money due from employer (Sec 59).Commencement and conclusion of proceedings (Sec 60).Certain matters to be kept confidential (Sec 61).

Strike and lock-out

Definition of Strike and Lockout (section-2), Strikes and Lockouts (section 62-64), Layoff and Retrenchment (section 65-76), Special provision Relating to Lay-off, and Retrenchment and Closure in Certain Establishments (Sec 77-82) Unfair Labour Practice (Sec 84) Offence and penalties (Sec 85-89)

UNIT-III

The code on social security, 2020

A---Employees Provident Fund (Section 14-24)

Appointment of officers of the Central Board.Schemes .Funds . Contribution in respect of employees and contractors . Option to become member of National Pension System or any other Government approved Scheme .Option for return to schemes framed under this Chapter. . Fund to be recognized under Act 43 of 1961 .Priority of payment of contributions over other debts

799

98

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Khanpur Kalan (Sonipat)

.Chapter not to apply to certain establishment. Authorizing certain employers to maintain provident fund accounts . Transfer of Accounts . Appeal to the Tribunal.

B----Gratuity:- Section 55-58

Payment of Gratuity. Continuous Service .Nomination. Determination of amount of gratuity .Compulsory insurance .Competent Authority.

UNIT- IV

The code on social security, 2020
Employees Compensation laws-(Sec-73-99) .Reporting of Accident, Injury, Death and Occupational Diseases, Employer's liability for compensation . Compensation in case of death of or injury in plantation. Amount of compensation Compensation to be paid when due and damages for default . Method of calculating monthly wages for purposes of compensation .Review . Commutation of half-monthly payments. Distribution of compensation . Notice and claim .

B---Special provisions relating to accidents occurring outside Indian territory .Medical examination .Contracting. Remedies of employer against stranger . Insolvency of employer . Power to require from employers statements regarding fatal accidents . Registration of agreements . Reference to competent Authority . Appointment of competent authority . Venue of proceedings and transfer . Form of application . Power of competent authority to require further deposit in cases of fatal accident . Powers and procedure of competent authority . Appearance of parties . Method of recording evidence . Power to submit cases . Appeals

Suggested Readings

- C.B. Memoria and SatishMemoria. Dynamics of industrial Relations, (Himalaya Publishing House-Mumbai Ed. 2007 Part VIII)
- C.B. Memoria and SatishMemoria.Dynamics of industrial Relations, (Himalaya Publishing House-Mumbai 2007 Part II and III.Latest Ed.)
- Dr. V.G. Goswani. Labour and Industrial law, (Central Law Agency Allahabad, 2005, Part VI. Latest Ed.)
- Giri V V, Labour Problems in Indian Industry, (Asian Publishing House, Bombay, Ed. 1965)
- HL Kumar. Labour problems and remedies, (Universal Book Traders, Delhi, Ed. 2006)
- HL Kumar. Labour problems and remedies, (Universal Book Traders, Delhi, 2006)
- Indian Law Institute. Labour Law and Labour Relations, (Ed. 2002)
- KM Pillai. Labour and Industrial Law, (Allahabad Law Agency, Faridabad, Haryana, Ed. 2005 Part I)
- Nirmal Singh and S.K. Bhatia.Industrial Relations and Collective Bargaining, (Deep and Deep Publications Pvt.Ltd. – Delhi, Ed. 2000.)

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Khanpur Kalan (Sonipat)

- SN Mishra. Labour and Industrial Law, (Central Law Publications, Allahabad, Ed. 2004 Part I)
- SN Mishra. Labour and Industrial Law, (Central Law Publications, Allahabad, 2004, Part VII, VIII, XI Latest Ed.)
- Srivastav K. Industrial Peace and Labour in India, (KitabMahal Allahabad, Ed. 2003)

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B.A. L.L.B. 6th Semester
Political Science-III
Paper Code: LAW 1132

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The main objective of the paper is to introduce the students to the various concepts of the political structure of the government both at the union as well state level, the philosophy of our constitution as laid in the preamble .A student who successfully completes this subject will have a general understanding of the Indian Government both at the union as well state level. The student would better understand the political issues, political processes, and political activities.

Course Outcomes :- Students will be able to understand the Nature of Indian Politics. Students will be able to understand the Indian constitution and Fundamental rights and duties.

Unit-I

1. National movement
2. Constitutional Developments
3. Political Legacies and the Making of Indian Constitution.

Unit-II

1. Ideological basis of the Indian Constitution
2. Preamble
3. Fundamental Rights & Duties and Directive Principles.

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Khanpur Kalan (Sonipat)

Unit-III

1. Structure and Process-I : President
2. Prime Minister
3. Council of Ministers
4. Working of the Parliamentary System.

Unit-IV

1. Structure and Process-II : Governor
2. Chief Minister
3. Council of Ministers
4. State Legislature.

Suggested Reading:

- Desai, A.R. : Recent Trends in Indian Nationalism.
- Granville Austin : Indian Constitution
- J.R. Siwach : Dynamics of Indian Government and Politics.
- K.R. Bombwall : Indian Constitution and Administration.
- K.V. Rao : Parliamentary Democracy in India.
- M.V. Pylee : Constitutional Government.
- Norman, D. Palmer : Indian Political System.
- R.L. Hardgrave : Government and Politics in Developing Nation.
- Rajni Kothari : Politics in India.
- Smith, Donald E. : India as a Secular State.
- V.R. Mehta : Ideology, Modernization and Politics in India.
- W.H. Morris Johns : The Govt. and Politics in India.

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B.A LL.B.6th semester
Public International Law
Paper Code: LAW 1134

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives:-The basic objective of this paperis to apprise the students about the similarities and different between municipal law and International Law, various sources, explanation of the term state including types of states, recognition of State, extradition, asylum, diplomatic agents, Amicable and coercive modes of settlement of disputes, War, blockade, evolution of human rights and its national and International perspective.

Course Outcomes: On the successful completion of the course ,students will be able to know the contextual knowledge of public international law doctrine, principle and the role of legal institutions ,in the areas covered during the course and also able to identify contentious issues in public international law and apply legal doctrine to solve problems and also get the ability to conduct high level legal research ,exploring primary and secondary ,materials, and provide critical analysis of problems and questions.

UNIT-I

a) Definition, Nature and Sanctions of International Law.
b) Relationship between international Law and Municipal Law.
c) Sources and subjects of international Law including position of Individual

UNIT-II

a) State Territory, State Jurisdiction
b) Recognition of State and Governments
c) Acquisition and loss of State Territory
d) State Succession
e) Extradition, Asylum, Settlement of Disputes

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UNIT-III

a) Nature, Definition and Effects of War
b) Belligerent Occupation, War Crimes
c) Contraband, Blockade, Prize Counts
d) Enemy Character, Rules of Warfare

UNIT-IV

a) Human Rights: Concept of Human Rights, Provisions of U.N. Charter relating to Human Rights
b) Universal Declaration of Human Rights, 1948 and its Legal Significance
c) Covenant on Civil and Political Rights, 1966 and Covenant on Economic, Social and Cultural Rights
d) National Commission on Human Rights

Text/Reference Books:

- Aggarwal, H.O. Public International Law and Human Rights (Central Law Publications Ed. 2012)
- Greig, DW. International Law (Butterworths and Co. (Publishers) Ed. (2007)
- Harris, D.J. Cases and Material on International Law (Sweet & Maxwell Ed. 2007)
- Kapoor, S.K. International Law (Central Law Publications 2013)
- Starke's International Law (Oxford University Press Butterworth & Co. Publisher ltd. 11th Ed. 2013)
- V.C. Govindaraj. Conflict of Laws cases and Materials (Lexis Nexis, 1st Ed. 2017)
- V.K. Ahuja Public International Law (Lexis, 11st Ed. 2016)

Case Law :-

1. Columbian Peruvian Asylum Case ICJ Report (1951) 71
2. Daimler Co. Ltd. Continental Tyre and Rubber Co. Ltd. (1916) 2AC 307
3. Haile Selassi v. Cable and Wireless Co. Ltd. (1939) CH 12
4. Zamora Case (1916) 2AC 77

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B.A L.L.B.6th semester
Gender and Society
Paper code- Law 1136

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The objective of the paper is to develop an understanding of the theoretical and feminist standpoints regarding gender and its implications for law and society.

Course Outcome :The students find the idea of interdisciplinary imagination and theoretical investigation of lived realities very challenging given the alienation prevailing in our educational system when it comes to think theoretically about institutional practices in certain contexts. The extent of intervention and perspectival change varies in relation to a range of factors operating in the pedagogical space which learners inhabit. However, a critical consciousness-shift can be perceived as a sign of transformative learning potential of the course.

Unit I

Sex and Gender: Biology vs. Culture
Social Construction of Gender: Socialization and Gender Roles
Gender, Caste and Class, Patriarchy: Concept and Theories

Unit II

Gender and Economy, Shadow work, Gender and Development
Commodification and Objectification of Women and Media,
Gender and Technology, ICT and Gender Inequality,
Globalization and its Impact on Women, Gender and Education

Unit III

Emergence of Feminist Thought and Women's Movements,
Feminist Critiques of Science, Social Theories and Methodology,
Feminism and Women's Movement in India: Social Reform and Me Too
Feminist Critiques: State and Family, The Neo-liberal Challenge

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Unit IV

Gender Inequality and Law: Feminist perspectives,
Feminist movement and Law in India,
Crimes against Women: Rape, Domestic Violence, Female Feticide, Sexual Harassment, Dowry, Honour related Crimes etc.,
Gender, Caste and Violence

Suggested Readings:

- Agnes, Flavia et al. 2006. *Women and Law in India.* New Delhi: Oxford
- Chanana, Karuna. 1988. *Socialization, Women and Education: Explorations in Gender identity*, New Delhi: Orient Longman.
- Chaudhuri, Maitrayee (Ed.). *Feminism in India*, Kali for Women
- Chaudhuri, Maitrayee. *The Indian Women's Movement: Reform and Revival,* Palm Leaf Publications
- Geetha, V. *Gender*. Stree Samya Publication
- Geetha, V. *Patriarchy*. Stree Samya Publication
- Jaising, Indira (ed.). 2005. *Men 's Laws, Women 's Lives: A Constitutional Perspectiveon Religion, Common Law and Culture in South Asia.* Women Unlimited
- Kabeer, Naila. *Gender and Social Protection Strategies in the Informal Economy.* Routledge
- Kapadia, Karen. *The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India.* Kali for Women*Knowledge.*
- Menon, Nivedita.2004. *Recovering Subversions: feminist politics beyond the law.* New Delhi: Permanent Black
- Mukhopadhyaya, Maitrayee. *Legally Dispossesed: Gender, Identity and the Process of Law*. Stree Publications
- Nair, Janki.2000. *Women and Law in Colonial India: a social history.* Kali for Women
- Oakley, Ann. 1972. *Sex, Gender and Society*. New York: Harper and Row.
- Rajan, Rajeshwari Sunder.*2003. The Scandal of the State: women in postcolonial India, law, and citizenship*. New Delhi: Permanent Black.
- Sharmila Rege (ed.)***Sociology of Gender: The Challenge of Feminist*** *Sociological*
- University Press
- Vaid, S & K. Sangari. 1989. *Recasting Women: Essays in Colonial History*. Kali For women

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807 –

106

B.ALL.B. 7th Semester
Company Law
Paper Code: LAW 1137

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The object of this paper is to give knowledge of Company law and practices in India to the students. It is important to understand the role of regulations and regulatory bodies for any company as well as for the society. It is aimed to motivate and prepare the students to render analytical account of company law in India and to understand the scope and challenges in this field.

Course Outcomes: The course is important to impart knowledge of company law and its various facets impacting the society at large. It is very helpful in understanding the role of law in regulating the company's affairs and the procedure established. The course is beneficial for the academic and professional enrichment of the students.

Unit I

1. Nature and kinds of company
2. Fundamental Principles,Doctrine of company law
3. Procedure and formalities of registration of company
4. Prospectus: statutory provisions and kinds
5. Concept of Limited Liability Partnership

Unit II

1. Share Capital, Shares and Debentures: Meaning and kinds
2. Directors- Appointments, Removal, powers & functions, nature and extent of Liabilities of directors

808—
107

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3. Membership- Modes & Qualifications, rights and liabilities
4. Registrar of the companies: Powers and duties

Unit-III

1. Nature and kinds of meetings
2. Corporate social responsibility
3. Corporate Governance: concept and controls
4. Protection against oppression and Mismanagement

Unit-IV

1. Insolvency and Bankruptcy Code, 2016
2. Winding Up- procedure & kinds, Consequences of winding up
3. National Company law Tribunal

Recommended Cases

1. Nisha v. Lynde, (1929) AC 158
2. Peek v. Gurney, (1873) LR 6 (HL) 377
3. Rattan Singh v. M.D. Moga Transport Co. Ltd. (1959) 29 Comp. Cas. 165
4. Raymond Synthetic Ltd. V. Union of India (1992) 73 comp Cas 762 SC
5. Rex.v. Kylsant (1932) 1 KB 422
6. Rich Paints Ltd. v. Vadodara Stock Exchange Ltd. (1998) Comp. Case
7. Shree Gopal Papers Mills Ltd. V. CIT (1967) 37 Comp. Cas 240 Cal.
8. Sundaram Finance service Ltd. V. Grandtrust finance ltd. (2003) 42 SCL 89 Mad.
9. Universal Incast Ltd. V. Appellate Authority (SEBI) (2000) 28 SCL 140 P&H

Suggested Readings

- A.K. Majoomdar& G.K. Company Law & Practice
- Aswath Damodran – Corporate Finance Theory & Practice
- Charlswarth and Morse – Company Law
- Frank B. Cross Law and Corporate Finance
- ICSI- Corporate Goverance- Beyond Letters
- K.S. Anantharman Lectures on Company Law
- M.C. Kuchhal- Bussiness Law
- Nicholas Bourne- Principles of Company Law
- Rammaiya- Companies Act.
- S.C. Das Corporate Goverance in India

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B.A. L.L.B. 7th Semester
Political Science-IV
Paper Code: LAW 1139

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Learning Objective: The main objective of the paper is to teach the students Constitution of United Kingdom, United States of America, Constitution of Switzerland, Constitution of the People's Republic of China, its sources salient features and Parliament, USA President election and powers, theory of separation of powers, Swiss Federal System, the Communist Party of China. This paper also covers the concept of Comparative Constitution. This syllabus provides an opportunity to the students to understand Parliamentary, Presidential, Unitary and Federal forms of Government.

Course outcomes:- At the end of this course students will be better understand why countries choose different mechanisms and institutions for governing and why these choices are important, be better equipped to use the major theories, concepts, and tools of comparative political science.

UNIT I

Constitution of the United Kingdom:

a) Sources, Conventions and Salient Features
b) Monarchy: Power and Position
c) Parliament: Organisation and Functions
d) British Judicial System and Rule of Law
e) Major Political Parties

UNIT II

Constitution of the United States of America:

a) Salient Features

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b) President: Election and Powers
c) Congress: Organisation and Functions
d) American Supreme Court and Judicial Review
e) Theory of Separation of Powers

UNIT III

Constitution of Switzerland:

a) General Features
b) The Swiss Plural Executive- Federal Council
c) The Swiss Federal Legislature
d) The Swiss Federal Tribunal
e) Direct Democracy in Switzerland

UNIT IV

Constitution of the People's Republic of China:

a) Salient features
b) The National People's Congress and Standing Committee
c) The President and the State Council
d) Chinese Judicial System
e) The Communist Party of China

Suggested Readings :

- Appadorai, A. : The Substance of Politics
- Badyal J.S. : Comparative Government and Politics
- Bhagwan Vishnu : Comparative Politics
- Bhushan, Vidya : World Constitutions
- Finer Herman : World Constitutions
- Johari, J.C. : Comparative Politics
- Kapur A.C. : Select Modern Governments
- Misra K.K. and A.C. Kapur : Select Constitutions
- Pylee M.V. : Select Constitutions of the World
- Strong C.F. : World Constitutions

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B.AL.L.B.7th semester
Intellectual Property Rights
Paper Code: Law 1141

L - T - P
4- 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The prime objective of the paper is to acquaint the students with the basic principles governing the Intellectual property rights regime.

Course Outcomes: The course is important to impart knowledge of company law and its various facets impacting the society at large. It is very helpful in understanding the role of law in regulating the company's affairs and the procedure established. The course is beneficial for the academic and professional enrichment of the students.

UNIT-I

Concept, Nature and scope of Intellectual Property, Industrial property and non-industrialproperty,Different forms of IP and its conceptual analysis, Historical development of IPR inIndia,

Overview of international treaties: WTO, WIPO, TRIPs agreement, Paris convention, Madrid Agreement, BerneConvention

UNIT-II

Patents: Introduction and overview of patent protection; History of Patent protections;

Patent Concept and definition Objectives of Patent Act, 1970, , Inventions which are not patentable, Product patent andProcess, Patent Specification - Provisional and Complete Specification; Procedure for patent applications; Register of patents and Patent Office; Rights and obligations ofpatentee

Assignment and Transfer of Patent Rights; Compulsory licenses, Infringement of Patents; Offences andPenalties

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8/2

UNIT-III

Trade Marks: Objectivesand salient features of Trade Marks Act, 1999.Types of Trademarks,Absolute and Relative grounds for refusal for registration of trade marks, registration of trade mark, Effect ofRegistration,
Assignment and transmission; Rectification of register; Infringement of trade mark; Passing-off, Domain name protection andregistration;
Offences,penaltiesand Reliefs. Difference between trade mark and Geographical Indication ofGoods

UNIT-IV

Copyright:Meaning andDefinitions,Subject matter of copyright authorities, Ownership and Assignment of copyright, Licenses incopyright,Termsofcopyright,Rightsof Broadcasting Organization and Performers, infringements and civilremedies.Overview of DesignAct

Recommended Readings:

- Anant Padmanabhan, Intellectual Property Rights: Infringement and Remedies, LexisNexis ButterworthsWadhwa 2012.
- David Bainbridge, Intellectual Property, Pearson Education, Delhi, 2003.
- Lionel Bentley and Brad Sherman, Intellectual Property Law, Oxford University Press, New Delhi, 2003
- N S Gopala Krishnan &T G Agitha, Principles of Intellectual Property, Eastern Book Co.
- V.K.Ahuja, Intellectual Property Rights in India ,LexisNexis, Butterworths, Wadhwa, Nagpur, 2009.
- W. R. Cornish, Intellectual Property: Patents, Copyright, Trade Marks and Allied Rights, Universal Law Publishing Co. Pvt. Ltd, Delhi, 1999.

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B.A L.L.B. 7TH Semester
Information Technology & Cyber Law
Course Code: LAW 1143

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The objective of this paper is to acquaint the students with the knowledge of law relating to cyber space. To create awareness among the students about the cybercrimes and cyber laws framed to protect the victims of cybercrimes.

Course outcome: The students will be able to demonstrate knowledge, attitude and skills of digital age work and learning.Further it will make learner conversant with the social and intellectual property issues emerging from 'cyberspace'. Explore the legal and policy developments in various countries to regulate cyberspace along with developing the understanding of relationship between commerce and cyberspace, give learners in depth knowledge of Information Technology Act and legal frame work of right to privacy, data security and data protection.

Unit-I

Basic concept of technology and law

a. Understanding the technology
b. Scope of cyber laws
c. Cyber jurisprudence

Understanding electronic contracts

a. The Indian law of contract
b. Types of electronic contract
c. Construction of Electronic Contracts

Unit-II

Copyright in information technology

- copyright in internet
- software privacy
- multimedia and copyright issues

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113
814

Patents

a. Indian position on computer related patents
b. international context of patents

Trademarks

g. Trademarks law in India
h. Infringement and passing off

Unit –III

Information Technology Act 2000

1. Digital signature
2. E-Governance
3. Sale and gift
4. duties of subscribers
5. penalties and adjudication
6. offences under the act
7. making of rules and regulation

Unit -IV

Understanding cyber crimes

a. Crime in context of internet
b. Types of crime in internet

Indian penal law & cyber crimes

a. Fraud
b. Hacking
c. Mischief
d. Trespass
e. Defamation
f. Stalking
g. Spam

Issues of internet governance

a. Freedom of expression in internet
b. Issues of censorship
c. Hate speech
d. Sedition
e. Libel
f. Subversion
g. Privacy issues
h. International position on free speech in internet

Suggested Readings

- Gerold R. Ferresc : Cyber law(text & cases)
- Rodney D. Ryder : Guide to cyber law
- S.R. Bhansali : Information technology act
- Vakul Sharma : Cyber crime

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B.A LL.B 7th Semester
Disaster Management
Course Code: LAW 1145

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    3. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    4. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The objective of this paper is to acquaint the students with core aspects of disasters, their significance and types. To ensure that students begin to understand the relationship between vulnerability, disasters, disaster prevention and risk reduction. To gain a preliminary understanding of approaches of Disaster Risk Reduction .

Course Outcomes: At the end of this course students are expected to understand the concept of disaster management ,its significance and associated technicalities along with the mitigation measures.

Unit I.

Introduction: Concepts, and definitions (Disaster, Hazard, Vulnerability, Resilience, Risks) Disasters: Classification-A) Natural Disaster: such as Flood, Cyclone, Earthquakes Landslides etc, Causes, Impacts (including social, economic, political, environmental, health, psychosocial, etc.) B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures(Building and Bridge), Rail & Road), Structural failures(Building and Bridge), Causes, effects and practical examples for all disasters.

Unit 2

Approaches to Disaster Risk reduction: Disaster cycle - its analysis: Phases, Culture of safety, prevention, mitigation and preparedness community based DRR, Structural- nonstructural measures roles and responsibilities of- community, Panchayati Raj Institutions/Urban Local Bodies (PRIs/ULBs), states, Centre, and other stake-holders.

Unit 3

Inter-relationship between Disasters and Development: Risk and Vulnerability Analysis ,Factors affecting Vulnerabilities, Strategic Development for Vulnerability Reduction ,Disaster

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115

816

Preparedness and Response , Disaster Preparedness: Concept and Nature , Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training

Unit 4

Disaster Risk Management in India, Hazard and Vulnerability profile of India ,Components of Disaster Relief: Water, Food, Sanitation, Shelter, Health, Waste Management Institutional arrangements (Mitigation, Response and Preparedness, DM Act 2005 and Policy)

Suggested Reading

- Carter, Nick 1991. Disaster Management: A Disaster Manager's Handbook. Carter, Nick 1991. Disaster Management: A Disaster Manager's Handbook.
- Coppola P. Damon, 2007. Introduction to International Disaster Management,
- Dr. Mrinalini Pandey, Disaster Management, Wiley India Pvt. Ltd.
- Gupta Anil K, Sreeja S. Nair. 2011 Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi
- J. P. Singhal, Disaster Management, Laxmi Publications.
- Jagbir Singh, Disaster Management: Future Challenges and Opportunities ,K W Publishers Pvt. Ltd.
- Kapur, Anu & others, 2005: Disasters in India Studies of grim reality, Rawat Publishers, Jaipur
- Kapur, Anu 2010: Vulnerable India: A Geographical Study of Disasters, IIAS and Sage Publishers, New Delhi.
- Reducing risk of disasters in our communities, Disaster theory, Tearfund,2006
- Shailesh Shukla, Shamna Hussain, Biodiversity, Environment and Disaster Management ,Unique Publications
- Tushar Bhattacharya, Disaster Science and Management, McGraw Hill Education(India) Pvt. Ltd.

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116

817

B.A LL.B. 7th Semester
Professional Ethics
Paper Code 1147

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective:--The objective of this paper is toacquaint the students with core aspects of professional ethics.

Course Outcome : A student will be able to understand and apply the professional ethics and ethical standard of the legal profession. To know and evaluate the key themes in professional ethics, in order to give them an insight into moral decision making in the legal profession.

Unit—1

Meaning and Definition of Professional legal Ethics, Historical Background and Development of Professional legal Ethics in India, Global Perspective of Professional legal Ethics , Requirement of Professional legal Ethics and why is necessity of Code of Professional legal Ethics? Legal profession is a Nobel profession or a business/commercial profession.

Unit—2

Understanding of Advocate, Composition and Functions of BCI and SBC(Sections 3-15) Eligibility of admission and practice of Advocates, Qualifications and disqualifications of Advocates (Sections 16- 34 of Advocates Act, 1961), Conduct and misconduct of Advocates/Denouncing and Contemptuous acts of Advocates , powers of BCI and SBC regarding punishment for advocates, (sections 35-48), Rules of BCI regarding advocates (Part VI & VII).

Units—3

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117

818

Conduct and Misconduct of Judges, Code of conduct of Judges in USA, Relationship between Bench and Bar, Accountability, Responsibility, Liability, Obligations of Advocates, and Accountancy of Advocates and Judges, Emerging trends of corruption and immorality in judiciary, Judges (Inquiry) Act, 1968 and Judges (Protection) Act, 1985

Unit-4

Contempt of Courts Act, 1971, Constitutional provisions regarding powers of Supreme Court and High Courts and Houses of Parliament and State Legislatures for punishing their contempt,

Suggested Readings

- A.N. Chturvedi, Principles& Forms of Pleadings & Conveyance with Advocacy
  Ashok Kumar, Professional Legal Ethics (Vaibhav Publications, Darya Ganj New Delhi, Edition 2017
- Krishnaswamy Iyer, Professional Conduct of Advocacy
- N.R. Madhava Menon, Clinical Legal Education
- S.C. Tripathi, professional legal Ethics
- V.D. Kulshreshtha, Landmarks in Indian Legal and Constitutional

Recommended Cases

1. D.C. Saxena v CJI, 1996 5 SCC 216
2. Delhi Judicial Service Association, Tis Hazari Court Delhi v State of Gujrat & Others, AIR 1991 SC 2176
3. I.P. Mishra v State of U.P. , AIR 1998 SC 3337
4. Re Ajay Kumar Pandey Advocate, AIR 1998 SC 3299
5. Supreme Court Bar Association v Union of India & Others, AIR 1998 SC 1895
6. V. Kashnath Kher & Others v Dinesh Kumar Bhagat and Others, AIR 1998 SC 374

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B.A .LL.B 8th SEMESTER

Banking and Insurance Law

PAPER CODE: 1138

L - T - P
4 - 0 – 1
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Course objectives-The object of this paper is to acquaint the students with the knowledge of concept, nature and legal control of insurance business

Course Outcomes:- At the end of this course students will have basic institutional and practical knowledge supported by text books including up-to-date information in the field of Banking and Insurance, to have knowledge of banking, insurance and capital market law besides fundamental legal knowledge.

Unit 1

Insurance-Definition, nature and history of Insurance ,Concept Of Insurance And Law Of Contract, History And Development of Insurance In India, General Principles Of law Of Insurance, Insurable Interest, Premium, Risk And Insurance,

Unit -2

Life Insurance -Definition ,Nature And Scope Of Life Insurance, Formation Of Life Insurance Contract, Event Insured Against Life Insurance Contract, Circumstances Affecting The Risk, Amount Recoverable Under The Life Policy, Persons Entitled To Payment,Life Insurance Corporation Of India Act **,1956,**Object,Policy,Establishment Of Lic,Function Of Life Insurance Corporation

Unit -3

Banking Definition, Meaning, Bank, Banker Banking Company, Commercial Banks and Functions, Essential Functions, Agency Services, General Utility Services, Information Service, Emergence of Multi-Functional Dimensions, System of Banking-Unit Banking, Branch Banking, Group Banking and Chain Banking, Banking Companies in India

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119

820

Unit-4

Customer: Meaning, Legal Character of Banker-Customer Relationship, Rights and Obligation of Banks, Right of Set Off, Bankers Lien, Duty of Confidentiality, Exceptions to the Duty, Current Accounts, Deposits Accounts, Joint Accounts and Trust Accounts, Special Type of Customers :Lunatics, Minors, Agents, Administrators and Executors, Partnership Firms and Companies

Books Recommended

S.N. Gupta : The Banking Law and Practice in India

Avtar Singh : Law of Insurance

LEADING CASE-

Reserve Bank Of India V. Peerless General Finance And Investment Co.AIR 1987 SC 1023

General Assurance Society Ltd. V LIC AIR 1964 SC 892

Great Western Railway V London and Country Banking Company 1901 AC-414110

Sajjan Bank (P) Ltd V R.B.I. 30 Comp. Cases 146

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B.A LL.B 8th semester

Bhartiya Sakshya Adhiniyam

Course Code: 1140-A

L - T - P
4- 1- 0
Internal Marks: 20
External Marks:80

Total Credits: 5
Total Marks: 100

Course Objectives

1. The prime objective of this paper is to acquaint the students with the basic principles of law of evidence while signifying its nexus with criminal justice administration as per the Bhartiya Sakshya Adhiniyam.
2. It further aims to enable the learners to understand the core concepts related to relevancy and admissibility of facts.

Course Outcomes:

1. At the end of this course students will be able to comprehend upon the core concepts envisaged under the Bhartiya Sakshya Adhiniyam .
2. Students will be able to understand the practical intricacies of evidence law and will be able to demonstrate the same .

Note: Instructions for examiners

- **The paper shall be of 80 marks.**
- **The time allowed is three hours**
- **The whole syllabus is divided into four Units. Question paper shall be of two parts.**
  3. **Part A shall be compulsory and consist of 8 short answered questions of 2 marks each at least two questions shall be set from each unit.**
  4. **Part B shall again be divided in to 4 units consisting of two questions of 16 marks each in every unit and student must attempt four question at all selecting one from each unit.**

Unit -I

1. Basic Principles of law of Evidence ,Concepts of facts , facts in issue , relevant facts , oral and documentary evidence , proved, disproved and not proved . May presume, shall presume and conclusive proof (Section 2-3, 141,168,169)
2. Relationship between law of evidence and substantive law
3. Relevancy of Facts – (sections 3-14)
4. Relevant facts relating to conspiracy – Section 8

Unit –II

1. Admissions (Sections 15-21 and 25)
2. Confessions (Section 22-24)
3. Dying declaration – section 26(1)
4. Opinion of third person when relevant – sections 39-45

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121

822

Unit-III

1. Facts which need not be proved - sections 51-53
2. Facts which parties are prohibited from proving – doctrine of estoppels- Sections- 121-123
3. Witnesses ,Privileged communications – sections 124-137
4. Oral and documentary evidence – sections 54-93
5. Exclusion of oral by documentary evidence - 94-103

Unit-IV

1. Accomplice – sections 138, 119 (b)
2. Who may testify – section 124
3. Dumb witness – section 125
4. Hostile witness – section 157
5. Examination, cross – examination and re- examination -sections 142-144 158
6. Presumptions -section 115, 116, 117,118,119,120

Suggested Readings

1. Vepa P. Sarathi , Law of Evidence
2. S. Sarkar Ahmad Ejaz , Law of Evidence
3. Avtar Singh : Law of Evidence
4. Batuklal : Law of Evidence
5. M. Monir , Law of Evidence

Recommended case laws

1. R.M. Malkani v. State of Maharashtra, AIR 1973 SC 157
2. Mirza Akbar v. Emperor, AIR 1940 PC 176
3. Central Bureau of Investigation v. V. C Shukla, AIR 1998 SC 1406
4. Aghnoo Nagesia v. State of Bihar, AIR 1966 SC 119
5. Pulukuri Kottaya v. Emperor AIR 1947 PC 67
6. Pakala Narayana Swami v. Emperor, AIR 1939 PC 47
7. Bodhraj v. State of J & K (2002) 8 SCC 45
8. State of Bihar v. Laloo Prasad (2202) SCC 626
9. Salem Advocate Bar Association v. Union of India, AIR 2003 SC 189

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122
823

B.A L.L.B 8th semester
Administrative Law
Paper Code: LAW 1142

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.
    3.

Course Objective: The principal object of the paper is to understand basic concepts of administrative law including remedies available against abuse of powers by administrative agencies harming interests of its people.

Course Objective: After completion of this course students will be able to Understand the Nature and Scope of Administrative Law, Organization, Powers and Duties of Administrative Instrumentalities and Agencies , Classification of Administrative Action and Rights of Citizens against Administrative actions of Administrative Agencies and Instrumentalities, General Principles of Administrative Law, Analysis of Judicial and Other remedies against administrative action , Analysis of Right to Information, Administrative Tribunals, Lokpal and Lokayukta .

UNIT-I

Nature of Administrative Law, Basic Constitutional Principles: Rule of Law, Droit Administrative, Separation of Powers, Classification of Administrative Actions

UNIT-II

Delegated Legislation and Controls over Delegated Legislation

UNIT-III

Principle of Natural Justice and Administrative Tribunals, Administrative Discretion

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123

824

UNIT-IV

Judicial Review its Exclusion, Liability of the Government, Public Interest Litigation and Lokpal and Lokayukta and RTI Act

Suggested Readings

- C.K. Thakker, Administrative Law
- Craig, Administrative Law
- Griffith and Street, Principles of Administrative Law
- K.C. Davis, Administrative Law Text
- Sir Ivor Jennings, Administrative Law
- Wade & Forsyth, Administrative Law
- Wade & Philips, Administrative Law

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B.A L.L.B 8th semester
Principal of Taxation Laws
Course Code: LAW 1144

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The basic objective of this paper is to apprise the students with the basic principles of taxation laws.

Course Outcome: Students who complete this course will be able identify the difference between tax evasion and tax planning.

UNIT-I

INCOME TAX ACT; 1961

(i) Definition: Income-Meaning, Concept, Application and Diversion of Income, Agricultural Income, Assesses, Assessment year and Previous Year, Residential Status and Tax Liability of Assesses
(ii) Distinction between Capital Receipt and Revenue Receipt; Capital Expenditure and revenue
(iii) Heads of Income (a) Salary (b) Income from house property (c) Capital gains

UNIT-II

(i) Income of other persons included in Assesssee's Total Income
(ii) Set out and Carry Forward of Losses
(iii) Assessment Procedure
(iv) Rectification of Mistakes

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UNIT-III

826-
185

(i) Deductions under Section 80 C, 80 D, 80 CCE, 80 G, 80 U
(ii) Appeal, Reference and Revision
(iii)Penalties (Section 271 to 275)
(iv)Income Tax Authorities

UNIT-IV

(i) Liability in Special Cases (Sec 159-181)
(ii) Rebate of Income Tax (Sec 87-88)
(iii) Relief from Income Tax (Sec 89)
(iv) Double Taxation Relief (Sec 90-91)
(v) Collection, Recovery and Refund (Sec 190 to 234 and Sec 237-245)

BOOKS RECOMMENDED

- Kailash Rai, Taxation Law, (Allahabad Law Agency 16th Ed. 2017)
- Kanga &Palkiwala. The Law and Practice of Income Tax (N.M. Tripathi Pvt. Ltd. Latest Ed.)
- Sampath Iyengar. Law of Income Tax (Bharat Law House Pvt. Ltd. New Delhi, Ed. 2014)
- V.K. Singhania. Students Guide to Income Tax (Taxman Publication Pvt. Ltd. Ed. 2015)

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827 126

B.A L.L.B 8th semester
Competition & Investment Law
Paper Code: 1146

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: This paper focuses on the competition laws of India in the context of new economic order.

Course Outcomes: The course caters to the needs of advocates for enhancing their knowledge about tactics played by enterprise in globalize world. Students are familiarized with the conceptualize understanding of anti competition practices, role of CCI in Indian economy. Students can act in professional manner and respond appropriately in case of conflicts in market. It enable the students to take up professional practice in competition law and policy in India and abroad.

Unit-I

Competition Act2002: Background, Liberalization and Globalization, Raghavan Committee Report, Competition Act 2002; Difference between MRTP Act and Competition Act, Salient feature of Competition Act, Reference to EU and US laws.

Unit-II

Important Definitions under the Competition Act, 2002.
Agreement, Cartel, Consumer, Enterprise, Goods, Services, Practice, Market, Relevant Market, Relevant Turnover
Anti- Competitive Agreements, Horizontal and Vertical agreement, Rule of Perse and Reason, Appreciable Adverse Effect on Competition (AAEC) in India, Exemption, Prohibition of Anticompetitive agreement/ Cartel/bid rigging,Buyers' cartel

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Unit-III

Dominance in Relevant Market, Abuse of dominance, Predatory Pricing.
Leniency Programme and Competition Advocacy, Combination
Leniency, Competition Advocacy in India

Unit-IV

Establishment and Constitution of Competition Commission of India, Powers and Functions Jurisdiction of the CCI – adjudication and appeals, Director General of Investigation (DGI), Penalties and Enforcement

Suggested Readings:

- CCI.gov.in study material booklets and case laws
- Competition Law Today :VinodDhall
- Competition Law: AbirRao&JayantKumar
- Investor Guide to Stock Market: SanjivAgarwal
- Report of Raghvan Committee
- SEBI guidelines and listing of Companies: V.A.Avadhani
- Security Market in India : Bal KrishanMarta
- Working of Stock Exchange in India :· A.Sudhakar

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B.A L.L.B 9th Semester
Property Law
Course Code: LAW 1149

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The objective of this paper is to focus on concept and classification of property as well as principles governing transfer of immoveable property.

Course Outcome: The outcome of this course includes that Students are able to understand clear, systematic and uniform law for the transfer of immovable property and also various provisions for transfer inter-vivos. Students enriched to apply the principles of Justice, Equity and Good Conscience if a particular case is not governed by any provision of law. Students are informed to know various modes of transfer of property and easements.

Unit-1

Concept of Property and General Principles Relating To Transfer of Property.

a. Concept of property-distinction between moveable and immoveable property
b. Definition clause
c. Definition of transfer of property
d. Transfer and non-transfer property
e. Transfer to an unborn person and rule against perpetuity
f. Vested and contingent interest
g. Rule of election

Unit-II

General Principles Governing Transfer of Immoveable Property

a. Transfer by ostensible owner
b. Rule of feeding the grant by estoppel
c. Rule of lis pendens
d. Fraudulent transfer
e. Rule of part performance

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Unit -III

Specific Transfers

d. Sale and gift
e. Mortgage and charge

Unit -IV

Specific Transfer

a. Lease and license
b. Easements and actionable claims

Suggested Readings

1. Mulla D.F. -transfer of property
2. H.N. Tiwari – transferof property act

Case Laws

- B.S.D. Mahamandal, Kanpur v. Prem Kumar, AIR 1985 SC 1102
- Jaya Ram v. Ayyaswami, AIR1973 SC 569
- Lachmi Parsad v. Lachmi Naraya,25 ALJ 926
- Mahesh v. Mundar, AIR 1951 All. 141
- NarandasKarsondas v. S.A. Kamtam, AIR 1977 SC 774
- S.C.Mahadic v. Devi Sahai, AIR 1982 989
- Shripati Raoji v. Vishwananth, AIR1955 Bom. 457
- State of U.P. v. District Judge & Others (1997) 1 SCC 496

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190

831

B.A L.L.B.9th Semester
Alternative Dispute Resolution
Course Code: Law 1151

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective:--The objective of this paper isto acquaint the students with various aspects of Alternative Dispute Resolution.

Course Outcome : The student will understand these processes in their own right and also in the context of the emergence of new types of dispute resolution professional, who offer mediation and other services as alternatives to the lawyer's often preferred practice of late settlement through litigation.

Unit—1

Meaning of ADR, Historical Background and Development of ADR in India, Global Perspective of ADR , Emerging trends/ factors of popularity of ADR, Merits and Demerits of ADR, , Legal position of ADR and National Litigation Policy for ADR.

Unit—2

General and Hybrids Techniques/ Processes of ADR, Provisions of ADR in Family Court Act, 1984 (Family Disputes), Industrial Dispute Act, 1947 (Labour disputes—Settlement mechanism), ADR and Consumer Protection Act, ADR provisions in CPC and Cr.P.C (Plea Bargaining), National Legal Services Authority Act, 1987 (Lok Adalat and Public Utility Services).

Units—3

Nature, Scope, Composition, Jurisdiction and Advantages of Nyaya Panchayats, Gram Nyayalaya and Mediation, Arbitration and Conciliation Centres, Model-E- Courts, Digital Courts, Justice through Online/Websites/Internet System, Video Conferencing System, Legal Aid/ Legal Aid Clinics/Clubs and Legal Literacy Mission and Role of Bench and Bar in ADR System.

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131
832

Arbitration and Conciliation Act, 1996 (Sections 1-43), (Sections 61-86) and Recognition and Enforcement of Foreign Awards under New York Convention and Geneva Convention Awards.

Suggested Readings

- Avtar Singh, Law of Arbitration and Conciliation (Eastern Book Company, Lucknow Edition 2013.
- Dr Anupam Kurwal, An Introduction to ADR(Central Law Publication, Allahabad Edition2014
- Dr. Ashok Kumar, Alternative Dispute Resolution in India (Vaibhav Publications, Darya Ganj New Dehli, Edition 2017
- G.K. Kwata, Arbitration and Conciliation Law of India (Universal Law Publication Co. New Delhi, Edition 2014,
- P.C. Rao and William Sheffild. ADR- What it is and how it works?
- S.C. Tripathi, Arbitration and Conciliation Act, 1996 with Alternatives means of settlement of dispute(Central Law Publication, Allahabad, Edition 2015

Case Laws

1. Aligarh Muslim University v Vinny Engineering Enterprises Pvt Ltd 1994(4) SCC 710
2. Food Corporation of India v Joginderpal Mohinderpal, AIR 1989 SC 1263
3. Godrej Properties and Investment Ltd v Tripura Construction, 2003 (18) CLA-BL Supp (Snr) Bom (3)
4. Juglal Kishore Rameshwar Das v GoolbhaiHumushji, AIR 1985 SC 812
5. K.K.Modi v K.N. Modi, AIR 1998 (1) Arb LR 296 SC
6. M.M. T.C. Ltd v Sterile Industries India Ltd, 1996 (6) 716
7. M/S Guru Nank Foundation v M/S Rattan Singh & Sons, AIR 1981 SC 2075
8. Refrigeration &Applicances v Jayaben Bharat Kumar Thakkar, 2007 Supreme 216
9. State of Kerala v Joseph Anchilose, AIR 1990 Ker 102
10. Sukdas v Union of India, AIR 1986 SC 991

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B.AL.L.B.9th Semester
Civil Procedure Code and Limitation Act
PaperCode: 1153

L - T - P	Total Credits: 5
4 - 1 – 0	Total Marks: 100
Internal Marks: 20	External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The main objective of this paper is to acquaint the students with the basic principles governing civil Procedure and Law of Limitation.

Course Outcomes: Course completion will benefit students as civil lawyers. Course includes all civil proceedings like summoning, examining witnesses, registration of case, petition and written statement etc. They will also be able to know all time limitations for filling suit, appeal and application. They will also become aware of jurisdiction issues in civil matters. They will also understand the pending suit limitations etc.

UNIT 1

- Introduction to Civil Procedure Code
- Difference
- Hierarchy and jurisdictions of Civil Courts
- Definitions
- Decree
- Orders,
- Judgement
- Mesne Profits
- Legal Representation
- Doctrine of Res Judicata
- Doctrine of Res Sub Judice

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Decree

Preliminary Decree

Final Decree

133

834

Partly Preliminary and Partly Final Decree

Unit 2

Necessary and proper parties, section 79
Joinder of parties order 1
Place of suing , section 15, 16-21
Institution of Suit
Pleadings

- Plaint
- Written statement
- Set off and counterclaim

Issuing of Summons

- To Witness
- To Parties

Appearance and Non-appearance of parties

Unit 3

First hearing , framing of Issues
Hearing of suits
Adjournment
Attendance of witness from prison
Affidavit
Examination of parties by court
Discovery, inspection and production of documents
Commissions
Judgement

- Pronouncement of judgment
- Incomplete judgement

Unit 4

Limitation Act ,1963
Definitions
Applicant
Easement
Period of limitation
Bar of limitation
Legal disability
Computation of period of limitation
Effect of death
Fraud and mistake

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Effect of acknowledgement
Continuous breaches and tort
Acquisition of easement by prescription

Suggested Readings

- Bare Act CPC, 1908
- C.K. Takwani ,The Code of Civil Procedure, Eastern Book Company
- M.P. Jain, "The Code of Civil Procedure", Wadhwa Nagpur

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135

836

B.AL.L.B. 9th Semester
Land and Agricultural Laws
Paper Code: LAW 1155

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note :Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The prime objective of this paper is to acquaint the students with the basic principles of Land Laws.

Course Outcomes:- At the end of this course students will be able to comprehend upon various practical aspects of laws related to land and agriculture.

Unit-I

Panjab Land Revenue Act 1887- Definitions, Classes of Revenue Officers, Powers and Functions, Record of Rights, Collection of Land revenues, Concept of Partition and Assessment, Appeal Review, Revisions

Unit- II

Haryana Urban (Control of Rent and Eviction) Act, 1973- Definitions, Determination of Fair Rent and its revision, Grounds for Eviction of tenants, Appeal, Review and Revision
Panjab Tenancy Act 1887- Definitions, Rights of occupancy, Concept of rent, Grounds of Ejectment of tenant

Unit-III

Haryana Ceiling on Land Holdings Act, 1972 Ceiling on Land Holdings, Permissible Area, Exemptions, Ceiling on Land, Selection of permissible area, Vesting of Surplus Area in the State Government, Powers of the State Government to take possession of the surplus area, Disposal of Surplus Area ,Appeal, Review and Revision.

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Khanpur Kalan (Sonipat)

136
837

Unit-IV

Panchyati Raj Act, 1994
Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act of 2013

Suggested Readings

- Badruddin, Commentary on Land Laws and Panchayati Laws, The Law Home
- D.P. Narula, Land Laws of Panjab and Haryana, Allahabad Law Agency
- P.S. Khurana, A Treatise on Land Laws in Panjab and Haryana

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137
-838-

B.A L.L.B. 9th Semester
Human Rights and Protection of Children
Paper Code: Law 1157

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The course is aimed to help students to understand the concept of Human Rights, challenges and issues in addition to international framework on Human Rights . This will be helpful in understanding and analyzing the state of human rights affairs and state obligations to implement International conventions. It offers deep insight over the concept of Human Rightsevolution and protection mechanism.

Course Objectives: The course is relevant to impart knowledge of Law, philosophy and development of Human Rights. It is very helpful in understanding the role of human rights in social transformation and protection of human rights. Understanding of national and international institutions and, and the instruments for the protection of human rights is beneficial for the academic and professional enrichment of the students.

Unit I

1. Human rights- Historical context, Development and Significance
2. The United Nations Treaties and Institutions
3. Generation/ classification of Human Rights
4. The Right to Life, Human Rights of Women

Unit – II

1. The Right to be Free from Torture, Inhuman, and Degrading Treatment
2. Social and Economic Rights
3. Human Right to Health and Pollution free Environment
4. ICJ and Human Rights

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Unit –III

1. Protection and development of children in India- Need and Institutional framework
2. Role of UNCRC and UNICEF in Protection of children
3. Understanding the Juvenile delinquency and children in conflicts with laws
4. Problem of Child abuse and child labour: Law and Society

Unit-IV

1. Global concerns over State of Human Rights affairs in today's world
2. Threats and challenges in protecting Human Rights
3. A Case study on recent violations of Human Rights
4. State obligations and instruments of Human Rights Protection

Suggested Readings:

- Child Rights in India by Asha Bajpai
- Concise book on international law and human rights by H.O. Agarwal
- Handbook of Children's Rights: Global and Multidisciplinary Perspectives by Martin D. Ruck
- Handbook of Children's Rights: Global and Multidisciplinary Perspectivesby Jonathan Torres
- Human Right of Women: National and International perspective by Cook
- International Human Rights Law by Daniel Moeckli
- International Law and Human Rights by S.K. Kapoor
- International law and human rights by K.C. Joshi 1938
- Prof.S.K.Verma, Public International Law (1998) Prentice Hall of India
- S.K.Kapoor, Human Right under International Law & Indian Law
- The International Covenant on Civil and Political Rights: Cases, Materials, and Commentary by Jenny Schultz, Melissa Castan, and Sarah Joseph
- The Oxford Handbook of International Human Rights Law by Dina Shelton
- Theodor Meron (ed.), Human Right in International Law
- V.R.KrishnaIyer, The Dialectics and Dynamics of Human Right in India
- Wallace, International Human Rights, 1996 Sweet & Maxwell

Case Laws

1. LalitaKumari vs. Govt. Of U.P & ORS AIR 2014 SC 187
2. Shreya Singhal v. Union of India, 2015
3. The Lotus Case
4. The Republic of Nicaraguan vs. The State of America, ICJ -1986
5. Youth Bar Association of India vs. Union of India AIR 2016 SC

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Khanpur Kalan (Sonipat)

139
840

BA L.L.B. 9th Semester
Public Interest Lawyering, Legal Aid & Para-Legal Services
Course Code: LAW 1159

L - T - P
4- 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The paper is aimed to impart knowledge and awareness about the concept of PIL and its significant contributions in defining legal periphery. Justice also implies the idea of access to legal services, help and advice to poor and every needy people. It will be helpful for the students to know about legal aid and para legal services and also the Lok Adalat.

Course Outcomes: The course is relevant to impart knowledge law and its various facets impacting the society at large. Understanding the public Interest Lawyering, Legal Aid and Para Legal Services is important to sensitize the Law students to work for society and the philosophy of law. This is helpful in understanding the institutional mechanism and legal framework to ensure justice and equality. It is furthering and strengthening the professional ethics as a built in mechanism of legal education.

Unit I.

Public Interest Litigation

Public interest litigation in judicial activism and public welfare
Merits and demerits of public interest litigation
Locas standi and public interest litigation
Various dimensions of PIL like environmental, Human Rights, children, education, prisoners rights, women, poverty corruption etc.

Unit II.

Legal aid

Legal aid under Criminal Procedure. Code and rights of accused

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140
841

Constitution, functions and powers of National Legal Service Authority and State Legal Service Authority

Unit III.

Lok Adalat

Lok Adalat system, meaning and significance
Organization of lokAdalat, power and nature of award
Objects and necessity of Legal aid camps and legal literacy

Unit IV

Para Legal Training

Object and importance of para legal training
Writing of case comment
Law office management

Recommended Readings:

- Ajay Gulati , "Public Interest Lawyering, Legal, Aid & Para Legal Service"
- Dr. Kailash Rai , "Public Interest Lawyering, Legal, Aid & Para Legal Service"
- J.P.S.Shirohi , "Public interest litigation"
- Legal Service Authorities Act, 1987
- O.P.Tiwari, "Public interest litigation"
- P.M.Bakshi, "Public interest litigation"
- P.S.Narayan, "Public interest litigation"
- S. Bawa, "Public interest litigation"

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141

842

B.A L.L.B. 10th Semester
Criminology and Penology
Course Code: LAW 1148

L - T - P
4- 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit..

Course Objectives: The object of this paper is to discuss the causative factors of crime and treatment of criminals and victims.

Course Outcome: Students will be able to analyze and define the concept of crime and antisocial behavior in the society and the difference between crime and morality as the concept of crime changes from society to society. Analyze the various views given by philosophers on criminology. Evaluate the reasons behind the crime and significance of Penology in the present society and theories of the punishments and its application in the criminal justice system.

UNIT-1

a) Conceptions/Definitions of Crime.
b) Causal approaches to explanations and difficulties of applications of casual analysis to human behavior.
c) Specific Theories: Biophysical explanations, Psychodynamic approaches, Social learning theories of Crime, Social learning through sub-cultures of deviance, Social disorganization theories, and Economistic approaches.

UNIT-II

Deviations

a. Legislation
b. Treatment
c. Judicial Approach

Socio-Economic Crimes

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148

843

a. White collar crimes
b. Drug Abuse

UNIT-III

Punishment

a. Theories of Punishment Deterrent, Retributive, Preventive and Reformative
b. Alternatives to imprisonment: Probation, Open jail, Parole etc.
c. Prison reform and the Judicial Response
d. Capital Punishment

UNIT-IV

Victimology

a. Need for compensation
b. Compensation and Rehabilitation
c. Compensation as a mode of punishment
d. Constitutional perspective of compensation

Recommended Cases

- Ashok Kumar v. State (1980) 2 SCC 282
- Bachan Sing v. State of Punjab (1980) 2 SCC 684
- Bheru Singh v. State of Rajasthan (1994) 2 SCC 467
- Dalbir Singh v. State of Punjab, (1979) 3 SCC 745
- Hari Singh v. State of Haryana (1993) 2SCC373
- Kalu v. State , AIR 1965 Raj74
- Kharak Singh v. State of U.P, AIR 1963 SC 1295
- State of M.P. v. V.S. Mahasane, 1993 Cr. L.J1134
- State of Maharastra v. Sukhdev Singh (1992) 3 SCC 700
- Sukhdev Singh Dindsa v. State of Punjab, 1985 Cr. L.J 1739 (P&H)
- Tehsildar singh v. State of U.P. , AIR1959 SC 1012
- Vishal Jeet v. Union of India, (1990) 3 SCC 318

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143

844

B.AL.L.B. 10th Semester
Drafting, Pleading and Conveying
Paper Code: LAW 1150

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80.Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.

1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The basic objective of this course is to inculcate practical learning skills and concepts that promote student's professional success.

Course Outcomes: The outcome of this course It makes aware about connection between theory of the classroom with the practical of courts. Students understand the importance of practical aspects of drafting as it is important prerequisite to acquire success in their professional life. It will help students to gain not only a theoretical but also a practical understanding of law.

Unit –I

Pleading, Need and Objective of Pleading, Fundamental and General Rules, Plaint and written Statement, Replication, Application for temporary Injunction, Application for Setting aside Ex-parte, Affidavit, Suit for Permanent Injunction. Suit for Specific Performance, Suit for Possession

Unit –II

Petition for Divorce, Judicial Separation, Restitution of Conjugal Rights, Application for maintenance Under HMA 1955, MACT application, Legal Notice
Complaint, Application for bail, Anticipatory Bail, Application for maintenance u/s 125 Cr.P.C.

Unit-III

Writ Petition- Habeas Corpus, Mandamus, Prohibition, Certiorari, Quo-Warranto
Appeal, Review, Reference and Revision
Petition for Eviction under Haryana Rent Control Act
Complaint under Consumer Protection Act

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Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

144

845

Unit –IV

Convenyancing, Deeds- Unilateral and Bilateral, Will, Sale Deed, Mortgage Deed, Lease Deed, Power of Attorney, Partnership Deed,
Notice under Section 138 of the Negotiable Instruments Act, 1881
Application for Information under RTI Act 2005

Suggested Reading:

- Bindra N.S., Pleading Drafting and Pleading
- Chaturvedi A.N., Pleading Drafting and Convenyancing
- Mogha on Law of Pleading

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Khanpur Kalan (Sonipat)

145

8 4 2

B.A L.L.B 10th Semester

Right to Information & Election Laws

PaperCode: 1152

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The prime objective of the paper is to acquaint the students with the basic rules and regulation regarding Right to Information and Election laws.

Course outcomes: This course provides basic aim of RTI. It also explains good governance with transparency. Students will be trained to know personal grievances as well as long pending issues of Indian society. They will also connect themselves with government officials. Through election laws the students will get proper information about the rules, regulations, laws, bye laws, program related to elections so that peoples could cast their vote to candidate without any difficulty, pressure and choose honest and hardworking representatives.

UNIT-I

Introduction

1. Introduction to Right to Information
2. Historical Background, Indian Scenario, Global Scenario
Indian Scenario
3. Media access to Official Information
4. Right to Information and Human Rights Violations
5. Main Features of Right to Information Law

UNIT-II

The Right to Information Act, 2005

1. Preliminary(Section 1 to 2)
2. Third Party Information
3. The Central Information Commission (Section 12 to 14)
4. Right to Information and Obligations of Public Authorities(Section 3 to 11)
5. The State Information Commission(Section 15 to 17)
6. Powers & Function of the Information Commission, appeals & penalties (Section 18 to 20)

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Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

146

7. Miscellaneous (Section 21 to 31)
8. Amendments in 2019.

UNIT-III

Right to Information and Community Activism

1. Free flow of Information for Public Record.
2. Factors Restricting Free Flow of Information
3. Right to information: Fundamental Right
4. Provisions for Disclosure of Information
5. Right to Acquire & Disseminate Information
6. Right to Information and Community Participation
7. Public Authority under Art. 12 of the Indian Constitution

UNIT -IV

Election Laws

1. Introduction to election laws in India
2. Types of Electoral System in India
3. Global scenario in electoral system
4. Electoral reforms in India.
5. Elections to local self-government bodies in India
6. Government and Good Governance
7. Challenge before election commission: Democracy and reservation to women.

References:

- Dheera Khandelwal &Krishana K. Khandelwal: The Right to Information Act, 2005
- Dr. Niraj Kumar : Treatise on Right to Information Act, 2005
- Dr. Sandhya Rohal and Dr. Saroj Saini, Right to Information ,
- Module for students on election Law available athttp://www.unishivaji.ac.in/uploads/syllabus/Home/Module%20Democracy%20In%20India.pdf .
- N.K. Jain : Right to Information Concept Law and Practice
- P.K. Das : The Right to Information Act
- Right to Information Act,2005

Case Laws:

Indira Jai Singh V Registrar General Supreme Court of India (2003) 5 SCCPeople's Union for Civil Liberties V Union of India AIR 2004 SC 1442

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Khanpur Kalan (Sonipat)

147

848

B.A L.L.B. 10th Semester
Civil Procedure, Specific Relief&Registration Act 1961
Paper Code: 1154

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The core objective of this paper is to acquaint the students with the basic principles governing civilprocedure, specific relief and law relating to registration of documents.

Course Outcomes: Course completion will benefit students as civil lawyers. Course includes all civil proceedings like summoning, examining witnesses, registration of case, petition and written statement etc. They will also be able to know all time limitations for filling suit, appeal and application. They will also become aware of jurisdiction issues in civil matters. They will also understand the pending suit limitations, provisions related to specific relief and Registration Act.

UNIT – 1

Interlocutory Applications
Temporary Injunctions
Foreign Judgment
Procedure of Caveat
Inherent Powers of Courts
Execution of Decree

- Execution of Decrees
- Application for Execution
- Process of Execution
- Stay of Execution
- Courts by which Decree be Execute
- Different modes of Execution
- Arrest and Detention and Attachment under Execution
- Sale of Property in Execution
- Distribution of Assets

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Khanpur Kalan (Sonipat)

148

849

- Attachment

Application of Restitution under Section 144

UNIT -2

Summary Trial
Suits by or against Government
Interpleaders Suits
Suits and Appeal by indigent persons
Appeal:

- First appeal
- Second appeal
- Appeal from order

Reference, review and revision

UNIT 3

Specific Relief Act
Specific Relief to be granted
Recovery

- Specific Immovable Property
- Specific Movable Property

Liability of Person in Possession
Declaratory Decrees
Preventive Relief:

- Injunction Generally
- Perpectual Injunction

UNIT 4

Registration Act, 1908
Inspectors of Registration Offices
Registrable Documents
Presenting Documents for Registration
Effects of Registration and Non-Registration and Penalties

Suggested Readings:

- Law of Specific Relief , Banerjee S.C
- Pollock and Mulla on Indian Contract and Specific Relief Act.
- The Code of Civil Procedure , Dr Avtar Singh

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149
850

B.AL.L.B 10th Semester
Interpretation of statutes
PaperCode: 1156

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives-This paper is to equip the students with various tools of interpretation of statutes.

Course outcomes: Upon successful completion, students will have the knowledge and skills to Explain, distinguish and apply the principles and process of statutory interpretation Compare, contrast and reflect on the theoretical concepts underlying and impacting on approaches to statutory interpretation and its application. Plan, differentiate and prioritise approaches and materials used in statutory interpretation while working collaboratively select and apply a range of legal research principles and methods in interpreting legal instruments.

UNIT – 1

Interpretation:Meaning and scope, General principles of interpretation of Interpretation

Rules of Construction: Literal Rule, Golden rule, Mischief rule, Harmonious construction, Legislative intent, Statutes should be read as whole, Presumption in favour of constitutionality of a statute.

UNIT-2

InternalAids to Construction

Title,preamble,marginal notes,headings,section and subsection ,definitions, interpretation clauses,proviso,illustration,exceptions,saving clause,explanations,schedules,and punctuation marks and non obstante clause

ExternalAids to Construction

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Khanpur Kalan (Sonipat)

150
251

Dictionaries,useof foreigndecision,text books,historical background,legislative history, beneficial construction,constitutionality of statutes.

UNIT-3

Prospective and retrospective operation of statutes, Construction of taxing statues and evasion of statutes, mens-rea in statutory offences, Mandatory and direct statues rules of stare decisis, strict constructions of penal laws, Presumptions and assumptions

Unit-4

General Clauses Act,1897

Maxims: Edjusdem Generis, ExpressioUnius Est ExclusioAlterius, Statute in parimateria,Noscituar A Sociis

Suggested Readings

- Avtar Singh , "Introduction to the interpretation of statues" (lexis nexis 4th edition,2016)
- D.N.Mathur, " Interpretation of statues" (central law publication 2013)
- G.P.Singh, "Principles of statutory Interpretation" ,(lexis nexis 14th edition,2016)
- Kafaltiya.B "Interpretation of statues" (2016)
  R.D.srivastava , "Interpretation of statues and legislation",(central law publication 6th edition,2013)
- V.P.Sarthi. "Interpretation of statues" (5th edition,2010)

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151

852

B.A L.L.B. 10th Semester
Moot court, Practical Training and Internship
PaperCode: 1158

L - T - P
0 - 1 – 4
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Course Objectives: Content of this paper is designed to impart the practical skills required for case study, case research, case analyses and legal perspectives necessary for lawyering, advocacy and client counseling. This will also give opportunity to develop skills for legal research and practical training including court practices. The teaching methods used in the course will focus Moot court and Mock trials and will include court visits. Students will be divided in groups for the purpose of Moot Courts, Mock trials and court visits.

Course outcomes: The course is providing practical skills on knowledge of law. It is very helpful in understanding the application of law for any law student providing him legal acumen and advocacy skills. The course is beneficial for the academic and professional enrichment of the students.

Unit 1

Moot Courts (Marks30)

The teacher teaching this course will supply five Moot Court problems on five different fields like criminal, matrimonial, appeal, environmental, consumers, insurance and corporate affairs.

Students in the course of a single semester requiring them to work on all three problems assigned to them. Each student will prepare a case only on one side.

Teacher will provide rules for Moot Court including memorials and other specifications for oral arguments etc.

Evaluation: The oral performance will be evaluated on the basis of communication skills, application of facts, persuasion / use of authorities, and response to questions.

Unit II

Mock Trial, negotiation and client counseling(Marks 30)

The students would be required to conduct trial in at least one case either of one Civil or one Criminal during the course of the semester. The students will be divided in teams of lawyers and witnesses. Each student will be required to function as a lawyer and witness in the trials being

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Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

152
853

simulated in the classes. Students' performance will be evaluated on the basis of equal marks being assigned for case analysis, written submissions, Examination-in-chief, Cross-examination, and final arguments. Student will also prepare/participate in the negotiation and client counseling activities.

Unit III

Internship - Court Visits and field Experience (Marks-30)

This part will require the students to be attached with practicing lawyer/ law firms/ Institutions etc. Students will have to produce certificate of internship of the duration and work report from the advocate as per BCI norms.

During the court visits, the students will be required to record/ observe various stages in cases. Observation must include at least one civil and one Criminal case.

Unit IV

Viva Voce (Marks 10)

Students will be required to place all the above content in a file/ folder to be assessed by concerned teacher and outside expert of the field. Expert may be a lawyer or a teacher with experience of 15 years and 10 years respectively.

Suggested Readings:

- https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=20
- John Korzen , "Make Your Argument: Succeeding in Moot Court and Mock Trial"
- Kailash Rai , "Moot Court, Pre-trial Preparation and participation in trial Proceedings"
- O.P. Tewari , "Moot Court, Pre-trial, Preparation and Viva voce"
- Routledge, Taylor and Francis Group, Essential Study Skills for Law Students,

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153

854

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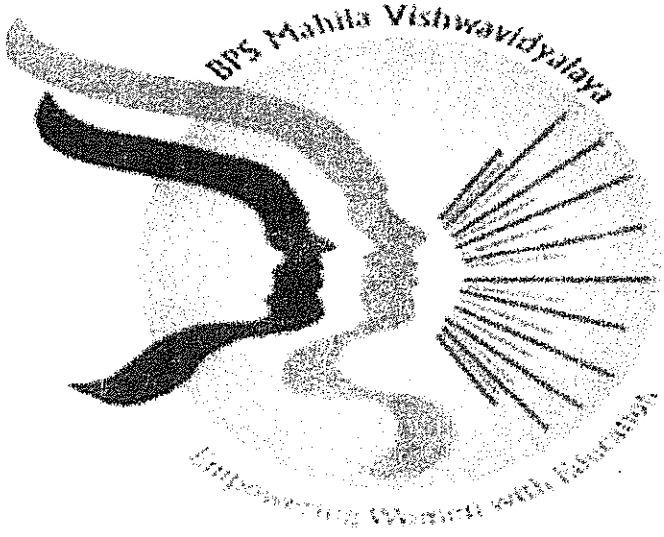
(Established by the State Legislature Act 31 of 2006)



ORDINANCE

BACHELOR OF ARTS/ BACHELOR OF BUSINESS ADMINIDTRATION
PROGRAMME CODE OF BA.LLB -38
PROGRAMME CODE OF BBA.LLB -39

w.e.f. 2024-25

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

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Department of Laws

ORDINANCE
Bachelor of Arts and Bachelor of Laws / Bachelor of Business Administration and Bachelor of Laws
(w.e.f July 2021)

1. **Definitions :**

1.1 Programme stands for Bachelor of Arts and Bachelor of Laws .

1.2 Programme stands for Bachelor of Business Administration and Bachelor of Laws .

1.3 Credit is the weightage assigned to a paper in terms of contact hours.

1.4 Grade stands for a letter grade assigned to a student on the basis of evaluation of a paper on the 10 point scale.

1.5 Grade point stands for the numerical equivalent of the letter grade.

2. **Duration:**

2.1 The Programme of the degree of B.A./BB.A LL.B. five year shall be spread over five academic years consisting of ten semesters.

2.2 A Candidate once admitted in B.A./ BB.A LL.B. 1 st year must clear all her papers within 7 years from the date of her admission in the 1 st year 1 st semester. Otherwise she shall stand disqualified to obtain the degree of B.A./ BB.A LL.B.

3. **Admission :**

3.1 **Eligibility :**

3.1.1 Only a girl candidate having 50% (45% in case of S.C./S.T./ Persons with disability) or above marks in +2 examination or any equivalent examination shall be eligible to seek admission in the first semester of this five year programme.

3.1.2 A candidate who has got reappear/compartment in +2 examinations shall not be eligible to seek admission to the Programme

3.1.3 No candidate who is in employment (full time/part time/honorary service) shall be eligible to take admission in this programme without taking leave from her institute /office from the date of admission to the termination of her final examination

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

including other essential requirements. She has to submit an affidavit in this regard. In case of violation of these rules her admission shall stand cancelled.

3.2 **Procedure :**

3.2.1 The admission shall be made on the basis of merit in 10+2 exam/entrance test/interview etc. as decided by the University from time to time.

4.Fees :

The Programme fee shall be paid by the candidate as prescribed by the University from time to time.

5. **Teaching Methodology:**

5.1 Methods of Teaching include, Tutorial, Mentors class room teaching, assignments, research papers, seminars, group discussion etc.

5.2 The medium of instruction shall be English and Hindi both.

6. **Credit Weightage:**

Each paper has a certain number of credits which reflect its weightage. Credits of a paper are evaluated as under :-

6.1 Lecture: One credit per lecture per week per semester will generally be adopted

7. **Examination:**

7.1 At the end of the each semester, there shall be an examination where each candidate shall be examined in the courses studied by them in that semester. Each semester examination shall be designated as first semester examination, second semester examination, and third semester examination and so on.

7.2 The examination in each semester will be held according to the syllabi approved by the Board of Studies. The Board of examiners shall be appointed for each course and shall be recommended by the Board of Studies (BOS).

7.3 The examination shall consist of theory papers and/or practical papers. Theory papers are to be set by the internal/external paper setters appointed by the Vice-Chancellor from a panel of examiners submitted by the chairman of the department duly approved by the BOS of the concerned department. The medium of examination shall be English and Hindi both.

7.4 The examination for even semesters will normally be held in December/January and odd semesters in May/June on such date as provided by the University. The concerned teacher/course coordinator should ensure that 100% syllabus is covered in each subject before the semester examination.

7.5 Every paper is coordinated by a member of the teaching staff of the department which is offering the paper in a given semester. This faculty member is called the subject/paper coordinator. He/She has the full responsibility for conducting the paper, coordinating the work of the other members of the faculty involved in the

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

paper, holding the midterm examinations and assignments. For any difficulty, the student is expected to approach the subject coordinator for advice and clarification.

7.6 Every student has to appear in the midterm tests. If a student does not take the midterm test, she Shall be awarded zero marks in the test. The marks obtained in midterm test/ seminars/projects/moots etc. are to be submitted to the examination branch duly signed by the Chairperson of the department before the close of semester examination. The examination branch/ shall convert the marks in to equivalent grades as per the grading procedure.

7.7 If a candidate, after attending the classes for the course of studies in the Department either not appeared or having appeared in any semester examination has failed in one or more papers for that examination, she can appear for such papers at subsequent examinations without attending a fresh course of studies for that semester such a candidate may, in the meantime, prosecute his/her studies for the next semesters. Supplementary examinations for the last two semesters will be held after six months i.e. for odd semester in the month of May and for even semester in the month of December/January.

7.8 For holding the Midterm Tests during even and odd semester the schedule of midterm test shall be laid down by teacher(s) concerned in consultation with the Chairperson of the Department as the case may be and shall be made known to the students at the commencement of each semester.

7.9 For Midterm Test, the syllabus for Examination will be what is covered in particular term.

7.10The examination branch will design standardized performa for maintaining the following records at the Department level:• Midterm Test Awards

- Awards of Project/seminar/Moots/research papers etc.
- Awards of Attendance. • Consolidates Results.

7.11 **Declaration of Results**: Six weeks after the termination of the semester examination or as soon thereafter is possible, the controller of examination shall declare the result. After successful completion of the course, the candidate shall be awarded with a degree mentioning the division.

8. Reappear Examinations

A student having reappear in even/odd semester up to 8th semester may reappear in the examination with the regular students. The students having reappear in final year (9th & 1 0th semester) may reappear in both even and odd semester's regular examination.

9.Evaluation & Grading:

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

9.1 The University examination in each semester shall consist of papers according to the syllabus prescribed by the faculty. End semesters examination and Internal assessment shall carry 80 and 20% respectively each for the final assessment of the student.

9.2 The Weightage of the sub components is as follows: Subcomponents

	Weightage
a) Mid term exam.	10%
b) Project works/assignments/seminars Moots etc	05%
c) Attendance	05%

9.3. **Ad-hoc Grace**

If there is any discrepancy/ out of syllabus/ printing error/ untoward incident during the examination, the matter be referred to a Standing Committee of

(i) Controller of Examinations.
(ii) Head of the Department
(iii) One faculty member concerning the subject.

The Committee may recommend re-conduct of the paper or uniform grace marks to all but that should not exceed 10% of the total marks of that particular paper.

9.4 **Moderation of Marks**

(a) Internal Examinations: If there are more than one teacher associated in any internal assessment, one of the member be made co-ordinator by the concerned HOD and he along with the others can moderate the marks to maintain uniformity so that no student get undue advantage or disadvantage. It can be done by fixing criteria beforehand.

(b) External Examination: if there is unusual variation (very high or very low) in the awards, the COE may refer the matter to a Moderation Committee consisting of :
Controller of Examination

- Chairperson of the concerned department
- One faculty member concerning the subject

9.5 Grading The academic performance of a student shall be graded on a scale as prescribed by the examination branch of the university. The award of grades based upon marks obtained out of 100 shall be made as follows:

Academic Performance	Letter Grades	Grade Points (p)
Outstanding	A+	10

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

Extraordinary	A	09
Excellent	B+	08
Very Good	B	07
Good	C*	06
Average	C	05
poor	D	04
Very Poor	E	03

9.6.1 For the award of grades in a subject, all component wise evaluation shall be done in Marks. The award of grades based on absolute marks (irrespective of no students) out of 100 shall be made as follows:-

Marks		Grade	Marks
90	≤	A+	100
80	≤	A	89
70	≤	B+	79
60	≤	B	69
50	≤	C +	59
45	≤	C	49
30	≤	D	44
0	≤	E	29

Note: Pass grade is C grade or Higher.
,D and E grade indicates fail

9.6 2 The minimum passing marks/grade for passing any semester Examination shall be total 45% in external examination and 45% both in internal and external assessment in aggregate in each paper separately.

9.6.3 Minimum pass grade in each paper is 'C' grade. Grade will be awarded after adding the marks of internal assessment examination.

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

9.6.4 Grade C in General Proficiency.

9.6.5 After finalization of the marks the same shall be displayed on the department notice board for duration of two days for the information of students. Students, who have specific grievance against the marks awarded to her, may discuss the same with the concerned course coordinator who after consideration of grievance of all students shall finalize the marks to be awarded for the course.

9.6.6 Before submission of the finalized award list in a prescribed formation to the concerned administrative office of the individual course coordinator shall discuss the marks distribution for his/her faculty of study. However, the final decision with regards to marks will vest with the course coordinator.

9.6.7 On receipt of the award lists for all papers offered by a given faculty of study the concerned administrative office shall put up the consolidated results for that faculty for discussion and approval from the departmental staff council (all staff members)

9.7 A candidate who fails to obtain the requisite marks/grade in any paper shall be required to appear in the concerned paper in the subsequent examinations.

9.8 D' and 'E' Grades: The,'D' and "E' grades denote average, poor and very poor performance, i.e. failing a paper. A student has to repeat all papers in which she obtains either"D' or 'E' grades, until a passing grade is obtained.

The candidate having D & E Grades in any Odd and Even semester's examination would be given a chance to improve the grade. On improving the D & E Grade, the improved grade will be counted towards calculation of SGPA/CGPA. The examinations for reappear in any subject(S) in the odd semester and that of in the even semester shall be held in the respective semesters along with the regular students. In addition to above, fifth year examination for reappear in the subjects in odd semesters will also be held during the even semester examinations and vice-versa.

9.9 The performance of students will be evaluated in terms of cumulative grade point average (CGPA) which is the grade point average for all the completed semesters at any point of time.

The successful candidates shall be classified in three divisions as under:

(i) Those who obtained 60% or more of the aggregate number of marks in all the subjects in all semesters mention total semesters of that course taken together shall be placed in first division.

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

(ii) Those who obtain less than 60% but not less than 50% of the aggregate number of marks in all subjects in all semesters taken together shall be placed in the second division.

(iii) Those who obtain below 50% and not less than 45% of the aggregate number of marks in all subjects in all semesters taken together shall be placed in the third Division.

9.10 Pass marks are 45% both in internal and external assessment in aggregate in each paper separately.

9.11 **Division**: The successful candidates shall be classified in two divisions as under:

(i) Those who obtained 60% or more of the aggregate number of marks in all the subject in all semesters mention total semesters of that course. taken together shall be placed in first division.

(ii) Those who obtain less than 60% of the aggregate number of marks in all subjects in all semesters taken together, shall be placed in the second division.

9.12 **Scholarship:** A candidate while appearing in the re-appear examination shall not be eligible for a scholarship, a prize or a medal.

9.13 **Improvement Case:**

9.14.1 A person who has qualified for the award of B.A./BB.A. LL.B from this university may be allowed to re-appear as an ex-student in at the most two subject(s) in which she appeared earlier, with a view to improve her previous performance. The candidate shall be awarded only two consecutive chances along with the re-appear students in the subject(s) concern immediately after her passing for her degree.

9.14.2 No candidate shall be eligible for improvement after one year of passing the examination for the degree course.

9.14.3 The Candidate will have to deposit fee and form for each examination separately.

9.14.4 The higher score in the subject(s) in which she re-appears for improvement will be taken into account towards the final result and the marks already obtained by the candidate in the subjects in which she has not opted to improve her result shall be carried forward. The candidate shall be awarded a new DMC clearly

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

mentioning 'Improvement case' subject(s) with improved marks, only and the new grand total.

9.14.5 In case the candidate does not improve her result, it shall be declared as 'Previous Result Stands'.

10. **Promotion**

A student will be eligible for promotion to –
Students up to 6th semester will be promoted automatically.

7th semester: If she has passed total papers of 1st and 2nd semester taken together.
9th semester: if she has passed total papers of 3rd and 4th semester taken together.

11. **Attendance :-**

11.1 No candidate shall be considered to have pursued a regular course of the study unless she has attended not less than 75% of the lectures in each paper/seminar, case discussion, field trips, tutorials etc. This requirement shall be fulfilled separately for each course of study. A deficiency up to 10% may be condoned by the Chairperson of the department. In some special cases the Hon'ble Vice-Chancellor may condone a further

In any case no student having less than 60% attendance will be allowed to appear in the examination by Head of the department.

11.2 If a student is absent from the Department for more than four weeks without intimating to the Chairperson/ Course Co-ordinator of the department, her name will be struck of from the department rolls with information to the Academic Branch

11.3 In case the student name is struck of due to non-payment of fee and is re-admitted later, her attendance shall not be counted for that period.

12. **General Guidelines:**

12.1 Where this document is silent about any rule, the University policies/regulations as framed time to time will be applicable.

12.2Admission, teaching schedule, preparatory holidays, examination, winter, summer vacation, shall be followed as specified in academic calendar of the University.

12.3 A student is deemed to have completed the requirements for the degree and is eligible for the award of degree if:

12.1.1 She has satisfied all the academic requirements as per the regulations; and

12.1.2 She has paid all fees due from her; and

12.1.3 There is no case of indiscipline pending against her.

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

12.1.4 A student who has completed the entire graduation requirement listed above shall be eligible for award of degree/ certificate. However, under extremely exceptional circumstances, where gross violation of the graduation requirements is detected at any later stage, the Academic Council may withdraw the degree/PG diploma already awarded.

12.5 The gap of one/two semesters missed by the student(s), as the case may be, will count towards the total duration of the programme permissible under the regulations.

12.6 Absence of registered students from classes during a semester shall be discouraged. However, for bonafide reasons such as illness, maternity a student may be granted leave of absence as per provision of leave rules for students framed by the Academic Council

12.7 All academic problems of the students other than those affecting the University rules and regulations framed from time to time may be looked into by a committee constituted by the Dean Academic Affairs.

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan, Sonipat

(Established by the State Legislature Act 31 of 2006)

B.B.A. L.L.B. Syllabus

1st Semester to 10th Semester

W.E.F. 2024-2025

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Khanpur Kalan (Sonipat)

11865

B.B.A. L.L.B. 1st Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1101	Legal Methods	4	1	0	5	20	80	100
2	LAW1103	Law of Torts and Consumer Protection Act	4	1	0	5	20	80	100
3	LAW1201	Business Statistics	4	1	0	5	20	80	100
4	LAW1203	Principles of Management	4	1	0	5	20	80	100
5	LAW1111	General English-I	4	1	0	5	20	80	100
6	LAW1205	Managerial Economics	4	1	0	5	20	80	100
		Total	24	6	0	30			

B.B.A. L.L.B. 2nd Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1102	Law of Contract-I	4	1	0	5	20	80	100
2	LAW1104	Family Law-I	4	1	0	5	20	80	100
3	LAW1202	Financial Accounting	4	1	0	5	20	80	100
4	LAW1204	Operational Research in Management	4	1	0	5	20	80	100
5	LAW1206	Economic Environment of Business	4	1	0	5	20	80	100
6	LAW1112 LAW1112A	Hindi- 1/ Add. English	4	1	0	5	20	80	100
		Total	24	6	0	30			

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

866 12

B.B.A. L.L.B. 3rdSemester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1113	Law of Contract-II	4	1	0	5	20	80	100
2	LAW1115	Family Law-II	4	1	0	5	20	80	100
3	LAW1207	Marketing Management	4	1	0	5	20	80	100
4	LAW1209	OrganisationalBehaviour	4	1	0	5	20	80	100
5	Law1119 LAW1119A	Hindi/ Add. English-II	4	1	0	5	20	80	100
6	LAW1121	General English-II	4	1	0	5	20	80	100
		Total	24	6	0	30			

B.B.A. L.L.B. 4thSemester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1114 A	Law of Crimes-1(Bharatiya Nyaya Sanhita, 2023)	4	1	0	5	20	80	100
2	LAW1116	Environmental Law	4	1	0	5	20	80	100
3	LAW1208	Human Resource Management	4	1	0	5	20	80	100
4	LAW1210	Values & Ethics in Business	4	1	0	5	20	80	100
5	LAW1212	Financial Management	4	1	0	5	20	80	100
6	LAW1124	General English-III	4	1	0	5	20	80	100

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Khanpur Kalan (Sonipat)

867
13

		Total	24	6	0	30			

B.B.A. L.L.B. 5thSemester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1125	Constitutional Law of India-I	4	1	0	5	20	80	100
2	LAW1127	Jurisprudence	4	1	0	5	20	80	100
3	LAW1129 A	Law of Crimes II (Bharatiya Nagarik Suraksha Sanhita)	4	1	0	5	20	80	100
4	LAW1131	Labour& Industrial Laws-I	4	1	0	5	20	80	100
5	LAW1133	Legal and Constitutional History	4	1	0	5	20	80	100
6	LAW1213	Strategic Management	4	1	0	5	20	80	100
		Total	24	6	0	30			

B.B.A. L.L.B. 6th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1126	Constitutional Law of India-II	4	1	0	5	20	80	100
2	LAW1128	Forensic Medicine and Medical Jurisprudence	4	1	0	5	20	80	100
3	LAW1130	Labour& Industrial Laws-II	4	1	0	5	20	80	100

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Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

8684

4	LAW1214	Entrepreneurship Development	4	1	0	5	20	80	100
5	LAW1134	Public International Law	4	1	0	5	20	80	100
6	LAW1136	Gender & Society	4	1	0	5	20	80	100
		Total	24	6	0	30			

B.B.A. L.L.B. 7thSemester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW 1137	Company Law	4	1	0	5	20	80	100
2	LAW1215	Sales Management	4	1	0	5	20	80	100
3	LAW1141	Intellectual Property Rights	4	1	0	5	20	80	100
4	LAW1143	Cyber Law & Information Technology	4	1	0	5	20	80	100
5	LAW 1145	Disaster Management	4	1	0	5	20	80	100
6	LAW 1147	Professional Ethics	4	1	0	5	20	80	100
		Total	24	6	0	30			

B.B.A. L.L.B. 8th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW1138	Banking and Insurance	4	1	0	5	20	80	100
2	LAW1140 A	Bhartiya Sakshya Adhiniyam	4	1	0	5	20	80	100

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

15 869

3	LAW1142	Administrative Law	4	1	0	5	20	80	100
4	LAW1144	Principal of Taxation Laws	4	1	0	5	20	80	100
5	LAW1146	Competition & Investment Law	4	1	0	5	20	80	100
6A		Add on Course *	4	1	0	5	20	80	100
		Total	24	6	0	30			

B.B.A. L.L.B. 9th Semester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW 1149	Property Law	4	1	0	5	20	80	100
2	LAW 1151	Alternative Dispute Resolution	4	1	0	5	20	80	100
3	LAW1153	Civil Procedure Code and Limitation Act	4	1	0	5	20	80	100
4	LAW1155	Land and Agriculture Law	4	1	0	5	20	80	100
5	LAW 1157	Human Rights and Protection of Children	4	1	0	5	20	80	100
6	LAW 1159	Public Interest Lawyering, Legal Aid and Para-Legal Services	4	1	0	5	20	80	100
		Total	24	6	0	30			

B.B.A. L.L.B. 10thSemester

Sr. No.	Course Code	Paper Title	Hours per Week			Total Credits	Max Marks		
			L	T	P		Internal Marks	External Marks	Total Marks
1	LAW 1148	Criminology & Penology	4	1	0	5	20	80	100

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

878

2	LAW 1150	Drafting, Pleading &Convenyancing	4	1	0	5	20	80	100
3	LAW1152	Right to Information & Election Laws	4	1	0	5	20	80	100
4	LAW1154	Civil Procedure, Specific Relief & Registration Act	4	1	0	5	20	80	100
5	LAW 1156	Interpretation of Statutes & General Clauses Act	4	1	0	5	20	80	100
6	LAW 1158	Moot Court Exercise and Internship	0	1	4	5	20	80	100
		Total	24	6	4	30			

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Khanpur Kalan (Sonipat)

17871

B.B.A. L.L.B.1st Semester
Legal Method
Course Code: Law 1101

L - T - P
4 - 1 – 0
Total Credits: 5

Total Marks: 100
External Marks: 80
Internal Marks: 20

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective:--The objective of this paper is to acquaint the students with various modes of Legal Method.

Course Outcome: After studying legal method students gain insights into dominant legal, societal and political philosophical concepts. They acquire knowledge on the history, methodologies and questions surrounding legal theories.

Unit—1

Meaning and classification of Laws

a. Meaning and definition
b. Functions of laws
c. Classification of laws: Public and private law, substantive and procedural laws, Municipal and international law

Unit—2

Sources of law

a. Custom
b. Precedent
c. Legislation

Units—3

Basic concepts of Indian legal system

a. Common law
b. Constitution as the basic law
c. Rule of law
d. Separation of powers
e. Judicial system in India

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

872 '18

Unit-4

Legal writing and research

a. Legal materials- Case law
b. Statutes, reports, journals, manuals, digests etc.
c. Importance of legal research
d. Techniques of legal research
e. Legal writings and citations

Suggested Readings

- B.N.M. Tripathi- An introduction to Jurisprudence and legal theory
- Benjamin N. Cardozo, The nature of judicial process
- Glanville Willaims- Learning the law
- ILI Publication in legal research and methodology
- ILI Publication-Indian legal system
- Nomita Aggarwal- Jurisprudence (legal theory)

Case Laws

1. D.K. Basu V. State of W.B. 1997(1) SCC 417
2. Dwraka Prasad Aggarwal v B.D. Aggarwal, AIR 2003 S.C. 2686
3. Geeta Hariharan V. Reserve Bank of India, AIR 1999 S.C. 1149
4. Nath Bros. Exim. International Ltd. V. Best roadways Ltd. 2000 (4) S.C.C. 553
5. People union for civil liberties v. Union of India 1997 (1) S.C.C 301
6. Raj Kishore Jha V, State of Bihar, AIR 2003 S.C. 4664
7. Samta Vedike v. State of Kar2003 CRL .J. 1003KAR H.C.
8. Shikhar Chand Falodia v. S.K. Sanganeria, AIR 2004 Gau.19.

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B.B.A.L.L.B 1st Semester
Law of Torts and Consumer Protection Act
Paper Code: LAW 1103

L - T - P
4 - 1 – 0
Total Credit -5

Total Marks: 100
External Marks: 80
Internal Marks: 20

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: Everyone in daily course of life undertakes multiple tasks including tasks obliged under a law. The breach in obligation imposed by a law may result in damage to others. The law of torts provides mechanism for redressal of such damages and in some cases there may be multiple choices available to the person who has suffered damage to seek compensation under law of torts.

Course Outcome: After studying the subject students will be able to describe nature and scope of Law of Torts ,Difference between Law of Torts, Crime and Law of contract Awareness of situations of liability for civil wrongs in Torts, Principles of civil liability for civil wrongs in Torts, Methodology for measuring damages in Civil Wrongs in Torts ,Principle of No Fault Liability in Torts General and Specific Defenses against an Action in Torts, Understanding Consumer, Rights and Duties of Consumer,Mechanism for Consumer Protection in India Organization, Powers and Duties of Consumer Forums in India

Unit-1

Introduction and principles of liability in Tort

a. Definition of Tort
b. Development of tort actions in England and India- Tort distinguished from contract, Quasi-contract and crime
c. Constituents of tort- wrongful act, damage and remedy
d. Strict liability and absolute liability
e. Vicarious liability- scope and justification
f. Doctrine of sovereign immunity

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

874 20

Unit-II

Justification in Tort

a. Volenti non-fir Injuria
b. Necessity, Plaintiff's default
c. Act of God
d. Inevitable accidents
e. Private Defenses
f. Judicial and quasi judicial acts
g. Parental and quasi parental authority

Unit III

Specific Torts

a. Defamation
b. Negligence
c. Nuisance
d. Assault, battery and mayhem
e. False imprisonment and malicious prosecution
f. Nervous shock

Unit IV

Consumer protection

a. Basic concepts: consumer, service, goods
    1. Authorities for consumer protection
    2. Remedies

Suggested Readings

1. The law of Torts: Ratanlal and Dhirajlal
2. Tort: Winfield and Jolowicz

Case Laws

1. A.C. Modagi v. crosswell tailor (1991) II CPJ 586
2. Consumer unity and trust society v. State of Rajasthan (1991(II CPJ 56 Raj.
3. Donoghue V. Stevenson 1932 SC 31
4. Indian medical Ass. V. V.P. Shantha (1995) 6 SCC 651
5. M.C. Mehta v. Union of India 1987 1 SCC 395
6. M/S KasturilalRaliaram Jain v. State of UP AIR 1965 SC 1039
7. Rylands v. Fletcher 1868 LRHL 330
8. State of Rajasthan v. Mstvidyawati& others AIR 1962SC 1039
9. Union carbide corporation v. Union of India AIR 1989 SC 248

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Khanpur Kalan (Sonipat)

875

B.B.A.L.L.B 1st Semester
Business Statistics
Paper code- Law-1201

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective:-This course aim at equipping students with a broad based knowledge of statistics with emphasis on business applications.

Course Outcome: At the end of the course, students will be able to along with a depth of knowledge in algebra, analysis, or students. Students will formulate complete, concise and correct mathematical proofs. Students will frame problems using multiple mathematical and statistical representations of relevant structures and relationships and solve using standard techniques. Statistics can describe markets, inform advertising, set prices and respond to changes in consumer demand.

UNIT-I

Overview of Business Statistics

Definition, Important and Limitations; Functions and scope of statistics; Types of Data; Data Collection Techniques; Presentation of Data- Tabulation, Charting and Diagrammatic

UNIT-II

Measures of Central Tendency and Variation

Central Tendency- Mean, Median, Mode, Partition values; Variation- Range, Quartile Deviation, Average Deviation, Standard Deviation, Lorenz Curve; Skewness, Moments and Kurtosis

UNIT-III

Correlation and Regression Analysis

Significance of study of Correlation; Correlation and Causation; Types of Correlation; Measurement of Correlation(Karl Pearson's Methods, Spearman's rank Correlation); Difference between Correlation and Regression; Bivariate Regression Model & Regression Equations of Y on X; Index Numbers; Times Series Analysis

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Khanpur Kalan (Sonipat)

876

UNIT-IV

Sampling & Test of Hypothesis

Sampling and Sampling Distributions; Procedure of Hypothesis Testing; Type I and Type II errors; One Tailed Two Tailed Tests; Testing of Hypothesis , Large Samples, about Population Means, Difference between means, Attributes, Population Proportion and Difference between Two Proportions; Chi-square Test; Analysis of Variance; Statistical Decision Making

Suggested Readings:

- Gupta, S.P. & Gupta M.P. (2003) Statistical Methods, Sultan Chand &sons, New Delhi.
- Hooda, R.P., Statistics for Business and economics, 3rd ed., Macmilan, New Delhi.
- Levin & Levin: Business Statistics
- Sharma, J.K., Mathematics for Business & Economics, Asian Books, New Delhi.

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Khanpur Kalan (Sonipat)

877
23

B.B.A.L.L.B. 1st Semester
Principles of Management
Paper Code: LAW 1203

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives- The course aims at providing fundamental knowledge and exposure to the concepts, theories and practices in the field of management.

Course outcome: On completion of this course, students will be able to understand the concepts related to management. To develop cognizance of the importance of management principles. Gain understanding of the functions and responsibilities of managers. Acquire the requisite knowledge, skills and abilities needed to successfully manage the organization. Identify critical issues and framing of strategies and scenario required to execute management functions.

Unit I

Introduction: Concept, nature, process and significance of management; Managerial levels, skills, functions and roles; Management Vs. Administration; Coordination as essence of management; Development of management thought: classical, neo-classical, behavioral, systems and contingency approaches.

Unit II

Planning : Nature, scope and objectives of planning; Types of plans; Planning process; Business forecasting; MBO; Concept, types, process and techniques of decision- making; Bounded Rationality.

Organizing: Concept, Nature, Process and significance; Principles of an organization; span of Control; Departmentation; Types of an organization; Authority-Responsibility; Delegation and Decentralization; Formal and informal Organization.

Unit III

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Khanpur Kalan (Sonipat)

878
24

Staffing: Concept, Nature and Importance of Staffing.

Motivating and Leading: Nature and Importance of motivation , Types of motivation; Theories of motivation-Maslow, Herzberg, X, Y and Z; Leadership- meaning and importance; Traits of a leader; Leadership Styles- Likert's Systems of Management, Tannenbaum & Schmidt Model and Managerial Grid.

Unit IV

Controlling: Nature and scope of Control; Types of Control; Control process; Control techniques- Traditional and Modern; Effective Control System.

Suggested Readings:

- Chopra, R.K.- Principles & Practices of Management, Sun India Publication
- Gupta, C.B.; Management Concepts an Practices, Sultan Chand and Sons, New Delhi, 2003.
- Koontz. O Donnel and Weirich (2001)- Management, Tata McGraw Hill, New Delhi, 2003.
- Stoner, Freeman and Gilbert Jr.; Management, Prentice Hall of India, New Delhi, 2003
- Tripathi P.C. and Reddy P.N., Principles & Practices of Management, 2nd Edition, Tata McGraw Hill.

Chairperson
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Khanpur Kalan (Sonipat)

9879

B.B.A.L.L.B. 1st Semester
General English – I
Course Code: Law

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Objective

The English curriculum is designed to attain competence of students in four modes of literacy, writing,speaking, reading and listening. A concept of philosophy and literature will be introduced with classics of English literature along with elementary Phonetics, legal terms, concepts of grammar, drafting and words from foreign languages to fulfill the need of the professional course. Students will read diverse texts within their historical and cultural contexts to develop critical understanding of literature and society.

Outcome

Students will demonstrate their capacity to write and speak clearly, read perceptively and think critically. They will have command over vocabulary and a sense of correct pronunciation will be achieved. Students will be able to express themselves comprehensively with fluency.

Unit 1

Short stories

a. The Model Millionaire: Oscar Wilde (Chapter -1)
b. The gift of Magi: O. Henry (Chapter-2)

One Act Play- A Marriage Proposal: Anton Chekov (chapter-5)

Unit-II

Essays

A Bachelor's complaint of the behaviour of married people: Charles Lamb (chapter-7)

El Dorado: R.L. Stevenson (chapter-8)

Attitude is everything: Brain Cavanaugh

(Suman Dalal (ed.), Effective English-I, BPSMV)

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

880

Unit III

Grammar & Vocabulary

a. Grammar: Types of sentences, Tenses, Active and passive voice
b. Vocabulary: Prefixes and suffixes, Synonyms and Antonyms

Unit IV

a. Writing skills: Paragraph & report writing (current affairs), Hints development
b. Legal terms & phrasal verbs: Meaning and usages: Plaint, Plaintiff, Defendant, Petition, Alimony, Maintenance, Bigamy, Judicial, Separation, Adoption, Tort, Libel, Homicide, Suicide, Lease, Mortgage, Eviction, Tenancy, Void, UltraVires, Mandamus, Deed, Legitimate, Illegitimate, Jurisprudence, Parole, Alibi, Forgery, Primafacie, Subjudice, Status Quo, Bonafide, Malafide, Exparte, Exofficio, Interalia, Defacto, Dejure, Indemnity, Sine-die, Habeas corpus, assault, cartel, malfeasance, null, omission, overdraw, patent, Pre-emption, Rebuttal, Suffrage

Suggested Reading:

1. J.C. Nesfield: English Grammar, Composition and usage (revised by N.K. Aggarwal)
2. Oxford Advanced learner's dictionary, O.U.P
3. Raymond Murphy, Murphy's English Grammar, C.U.P
4. S.C.Tripathi: Legal language, writing and general English by central law publication
5. Suman Dalal (ed.) Effective English-I BPSMV
6. Ten Mighty Pens, edited by K.A.Kalia, Publisher: Oxford university press

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27881

BBA.LLB (first Semester)

General English – I

Law – 1111

L - T - P
4 - 1 – 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

Objectives

The English curriculum is designed to attain competence of students in four modes of literacy: writing, speaking, reading and listening. A concept of philosophy and literature will be introduced with classics of English literature along with elementary Phonetics, legal terms, concepts of grammar, drafting and words from foreign languages to fulfill the need of the professional course. Students will read diverse texts within their historical and cultural contexts to develop critical understanding of literature and society.

Outcome

Students will demonstrate their capacity to write and speak clearly, read perceptively and think critically. They will have command over vocabulary and a sense of correct pronunciation will be achieved. Students will be able to express themselves comprehensively with fluency.

UNIT – I

Drama
Silence! The Court is in Session: Vijay Tendulkar
Oxford University Press, 2017.
(Short answer type questions and General Questions on Character, theme and plot will be asked in long answers.)

UNIT III

Grammar & Vocabulary
Grammar:
Tenses
Sequence of tenses and concord
Basic transformation
Passives
Questions
Negatives
Vocabulary:
Prefixes and Suffixes
Synonyms and Antonyms

Chairperson
Department of Laws
BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

28 882

UNIT – IV

Writing Skills:
Formal Letters:
Applications
Inquiry letters
(Reply, Invitation & Quotations)

Legal Terms: Meaning and Usages
Plaint, Plaintiff, Defendant, Petition, Alimony, Maintenance, Bigamy, Judicial Separation, Adoption, Tort, Libel, Homicide, Suicide, Lease, Mortgage, Eviction, Tenancy, Void, UltraVires, Mandamus, Deed, Legitimate, Illegitimate, Jurisprudence, Parole, Alibi, Forgery, Primafacie, Subjudice, Status quo, Bonafide, Malafide, Exparte, Exofficio, Interalia, Defacto, Dejure, Indemnity, Sine-die, Habeas corpus, assault, cartel, malfeasance, null, Omission, Overdraw, Patent, Pre-emption Rebuttal, Suffrage, Ratio decendi, Obiter dicta, Curative Petition,contempt of court,onus of proof, injunction,affidavit.

Instructions to Paper setter and students:

- Students will attempt five questions in all. All questions carry equal marks. First question is compulsory.
- Question No. 1 will carry 8 short answer type questions of 2 marks each from all units.
- Rest of the paper will have 4 parts which will be in accordance with

the units of syllabus, each part will offer internal choice to students. Examiners should ensure the inclusion of all topics of syllabus in the question paper.

Scheme for Part I (literature section)
Question 2
8 short answer type questions.(2marks each)
Students will attempt all in 50 - 80 words.
OR
Question 3.
It will carry two long answer type questions of 8 marks each.
(General Questions on Character, theme and plot)

Scheme for Part II (literature section)
Question 4
8 short answer type questions. (2marks each)
Students will attempt all in 50 - 80 words.
OR

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Khanpur Kalan (Sonipat)

29 883

Question 5.
It will carry two long answer type questions of 8 marks each.
(General Questions on Character, theme and plot)

Part - III

Question 6
Questions from Grammar & Vocabulary units can be of 1 mark or 2 marks as per need of the topic.
OR
Question 7
Questions from Grammar &Vocabulary units can be of 1 mark or 2 marks as per need of the topic.

Part - IV

question 8.
Writing section includes letter writing, students will be asked to write two letters(8 marks each).
OR
Question 9
Students will be asked to define any eight legal terms along with examples.

Suggested Reading:

1) Silence! The Court is in Session :Vijay Tendulkar, Oxford University Press, 2017.
2)S.C.Tripathi: Legal language,Writing and General English by Central Law publication.
3) Oxford Advanced Learner's Dictionary, O. U. P.
4) Raymond Murphy, Murphy's English Grammar, C.U.P.
5) J. C. Nesfield: English Grammar, Composition and Usage (Revised by N. K. Aggarwal)
6) A Remedial English Grammar for Foreign Students by F. T. Wood
7)The Monk Who Sold His Ferrari: Robin Sharma, Jaico Publishing; First Edition, 2003.

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30 884

BBA LL.B. 1st Semester
ManagerialEconomics
PaperCode-LAW-1205

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.

1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The objective of this course is to develop the ability to apply the concepts, tools and techniques of economics in analyzing and interpreting business decisions.

Course outcome: On completion of this course, students will be able to understand the concepts related to economics. To develop cognizance of the importance of applications of economics. Acquire the requisite knowledge, skills and abilities needed to explain the functions of markets and prices as allocative mechanism. Identify critical issues and provide an overview of economic tools and analytic approaches available to the managers for decision making.

UNIT-1

Introduction of Managerial Economics

Nature, Scope, Definitions of Managerial Economics, Difference between Micro and Macro Economics.

Circular flow of Income

Real flow of Income, Monetary flow of Income, Circular flow of Income indifferent sectors-Two Sector Model Three Sector model, Four Sector Model.

UNIT-II

Consumption Functions and Demand Analysis

Consumption function-

Different shapes of consumption curve, Features of propensity to consume, Kind of the Consumption function, Propensity to saveorsaving function, Determinants of Consumption function, Psychological Law of Consumption (Keyne's).Implications of Psychological Law of

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31 885

Consumption, Measures to raise the propensity to consume, Cyclical and Secular Consumption function.

Theory of Demand-Types of Demand, Law of Demand, Determinants of Demand, Change in Demand curve, Exceptions of the Law, Elasticity of Demand-Price Elasticity of Demand, Income Elasticity of Demand, Cross Elasticity of Demand, Measurement of Price Elasticity of Demand.

UNIT-III

Theory of Production, Cost and Forms of Market

Theory of Production-Law of variable Proportions, Kinds of Law of Returns- Law of diminishing Returns, Law of Increasing Returns, , Law of Constant Returns.

Law of Returns to scale-Increasing Returns to Scale, Constant Returns to Scale, diminishing Returns to Scale, Internal and External Economics.

Concept of Cost- Costs in short Run, Costs sin long Run, Relation between LongRun Costs and Short Run Costs.

Main Forms of Market-Features of Perfect competition Market, Price determination under Perfect competition Market, Equilibrium of firm under Perfect competition Market, Features of Monopoly Market, Determination of Price and Equilibrium under Monopoly Market, Features of Monopolistic competition Market, Price and Equilibrium under Monopolistic competition Market. Difference between Monopoly, Perfect competition and Monopolistic competition Market.

UNIT-IV

Theory of Employment and Money

Theory of Employment-Classical Theory of Employment, Say's Law of Markets, Keynesian Theory of Employment, Theory of Effective Demand.

Theory of Money- Main characteristics of Money, classification of money, Functions of money, Quantity theory of Money (Transaction Equation or Fisher's equation , Keynesian Theory of Money.

Suggested Reading

- Caberal. I., Introduction to Industrial Organizations, MIT Press.
- Salvator, D., Managerial Economics in a Global Economy, McGraw-Hill International Editions.
- SamuelsonW.F. and Marks,S.G., ManagerialEconomic, John Williams and Sons Latest Edition.

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32 886

BBA LL.B. 2nd Semester
Law of Contract-I
Paper Code: LAW 1102

L - T - P **Total Marks: 100**
4 – 1– 0 External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The prime objective of the paper is to acquaint the students with the basic principles of law of contract.
Course Outcomes: At the end of this course students will be able to understand the basic principlesgoverning the law related to contractual transections and other allied issues as the concepts of damages and its difference from law of torts.

UNIT-I

Formation of Contract
GeneralfeaturesandNatureofcontractualobligations,
ProposalandAcceptance-Definition,Communication,
Postal,telephonicand telecommunication
Revocation of offer and Acceptance
Kinds of Offer
Standard form of Contracts (Section 2-10)

UNIT -II

Capacity to contract
Meaning, Legal disability arising out of unsound mind
Minor'sagreementNatureand scope,Necessaries Suppliedto a Minor,MinorAgreementandEstoppel, RatificationofMinor's Agreement (Section 10,11,12,64,65,68 Indian Contract Act, Section 33 of the Specific relief Act)

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33887

Consideration

Meaning, Nature , Basis , Types
Doctrine of Privity of Contract
Doctrine ofPrivity of Consideration, Exceptions to the rule
Exceptions to consideration (Section 2(d),2(f),23,25)

Unit III

Validity, Discharge and Performance of Contract

Factorsvitiating freeconsent.
Coercion, Undue influence, Misrepresentation, Fraud, Mistake
Effects on Contracts influenced by any factor vitiating free consent
Unlawful Consideration and Object
Circumstances in which Contract becomes void and voidable, Effect of Void and Voidable agreements.
Discharge of Contract
Performance of Contract

UNIT-IV

Breach of Contract &Remedies (Section 73-74)

Kinds of Damages
Remoteness of Damages
Mitigation of Damages
Injunctions, Specific Performance, Quantum Merit
Quasi Contract (Section 68-72)

Leading Cases

1. Carlill v. Carbolic Smoke Ball Co. (1891-4) All ER Rep. 127
2. Gherulal Parakhv.Mahadeo Das AIR1959SC 781
3. Hadley v. Baxendale(1843-60) All ER Rep. 461
4. Harvey v. Fancey (1893) AC 552
5. Khan Gul v. Lakha Singh AIR 1928 Lah. 609
6. Mohari Bibi v. Dharmodas Ghose(1903Cal.539(P.C.)L.R.30I.A.11

SuggestedReadings

- AvtarSingh, "LawofContracts"
- ChaturvediA .N. , "LecturesofIndianContractAct"
- Desai,S.T. , "IndianContractAct"
- Kailash Rai , "LawofContracts"
- Pollock&Mulla , "Indian ContractandSpecific reliefAct"

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34 888

BBA LLB 2nd Semester
Family Law-I
Course Code: Law 1104

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: To analyze detailed different marriage laws of Hindu, Muslim, Christian. This course appraises the students with contemporary trends in family institutions in India.

Course Outcome: Family law is an area that deals with all legal issues related to familyrelationships, such as adoption, divorce and child custody. Attorneys who practice family law are usually responsible for separating spouses, determining who will get child custody, child support, and other related legal issues. Some family law attorneys specialize in adoption, paternity, emancipation, or other matters not usually related to divorce but including family.

Unit 1

Hindu law

- Historical Development of Hindu law
- Schools of Hindu law
- Sources of Hindu law:
- Ancient sources
- Modern sources

Muslim law

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889
35

- Historical Development of Muslim law
- Schools of Muslimlaw
- Sources of Muslim law:
- Ancient sources
- Modern sources

Unit 2

Hindu Marriage Act,1955

- Definition
- Essentials of a Valid marriage, Void and Voidable Marriage.
- Concept of Divorce and Ground of divorce.
- Legitimacy of child from live in relation, void and voidablemarriage.
- Acknowledgement of Paternity.
-

Muslim Marriage

- Definition, Nature, Capacity, Classification and Legal Effect of Marriage.
- Dissolution of Muslim marriage (The Dissolution of Muslim Marriage Act, 1939)
- Kinds of talak

1. Ila
2. Khula
3. Mubbarat
4. Talak-e-tafweez
5. Lian
6. Fashk

- Ban on triple talak
- Dower/Mahr
- Concept of Dower
- Kinds of Dower
- unspecified dower
- specified dower
- Remission of Dower
- Enforcement of Right to Dower

Unit 3

Hindu Adoption and Law of Maintenance Act, 1956

- Origin and objection of adoption
- Customary adoption
- Essentials of valid adoption
- Effect of Adoption
- Adoption procedure under juvenile justice Act.

Law of maintenance:

- Maintenance of wives with special reference to section 125 Cr.P.C.
- Shah Banu case
- Maintenance of widowed daughter-in-law

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890
36

Unit 4

Hindu Minority and Guardianship Act,1956

- Minor
- Rights of minor
- Natural guardian
- Testamentary guardian
- Defacto guardian

Guardianship under Muslim law

- Meaning
- Appointment and removal of Guardianship

Prohibition of child Marriage Act, 2006

- Definition
- Punishment for child marriage
- Validity of child marriage

Case Laws

1. Asha Qureshi v. Afaq Qureshi, AIR 2002 MP 263
2. Bhaurao Shankar Lokhande v. State of Maharashtra, AIR 1965 SC 1564
3. BipinchandraJaisinghbai Shah v. Prabhavati, AIR 1957 SC 176
4. Chand Patel v. Bismillah Begum, 1 (2008) DMC 588 (SC)
5. Danial Latifi v. Union of India (2001) 7 SCC 740
6. Dr.Surajmani Stella Kujur v. Durga Charan Hansdah, AIR 2001 SC 938
7. Githa Hariharan v. Reserve Bank of India (1999) 2 SCC 228
8. Kailashwati v. Ayodhia Parkash, 1977 C.L.J. 109 (P.& H.)
9. Lily Thomas v. Union of India, AIR 2000 SC 1650
10. N.G. Dastane v. S. Dastane, AIR 1975 SC 1534
11. S. Nagalingam v. Sivagami (2001) 7 SCC 487
12. Samar Ghosh v. Jaya Ghosh, 2007 (3) SCJ 253
13. Sanjay Damodar Kale v. Kalyani Sanjay Kale, 2020 SCC online Bom 694
14. Seema v. Ashwani Kumar, (2006) 2 SCC 578
15. Shamim Ara v. State of U.P., 2002 Cr LJ 4726 (SC)
16. Shayara Bano v. UOI, SC, decided on 22 August, 2017
17. Swaraj Garg v. K.M. Garg, AIR 1978 Del. 296

Suggested Readings:

- Mulla , principles of Mohammadan Law, Lexis Nexis publication.
- Paras Diwan, family Law, Allahabad Law Agency.
- Paras Diwan, Modern Hindu Law, Allahabad Law Agency.
- Tahir Mahmood , The Muslim law of India, Law Book Company, 1980.

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891
37

BBA LL.B 2nd Semester

Financial Accounting
Paper code- Law-1202

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
  1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
  2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: - The primary objective is to familiarize with the basic accounting principles and techniques of preparing and presenting the accounts of user of accounting information.

Course Outcome- After the completion of this course, students will be able to apply quantitative skills to help analyze and solve business problems and to take advantages of business opportunities. Apply oral and written communication skills. Describe and explain the ethical and social responsibilities of accountants in ensuring the integrity of financial information. Students use real-world examples to prepare and evaluate financial statements.

UNIT-I

1. Meaning and Scope of Accounting

Need, development, and definition of accounting; Bookkeeping and accounting; Persons interested in accounting; Limitations of Accounting; Disclosures; Branches of accounting; Objectives of accounting, Difference between Management Accounting and Financial Accounting, Accounting Cycle; Accounting and their Discipline; Book keeping and Accounting; Is Accounting Science or Art?

2. Accounting Principles

International Accounting Standards (only outlines); Accounting principles; Accounting Standards in India

UNIT-II

1. Journalizing Transactions:

Journal; Rules of debit and credit; Compound journal entry; Opening entry;

2. Sub Division of Journal:-

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892
38

Cash Journal, Petty Cash book, Purchase Journal, Sales Journal, Purchase Return Journal, Sales Return Journal, Voucher system

3. Ledger Posting and Trial Balance:-

Ledger posting, Relationship between Journal and Ledger, Rules regarding posting, Trial Balance.

UNIT-III

1. Capital and Revenue

Classification of income; Classification of expenditure; Classification of receipts; Accounting concepts of income; Accounting concepts and income measurement; Expired costs and income measurement

2. Final Accounts

Manufacturing account; trading account; Profit and loss account; Balance Sheet

3. Joint Stock Company

Introduction, Meaning and definition of a company, Essential characteristics of company, kinds of companies, Public limited and private companies, Formation of companies

UNIT-IV

1. Depreciation

Concept of depreciation; Causes of depreciation; Depreciation, depletion, amortization, and dilapidation; Depreciation accounting; Methods of recording depreciation; Methods for providing depreciation;

2. Provisions and Reserves

Meaning and need of Provision, Meaning and types of Reserves- General Reserve, Capital Reserve, Revenue Reserve, Reserve Fund, Sinking Fund, Specific Reserve; Secret Reserve; Difference between Provision and Reserve.

Suggested Readings:

- Anthony, RN. And Reece. J.S.: Accounting Principles: Richard Irwin Inc.
- Compendium of Statement and Standards of Accounting: The Institute of Chartered Accountants of India, New Delhi.
- Gupta. R.L.andRadhaswamy. M: Financial Accounting; Sultan Chand and Sons, New Delhi.
- Monga J.R., Ahuja Girish, and Sehgal Ashok: Financial Accounting; Mayur Paper Back. Nokia.
- Shukla. M.C., Grewal T.S., and Gupta, S.C.: Advanced Accounts: S. Chand & Co. New Delhi.

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893
39

BBA LL.B. 2nd Semester
Operational Research in Management
Paper Code: LAW 1204

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives- The objectives of this paper is to develop student's familiarity with the basic concept and tools in statistic and operation research. These techniques assist specially in resolving complex problems serve as a valuable guide to the decision makers.

Course Outcome: The student will be able to identify and develop operational research models from the verbal description of the real system. Understand the mathematical tools that are needed to solve optimization problems. Use mathematical software to solve the proposed models. Develop a report that describes the model and the solving technique, analyze the results and propose recommendations in language understandable to the decision making process. The students will be able to apply different general concepts of operation research for instance in data analysis, agricultural planning, biotechnology, distribution of resources.

Unit I

Operation Research: Meaning, History, Features, Phases and application of operation research; **Linear Programming Problem:** concept, Formulation, Methods of Solving- Graphical Method; **Duality:** Concept, Significance, Usage and Application in Business Decision-Making.

Unit II

Transportation and Assignment Problems: General Structure of Transportation Problem, Solution Procedure for Transportation Problem, Methods for Finding Initial Solution,
Assignment Problem: Approach of Assignment Models Solution Methods of Assignment Problem, Maximization in an Assignment, Unbalanced Assignment Problem, Restriction on Assignment.

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40894

Unit III

Operation Scheduling: Meaning& concept, principles, problems of scheduling, types: Work Centre scheduling, Job Shop Scheduling, Personnel Scheduling, **Gantt Charts:** history &applications, **Game Theory**: concept & history, characteristics, formulation of game, value of game, rules to determine saddle point; Pure and Mixed Strategy, algebraic method and Dominance rule

Unit IV

Network Analysis: concept& terminology, objectives, application; **Network analysis techniques:** PERT& CPM: concept &meaning, significance ,difference between PERT & CPM; **Queuing Theory:** meaning, history, Features of Queuing system, Structure & component of queuing system, queuing process, queue discipline, service process, Merits & demerits of queuing theory

Suggested Readings:

- Gupta, S.P. and Gupta, P,K., Quantitative Techniques and Operations Research, Sultan Chand & Son, Latest Edition.
- Sharma, J.K. (2004), Operation Research: Problems and Solutions, Mac-Milan India Ltd. 2nd Edition.
- Sharma, S. D., Operations Research, New Edition
- Srivastava, U.K., Shenoy G.V. and Sharma S.C. (2002), Quantitative Techniques for Managerial Decisions, New Age International Pvt. Ltd., 2nd Edition.

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895 41

BBA LL.B 2nd Semester

Economic Environment of Business

Paper code: Law-1206

L - T - P **Total Marks: 100**

4 – 1– 0External Marks: 80

Total Credits: 5 **Internal Marks: 20**

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
  1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
  2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives : The objective of this paper is to acquaint students with the Indian Economy, present and future of Indian Economy, and how the Indian economy is influencing the business environment in India context.

Course outcome: The student will be able to identify latest trends in monetary and fiscal policy of India. Demonstrate foundational knowledge in basic nature of Indian economics and understand the key terms of liberalization, globalization and privatization. The students will be able to understand the international business concepts including balance of payments, foreign trade and regional blocks.

UNIT-1

Introduction to Business Environment.

Meaning, changing concept of Business, Characteristics of Business, Factor affecting business environment, Relationship between business and environment.

Analysis and Importance of Business Environment

Meaning and objectives of environment analysis, Process of environment analysis, Significance of the study of business environment.

Basic nature of Indian economy

Economic system: Capitalism, Socialism, mixed economy (main features, merits and demerits)

UNIT-2

Monetary Policy of India (Latest trend)

Meaning and objectives of Monetary Policy, Credit control under monetary policy of India (quantitative and qualitative credit control),Features of monetary policy of RBI, critical evaluation of monetary policy of India, Suggestions for improvement in monetary policy.

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42 896

Fiscal policy of India (Latest trend)

Meaning and objectives of Fiscal Policy of India, Techniques / instruments of fiscal policy, Contribution or advantage of fiscal policy, Defects of Fiscal Policy, Suggestions for reforms in Fiscal Policy of India.

UNIT -3

International Business/Trading Environment

Main features of India's Foreign Trade, foreign trade of India before independence (volume, composition, direction), Foreign trade of India after independence (volume, composition, Direction of foreign trade)

Features of balance of payments, causes of unfavorable balance of payment , Measures to correct adverse balance of payments, difference between BOP and BOT.

Regional trading blocks

UNIT -4

New Economics Environment

Liberalisation: Meaning and Measures taken for Liberalisation, Effect of Liberalisation on Indian Economy.

Privatisation: Meaning and measures adopted for Privatisation,Trends of Privatisation in India, Advantage and disadvantage of Privatisation.

Globalisation: Meaning and measures adopted for Globalisation, Effect of Globalisation on Indian Economy.

Suggested Readings:

- Bedi, Suresh, Business Environment, Excel Books, New Delhi.
- Economic survey ,Government of India (latest)
- Mithani, D. M., Money, Banking and international trade and Public Finance, Himalaya Publishing House.
- Monthly Bulletings Reserve Bank of India Mumbai
- Paul, Justin, Business Environment (Text and cases) : Tata Mc Grow Hill Education Private Limited, New Delhi.
- Pratiyogita Darpan- Indian Economy.
- Salvatore, Dominick, International Economics , Tata Mc Graw Hill Publishing Company Limited , New Delhi.

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897
43

B.A./B.B.A. LL.B. 2nd Semester
सामान्य एवं विधिक हिंदी–1
Paper code- Law 1112

L - T - P
4 - 1 - 0
Internal Marks: 20

Total Credits: 5
Total Marks: 100
External Marks: 80

इकाई–1

[illegible] कहानियां

[illegible] (कहानी संग्रह) में संकलित पांच कहानियां

[illegible] कहा था

[illegible] की रात

[illegible]

[illegible] आ गया है

[illegible]

[illegible] की मूलसंवेदना, समस्या, उद्देश्य और कहानी कला संबंधी प्रश्न

इकाई– 2

[illegible] भाषा व प्रयोग

[illegible] भाषा के विकास का संक्षिप्त परिचय, हिंदी की बोलियों का संक्षिप्त परिचय,देवनागरी लिपि की [illegible] विशेषताएं, अशुद्धि शोधन,

इकाई : 3

[illegible] निबंध (तीन विषयोंमें से एक करना होगा)

[illegible] मानवाधिकार, सामाजिक न्याय, न्यायपालिका, लोक अदालत, जनहित याचिका, घरेलूहिंसा, अभिव्यक्ति [illegible] स्वतंत्रता, हिंदी की संवैधानिक स्थिति

इकाई 4

[illegible] शब्दावली: 100 शब्द ,सूची संलग्न है

[illegible] शब्दों के अंग्रेजी अर्थ लिखकर उनका हिंदी वाक्यों में प्रयोग करना

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898

ई लील	- Obscene
असलीयत	- Genuineness
आत्मरक्षा	-SelfDefence
आदेशों का पालन करना	-Carry OutOrders
आधिपत्य का आशय	-Animus Domini
आपराधिक धमकी / अभित्रास	-CriminalIntimidation
आपराधिक दुर्विनियोग	-Criminal Misappropriation
आपराधिक न्यासभंग	-Criminal Breach of Trust
आपराधिक मानव वध	-CulpableHomicide
आपराधिकमनःस्थिति	-Mens rea
आवश्यक तथ्य	-Ab initio
आवश्यकतथ्य	- Essential Fact
अधिप्रमाणित	- Authenticate
आज्ञापकव्यादेश	-MandatoryInjunction
उच्चन्यायालय	- High Court
उत्प्रवास	- Emigration
उत्प्रेषणलेख	- Certiorari
उन्मुक्ति	- Immunity
उपभोक्ता संरक्षण अधिनियम	- Consumer Protection Act
एकपक्षीय आदेश	-Ex-ParteOrder
एकलसंक्रमणीय मत	-Single Transferable Vote
औपनिवेशिक विधायन	-ColonialLegislation
कड़ी अभिरक्षा	- Strict Custody
कठोर कारावास	-RigorousImprisonment
कदाचार	-Misbehaviour
कुर्की	- Attachment
कानूनी निकाय	-StatutoryBody
कार्यप्रणाली	-Modus operandi

केवल कार्य किसी का अपराधी नहीं बनाता यदि उसका मन अपराधीन हो।
Actus non facitreum, nisi mens sit rea

खोजकरना	-Explore
गंभीरकारण	-GraveReason
घोषणापत्र	-Manifesto
चित्तविकृति	-Unsoundness ofMind

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अग्राह्य साक्ष्य	-	Inadmissible Evidence
अधिवक्ता	-	Advocate
अधिकारपृच्छा	-	Quo Warranto
अधिग्रहणन्यायालय	-	Prize Court
अधिश्ठाता	-	Occupier
अधिसूचना	-	Notification
अधिनियम का प्रारम्भ	-	Commencement of Act
अर्धन्यायिककार्य	-	Quasi Judicial Act
अधिपत्र	-	Warrant
अधीनन्यायालय	-	Subordinate Court
अध्यादेश	-	Ordinance
[illegible]	-	Ultra Vires
अनुचितप्रभाव	-	Undue Influence
अनुयोज्य दोश	-	Actionable Wrong
अनभिज्ञ	-	Ignorant
अनुज्ञप्ति	-	Licence
अनुपालनकरना	-	Compliance
अनुसूचितजातियां	-	Scheduled Castes
अनुसूचितजनजातियां	-	Scheduled Tribes
अंतरिमअनुतो ।	-	Interim Relief
अनन्यक्षेत्राधिकार	-	ExclusiveJurisdiction
अनहर्ता	-	Disqualification
अनुस्मारक	-	Reminder
अपमानलेख	-	Libel
अपनिश्रित	-	Adulterated
अपराध	-	Crime,Offence
अपील ग्रहण करना	-	Entertain Appeal
अपराध करने म`अक्षम	-	Doli incapax
अपकृत्य विधि	-	Law ofTort
अपवचन	-	Slander
अभिकथन	-	Allegation
अभिप्रायः	-	Intention
अभिलेखन्यायाल	-	Record Court
अभिसमय	-	Convention
अभिमत	-	Verdict
अभियोगपत्र	-	ChargeSheet

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चुंगी	Octoi
छंटनीप्रतिकार	-Retrenchment Compensation
जनहितमें	-Pro bonoPublico
जनहितयाचिका	-Public InterestLitigation
जमानतमंजूरकरना	-Admit to Bail
जमानतीय	-Bailable
जलदस्युता	- Piracy
जिला एवंसत्रन्यायालय	-District &SessionCourt
तथ्यछुपाना	-Concealment of Fact
दत्तकग्रहण	-Adoption
दण्डन्यायालय	-Criminal Court
दावाखारिजकरना	-Disallow Claim
दांपत्य अधिकारोंकाप्रत्यास्थापन	-RestItution of Conjugal Rights
दावेदार	-Claimant
दुर्भावनापूर्ण	-Maliciously
दूसरेपक्ष कोभीसुनो	- Audi alteram partem

दैवीय कार्यों से हुई क्षति के लिए किसीकोजिम्मेदार नही ठहरायाजासकता। - Actus deineminifacit Injuria

दोषपूर्णकृत्य	-Wrongful Act
न्यायिकमुद्रांक	-Judicial Stamp
न्यायाधिपति	-Chief Justice
न्यायालयकीअभिरक्षा	-Custody of Court
न्यायेतरउपचार	-Extra Judicial Remedies
न्यायिकअधिकारिता	-Judicial Jurisdiction
न्यूनीकरण	-Commutation
न्यायिकभावित	-Judicial Power
नागरिकता	-Citizenship
निर्णय सेसहमतहोना	-Concur in a Judgement
निरसन	-Repeal
निर्वचन	-Interpretation
निवारकनिरोध	-Preventive Detention

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90147

निकृष्टआचरण -Disgraceful Conduct

टनुमोदितपुस्तकें

ध्वतरंजनमिश्रः कथाभूमि, राधा कृष्ण प्रकाश ान, सब्जीमण्डी, नई दिल्ली
श्यामविलास भार्मा, भाशा और समाज, राजकमल प्रका ान नईदिल्ली
कामताप्रसादगुरु, हिंदी व्याकरण,लोक भारती प्रका ान, दिल्ली
डी.डी. बासु, भारत का संविधान
विधि भाब्दावली, विधि, न्याय औरकम्पनी काय मंत्रालय, विधायी विभाग, राजभाषा खण्ड, विधि साहित्य प्रका ान, भारतसरकार, नईदिल्ली

39

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Khanpur Kalan (Sonipat)

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902

48

BBA LL.B 2nd Semester
Additional English – I

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Objective

The English curriculum is designed to attain competence of students in four modes of literacy: writing,speaking, reading and listening. A concept of philosophy and literature will be introduced with classics of English literature along with elementary Phonetics, legal terms, concepts of grammar, drafting and words from foreign languages to fulfill the need of the professional course. Students will read diverse texts within their historical and cultural contexts to develop critical understanding of literature and society.

Outcome

Students will demonstrate their capacity to write and speak clearly, read perceptively and think critically. They will have command over vocabulary and a sense of correct pronunciation will be achieved. Students will be able to express themselves comprehensively with fluency.

UNIT – I

Literature

i) Kabuliwala - Rabindranath Tagore
ii) Public Transport in London and Delhi - Nirad C. Chaudhary
iii) The Mark of Vishnu - Khushwant Singh

UNIT – II

Literature

i) The Never, Never Nest - Cedric Mount (One Act Play)
ii) Bores - E. V. Lucas (Essay)
iii) The Solitary Reaper - William Wordsworth (Poem)

UNIT – III

Grammar

Articles, Adjectives

Vocabulary

Words describing Weather: Drizzling, Showers, Overcast, Raining Cats and Dogs, Downpour, Flooded, Misty, Foggy, Hot, Scorching, Sultry, Windy, Humid, Breeze, Gale, Snow, Freeze, Pleasant, Hazy, Tempestuous, Moderate, Typhoon, Hurricane, Tornado, Cyclone

Words describing Feelings:

Delighted, Content, Satisfied, Anxious, Apprehensive, Upset, Enthusiastic, Miserable, Inspired, Proud, Haughty, Jealous, Gloomy, Cross, Morose, Furious, Livid, Seething, Fed up, Jovial, Lively, Thrilled, Impulsive, Spirited, Calm, Jubilant, Relaxed, Serene.

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UNIT – IV

Writing Skills

Hint Development
Report writing (Current Affairs)
Suggested Reading:

- Effective English - I, II, III, IV (Published & Edited by BPSMV)
- J. C. Nesfield: English Grammar, Composition and Usage (Revised by N. K. Aggarwal)
- Oxford Advanced Learner's Dictionary, O. U. P.
- Raymond Murphy, Murphy's English Grammar, C.U.P.
- Ten Mighty Pens, edited by K. A. Kalia, Publisher: Oxford University Press.
- W. S. Allen: Living English Structures.

Instructions to Paper setter and students:

- Students will attempt five questions in all. All questions carry equal marks. ($5 \times 16 = 80$) First question is compulsory.
- Question No. 1 will carry 8 short answer type questions of 2 marks each from all units.
- Rest of the paper will have 4 parts which will be in accordance with the units of syllabus, each part will offer internal choice to students. Examiners should ensure the inclusion of all topics of syllabus in the question paper.

Scheme for Part I (literature section)

Question 2(a)
An extract from the text will be given for explanation with reference to the context.(8 marks)
Question 2 (b)
4 short answer type questions.(2marks each)Students will attempt all in 50-80 words.($2 \times 4 = 8$)

OR

Question 3.
It will carry two long answer type questions of 8 marks each. ($2 \times 8 = 16$)

Scheme for Part II (literature section)

Question 4(a)
An extract from the text will be given for explanation with reference to the context.
(8 marks)
Question 4 (b)
4 short answer type questions.(2marks each)
Students will attempt all in 50 - 80 words. ($2 \times 4 = 8$)

OR

Question 5.It will carry two long answer type questions of 8 marks each. ($2 \times 8 = 16$)

Part - III

Question 6from the Grammar can be of 1 mark or 2 marks. ($1 \times 16 = 16$)/($2 \times 8 = 16$)
Questions 7 from the Vocabulary part can be of 1 mark or 2 marks as per requirement.
($1 \times 16 = 16$)/ ($2 \times 8 = 16$)

Part - IV

Writing section can be divided in 3 parts (each of 8 marks). Students will choose any two.
($2 \times 8 = 16$)

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904

50

BBA LLB 3rdSemester
Law of Contract – II
Paper Code: 1113

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives - This paper is introduced to impart Knowledge onvarious special contracts, Law on sale of goods and Partnership Act.

Course Outcome- Students graduating with law of contract will be able to identify the relevant legal issues that arise on a given set of facts in the area of contract law .Select and apply a range of approaches to written communication , and apply the critical thinking required to bring about creative solutions to complex legal problems in the area of contract law. Formulate oral and written arguments in response to a given set of facts.

Unit 1

Indemnity, Guarantee, Bailment and Pledge

a. Meaning and distinction between Indemnity and Guarantee.
b. Right/ duties of indemnifier, indemnified and surety.
c. Discharge of surety
d. Kinds of Guarantee.
e. Bailment and Pledge
    i. Meaning and Distinction
    ii. Rights and duties of Bailor/ Bailee, Pawnor / Pawnee
    iii. Lien
    iv. Termination of Bailment

Unit II

Agency -

a. Definition of agent and Principal.
b. Essentials of relationship of agency
c. Creation of agency: by agreement, ratification, necessity and law.
d. Relation of principal and agent and substituted agent.

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Khanpur Kalan (Sonipat)

905 51

e. Termination of Agency

Unit III

The Sale of Goods Act, 1935

a. Definition and Essentials of Sale.
b. Implied Conditions and Warranties in sale.
c. c .Transfer of Title and Property in Sale
d. Unpaid Seller Rights against Goods
Objects, scope and salient features of SRA with reference to special contract

Unit IV

Indian Partnership Act, 1932

1. Nature of Partnership firm.
2. Relationship of partners to one another and outsiders.
a. Rights/Duties of partners inter se
b. partnership property
c. Relation of Partners to third parties
d. Liability for holding out.
3. Minor as a partner . Partnership will.
4. Incoming and outgoing partner.
5. Dissolution
i. By consent.
ii. By agreement
iii. Compulsory dissolution
iv. Contingent dissolution.
v. By notice
vi. Consequences of dissolution.
6. Registration of firm and effects of non-registration

Suggested Readings

- Avtar Singh , Law of Partnership.
- Avtar Singh, Law of Contract and Specific Relief
- K. Sukumaran , Pollock &Mulla, The Indian Partnership Act.
- Pollock & Mulla, Indian Contract and specific Relief Acts.
- R K Bangia, Law of Contract.

Case Laws

1. Badri Pardesh v. State of M.P. , AIR 1970
2. Bristal Tramways v. Fait Motors Ltd. (1910) 2 Q.B.
3. Cheru Pal Prakesh v. Mahadev Das Maiya, AIR 1959 SC 1243
4. CIT v. Dwarkadas Khetan &Co. , AIR 1961 SC 34
5. James v. Just (1818) Q. B.
6. Laxminarayan Ram Gopal v. Govt. of Hyderabad , AIR 1954 SC 324
7. Mahadev v. State of Bombay, AIR 1959 SC
8. State of Madras v. Gannon Durkerly , AIR 1959 SC
9. Steel Bros & co. v. CIT, AIR 1958 SC 446
10. Syndicate Bank v. RSR Engg. Works (2003) SCC 34

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906

BBA LLB 3rd Semester
Family Law-II
Paper Code: LAW 1115

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Learning Objective: The prime objective of this paper is to acquaint the students with the core aspects of succession, joint family property and co-parcenery rights and the issues associated with it.

Course Outcome: Course connects students with practical understanding of joint family concept including karta, joint family property and partition share in family property. This course will come with outcome of clear understanding between different personal laws including Christian, Muslim and Parsis. Students will also benefitted with concept of uniform civil code.

UNIT-1

1. Concept of Hindu joint family and Hindu undivided family
2. Concept of Karta in Hindu joint family
3. Mitakshra and Dayabhaga family system
4. Concept of co-parcenery in Hindu Law with latest amendments

UNIT-2

1. Historical background of joint family property in India
2. Concept of property in joint family in Hindu law
3. Doctrine of Blending and Accretion in Hindu Law
4. Stridhananditssubversion.
5. Modeof transferof property

A. Gift(HinduandMuslim)
B. Will(HinduandMuslim)

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907 53

UNIT-3

1. Concept of Partition.
2. Difference between partition and family arrangements
3. Status of unborn person in partition of Hindu family System
4. Reunion of Hindu divided family or reopening of partition.

UNIT-4

1. Meaning and definition of Succession.
2. Succession of property of male and female intestate

A. Application of Hindu Succession Act.
B. Disqualification of heirs.
C. Principle of inheritance.
D. Devolution of MitaksharaProperty under HSA, 1956.
E. Hindu women's estate.

Indian Succession Act, 1925

Law relating to inheritance of Shia and Sunni Muslims.

A. Classification of Heirs.
B. General principles of inheritance.

Suggested Readings

1. Ahmed Aqil, "Textbook of Mohammedan Law", 24th Ed. 2013, Central Law Agency
2. G.C.V. Subbarao, "Family Law in India"
3. Mayne's Hindu law
4. Mulla , "Hindu law"
5. Paras Diwan, "Family law"
6. Singh Kumar Rakesh, "Textbook on Muslim Law", 1st Ed, 2011, Universal Law Publishing Co.
7. TahirMahmood , "Muslim law of India"
8. U. P. D. Kesari , "Modern Hindu Law"

Case Laws

1. A.Raghavamma v. A. Chennamma AIR 1964 SC 136
2. C.N. Arunachala Mudaliar v. C.A. Muruganatha Mudaliar AIR 1953 SC
3. Dev Kishan v. Ram Kishan AIR 2002 Raj. 370
4. Guramma BhratarChanbasappa Deshmukh v. MallappaChanbasappa
5. M/s. NopanyInvestments (P) Ltd v. Santokh Singh (HUF

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908 54

BBA LLB 3rd Semester
Marketing Management
Paper code- Law-1207

L - T - P **Total Marks: 100**
4 – 1– 0 External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note: Instructions for Examiner:

- The Paper shall be of 80 marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part –A shall be compulsory and consist 8 short answer type questions of 2 marks each at least two question shall be set from each unit.
    2. Part –B shall again divided into 4 units consisting 2 questions of 16 marks each and every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: Objective of this paper is to identify the foundation terms and concepts that are commonly used in marketing. It also identifies the essentials elements for effective marketing practices. This course will give complete relationship between marketing and other management functions.

Course Outcome: After completion of this course, students will able to critically evaluate the key analytical frameworks and tools used in marketing, apply key marketing theories, frameworks and tools to solve marketing problems, utilize information of a firm's external and internal marketing environment to identify and priorities appropriate marketing strategies. Evaluate new product or service ideas. Apply conceptual knowledge and analytical tools to forecast market potential.

UNIT-I

1. Introduction of Marketing; Nature; Scope and importance of Marketing, Basic concepts of Marketing

2. Marketing Environment, Market Segmentation; Targeting and Positioning

UNIT-II

1. Product: Product Levels; Product Mix, Product strategy, Product Innovation and Diffusion, Product Development, Product Life Cycle and Product Mix
2. Pricing Decisions: designing pricing strategies and programmes; pricing techniques

UNIT-III

1. Place: Meaning and importance, Types of Channels strategies, Designing and managing Marketing Channel.
2. Managing Retailing, Physical Distribution, Marketing Logistics and Supply Chain Management.

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909 SS

UNIT-IV

1. Promotion: Promotion Mix; Push v/s Pull Strategy, Promotional Objectives.
2. Advertising: Meaning and Importance, types, media decisions; Promotion Mix
3. Personal Selling: Nature, importance and process
4. Sales Promotion: Purpose and types, Publicity and Public Relations: Definition, importance and Methods.

Suggested Readings:

- Dhunna, Mukesh, Marketing Management, Text and Cases, Wisedom Publications, New Delhi
- Kotler, Philip, Kevin Lane Keller, Abraham Koshy &Mithileshwar Jha, Marketing Management, Pearson Education, New Delhi
- Panda, Tapan K, Marketing Management, Excel Books, New Delhi
- Sakena, Rajan, Marketing Management, McGraw Hill, New Delhi
- Zikmund, William G, Marketing, Cengage Learning, New Delhi

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B.A./B.B.A.L.L.B. 3rd Semester
सामान्य एवं विधिक हिंदी–2
Paper Code: LAW 1119

Total Credits: 05
Total Marks: 100
External Marks: 80

L - T - P
4 - 1 - 0
Internal Marks: 20

इकाई 1

पांच कविताएं

राग–विराग में संकलित पांच कविताएं

बादल राग–6, तोड़ती पत्थर, स्नेह निर्झर बह गया है,मैं अकेला, राजे ने अपनी रखवाली की

(क) सप्रसंगव्याख्या

(ख) मूलसंवेदना, सामाजिक चेतना और काव्य सौंदर्य संबंधी प्र न

इकाई: 2

हिंदी साहित्य संबंधी सामान्य समझ

हिंदी साहित्य के आधुनिक इतिहास का संक्षिप्त परिचय, भारतीय नवजागरण एवं हिंदी साहित्य,

हिंदी साहित्य में उभरे विम र्श का सामान्य परिचय –स्त्री विम र्श और दलित विम र्श

इकाई: 3

किसी विशय के पक्ष विपक्ष में तार्किक अभिव्यक्ति

(क) संवैधानिक एव विधि जागरूकता संबंधी विशय

(ख) सामाजिक व समकालीन विशय

इकाई: 4

विधिक ाब्दावली, 100 भाब्द, सूची संलग्न है।

विधिक भाब्दों के अंग्रेजी अर्थ लिखकर उनका हिंदी वाक्यों म प्रयोग करना

1 निषिद्ध — Forbidden

2 नियंत्रक प्राधिकारी — Controlling Authority

3 निर्वाहव्यय — limony

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-911-
57

4 निदेशकबोर्ड	Board of Directors
5 पदेन	Ex-Officio
6 पहचानछुपाना	Concealment of Identity
7 परिनियम	Statute
8 पुनर्विचार	Court of Appeal
9 पुनर्न्याय	Res Judicata
10 पूर्णस्वामित्व	Plenum dominium
11 प्रथमदृष्ट्यासाक्ष्य	Prima Facie Evidence
12 प्रत्यर्पणसंधि	Extradition Treaty
13 प्रत्यक्ष चुनाव	Direct Election
14 प्रत्याभूति	Guarantee
15 परमादेश	Mandamus
16 प्रवृतकरना	Remain in Force
17 प्रत्यावर्तनकरना / वापसलेना	Restoration
18 प्रतिग्रहण	Acceptance
19 प्रतिलिप्याधिकार	Copy right
20 प्रशासनिकन्यायाधिकरण	Administrative Tribunal
21 प्रशासनिकविवेकाधिकार	Administrative Discretion
22 प्रतिषेध लेख	Writ of Prohibition
23 प्रतिफल के विनाकरार	Agreement without Consideration
24 प्रतिकूलप्रभावडालना	Affect Prejudicially
25 प्रतिनिधायीदायित्व	Vicarious Liability
26 पारपत्र	Pass Port
27 फरार	Absconder

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52 रद्द करना	Annulment
53 राजपत्र	Gazzette
54 राजनिष्ठा	Allegiance
55 राष्ट्रों की विधि	Law of Nations
56 राष्ट्रपतिप्रसादपर्यंत	During the Pleasure of the President
57 लोकन्याय की अग्रसरता	Advancement of Public Justice
58 लोकअपदूषण	Public Nuisance
59 लोकअभियोजक	Public Prosecutor
60 लोकसभा	House of People
61 वयस्कमताधिकार	Adult Franchise
62 व्यापारचिह्न	Trade Mark
63 वचनपत्र	Promissory Note
64 वस्तुतः	Defacto
65 वाद का संचालन	Conduct of Suit
66 वादपत्र का ग्रहण	Admission of Plaint
67 वादमूल	Cause of Action
68 वैयक्तिकविधि	Personal Law
[illegible] विधि के आधार	Ratio Legis
[illegible] विवेकाधीनभाक्ति	*Discretionary Power*
[illegible] विशेष विवाहअधिनियम	*Special Marriage Act*
[illegible] विधि द्वाराआबद्ध	Bound by Law
[illegible] विधेयक	Bill
[illegible] विधायक	Legislature

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75 विधि में निकट के कारणों पर ध्यान दिया जाता है, दूर के कारणों पर नहीं In Jure Remota Causa and Proxima Spectatur

76 विचारविम र्श	Deliberation
77 वित्तविधेयक	Finance Bill
78 विचारार्थप्रस्ताव	Motion for Consideration
79 विवाहविच्छेद	Divorce
80 विधि के प्रतिकूल	Contrary to Law
81 वि वसनीय साक्षी	Credible Witness
82 विधिक क्षति	Legal Damage
83 विद्वेषपूर्णअभियोजन	Malicious Prosecution
84 विमति	Dissenting Note
85 विधियों का समानसंरक्षण	Equal Protection of Law
86 भा वतव्यादेश	Perpetual Injunction
87 स्वत्वधारी	Proprieter
88 स्वप्रेरण	Suo motu
89 स्थगितकरना	Adjourn
90 संज्ञेय अपराध	Cognizable Offence
91 संविदाभंग	Breach of Contract
92 संपुष्टि	Confirmation
93 सुसंगततथ्य	Relevant Fact
94 सहदायिकीसम्पति	Coparcenary Property
95 समानअधिकारितान्यायालय	Court of Equal Jurisdiction
96 सर्वोच्य न्यायालय	Supreme Court
97 सन्पूर्णप्रभुत्वसम्पन्नलोकतंत्रात्मकगणराज्य	Sovereign Democratic Republic

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Department of Laws

914 60

98 संसदीय स्थायीसमिति	Standing Committee of Parliament
99 सौहार्दपूर्ण समझौता	Amicable Settlement
100 साक्षीकोआहूतकरना	Summon the witness

अनुमोदितपुस्तकें:

1 रामविलास भार्मा(संपादक), राग–विराग, लोक भारती प्रका ान इलाहाबाद

2 हजारी प्रसाद द्विवेदी, हिंदी साहित्य उद्भव और विकास, राजकमल प्रका ान नईदिल्ली

3 रोहिणी अग्रवाल, स्त्री लेखनः स्वप्नऔरसंकल्प, राजकमल प्रका ान नईदिल्ली

4 कंवलभारती, दलित विम र्श की भूमिका, इतिहास बोध प्रका ान इलाहाबाद

5 गेलओम्वेट, जाति की समझ,अनुवाद–नलिनीबंसल, ओरिएंटब्लैकस्वान, हैदराबाद

6 डी0 डी0बासु, भारत का संविधान

7विधि भाब्दावली : विधि, न्याय और कम्पनी कार्य मंत्रालय, विधायी विभाग, राजभाषा खण्ड, विधि साहित्य प्रका ान, भारत सरकार, नईदिल्ली

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BBA LL.B. 3rd Semester
Additional English – II
Paper Code: LAW 1119 A

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Objective

The English curriculum is designed to attain competence of students in four modes of literacy,writing,speaking, reading and listening. A concept of philosophy and literature will be introduced with classics of English literature along with elementary Phonetics, legal terms, concepts of grammar, drafting and words from foreign languages to fulfill the need of the professional course. Students will read diverse texts within their historical and cultural contexts to develop critical understanding of literature and society.

Outcome

Students will demonstrate their capacity to write and speak clearly, read perceptively and think critically. They will have command over vocabulary and a sense of correct pronunciation will be achieved. Students will be able to express themselves comprehensively with fluency.

Unit - I (Literature)

I. The Last Leaf - O' Henry
II. All Avoidable Talk - R. K. Naryan
III. Three Questions - Leo Tolstoy

Unit - II (Literature)

I. Refund - Fritz Karinthy (One Act Play)
II. The Art of the Essayist - A. C. Benson (Essay)
III. The Road Not Taken - Robert Frost (Poem)

UNIT – III

Grammar
Adverb, Direct - Indirect
Vocabulary: Foreign Words and Phrases: Meaning & Usage
Ab-initio, Ab-intra, Ad-interim, Ad-hoc, Ad-valorem, denovo, detenue, Corpus Juris Civils, Enroute, Erratum, Exgratia, Expost, Facto, Faux p[as, Homo Sapiens, Interalia, Intoto, Fait Acompli, Chef Devvoure, Jure divino, Jure Humano, Emeritus, Bon voyage, Honoris Causa, ibidem, id est, burgois, avant-garde, En masse, détente, fete, ipsofacto, magneum opus, coup de grace, Lingua franca, Modus Operandi, Liaison, pr excellence, Post Mortem , Tour de force, Resume, Viamedia Vice Versa, vis-à- vis, Volte facr, Vox Populi,

UNIT – IV

Writing Skills:
Article writing, Personal letters

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Khanpur Kalan (Sonipat)

9/6 62

Suggested Readings

- Effective English - I, II, III, IV (Published & Edited by BPSMV)
- J. C. Nesfield: English Grammar, Composition and Usage (Revised by N. K. Aggarwal)
- Oxford Advanced Learner's Dictionary, O. U. P.
- Raymond Murphy, Murphy's English Grammar, C.U.P.
- Ten Mighty Pens, edited by K. A. Kalia, Publisher: Oxford University Press.
- W. S. Allen: Living English Structures

Instructions to Paper setter and students:

- Students will attempt five questions in all. All questions carry equal marks. ($5 \times 16 = 80$) First question is compulsory.
- Question No. 1 will carry 8 short answer type questions of 2 marks each from all units.
- Rest of the paper will have 4 parts which will be in accordance with the units of syllabus, each part will offer internal choice to students. Examiners should ensure the inclusion of all topics of syllabus in the question paper.

Scheme for Part I (literature section)

Question 2(a)
An extract from the text will be given for explanation with reference to the context. (8 marks)
Question 2 (b)
4 short answer type questions.(2marks each)
Students will attempt all in 50 - 80 words. ($2 \times 4 = 8$)

OR

Question 3.
It will carry two long answer type questions of 8 marks each.($2 \times 8 = 16$)

Scheme for Part II (literature section)

Question 4(a)
An extract from the text will be given for explanation with reference to the context. (8 marks)
Question 4 (b).
4 short answer type questions.(2marks each)
Students will attempt all in 50 - 80 words. ($2 \times 4 = 8$)

OR

Question 5.
It will carry two long answer type questions of 8 marks each. ($2 \times 8 = 16$)

Part - III

Question 6
Questions from Grammar can be of 1 mark or 2 marks as per requirement. (1x16=16/(2x8=16)
Question 7
Questions from vocabulary will be of 2 marks each. ($2 \times 8 = 16$)

Part - IV

Writing section can be divided in 3 parts (each of 8 marks). Students will choose any two.
($2 \times 8 = 16$)

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Khanpur Kalan (Sonipat)

63

9/7

B.B.A.L.L.B. 3rd Semester
General English – II
Paper Code: LAW 1121

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Objective

The English curriculum is designed to attain competence of students in four modes of literacy, writing,speaking, reading and listening. A concept of philosophy and literature will be introduced with classics of English literature along with elementary Phonetics, legal terms, concepts of grammar, drafting and words from foreign languages to fulfill the need of the professional course. Students will read diverse texts within their historical and cultural contexts to develop critical understanding of literature and society.

Outcome

Students will demonstrate their capacity to write and speak clearly, read perceptively and think critically. They will have command over vocabulary and a sense of correct pronunciation will be achieved. Students will be able to express themselves comprehensively with fluency.

UNIT – I (Literature)

Drama

Hamlet: William Shakespeare
Publisher: Rupa Publications India Pvt. Ltd. Noida.

UNIT – II (Literature)

Fiction

The Alchemist: Paulo Coelho
Publishers: Harper Collins, U. K. 1988.

UNIT – III (Grammar)

Type of Sentences,Phrases and Clauses, Conjunctions

UNIT – IV

Legal Terms-Meaning and usage:

Agency, Agreement, Bail, Bailable, Bailment, Contract , Culpable , Decree , Defamation , Execution , First Information Report , Fraud , Genocide, Guarantee, Guardian, Ipugne, Locus Standi, Indemnity, Judgement, Judiciary, Legislation, Legislature, Libel Minor, Misstatement, non bailable, Order, Award, Pledge, Slander, Arbitration bankruptcy, clemency, cognizance,

64

918

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Khanpur Kalan (Sonipat)

confiscate, consideration, divorce, illicit, immunity, impeach, Laches, Liability, Liquidate, notary public, cause celebre, overrule, uphold, perjury, statute, testify, waive, will, writ, ratify, proviso, tenancy, pecuniary, voidable, verdict.

Writing Skills

Paragraph writing, Letter to Editor

Suggested Reading:

- A Remedial English Grammar for Foreign Students by F. T. Wood
- Hamlet: William Shakespeare, Publisher: Rupa Publications India Pvt. Ltd. Noida.
- J. C. Nesfield: English Grammar, Composition and Usage (Revised by N. K. Aggarwal)
- Oxford Advanced Learner's Dictionary, O. U. P.
- Raymond Murphy, Murphy's English Grammar, C.U.P.
- S.C.Tripathi: Legal language, Writing and General English by Central Law publication.
- The Alchemist: Paulo Coelho, Publishers: Harper Collins, U. K. 1988.

Instructions to Paper setter and students:

- Students will attempt five questions in all. All questions carry equal marks. ($5\times 16 = 80$) First question is compulsory.
- Question No. 1 will carry 8 short answer type questions of 2 marks each from all units.
- Rest of the paper will have 4 parts which will be in accordance with the units of syllabus, each part will offer internal choice to students. Examiners should ensure the inclusion of all topics of syllabus in the question paper.

Scheme for Part I (literature section)

Question 2(a)
An extract from the text will be given for explanation with reference to the context.(8 marks)
Question 2 (b)
4 short answer type questions.(2marks each)
Students will attempt all in 50 - 80 words. ($2 \times 4 = 8$)

OR

Question 3.
It will carry two long answer type questions of 8 marks each.
(General Questions on Character, theme and plot) ($2 \times 8 = 16$)

Scheme for Part II (literature section)

Question 4(a)
An extract from the text will be given for explanation with reference to the context. (8 marks)
Question 4 (b)
4 short answer type questions.(2marks each)
Students will attempt all in 50 - 80 words. ($2 \times 4 = 8$)

OR

Question 5.
It will carry two long answer type questions of 8 marks each.
(General Questions on Character, theme and plot) ($2 \times 8 = 16$)

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Khanpur Kalan (Sonipat)

Part - III

Question 6

Questions from the Grammar unit can be of 1 mark or 2 marks.$(1 \times 16 = 16)/(2 \times 8 = 16)$

OR

Question 7

Questions from the Grammar unit can be of 1 mark or or 2 marks.(1x16=16)/(2x8=16)

Part - IV

Question 8

Students will be asked to define any eight legal terms along with examples.$(2 \times 8 = 16)$

Question 9

Writing section includes paragraph and letter writing. This question will further be divided into two parts to cover both topics (8 marks each). $(2 \times 8 = 16)$

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BBA LL.B. 3rd Semester
Organisational Behaviour
Paper Code: LAW 1209

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-
Instructions for examiner:

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
  1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
  2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives- The objective of the course is to develop a holistic perspective of an organization and to enable the students to analyze the strategic situation facing the organization, to access strategic options available to the organization and to implement the strategic choices made by it.

Course outcome: The student will be able to analyze and compare different models used to explain individual behavior related to motivation and rewards. To identify the process used in developing communication and resolving conflicts. To explain group dynamics and demonstrate skills required for working in group and team building. It will give insight on how employees behave and perform in the workplace. It helps students develop an understanding of the aspects that can motivate employees, increase their performance, and help organizations establish a strong and trusting relationship with their employees.

Unit I

OrganisationalBehaviour: Foundation and Background;Contemporary challenges of OB.Reasons to study OB;**Individualbehavior and Processes**: Individual Differences, Values and Attitudes; **Perception:**Concept, Process and Application; **Personality:** Concept, Determinants, Theories and Applications; Emotional Intelligence in Contemporary Business.

Unit II

Learning: Concept, Nature and Theories of Learning; **Motivation**: Nature, Importance and Theories; Concept of Motivation in Indian Thought; Stress- Symptoms, Causes, Consequences and Its Management.

Unit III

Interpersonal and Team Processes: Group Behavior, Group Development, Group Cohesiveness, Social Loafing; **Developing Teams:** Team Building, Self-Directed Work Teams, Virtual Teams; **Empowered Teams:** Concept, Significance, Process, Prerequisites; **Conflict:**Concepts, Sources, Types, Management of Conflict; **Power:** Concept, Sources, Approaches, Organizational Politics.

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67

921

Unit IV

Organizational culture and Socialization process: Meaning & Definition, CreatingOrganization culture; **Organizational Change and Development**: Meaning, Definition, Change Agents, Change Models, Resistance to Change;

Suggested Readings:

- Hellgiegel, D& J.W. Slocum, Organisational Behaviour, Thomson Learning
- Luthans, Fred, Organisational Behaviour, McGraw Hill, New York
- Nelson, Debra L and James C Quick, Organisational Behaviour, Thomson Learning.
- Newstorm, John, Organisational Behaviour, Tata McGraw-Hill. Robbins, S.P., Organisational Behaviour, Prentice Hall of India , New Delhi
- S.S. Khanka, Organisational Behaviour, S. Chand & Co. New Delhi

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68

922

BBA LL.B. second year 4th Semester

Law of Crimes-I (Bharatiya Nyaya Sanhita, 2023)

Paper Code: 1114 A

L - T - P

5 - 1– 0

Total Credits: 5

Total Marks: 100

Internal Marks: 20

External Marks: 80

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units.
- Question paper shall be of two parts.
    1. Part A shall be compulsory and consist of 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective:

1. The prime object of this paper is to understand the purpose and importance of Bharatiya Nyaya Sanhita,

2. The paper is to focus on the study of General Principles of Criminal Law and Substantive Crimes.

Course Outcome:

1. This paper is an introduction to the general principles of criminal law and substantive law of crimes including concept of crime, essential elements, kinds of criminal liability, general exceptions, specific offences and their punishments.
2. It is helpful in understanding the role of law in regulation of law and order of society. It helps and enriches students in understanding case analysis and statutory construction.

UNIT-I

1.General Principles and Stages of Crime

2.Purpose and Importance of Bharatiya Nyaya SanhitaPreliminary (Section 1-3)

3.Punishments (Section 4 -13)

4 .General Exceptions (Section 14-44)

5. Abetment, Criminal Conspiracy and Attempt (Section 45-62)

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Khanpur Kalan (Sonipat)

59

923

UNIT-II

1. Offences against Woman and Child -Sexual offences (Section 63-73), Criminal Force and Assault against Women (Section 74-79), Offences relating to Marriage (Section 80-87), Causing Miscarriage, etc. (Section 88-92), Offences against Child (Section 93-99).

2. Offences Affecting the Human Body-Offences Affecting Life (Section 100- 113), Hurt (Section 114-125), Wrongful Restraint and Wrongful Confinement (126-127), Criminal Force and Assault (Section 128-136), Kidnapping, Abduction, Slavery and Forced Labour (Section 137- 146).

3. Offences against the State (Section 147-158)

UNIT-III

1. Offences Relating to Coin andCurrency-Notes, Bank-Notes, and Government Stamps (Section 178-188)Offences against the Public Tranquility (Section 189-197)
2. Offences by or Relating to Public Servants (Section 198-205), Contempt of the Lawful Authority of Public Servants (Section 206-226.)
3. False Evidence and Offences against Public Justice (Section 227-269).
4. Offences Affecting the Public Health, Safety, Convenience, Decency and Morals (Section 270 - 297)

UNIT-IV

1. Offences Relating to Religion (Section 298 - 302),

2. Offences against Property - Theft (Section 303-307), Extortion (Section 308), Robbery and Dacoity (Section 309-313), Criminal Misappropriation of Property (Section 314- 315), Criminal Breach of Trust (Section 316), Receiving Stolen Property (Section 317), Cheating (Section 318-319), Fraudulent Deeds and Dispositions of Property (Section 320-323), Mischief (Section 324-328), Criminal Trespass (Section 329-334)

3. Offences Relating to Documents and to Property Marks (Section 335-350). Criminal Intimidation, Insult, Annoyance, Defamation, etc. (Section 351- 357). Repeal and Savings (Section 358).

Recommended Cases:

1. Basdev *v.* State of Pepsu, AIR 1956 SC 488
2. State of M.P. v. Mahendra, (2022) 12 SCC 442
3. Union of India v. Dharam Pal, (2019) 15 SCC 388
4. Indian Young Lawyers Association v.The State of Kerala, AIR Online 2018 SC 243 2.
5. Subramaniam Swamy v. Union of India, AIR 2016 SC 2728
6. Kamal Nath v. Election Commission of India and Ors, AIR 2019 SC 336 3.

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Khanpur Kalan (Sonipat)

7. Joseph shine v. union of India (2019) 3 SCC 39

8. Nalini V State 1999 Cr. L.J. 3124

9.Virsa Singh v. State of Punjab, AIR 1958 SC 465

10. S. Varadarajan v. State of Madras, AIR 1965 SC 942

11State of Haryana v. Raja Ram, (1973) 1 SCC 544 138

12. K.M. Nanavati v. State of Maharashtra, AIR 1962 SC 605

Statutory Material

- Bharatiya Nyaya Sanhita, 2023.
- Indian Penal Code, 1860

SUGGESTED READINGS

- K.D., Gaur : The Indian Penal Code, 1860
- Mishra, S.N.: Indian Penal Code, 1860
- Vageshwari Deswal , Saurabh Kansal: Taxmann's Bharatiya Nyaya Sanhita | Law & Practice, 1st Edn., Taxmann Publication, 2023
- Bhattacharya, T: The Indian Penal Code, 1860
- Sarkar, S.C. : Sarkar's Commentary on the Indian Penal Code, 1860
- Dhiralal,Rattanlal: The Indian Penal Code, 1860
- Lal, Batuk: Commentary on the Indian Penal Code, 1860
- Gaur H.S : Commentary on the Indian Penal Code
- Sahu, M.K : Principles of Criminal Law (Cases & Materials)

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Khanpur Kalan (Sonipat)

71

BBA LL.B. 4th Semester
Law of Crimes-I (Indian Penal Code)
Paper Code: 1114

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    3. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    4. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The paper is to focus on the study of General Principles of Criminal Law and Substantive Crimes under Indian Penal Code 1860.

Course Outcome : This paper is an introduction to the general principles of criminal law and substantive law of crimes including concept of crime, essential elements, kinds of criminal liability, general exceptions, specific offences and their punishments. It is helpful in understanding the role of law in regulation of law and order of society. It helps and enriches students in understanding case analysis and statutory construction.

UNIT-I

Nature and Definition of Crime, Distinction between crime and other wrongs, Constituent elements of Crime: Human Being, actus reus, mens rea, injury and Punishment, General Explanations (Section 6-52 A), Punishments (Section 53-75), Exceptions (Section 76-106), Abetment (Section 107-120), Criminal conspiracy (Section 120 A & B)

UNIT-II

Offences against the State (Section 121-130), Offences against the Public Tranquility (Section 141-160), Offences by or Relating to Public Servants (Section 166-171), Contempt of the Lawful authority of Public Servants (Section 172-190), False Evidence and offences against Public Justice (Section 191-229), Offences affecting the Public Health and Safety (Section 268-282)

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Khanpur Kalan (Sonipat)

99 72

UNIT-III

Offences affecting the Human Body (Section 299-377)
, Offences against Property (Section 378-462)

UNIT-IV

Offences relating to documents (Section 463-471), Offences relating to marriage (Section 493-498), Cruelty by Husband or Relatives of Husband Section-498 –A, Defamation (Section 499-502), Criminal intimidation, insult and annoyance (Section 503-510), Attempt to commit offences (section 511)

Case Laws

State of UP V Ranjit Singh AIR 1999 SC 1201
Nalini V State 1999 Cr. L.J. 3124
State of Karnataka V Gangadharaiah, 1997, Cr. L.J. 4068 (SC)
RawalpentaVenkalu v. State of Hyderabad, AIR 1956 SC 171
Palani Goundan v. Emperor, 1919 ILR 547 (Mad)
Virsa Singh v. State of Punjab, AIR 1958 SC 465
S. Varadarajan v. State of Madras, AIR 1965 SC 942
State of Haryana v. Raja Ram, (1973) 1 SCC 544 138
Kanwar Pal Singh Gill v. State (Admn., U.T. Chandigarh) 149 through Secy., (2005) 6 SCC
Tukaram v. State of Maharashtra, AIR 1979 SC
State of Punjab v. Gurmit Singh, (1996) 2 SCC 384
Emperor v. Mt. Dhirajia, AIR 1940 All. 486
K.M. Nanavati v. State of Maharashtra, AIR 1962 SC 605
Ghapoo Yadav v. State of M.P, (2003) 3 SCC 528
S.N. Hussain v. State of Andhra Pradesh, AIR 1972 SC 685
State of U.P. v. Ram Swarup (1974) 4 SCC 764 :AIR 1974 SC 1570
Deo Narain v. State of U.P. (1973) 1 SCC 347: AIR 1973 SC 473
James Martin v. State of Kerala (2004) 2 SCC 203

Suggested Readings:

- Rattan Lal Dhiraj Lal : Indian Penal Code
- R.C. Nigam : Principles of Criminal Law
- Hari Singh Gaur : Penal Law of India
- K.D. Gaur : Criminal Law cases and materials
- S.N. Misra : Indian Penal Code

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BBA LL.B. 4th semester
Environmental Law
Paper Code: LAW 1116

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The basic objective of this paper is to acquaint the students with the basic principles of environmental law along with the Indian legislative framework for the protection of environment.

Course Outcome :Students will be able to analyze advanced and integrated understanding of the complex body of knowledge in the field of environmental law . Develop the capacity to identify new law and apply existing law in the rapidly evolving legal context for environmental law. Understand in depth knowledge of the specialist area of environmental law .

UNIT-1

Basic Principles of International Environmental Law

- Stockholm Declaration
- Brundtland Commission Report, Principle of Sustainable development
- U.N. Convention on Environment and Development, 1992
- Intergenerational Equity, Polluter pay Principle, Precautionary Principle, Public Trust Doctrine
- Constitutional Provisions and Environment Protection in India- Article 14,19,32,48-A, 51-A(g)

UNIT-2

The Environment Protection Act, 1986

- Definitions,
- General Powers of the Central Government

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9974

- Prevention , Control and abatement of Environmental pollution
- Miscellaneous

Water Prevention and Control of Pollution Act,1974

- Meaning, Constitution and Functions of the Central and State Pollution Control Boards
- Prevention and control of Water Pollution
- Penalties and Procedure

UNIT- 3

Air Prevention and Control of Pollution Act, 1981

- Meaning, Causes and Effects of Air Pollution
- Powers and Functions of the Central and State Pollution Control Boards
- Prevention and Control of Air Pollution
- Offences and Penalties

National Green Tribunal

- Powers and Functions
- Jurisdiction and Remedies

UNIT-4

Protection of Wildlife

- Indian Forest Act, 1927
- The Wildlife Protection Act, 1972
- Authorities under the Act

Leading Cases:

1. Indian Council for Enviro legal Action v. Union of India AIR 1996 SC 1446
2. M.C, Mehta v. Union of India AIR 1988 SC
3. M.C. Mehta v. Kamal Nath 2002 (2) SCALE 654
4. M.C.Mehta v. Union of India AIR 1997SC 248
5. R. L. and E. Kendra v. State of U.P. (1985) 2 SCC 431
6. Sansar Chand v. State of Rajasthan 2010 (10) SCC 604
7. State of M.P. v. Kedia Leather & Liquor Ltd. AIR 2003 SC 3236
8. Vellore Citizen Welfare Forum v. Union of India 1996 SC 2715

Suggested Readings:

- Aggarwal S, Legal Control of Environmental Pollution
- Krishna Iyer , V.R., Environment Pollution and Law
- Leela Krishnan P. , Environmental Law in India
- P.S. Jaiswal, Environmental Law
- Singh Gurdip, Environmental Law

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BBA LL.B 4th Semester

Human Resource Management
Paper code- Law-1208

L - T - P
4 – 1– 0 **External Marks: 80**
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The objective of the course is to familiarize students with different aspects of managing Human Resources in the organizations through the phases of acquisition, development and retention.

Course Outcome : At the end of this course, students will be able to demonstrate an understanding of key terms, theories, concepts and practices within the field of Human Resource Management, Demonstrate competence in development and problem solving in the area of HR Management. Provide innovative solutions to problems in the fields of HRM. Effective manage and key human resource functions within the organizations & contribute to employee performance management and organizational effectiveness.

UNIT-1

1. Introduction: Concept, Nature, Scope, Objectives and Importance of HRM; Evolution of HRM;
2. Challenges of HRM, Personnel Management vs. HRM; Strategies for the new millennium; Role of HRM in Strategic Management; Human Capital; Emotional Quotient; Mentoring, ESOP; Flexi –time;
3. Quality Circles, Kaizen; TQM and Six Sixma.

UNIT-II

1. Acquisition of Human Resources: HR Planning, Job Analysis- Job Description and Job Specification;
2. Recruitment- Sources and Process; Selection Process- Tests and Interviews;
3. Placement and Induction; Job Changes- Transfers, Promotions/ Demotions; Separations.

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76

930

UNIT-III

1. Training and Development : Concept and importance of Training; Types of Training; Methods of Training; Design of Training Program; Evaluation of Training Effectiveness;
2. Executive Development- Process and Techniques, Career Planning and Development

UNIT-IV

1. Compensation and Maintenance; Compensation; Job Evaluation- Concept, Process and Significance.
2. Components of Employee Remuneration – Base and Supplementary; Performance and Potential Appraisal- Concept and Objectives; Traditional and Modern Methods;
3. Limitations of Performance Appraisal Methods; 360 Degree Appraisal Technique; Maintenance;
4. Overview of Employee Welfare, Health and Safety, Social Security.

Suggested Readings:

- Aswathappa, K., (2010) Human Resource Management, McGraw Hill Education.
- DeCenzo, D.A. and Robbins, S.P.(2007), Fundamentals of Human Resource Management, 9th ediion, John Wiley.
- Dessler, Gary (2004) Human Resource Management, Pearson Education.
- Durai, Praveen, (2010) Human Resource Management, Pearson Education.
- Jyothi, P. and Venkatesh, D.N, (2006) Human Resource Management, Oxford Higher Education.
- Monappa, A. and Saiyadain, M., (2001) Personnel Management, McGraw-Hill Education.

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BBA LL.B. 4th Semester
Values and Ethics in Business
Paper Code: LAW 1210

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The basic objectives of this course is to make the students realize the importance of values and ethics in business. This course endeavors to provide a background to ethics as a prelude to learn the skill of ethical decision-making and then to apply those skills to the real and current challenges of the information profession.

Course Outcome: The students will be able to demonstrate ethical awareness, the ability to do ethical reflection and the ability to apply ethical principles in decision making. Developing a student's ethical awareness, reflection and decision making ability is central to a core curriculum. Examine the importance of value and ethics in business. Demonstrate moral courage and moral action. To promote integrity among employees and gain trust from key stakeholders. Examine the consequences of unethical behavior, establishing a culture that reinforces integrity, creating better environment.

Unit I

Values and Ethics: Concept, types, Significance, Role, and value vs ethics, Ethical behaviour and decision making; unethical issues in business, relevance of ethics and values in business; Ethical ideas of Indian philosophers, great leaders and reformers Ethical dilemmas and resolution

Unit II

Knowledge and wisdom: Concept, difference between knowledge and wisdom, knowledge workers versus wisdom workers; Knowledge Management vs. Wisdom Management
Stress Management: Meaning, Sources, Consequences of Stress, Stress Management Techniques and
Concept of Dharma & Karma Yoga: Concept of Karma and kinds of karma yoga,Nishkam Karma and Sakam Karma.

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78

Unit III

Progress and Success: Concept, Need and Importance; **Transformation:** definitions, need for transformation, process and challenges of transformation; **Understanding Success**: Definitions, Principles, Prerequisites and factors affecting Success. Successful Stories of Business Gurus.

Unit IV

Corporate Social Responsibility and Corporate Governance: Responsibility of Business, Employees, Consumers and Community; **Corporate Governance**, Code of Corporate Governance and Unethical Issues in Business; **Ethics, culture and values:** Importance of culture in organisations; Indian ethos and value systems;

Suggested Readings:

- Chakraborty, S.K., Ethics in Management: A Vedantic Perspective. Oxford, India
- Fernando, A.C., Business Ethics. Pearson, India
- Manuel G. Velasquez, (2007) Business Ethics Concepts, Printic Hall ofIndia.

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BBA LL.B.4th Semester

Financial Management
Paper Code: LAW 1212

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
  1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
  2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives : The objective of the course is to acquaint the students with the overall frame work of financial decision-making in abusiness unit.

Course Outcome : At the end of this course, the students will be able to demonstrate an understanding of the overall role and importance of finance function. Demonstrate basic finance management knowledge and communicate effectively using standard business terminology. Identify the various long term and short-term sources of funds for a firm. Describe the dimensions of performance and management relevant to financial firms. Identify and explain the difference between financial management tools, techniques and practices and those environmental and methodological differences that occur in the global market.

Unit I

Financial Management: Meaning, Nature, Scope, Objectives: Profit maximization vs wealth maximization, Role, Methods and Importance; Sources, Classification and Instruments of Finance; **Sources of Long-Term Finance:** Equity, Debt and Preference Capital, External and Internal Earnings; Indian financial system: Money market & capital market; Time value of money; Financial Management in Modern and Global Era.

Unit II

Cost of Capital: Concept, Importance,Classification and Determination; **Leverages:** Concept, Types and Significance. **Long Term Investment Decision**: Concept, Principles, and Importance of capital Budgeting; **Methods of Capital Budgeting**: Payback Method, Accounting Rate of Return, NPV Method, Net Terminal Value, IRR Method, Profitability index, Capital Rationing;

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934 80

Unit III

Working Capital Management: Meaning, Need, Determinants; Estimation of Working Capital Need; **Management of Cash and Inventory, Management of Accounts Receivables;**

Unit IV

Capital Structure: Concept, Factors Effecting Capital Structure, Pattern, Assumptions and Theories of Capital Structure; **Dividend Policy:** Concept, Relevance, theories And Practice.

Suggested Readings:

- Khan, M.Y and Jain, P.K. Financial Management, McGraw Hill.
- Pandey, I.M. Financial Management, Vjkas Publication House.
- Prasanna Chandra, Fundamentals of Financial Management, Tata McGraw Hill.
- V. Sharan, Essentials of Financial Management, PHI, New Delhi.

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81

935

BBA LL.B. 4th Semester
General English – III
Paper Code: LAW 1124

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Objective

The English curriculum is designed to attain competence of students in four modes of literacy: writing, speaking, reading and listening. A concept of philosophy and literature will be introduced with classics of English literature along with elementary Phonetics, legal terms, concepts of grammar, drafting and words from foreign languages to fulfill the need of the professional course. Students will read diverse texts within their historical and cultural contexts to develop critical understanding of literature and society.

Outcome

Students will demonstrate their capacity to write and speak clearly, read perceptively and think critically. They will have command over vocabulary and a sense of correct pronunciation will be achieved. Students will be able to express themselves comprehensively with fluency.

UNIT – I (Literature)

Drama

The Merchant of Venice: William Shakespeare

Publisher: Maple Press Pvt, Ltd. New Delhi.

UNIT – II (Literature)

Fiction

The Train to Pakistan: Khushwant Singh

Publishers: Penguin Random House India Pvt. Ltd., India, 2010.

UNIT – III

Elementary Knowledge of Phonetics:

i) The Air Stream Mechanisms
ii) Articulatory System (organs of speech)
iii) Basic concept of (Phoneme, Vowel, Consonant and syllables)
iv) Consonant and vowels (Phonetic Symbols and brief description)
v) Manner and place of articulation
vi) Transcription of simple words in common use (only two syllabic)

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82

936

UNIT – IV (Vocabulary and Writing Skills)

Vocabulary

Words often Confused (Homophones & Homonyms), Idioms related to colours only.

Writing Skills

Précis Writing, E – mail Writing

Suggested Reading:

- Bansal and Harrison: Spoken English for Indian Speakers.
- Daniel Jones: Dictionary for Pronunciation.
- Guide to Patterns and Usage in English by A. S. Hornby
- J. C. Nesfield: English Grammar, Composition and Usage (Revised by N. K. Aggarwal)
- Oxford Advanced Learner's Dictionary, O. U. P.
- Raymond Murphy, Murphy's English Grammar, C.U.P.
- The Merchant of Venice: William Shakespeare, Publisher: Maple Press Pvt, Ltd. New Delhi.
- The Train to Pakistan: Khushwant Singh, Publishers: Penguin Random House India Pvt. Ltd. , India, 2010.
- W. S. Allen: Living English Structures.

Instructions to Paper setter and students:

- Students will attempt five questions in all. All questions carry equal marks. ($5\times 16 = 80$) First question is compulsory.
- Question No. 1 will carry 8 short answer type questions of 2 marks each from all units.
- Rest of the paper will have 4 parts which will be in accordance with the units of syllabus, each part will offer internal choice to students. Examiners should ensure the inclusion of all topics of syllabus in the question paper.

Scheme for Part I (literature section)

Question 2(a)
An extract from the text will be given for explanation with reference to the context. (8 marks)
Question 2 (b)
4 short answer type questions.(2marks each)
Students will attempt all in 50 - 80 words. ($2 \times 4 = 8$)

OR

Question 3.
It will carry two long answer type questions of 8 marks each.
(General Questions on Character, theme and plot) ($2 \times 8 = 16$)

Scheme for Part II (literature section)

Question 4(a)
An extract from the text will be given for explanation with reference to the context. (8 marks)
Question 4 (b)

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Khanpur Kalan (Sonipat)

4 short answer type questions.(2marks each)
Students will attempt all in 50 - 80 words. ($2 \times 4 = 8$)

OR

Question 5.
It will carry two long answer type questions of 8 marks each.
(General Questions on Character, theme and plot) ($2 \times 8 = 16$)

Part - III

Question 6 & 7

- Students can be asked to write notes on any of the topics mentioned in the syllabus. (8marks)
- Definitions. (2 marks)
- Transcription of simple words in common use (only two syllabic) (1 mark)

Part - IV

Question 8
It will include topics of Vocabulary. Questions can be of 1 mark or or 2 marks.
($1 \times 16 = 16$)/ ($2 \times 8 = 16$)

OR

Question 9
Writing section includes Précis Writing and E - mail writing. This question will further be divided into two parts to cover both topics (8 marks each)
($2 \times 8 = 16$)

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BBA LL.B. 5th Semester
Constitutional Law of India -I
Paper Code: LAW 1125

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective : The paper provides an opportunity to the student to understand the concept of federalism. Detailed instruction in respect of Preamble, citizenship, fundamental Rights, Directive Principle of State Policy, Fundamental Duties as well as a relationship between Fundamental Rights and Directive Principles, are imparted to the students so as to enable them to have a comprehensive knowledge.

Course Outcome: After studying this course students are expected to understand the basic concepts of Indian Constitution and various organs created by the constitution including their function nature of the Indian Constitution able to examine whether the Indian Constitution possesses the characteristics of federal government including the different aspects of relationship between the Centre and states in various matters.

Unit –I

a. Preamble, citizenship
b. Definition of state under Art. 12
c. Rules of interpretation under Art. 13

Unit –II

a. Rights to equality (Art.14)
b. Special provision for weaker sections of the society
c. Reservation polity
d. Fundamental freedoms under Art.19
e. Freedom of press

Unit –III

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939 85

a. Protection in respect of conviction of offence (Act. 20), Right to life and personal liberty Art.21
b. Protection against arrest and detention (Art.22)
c. Right against exploitation (Art. 23 & 24)
d. Right to religion (Art. 25-28)

Unit –IV

a. Cultural & educational rights of minorities (Art. 29 & 30)
b. Right to constitutional remedies (Art.32)
c. Directive principles of state policy
d. Fundamental duties

Suggested Readings

1. Basu, Durga Das. Commentary on the constitution of India, (Calcutta, DebidasBasu, 1989 ed.)
2. D.D. Basu, Introduction to the constitution of India, Prentice hall of India private Ltd. New Delhi, 1994
3. Glanville Austin, Indian constitution- cornerstone of the nation, Oxford university press, 1999
4. H.M. Seervai, constitution law of India, universal law publishing co. reprint 2013
5. Hasan, Zoya & E. Sridharan, India's living constitution: Ideas, practice, controversies (Delhi, permanent black, 2002 ed.)
6. Kagzi, M.C. Jain. The constitution of India (Vol. 1& 2 New Delhi, India law house) 2001
7. M.P. Jain, Indian constitutional law, Lexis Nexis, 2013
8. P.M. Bakshi, The constitution of India, universal law publishing co. 2014
9. Pylee, M.V. constitutional amendments in India (Delhi, Universal law, 2003)
10. Seervi, H.M. Constitutional law of India (Vol. I, II, & III, Bombay, N.M. Tripathi (1991)
11. V.N. Shukla, constitution of India, Eastern book agency, 2014

Case Laws

1. ADM Jabalpur v. Shiv shanker Shukla. 1976 suppl. SCR 172
2. In re Article 143, constitution of India, AIR 1952 SC 332
3. Indira Gandhi v. Raj Narain, AIR 1975 SC 2299
4. Indira Sawhney v. UOI, AIR 1993, SC 477
5. Keshwanand Bharti v. state of Kerala, 1976(2) SCR 347
6. Menaka Gandhi v. UOI, AIR 1978, SC 597
7. Mohammad Raza v. state of Bombay AIR 1966, SC 1436
8. NHRC V. State of Arunachal Pradesh, AIR 1996SC 1234
9. R.K. Dalmia v. Justice Tendulkar, AIR 1958 SC 538
10. S.R.Bomai v. UOI, 1994 (3) SCC 1
11. SCORA V. UOI 1993 (4) SCC 441
12. TMA Pai foundation v. state of Karnataka AIR 2003 SC 355
13. UN Rao v. Indira Gandhi, AIT 1971 SC 1002

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BBA LL.B. 5th Semester

Jurisprudence
Paper Code: LAW 1127

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objective: The course aims at developing an analytical approach to understand the nature and development of law along with the working of a legal system in different dimensions with reference to popular legal theorists.

Course Outcome: After studying Jurisprudence students are able to identify the issues/ legal theories by different factual contexts. Further, they are able to grasp the nature of law in its most general form and gain deeper understanding of legal reasoning and analogy, legal systems, legal institutions, and the proper application and role of law in society.

Unit-I

Introduction and Schools of Jurisprudence

1. Definition, nature and scope of jurisprudence
2. Linkage between Jurisprudence and other social sciences
3. Natural Law- Its development and relevance in modern times
4. Analytical School

Unit-II

Schools of Jurisprudence

1. Historical School
2. Realist School
3. Sociological School (Pure Theory of Law)
4. Feminist Jurisprudence

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87

941

Unit-III

Law, State and Sovereignty

1. Law, Its nature and kinds
2. Sources of Law: Custom, Precedent and Legislation
3. State: Concept and Theories
4. Sovereignty: Nature and Development

Unit-IV

Concepts of Law

1. Rights & Duties
2. Possession and Ownership
3. Persons
4. Property

Suggested Reading:

- Avtar Singh, Introduction to Jurisprudence
- B.N.M Tripathi , Legal Theory
- Edger Bodenheimer , Jurisprudence
- N.V Paranjape, Studies in Jurisprudence and Legal Theory
- Prof. NomitaAggarwal, Jurisprudence (Legal Theory)
- R.W.D Dias, Jurisprudence
- S.N Dhayni, Fundamentals of Jurisprudence
- S.N Dhayni, Jurisprudence and Indian Legal Theory
- Salmond , Jurisprudence
- W. Friedmann, Law in Changing Society

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942 88

BBA LL.B 4th year 5th semester
Bharatiya Nagarik Suraksha Sanhita
Course Code: 1129-A

L - T - P
4 – 1-0
Internal Marks: 20
External Marks: 80

Total Credits: 5
Total Marks: 100

Course Objectives:

1. This course aims to acquaint the students with crucial aspects of procedural law relating to investigation and stages of criminal trial as stipulated under the Bhartiya Nagrik Suraksha Sanhita .
2. It further aims to enhance their analytical skills while signifying the fundamental concepts of criminal justice administration.

Course Outcomes:

1. At the end of this course students will be able to understand the various procedural aspects of criminal law.
2. It is expected that they will be able to interpret and understand the intricacies and practical aspects of investigation, criminal trials, bail and other allied provisions.

Note: Instructions for examiners

- The paper shall be of 80 marks.
- The time allowed is three hours
- The whole syllabus is divided into four Units. Question paper shall be of two parts.
  1. Part A shall be compulsory and consist of 8 short answered questions of 2 marks each at least two questions shall be set from each unit.
  2. Part B shall again be divided in to 4 units consisting of two questions of 16 marks each in every unit and student must attempt four questions at all selecting one from each unit.

Unit -1

1.Definitions, Classification of offences (Section -2)
2.Hierarchy of criminal courts and their power to pass sentences(6-20, 21-34)
3.Summon and warrant, - object, mode of services (63-83)
4.Provisions regarding Proclamation and Attachment (84-89)

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Khanpur Kalan (Sonipat)

943 89

Unit –II

1. Arrest (35-62)
   a. Arrest how made
   b. After arrest procedure
2. Investigation (173-196)
   a. Meaning and purpose
   b. Procedure for Investigation
3. FIR
   a. Meaning and purpose
   b. Evidentiary value of FIR
   c. Recording of statement and confession

Unit-II

1. Pre – Trial Proceedings: Cognizance of Offences, Committal (210-213,232)
2. Charge Framing (234-247)
3. Commencement of proceedings before magistrate(223-233)
4. Trial
   - Trial before courts of session (248-260)
   - Trial of warrant cases by Magistrate(261-273)
   - Trial of summon cases by Magistrate(274-282)
   - Summary trial(283-288)
   - Principal features of fair trial

Unit-IV

- Bail (478-483)
- Judgement (392)
- Maintenance of wives and parents (144)
- Inherent powers of High Court (528)
- Plea bargaining (289-300)

Suggested Readings

1. K. N. Chandersekharan Pillai (Rev.), R.V. Kelkar's , Lecturers on Criminal Procedure
2. K. N. Chandersekharan Pillai (Rev.), R.V. Kelkar's Criminal Procedure
3. Rattan Lal, Dhiraj Lal , The Code of Criminal Procedure

Recommended case laws

1. Lalita Kumari v. Govt. of Uttar Pradesh 2013(13) SCALE
2. State of Orissa v. Sharat Chandra Sahu, (1996) 6 SCC 435
3. Sakiri Vasu v. State of U.P. (2008) 2 SCC 409
4. State of Haryana v. Dinesh Kumar (2008) 3 SCC 222
5. D.K. Basu v State of W.B. (1997 1SCC 416)
6. Sanjay Chandra v. Central Bureau of Investigation (2012) 1 SCC 40
7. Zahira H. Sheikh v State of Gujrat (2004) 4 SCC 158

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90

944

BBA LL.B. 5th Semester

Labour& Industrial Laws-I
Paper Code—LAW 1131

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives:- The course focuses upon the provision for labour welfare legislation, and measures for protection of their rights.

Course Outcome: After studying Labour & Industrial Law student will be able to have a clear concept of labour legislations ,know the origin and factors responsible for the growth of labour legislations understand the basic objectives of labour legislations comprehend the categorisation of different labour legislation. Students who complete this course will be able identify the labour issues and what can be approximate solution.

UNIT-I

THE CODE ON WAGES, 2019 NO. 29 OF 2019

A. The code on Wages 2019, (section 5-14), : Objects and Constitutional Validity of the Act, Salient Features, Definitions: Employer, Cost of Living Index, Wages, Minimum Wages, Fair Wage and Living Wage, Fixation and Revision of Minimum Rates of Wages, Working Hours, Determination of Wages and Claims. Power of Central Government to fix floor wage. Wages for two or more classes of work. Minimum time rate wages for piece work. Fixing hours of work for normal working day.
B. Payment of Wages (section 15-25): Mode of payment of wages. Fixation of wage period, Time limit for payment of wages. and Deduction from Wages , fines, ,

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Khanpur Kalan (Sonipat)

945 91

UNIT-II

THE CODE ON WAGES, 2019 NO. 29 OF 2019

A. The Payment of Bonus (Sec 25-41) – Eligibility, Disqualification for Bonus Minimum & Maximum Bonus , Proportionate Reduction , Payment of bonus out of allocable surplus, Computation of gross profits. Sums deductible from gross profits. Set on and set off of allocable surplus,
B. Payment of claims dues and audit (Sec 41- 50) Responsibility for payment of various dues. Payment of various undisbursed dues in case of death of employee. Claims under Code and procedure thereof. Audit of account of employers not being corporations or companies, Appeal. Records, returns and notices.

UNIT-III

THE CODE ON WAGES, 2019 NO. 29 OF 2019

A. Inspector –Cum-Facilitator (Sec51-69) Appointment of Inspectorcum facilitators and their powers, Cognizance of offences. Power of officers of appropriate Government to impose penalty in certain cases. Penalties for offences. Composition of offences, Bar of suits, Burden of proof. Effect of laws agreements, etc., inconsistent with this Code. Delegation of powers, Power to remove difficulties.

UNIT-IV

THE OCCUPATIONAL SAFETY, HEALTH AND WORKING CONDITIONS CODE, 2020 (Sec-6—44) & THE CODE ON SOCIAL SECURITY, 2020

A. Duties of Employer, Occupation Health and Safety, working condition, welfare facilities, Hours of work and annual leave with wages,
B. Maintenance of register and record, Inspector –Cum-Facilitator and other authority, special provision relating to women, offence and penalties (87-107),

THE CODE ON SOCIAL SECURITY, 2020

Maternity Benefits-(Sec 61-72)

Employment of, or work by, women prohibited during certain period , Right to payment of maternity benefit . Continuance of payment of maternity benefit in certain cases .Notice of claim for maternity benefit and payment thereof. Payment of maternity benefit in case of death of a woman . Payment of medical bonus . Leave for miscarriage, etc. Nursing breaks .Crèche facility .Dismissal for absence during pregnancy. No deduction of wages in certain cases. Forfeiture of maternity benefit .Duties of Employer. Power of Inspector-cum-Facilitator to direct payments to be made

Suggested Readings

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946 92

- C.B. Memoria and SatishMemoria. Dynamics of industrial Relations, (Himalaya Publishing House-Mumbai Ed. 2007 Part VIII)
- C.B. Memoria and SatishMemoria.Dynamics of industrial Relations, (Himalaya Publishing House-Mumbai 2007 Part II and III.Latest Ed.)
- Dr. V.G. Goswani. Labour and Industrial law, (Central Law Agency Allahabad, 2005, Part VI. Latest Ed.)
- Dr. V.G. Goswani. Labour and Industrial law, (Central Law Agency Allahabad, Ed. 2005 Part II, III, IV)
- Giri V V, Labour Problems in Indian Industry, (Asian Publishing House, Bombay, Ed. 1965)
- Giri V V. Labour Problems in Indian Industry, (Asian Publishing House, Bombay, 1965 Lates Ed.)
- HL Kumar. Labour problems and remedies, (Universal Book Traders, Delhi, Ed. 2006)
- HL Kumar. Labour problems and remedies, (Universal Book Traders, Delhi, 2006 Latest Ed.)
- Indian Law Institute. Labour Law and Labour Relations, (Ed. 2002)
- KM Pillai. Labour and Industrial Law, (Allahabad Law Agency, Faridabad, Haryana, Ed. 2005 Part I)
- KM Pillai. Labour and Industrial Law, (Allahabad Law Agency, Faridabad, Haryana, 2005 Part II, III Latest Ed.)
- Nirmal Singh and S.K. Bhatia.Industrial Relations and Collective Bargaining, (Deep and Deep Publications Pvt. Ltd. – Delhi, Ed. 2000.)
- SN Mishra. Labour and Industrial Law, (Central Law Publications, Allahabad, Ed. 2004 Part I)
- SN Mishra. Labour and Industrial Law,. (Central Law Publications, Allahabad, 2004, Part VII, VIII, XI Latest Ed.)
- Srivastav K. Industrial Peace and Labour in India, (KitabMahal Allahabad, Ed. 2003)

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947 93

BBA LL.B. 5th Semester

Legal and constitutional History
Paper code: LAW -1133

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objective: The paper focuses on broad features of Legal and constitutional institutions and administration of Justice during British rule in India.

Course outcomes: To enhance the skills of students by teaching legal and constitutional history make them to aware of the Legal system during British period which in fact forms the basis of the modern legal system provided by the Indian Constitution.

Unit-1

1.The East India company and Administration of Justice in Surat,Madras ,Bombay andCalcutta.
2.Mayor's Courts under the Charter of 1726 and changesIntroduced by Charter of 1753.
3.Regulating Act of 1773 and establishment of Supreme Court at Calcutta.
4. Leading Cases:
a. Trial of Raja Nand Kumar
b. Patna Case
c. Cossijurah Case.

Unit-II

1. Adalat System, Reform introduced by Warren Hastings
2. Lord Cornwallis and his Judicial Plans
3. Wiilliam Bantinck.and his Judicial Reforms
1 Establishment of High Court under the Indian High Courts Act 1861.

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948 94

Unit-III

1. Indian Council Act 1861
2. Indian Council Act of 1892.
3. Government of India Act 1909.
4. Government of India Act 1919.

Unit-IV

1. Government of India Act 1935
2. Federal court of India 1935
3. Transfer of power and Indian Independence act 1947
4. Modern Judicial system in India.

Suggested Readings

- Jain,M.P. : Outline of Indian Legal History
- Kulshreshtha, V.D. : Land marks in Indian Legal and Constitutional history .
- Mittal, J.K. : India Legal History

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949 95

BBA LL.B 5th Semester
Strategic Management
Paper code- Law-1213

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: To familiarize students with strategy as both a theoretical concept and working tool and to discover the political, social, and cognitive constraints on the process of strategy making.

Course Outcome: At the end of this course, students will be able to demonstrate effective application of concepts, tools & techniques to practical situations for diagnosing and solving organizational problems. Students will be able to demonstrate capability of making their own decisions in dynamic business landscape. In fact, it is a series of outcomes that build upon each other to ultimately transform your organization to reach your desired future state.

UNIT-I

Introduction of Strategic Management.

4. Meaning and Concept
5. Distinction between Strategic Management, Strategic thinking, strategic management and Strategic planning.
6. Globalization and its impact on Strategy
7. Information, Knowledge and Strategy.

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Khanpur Kalan (Sonipat)

950 98

UNIT-II

Strategic Environment and Competitive advantages

1. Identifying opportunity and risk
2. General and competitive Environment
3. Change and Strategy
4. Environment Segment
5. Reading the competitive Environment
6. Analysing resources, capability and core competencies
7. Creating and maintaining competitive environment

UNIT-III

Strategic Dilemmas

3. Determining the size of enterprise
4. Integrating the strategists.
5. Strategic Alliances
6. Participating in global economy.

UNIT-IV

Formulating Strategy

1. Implementing Strategy
2. Monitoring Strategic performance
3. Strategic analysis and Audit.

Suggested Readings:

- A A Thompson Jr., A J Strickland III, J E Gamble, Crafting and Executing Strategy- The Quest for Competitive Advantage, TataMcGraw Hill.
- Chandrasekharan: Strategic Management, Oxford University Press.
- David, Fred R. "Strategic Management-Concept and Cases", Pearson Education
- Hitt, M.A., Ireland R.D. and HosKisson R.D., "Strategic Management Competitiveness and Globalization" Thomson Asia Pvt.Ltd.
- Kazmi, Azhar, "Business Policy and Strategic Management", TMH, New Delhi.
- Pearce II JA and Robinson Jr., R.B., "Strategic Management-Strategy Formulation and Implementation", AITBS Publishers andDistributors, Delhi.
- Peter F. Drucker, "Managing in a Time of Great Change", Truman Talley Books / Plume Penguin Group
- Srivastava R.M. "Management Policy and Strategic Management (Concepts, Skills and Practices)", Himalayan PublishingHouse.
- Wheelen and Hunger, Strategic Management and Business Policy, Pearson Education.

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951 97

BBA LL.B. 6th Semester
Constitutional Law of India -II
Paper Code: LAW 1126

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective –This paper is mainly based on the structural aspect of various organs of the state like union and state Executive and union and state Judiciary, union Parliament and State legislature etc. The students are also given detailed and comprehensive information regarding centre, state relation, Freedom of trade, commerce , Right to property, Constitution Protection to Civil Services, Emergency provision and Amendment etc.

Course Outcome: After studying this course students are expected to understand the basic concepts of Indian Constitution and various organs created by the constitution including their function nature of the Indian Constitution able to examine whether the Indian Constitution possesses the characteristics of federal government including the different aspects of relationship between the Centre and states in various matters.

Unit –I

a. An introduction to parliament and state legislature
b. An introduction to union and state executive
c. Position and powers of president and governor
d. Power to pardon
e. Ordinance making power of president and governor

Unit –II

a. Parliament privileges
b. Judiciary- jurisdiction of supreme court and High court
c. Independence of judiciary

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952 98

Unit –III

a. Relations between union and the states
b. Freedom of trade, commerce and intercourse within territory of India
c. Right of property

Unit –IV

a. Amendment of the constitution
b. Theory of basic structure of constitution
c. Emergency provisions
d. Protection to civil servants

Suggested Readings

- Basu, Durga Das. Commentary on the constitution of India, (Calcutta, DebidasBasu, 1989 ed.)
- Chaube, Shibanikinkar. Constituent assembly of India (New Delhi, Wadhwa and co. Pvt. Ltd. 2002 ed.)
- Hasan, Zoya & E. Sridharan, India's living constitution: Ideas, practice, controversies (Delhi, permanent black, 2002 ed.)
- Jain Subhash C. The constitution of India. Select issues & perceptions (New Delhi, Taxman publications 2000)
- Kagzi, M.C. Jain. The constitution of India (Vol. 1& 2 New Delhi, India law house) 2001
- P.M. Bakshi, The constitution of India, universal law publishing co. 2014
- Pylee, M.V. constitutional amendments in India (Delhi, Universal law, 2003)
- Seervi, H.M. Constitutional law of India (Vol. I, II, & III, Bombay, N.M. Tripathi (1991)

Case Laws

1. A.K. Roy v. UOI, 1982 (2) SCR 272
2. Automobiles Transport Ltd. V. state of Rajasthan AIR 1962
3. D.C. Wadhwa v. state of Bihar 1987 (1) SCC 379
4. In Re Keshav Singh (Art. 143) AIR 1965, SC 745
5. Kehar singh & others v. UOI, AIR 1989 SC 653
6. Keshwananda Bharti v. state of Kerala AIR 1975 SC 1461
7. P.V. Narshima Rao v. state 1998 (94) SCC 926
8. Tej Kiran v. Sanjiva reddy AIR 1970 SC 1573

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BBA LL.B 6th Semester
Forensic Medicine and Medical Jurisprudence
Course Code: LAW 1128

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The core objective of this paper is to make the students conversant with medical ethics, etiquettes, duties, rights, profession, society, state and humanity at large.

Course Objective: Students after studying Forensic Medicine and Medical Jurisprudence are capable of making observations and use logical thinking to set enquiries on the possible track in criminal matters and medicolegal problems. They are aware of the laws in relation to medical practice and medical negligence, and acquire knowledge regarding codes of conduct and medical ethics along with medico legal complexities, procedures and medico legal terminology.

Unit-1

Introduction

a) Introduction and history of forensic medicine and medical jurisprudence
b) legal procedure
c) inquest- police, magistrate
d) medical evidence, oral and documentary (medical certificates, medico legal reports, dying declaration)
e) preservation and collection of evidence
f) investigation of scene of death

Unit-II

Medico Legal Procedures

Death and its causes

- Definition, types-somatic, cellular, brain death
- sudden and natural death
- suspended animation
- changes after death
- exhumation- authorization, procedure, autopsy and second autopsy
- medico legal autopsies- objectives, rules, report{cause of death}, lab procedures
- medical injuries and wounds

Chairperson
Department of Laws
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100

954

- Definition, classifications of mechanical injuries, description of blunt force, sharp force and fire arm injuries
- Medico legal aspects of injuries, Difference between ante mortem and post mortem injuries.

Unit -III

Medical Jurisprudence

- Indianmedical council and state medical council- Functions and disciplinary control
- Rights and privileges and duties of a registered medical practitioner, disciplinary proceedings and penal erasure
- Professional secrecy ,Privileged communication
- Medical Negligence: Civil and Criminal negligence, Contributory negligence, Vicarious Liability,Res-ipsa- loquitor,prevention of medical negligence and defences in medical negligence suits
- Certification of birth,death,illness and fitness.

Unit -IV

Toxicology

- Definition ,History of toxicology
- . Types of poisons -corrosive poisons, metallic poisons,animal poisons,Deliriants poisons, Somniferous agents, Aesthetic agents, Cardiac poisons, Food poisoning, Drugs abuse and dependence, insecticides
- . Duties of doctor in case of poisoning, Medico legal autopsy in poisoning, Diagnosis of poisoning in the living and dead

Recommended Cases-

1. A.S. Mittal v. State of U.P.,(1989) 2 SCC 223
2. Baba Nanda v. State of Assam, AIR 1977 SC 2252
3. Cosmopolitan Hospital Pvt. Ltd. v. V.P. Nair(1992) 1 CPJ 302(NCDRC)
4. Director of enforcement v. MCTMCorp. Pvt. Ltd. AIR1996 SC 1100
5. Jamshad v. State of U.P. 1976 CrLJ 1680
6. Khawsaldasv.State of M.P. AIR 1960 MP 50
7. M.P.Human Rights Commission v. State of M.P. AIR 2003 MP 17
8. Onkarnath singh v. State of U.P. AIR 1974 SC 1550
9. State of Deveki Amma, 1971 ACJ 45
10. Vidyamati v. State, AIR 1951HP 82

Suggested Readings:

- Hwv Cox Medical jurisprudence and toxicology- PC Dikshit
- Medical jurisprudence- R.M. Jhala And K. Kumar
- Modi' A Textbook of Medical jurisprudence and toxicology- J.P. Modi, edited by Justice K. Kannan &Dr. K. Mathiharan.
- Text book of medical jurisprudence and toxicology-John James Rees

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101

955

BBA LL.B. 6th Semester
Labour& Industrial Laws-II
Paper Code—LAW 1130

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives:- The course focuses upon the provision for labour welfare legislation, and measures for protection of their rights.

Course Outcome: After studying Labour & Industrial Law student will be able to have a clear concept of labour legislations ,know the origin and factors responsible for the growth of labour legislations understand the basic objectives of labour legislations comprehend the categorisation of different labour legislation. Students who complete this course will be able identify the labour issues and what can be approximate solution.

UNIT-I

Industrial Relation Code-2019

A. THE TRADE UNION--- Development of Trade Unions Law in India, Definition: Executive, Registrar (Sec-5), Trade Union, Registration of Trade Union, Registration of Trade Union (section 5-9), Cancellation of Registration (section-9), Appeals (section-10), Incorporation of Registered Trade Union (Section 12), Right and Liabilities of Registered Trade Union (section 15-17), Right to Inspect Books of Trade Union (section 19), Right of Minor to be Membership of Trade Union (section 20), Disqualification of Office Bearers of Trade Unions (section-21), Proportion of Office Bearers to be connected with an Industry (section 23), Change of Name and Amalgamation of Trade Union (section 24) Dissolution and Returns (section 25-26) Recognition of Trade Union (Sec-27)

B. Standing Order-

Application of this Chapter(Sec-28).. (Making of model standing orders by Central Government and temporary application(Sec 29.). Preparation of draft standing orders by employer and procedure for certification(Sec 30), Certifying officers to have powers of civil court (Sec 31.).. Appeals(Sec 32). Date of operation of standing orders and its availability (Sec-33). Register of

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Khanpur Kalan (Sonipat)

102

956

standing orders(Sec34). Duration and modification of standing orders (Sec 35). Oral evidence in contradiction of standing orders not admissible (Sec 36). Interpretation, etc., of standing orders (Sec 37). Time limit for completing disciplinary proceedings and liability to pay subsistence allowance(Sec 38). Power to exempt.(Sec 39)

Unit-II

Industrial Relation Code-2019

A--Mechanism for Resolution of Industrial Dispute (Sec 43-61)

Conciliation officers(Sec 43).Industrial Tribunal (Sec 44).Finality of constitution of Tribunal(Sec 45). National Industrial Tribunal (Sec 46).Decision of Tribunal or National Industrial Tribunal(Sec 47).Disqualifications for members of Tribunal and National Industrial Tribunal (Sec 48) Procedure and powers of arbitrator, conciliation officer, Tribunal and National Industrial Tribunal (Sec 49).

Powers of Tribunal and National Industrial Tribunal to give appropriate relief in case of discharge or dismissal of worker (Sec 50). Transfer of pending cases (Sec 51). Adjustment of services of presiding officers under repealed Act (Sec 52). Conciliation and adjudication of dispute (Sec 53) . Functions of National Industrial Tribunal(Sec 54). Form of award, its communication and commencement (Sec 55). Payment of full wages to worker pending proceedings in higher Courts (Sec 56).Persons on whom settlements and awards are binding (Sec 57).Period of operation of settlements and awards (Sec 58).Recovery of money due from employer (Sec 59).Commencement and conclusion of proceedings (Sec 60).Certain matters to be kept confidential (Sec 61).

Strike and lock-out

Definition of Strike and Lockout (section-2), Strikes and Lockouts (section 62-64), Layoff and Retrenchment (section 65-76), Special provision Relating to Lay-off, and Retrenchment and Closure in Certain Establishments (Sec 77-82) Unfair Labour Practice (Sec 84) Offence and penalties (Sec 85-89)

UNIT-III

The code on social security, 2020 A---Employees Provident Fund (Section 14-24)

Appointment of officers of the Central Board.Schemes .Funds . Contribution in respect of employees and contractors . Option to become member of National Pension System or any other Government approved Scheme .Option for return to schemes framed under this Chapter. . Fund to be recognized under Act 43 of 1961 .Priority of payment of contributions over other debts .Chapter not to apply to certain establishment. Authorizing certain employers to maintain provident fund accounts . Transfer of Accounts . Appeal to the Tribunal.

B----Gratuity:- Section 55-58

Payment of Gratuity . Continuous Service .Nomination . Determination of amount of gratuity .Compulsory insurance .Competent Authority.

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Khanpur Kalan (Sonipat)

103

957

UNIT- IV

The code on social security, 2020
Employees Compensation laws-(Sec-73-99) Reporting of Accident, Injury, Death and Occupational Diseases, Employer's liability for compensation . Compensation in case of death of or injury in plantation. Amount of compensation Compensation to be paid when due and damages for default. Method of calculating monthly wages for purposes of compensation .Review . Commutation of half-monthly payments. Distribution of compensation. Notice and claim .

B---Special provisions relating to accidents occurring outside Indian territory .Medical examination .Contracting. Remedies of employer against stranger . Insolvency of employer . Power to require from employers statements regarding fatal accidents . Registration of agreements . Reference to competent Authority . Appointment of competent authority . Venue of proceedings and transfer . Form of application . Power of competent authority to require further deposit in cases of fatal accident . Powers and procedure of competent authority . Appearance of parties . Method of recording evidence. Power to submit cases . Appeals

Suggested Readings

- C.B. Memoria and SatishMemoria. Dynamics of industrial Relations, (Himalaya Publishing House-Mumbai Ed. 2007 Part VIII)
- C.B. Memoria and SatishMemoria.Dynamics of industrial Relations, (Himalaya Publishing House-Mumbai 2007 Part II and III.Latest Ed.)
- Dr. V.G. Goswani. Labour and Industrial law, (Central Law Agency Allahabad, 2005, Part VI. Latest Ed.)
- Giri V V, Labour Problems in Indian Industry, (Asian Publishing House, Bombay, Ed. 1965)
- HL Kumar. Labour problems and remedies, (Universal Book Traders, Delhi, Ed. 2006)
- HL Kumar. Labour problems and remedies, (Universal Book Traders, Delhi, 2006)
- Indian Law Institute. Labour Law and Labour Relations, (Ed. 2002)
- KM Pillai. Labour and Industrial Law, (Allahabad Law Agency, Faridabad, Haryana, Ed. 2005 Part I)
- Nirmal Singh and S.K. Bhatia.Industrial Relations and Collective Bargaining, (Deep and Deep Publications Pvt.Ltd. – Delhi, Ed. 2000.)
- SN Mishra. Labour and Industrial Law, (Central Law Publications, Allahabad, Ed. 2004 Part I)
- SN Mishra. Labour and Industrial Law, (Central Law Publications, Allahabad, 2004, Part VII, VIII, XI Latest Ed.)
- Srivastav K. Industrial Peace and Labour in India, (KitabMahal Allahabad, Ed. 2003)

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104

958

BBA LL.B 6th Semester
Entrepreneurship Development
Paper Code: Law 1214

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
  1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
  2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The main objective of the course is to expose the students to the growth of entrepreneurship in developing countries and acquaint with the establishment and running of a new enterprise Course Contents.

Course Outcome: At the end of the course, students will be able to develop and can systematically apply an entrepreneurial way of thinking that will allow them to identify and create business opportunities that may be commercialized successfully, process, protection of intellectual n property involving patents, trademarks and copyrights. Demonstrate an ability to engage in critical thinking by analyzing situations and constructing and selecting viable solutions to solve problems.

Unit-I

Entrepreneurship: Concept and Definitions of Entrepreneur & Entrepreneurship; Classification and Types of Entrepreneurs; Traits/Qualities of an Entrepreneurs; Entrepreneurship's Challenges; Factor affecting Entrepreneurial Growth – Economic & Non-Economic Factors; Entrepreneurship Process;

Unit-II

Process of business opportunity identification, methods and procedures to start and expand business, life cycle, environmental factors affecting success of new venture, reasons for failure of new business, Phases and relevance and problems in entrepreneurship development program.

Unit-III

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959 105

Feasibility study: preparation of feasibility report, economic, technical, financial and managerial feasibility of project, selection of factory location, market potential measurement, Government policy for promotion of small and tiny enterprises, government clearance for establishing a new enterprise

Unit-IV

Women Entrepreneurship: Role & Importance, Profile Women Entrepreneur, Emerging Eco System for Women Entrepreneur; Problems of Women Entrepreneurs, Women Entrepreneurship Development in India. Institutional sources of finance like SIDBI, IDBI, NABARD, Role of promotional agencies in entrepreneurship development.

Suggested Readings:-

- Charantimath, Poornima, "Entrepreneurship Development and Small Business Enterprises", Pearson Education, New Delhi. Reference Books:
- Holt, "Entrepreneurship: New Venture Creation", Prentice Hall, New Delhi.
- Norman M. Scarborough, "Essentials of Entrepreneurship & Small Business Management", PHI, Delhi
- Vasant Desai, "Entrepreneurial Development and Management", Himalaya Pub. House, New Delhi.
- Kumar Arya, "Entrepreneurship: creating and leading an entrepreneurial organization", Seventh Impression, Pearson Education.

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BBA LL.B. 6th semester
Public International Law
Paper Code: LAW 1134

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives:-The basic objective of this paperis to apprise the students about the similarities and different between municipal law and International Law, various sources, explanation of the term state including types of states, recognition of State, extradition, asylum, diplomatic agents, Amicable and coercive modes of settlement of disputes, War, blockade, evolution of human rights and its national and International perspective.

Course Outcomes: On the successful completion of the course ,students will be able to know the contextual knowledge of public international law doctrine, principle and the role of legal institutions ,in the areas covered during the course and also able to a identify contentious issues in public international law and apply legal doctrine to solve problems and also get the ability to conduct high level legal research ,exploring primary and secondary ,materials, and provide critical analysis of problems and questions.

UNIT-I

a) Definition, Nature and Sanctions of International Law.
b) Relationship between international Law and Municipal Law.
c) Sources and subjects of international Law including position of Individual

UNIT-II

a) State Territory, State Jurisdiction
b) Recognition of State and Governments
c) Acquisition and loss of State Territory
d) State Succession
e) Extradition, Asylum, Settlement of Disputes

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UNIT-III

a) Nature, Definition and Effects of War
b) Belligerent Occupation, War Crimes
c) Contraband, Blockade, Prize Counts
d) Enemy Character, Rules of Warfare

UNIT-IV

a) Human Rights: Concept of Human Rights, Provisions of U.N. Charter relating to Human Rights
b) Universal Declaration of Human Rights, 1948 and its Legal Significance
c) Covenant on Civil and Political Rights, 1966 and Covenant on Economic, Social and Cultural Rights
d) National Commission on Human Rights

Suggested Readings:

- Aggarwal, H.O. Public International Law and Human Rights (Central Law Publications Ed. 2012)
- Greig, DW. International Law (Butterworths and Co. (Publishers) Ed. (2007)
- Harris, D.J. Cases and Material on International Law (Sweet & Maxwell Ed. 2007)
- Kapoor, S.K. International Law (Central Law Publications 2013)
- Starke's International Law (Oxford University Press Butterworth & Co. Publisher ltd. 11th Ed. 2013)
- V.C. Govindaraj. Conflict of Laws cases and Materials (Lexis Nexis, 1st Ed. 2017)
- V.K. Ahuja Public International Law (Lexis, 11st Ed. 2016)

Case Laws :-

1. Columbian Peruvian Asylum Case ICJ Report (1951) 71
2. Daimler Co. Ltd. Continental Tyre and Rubber Co. Ltd. (1916) 2AC 307
3. Haile SelassiV Cable and Wireless Co. Ltd. (1939) CH 12
4. Zamora Case (1916) 2AC 77

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108

962

BBA LL.B.6th semester
Gender and Society
Paper code- Law 1136

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
  1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
  2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The objective of the paper is to develop an understanding of the theoretical and feminist standpoints regarding gender and its implications for law and society.

Course Outcome :The students find the idea of interdisciplinary imagination and theoretical investigation of lived realities very challenging given the alienation prevailing in our educational system when it comes to think theoretically about institutional practices in certain contexts. The extent of intervention and perspectival change varies in relation to a range of factors operating in the pedagogical space which learners inhabit. However, a critical consciousness-shift can be perceived as a sign of transformative learning potential of the course.

Unit I

Sex and Gender: Biology vs. Culture
Social Construction of Gender: Socialisation and Gender Roles
Gender and Family: Space and Public- Private Dichotomy,
Gender, Caste and Class, Patriarchy: Concept and Theories

Unit II

Gender and Economy, Shadow work, Gender and Development
Commodification and Objectification of Women and Media,
Gender and Technology, ICT and Gender Inequality,
Globalisation and its Impact on Women, Gender and Education

Unit III

Emergence of Feminist Thought and Women's Movements,
Feminist Critiques of Science, Social Theories and Methodology,
Feminism and Women's Movement in India: Social Reform and Me Too
Feminist Critiques: State and Family, The Neo-liberal Challenge

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Unit IV

Gender Inequality and Law: Feminist perspectives,
Feminist movement and Law in India,
Crimes against Women: Rape, Domestic Violence, Female Foeticide, Sexual Harassment, Dowry, Honour related Crimes etc.,
Gender, Caste and Violence

Suggested Readings:

- Agnes, Flavia et al. 2006. *Women and Law in India.* New Delhi: Oxford
- Chanana, Karuna. 1988. *Socialization, Women and Education: Explorations in Gender identity*, New Delhi: Orient Longman.
- Chaudhuri, Maitrayee (Ed.). *Feminism in India*, Kali for Women
- Chaudhuri, Maitrayee. *The Indian Women's Movement: Reform and Revival,* Palm Leaf Publications
- Geetha, V. *Gender*. Stree Samya Publication
- Geetha, V. *Patriarchy*. Stree Samya Publication
- Jaising, Indira (ed.). 2005. *Men 's Laws, Women 's Lives: A Constitutional Perspectiveon Religion, Common Law and Culture in South Asia.* Women Unlimited
- Kabeer, Naila. *Gender and Social Protection Strategies in the Informal Economy.* Routledge
- Kapadia, Karen. *The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India.* Kali for Women
    - *Knowledge.*
- Menon, Nivedita.2004. *Recovering Subversions: feminist politics beyond the law.* New Delhi: Permanent Black
- Mukhopadhyaya, Maitrayee. *Legally Dispossesed: Gender, Identity and the Process of Law*. Stree Publications
- Nair, Janki.2000. *Women and Law in Colonial India: a social history.* Kali for Women
- Oakley, Ann. 1972. *Sex, Gender and Society*. New York: Harper and Row.
- Rajan, Rajeshwari Sunder.*2003. The Scandal of the State: women in postcolonial India, law, and citizenship*. New Delhi: Permanent Black.
- Sharmila Rege (ed.)***Sociology of Gender: The Challenge of Feminist*** *Sociological*
- University Press
- Vaid, S & K. Sangari. 1989. *Recasting Women: Essays in Colonial History*. Kali For women

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964 110

BB.A. LL.B. 7th Semester
Company Law
Paper Code: LAW 1137

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The object of this paper is to give knowledge of Company law and practices in India to the students. It is important to understand the role of regulations and regulatory bodies for any company as well as for the society. It is aimed to motivate and prepare the students to render analytical account of company law in India and to understand the scope and challenges in this field.

Course Outcomes: The course is important to impart knowledge of company law and its various facets impacting the society at large. It is very helpful in understanding the role of law in regulating the company's affairs and the procedure established. The course is beneficial for the academic and professional enrichment of the students.

Unit I

1. Nature and kinds of company
2. Fundamental Principles, Doctrine of company law
3. Procedure and formalities of registration of company
4. Prospectus: statutory provisions and kinds
5. Concept of Limited Liability Partnership

Unit II

1. Share Capital, Shares and Debentures: Meaning and kinds
2. Directors- Appointments, Removal, powers & functions, nature and extent of Liabilities of directors

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965

3. Membership- Modes & Qualifications, rights and liabilities
4. Registrar of the companies: Powers and duties

Unit-III

1. Nature and kinds of meetings
2. Corporate social responsibility
3. Corporate Governance: concept and controls
4. Protection against oppression and Mismanagement

Unit-IV

1. Insolvency and Bankruptcy Code, 2016
2. Winding Up- procedure & kinds, Consequences of winding up
3. National Company law Tribunal

Recommended Cases

1. Nisha v. Lynde, (1929) AC 158
2. Peek v. Gurney, (1873) LR 6 (HL) 377
3. Rattan Singh v. M.D. Moga Transport Co. Ltd. (1959) 29 Comp. Cas. 165
4. Raymond Synthetic Ltd. V. Union of India (1992) 73 comp Cas 762 SC
5. Rex.v. Kylsant (1932) 1 KB 422
6. Rich Paints Ltd. v. Vadodara Stock Exchange Ltd. (1998) Comp. Case
7. Shree Gopal Papers Mills Ltd. V. CIT (1967) 37 Comp. Cas 240 Cal.
8. Sundaram Finance service Ltd. V. Grandtrust finance ltd. (2003) 42 SCL 89 Mad.
9. Universal Incast Ltd. V. Appellate Authority (SEBI) (2000) 28 SCL 140 P&H

Suggested Readings

- A.K. Majoomdar& G.K. Company Law & Practice
- Aswath Damodran – Corporate Finance Theory & Practice
- Charlswarth and Morse – Company Law
- Frank B. Cross Law and Corporate Finance
- ICSI- Corporate Goverance- Beyond Letters
- K.S. Anantharman Lectures on Company Law
- M.C. Kuchhal- Bussiness Law
- Nicholas Bourne- Principles of Company Law
- Rammaiya- Companies Act.
- S.C. Das Corporate Goverance in India

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966 112

BBA LL.B. 7th Semester
Sales Management
Paper Code: LAW 1215

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives- The objective of the course is to familiarize students with theories, techniques and practices related to sales and distribution management for effective sales management.

Course outcome: At the end of this course, the students will be able to demonstrate the process of hiring, training, and motivating the sales team, forecasting sales and setting sales goals and developing effective strategies for managing leads and increasing sales. Develop a plan for organizing, staffing and training a sales force. Identify the key factors in establishing and maintain high morale in the sales force. Demonstrate a clear understanding of major marketing concepts in writing using proper business communication techniques. Evaluate sales and sales management strategies in relation to current legal and ethical standard of practice. Organize sales territories to maximize selling effectiveness.

Unit I

Sales Management: Concept, Objectives, Significance, Strategies of Sales Management; Role, Skills, Social and Ethical Responsibilities of Sales Manager and Team;

Unit II

Personal selling: Objectives, Process, Types, and Theories of Selling; **Sales forecasting Methods; Sales Force:** Recruitment Process and Method, Size, Role, Responsibilities, Compensation and Motivation of sales force

Unit III

Sales Meetings; Sales Contests; Sales Quotas; Sales Territories; Evaluating and Controlling The Sales Personnel; Analysis of Sales, Sales Budget, Costs, Profitability and Sales Audit.

967 113

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Unit IV

Ethics and Legal Issues in Sales Management; Role Information Communication Technology in Sales and Distribution Management; Distribution Management and Marketing Mix; Marketing Channels; Channel Institutions - Wholesaling And Retailing; Designing Channel System, Channel Management; Channel Information System;

Suggested Readings:

- Dalrymple, Douglas J.; Cron, William L. &Decarlo, Thomas; Sales Management; John Wiley & Sons (Asia) Pvt. Ltd; New Delhi
- Futrell, Charles M.; Sales Management - Team work, Leadership and Technology,
- Still, Richard R., Cundiff, Edward W. &Govoni, Norman; Sales Management - Decision, Strategies and Cases; Pearson Education/Prentice Hall of India; New Delhi
  Thomson Learning.; New Delhi.

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114

968

BBA LL.B. 7th semester
Intellectual Property Rights
Paper Code: Law 1141

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The prime objective of the paper is to acquaint the students with the basic principles governing the Intellectual property rights regime.

Course Outcomes: This course will provide an overview of current intellectual property law and practice. The students would have substantial role to play by acquiring knowledge about Intellectual property in new liberalized world. Its object is fulfilled by studying the various IP legislations and it's impact on developing countries particularly India. Students are acquainted with role of WTO TRIPs agreement and various international institutions in development and protection of IPRs.

UNIT-I

Concept, Nature and scope of Intellectual Property, Industrial property and non-industrialproperty,Different forms of IP and its conceptual analysis, Historical development of IPR inIndia,

Overview of international treaties: WTO, WIPO, TRIPs agreement, Paris convention, Madrid Agreement, BerneConvention

UNIT-II

Patents: Introduction and overview of patent protection; History of Patent protections;

Patent Concept and definition Objectives of Patent Act, 1970, , Inventions which are not patentable, Product patent andProcess, Patent Specification - Provisional and Complete Specification; Procedure for patent applications; Register of patents and Patent Office; Rights and obligations ofpatentee, Assignment and Transfer of Patent Rights; Compulsory licenses, Infringement of Patents; Offences andPenalties

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115

969

UNIT-III

Trade Marks: Objectivesand salient features of Trade Marks Act, 1999.Types of Trademarks,Absolute and Relative grounds for refusal for registration of trade marks, registration of trade mark, Effect ofRegistration,
Assignment and transmission; Rectification of register; Infringement of trade mark; Passing-off, Domain name protection andregistration;
Offences,penaltiesand Reliefs. Difference between trade mark and Geographical Indication ofGoods

UNIT-IV

Copyright: Meaning andDefinitions,Subject matter of copyright authorities, Ownership and Assignment of copyright, Licenses incopyright,Termsofcopyright,Rightsof Broadcasting Organization and Performers, infringements and civilremedies.Overview of Design Act

Recommended Readings:

- AnantPadmanabhan, Intellectual Property Rights: Infringement and Remedies, LexisNexis ButterworthsWadhwa 2012.
- David Bainbridge, Intellectual Property, Pearson Education, Delhi, 2003.
- Lionel Bentley and Brad Sherman, Intellectual Property Law, Oxford University Press, New Delhi, 2003
- N S Gopala Krishnan &T G Agitha, Principles of Intellectual Property, Eastern Book Co.
- V.K.Ahuja, Intellectual Property Rights in India ,LexisNexis, Butterworths, Wadhwa, Nagpur, 2009.
- W. R. Cornish, Intellectual Property: Patents, Copyright, Trade Marks and Allied Rights, Universal Law Publishing Co. Pvt. Ltd, Delhi, 1999.

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970 116

BBA LL.B. 7th Semester
Information Technology & Cyber Law
Course Code: LAW 1143

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The objective of this paper is to acquaint the students with the knowledge of law relating to cyber space. To create awareness among the students about the cybercrimes and cyber laws framed to protect the victims of cybercrimes.

Course outcome: The students will be able to demonstrate knowledge, attitude and skills of digital age work and learning.Further it willmake learner conversant with the social and intellectual property issues emerging from 'cyberspace'. Explore the legal and policy developments in various countries to regulate cyberspace along with developing the understanding of relationship between commerce and cyberspace,give learners in depth knowledge of Information Technology Act and legal frame work of right to privacy, data security and data protection.

Unit-I

Basic concept of technology and law

a. Understanding the technology
b. Scope of cyber laws
c. Cyber jurisprudence

Understanding electronic contracts

a. The Indian law of contract
b. Types of electronic contract
c. Construction of Electronic Contracts

Unit-II

Copyright in information technology

- copyright in internet
- software privacy
- multimedia and copyright issues

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117

971

Patents

a. Indian position on computer related patents
b. international context of patents

Trademarks

g) Trademarks law in India
h) Infringement and passing off

Unit –III

Information Technology Act 2000

1. Digital signature
2. E-Governance
3. Sale and gift
4. duties of subscribers
5. penalties and adjudication
6. offences under the act
7. making of rules and regulation

Unit -IV

Understanding cyber crimes

a. Crime in context of internet
b. Types of crime in internet

Indian penal law & cyber crimes

a. Fraud
b. Hacking
c. Mischief
d. Trespass
e. Defamation
f. Stalking
g. Spam

Issues of internet governance

a. Freedom of expression in internet
b. Issues of censorship
c. Hate speech
d. Sedition
e. Libel
f. Subversion
g. Privacy issues
h. International position on free speech in internet

Suggested Readings

- Gerold R. Ferresc : Cyber law(text & cases)
- Rodney D. Ryder : Guide to cyber law
- S.R. Bhansali : Information technology act
- Vakul Sharma : Cyber crime

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118

972

BBA LL.B 7th Semester
Disaster Management
Course Code: LAW 1145

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    3. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    4. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives : The objective of this paper is to acquaint the students with core aspects of disasters, their significance and types. To ensure that students begin to understand the relationship between vulnerability, disasters, disaster prevention and risk reduction. To gain a preliminary understanding of approaches of Disaster Risk Reduction .

Course Outcomes: At the end of this course students are expected to understand the concept of disaster management ,its significance and associated technicalities along with the mitigation measures.

Unit I.

Introduction: Concepts, and definitions (Disaster, Hazard, Vulnerability, Resilience, Risks) Disasters: Classification-A) Natural Disaster: such as Flood, Cyclone, Earthquakes Landslides etc, Causes, Impacts (including social, economic, political, environmental, health, psychosocial, etc.) B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures(Building and Bridge), Rail & Road), Structural failures(Building and Bridge), Causes, effects and practical examples for all disasters.

Unit 2

Approaches to Disaster Risk reduction: Disaster cycle - its analysis: Phases, Culture of safety, prevention, mitigation and preparedness community based DRR, Structural- non-structural measures roles and responsibilities of- community, Panchayati Raj Institutions/Urban Local Bodies (PRIs/ULBs), states, Centre, and other stake-holders.

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119

973

Unit 3

Inter-relationship between Disasters and Development: Risk and Vulnerability Analysis ,Factors affecting Vulnerabilities, Strategic Development for Vulnerability Reduction ,Disaster Preparedness and Response , Disaster Preparedness: Concept and Nature , Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training

Unit 4

Disaster Risk Management in India, Hazard and Vulnerability profile of India ,Components of Disaster Relief: Water, Food, Sanitation, Shelter, Health, Waste Management Institutional arrangements (Mitigation, Response and Preparedness, DM Act 2005 and Policy)

Suggested Reading

- Carter, Nick 1991. Disaster Management: A Disaster Manager's Handbook. Carter, Nick 1991. Disaster Management: A Disaster Manager's Handbook.
- Coppola P. Damon, 2007. Introduction to International Disaster Management,
- Dr. Mrinalini Pandey, Disaster Management, Wiley India Pvt. Ltd.
- Gupta Anil K, Sreeja S. Nair. 2011 Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi
- J. P. Singhal, Disaster Management, Laxmi Publications.
- Jagbir Singh, Disaster Management: Future Challenges and Opportunities ,K W Publishers Pvt. Ltd.
- Kapur, Anu & others, 2005: Disasters in India Studies of grim reality, Rawat Publishers, Jaipur
- Kapur, Anu 2010: Vulnerable India: A Geographical Study of Disasters, IIAS and Sage Publishers, New Delhi.
- Reducing risk of disasters in our communities, Disaster theory, Tearfund,2006
- Shailesh Shukla, Shamna Hussain, Biodiversity, Environment and Disaster Management ,Unique Publications
- Tushar Bhattacharya, Disaster Science and Management, McGraw Hill Education(India) Pvt. Ltd.

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BBA LL.B. 7th Semester
Professional Ethics
Paper Code 1147

L - T - P
4 – 1– 0
Total Credits: 5

Total Marks: 100

External Marks: 80

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective:--The objective of this paper is toacquaint the students with core aspects of professional ethics.

Course Outcome : A student will be able to understand and apply the professional ethics and ethical standard of the legal profession. To know and evaluate the key themes in professional ethics, in order to give them an insight into moral decision making in the legal profession.

Unit—1

Meaning and Definition of Professional legal Ethics, Historical Background and Development of Professional legal Ethics in India, Global Perspective of Professional legal Ethics , Requirement of Professional legal Ethics and why is necessity of Code of Professional legal Ethics? Legal profession is a Nobel profession or a business/commercial profession.

Unit—2

Understanding of Advocate, Composition and Functions of BCI and SBC(Sections 3-15) Eligibility of admission and practice of Advocates, Qualifications and disqualifications of Advocates (Sections 16- 34 of Advocates Act, 1961), Conduct and misconduct of Advocates/Denouncing and Contemptuous acts of Advocates , powers of BCI and SBC regarding punishment for advocates, (sections 35-48), Rules of BCI regarding advocates (Part VI & VII).

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975

Units—3

Conduct and Misconduct of Judges, Code of conduct of Judges in USA, Relationship between Bench and Bar, Accountability, Responsibility, Liability, Obligations of Advocates, and Accountancy of Advocates and Judges, Emerging trends of corruption and immorality in judiciary, Judges (Inquiry) Act, 1968 and Judges (Protection) Act, 1985

Unit-4

Contempt of Courts Act, 1971, Constitutional provisions regarding powers of Supreme Court and High Courts and Houses of Parliament and State Legislatures for punishing their contempt,

Suggested Readings

- A.N. Chturvedi, Principles& Forms of Pleadings & Conveyance with Advocacy
  Ashok Kumar, Professional Legal Ethics (Vaibhav Publications, Darya Ganj New Delhi, Edition 2017
- Krishnaswamy Iyer, Professional Conduct of Advocacy
- N.R. Madhava Menon, Clinical Legal Education
- S.C. Tripathi, professional legal Ethics
- V.D. Kulshreshtha, Landmarks in Indian Legal and Constitutional

Recommended Cases

1. D.C. Saxena v CJI, 1996 5 SCC 216
2. Delhi Judicial Service Association, Tis Hazari Court Delhi v State of Gujrat & Others, AIR 1991 SC 2176
3. I.P. Mishra v State of U.P. , AIR 1998 SC 3337
4. Re Ajay Kumar Pandey Advocate, AIR 1998 SC 3299
5. Supreme Court Bar Association v Union of India & Others, AIR 1998 SC 1895
6. V. Kashnath Kher & Others v Dinesh Kumar Bhagat and Others, AIR 1998 SC 374

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BBA LL.B 8thsemester
Banking and Insurance
Paper Code: 1138

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives-The object of this paper is to acquaint the students with the knowledge of concept, nature and legal control of insurance business.

Course Outcomes: Upon successful completion, students will have the knowledge and skills to understand the conditions and principles of Insurance and banking laws. The role of consumer courts and Insurance ombudsman, Insurance contract terns and liabilities, conations for claim and settles th

UNIT 1

Insurance- Definition, nature and history of Insurance, Concept Of Insurance And Law Of Contract, History And Development of Insurance In India, General Principles Of law Of Insurance, Insurable Interest, Premium, Risk And Insurance,

UNIT-2

Life Insurance -Definition ,Nature And Scope Of Life Insurance, Formation Of Life Insurance Contract, Event Insured Against Life Insurance Contract, Circumstances Affecting The Risk, Amount Recoverable Under The Life Policy, Persons Entitled To Payment,

Life Insurance Corporation of India Act, 1956, Object, Policy, Establishment of LIC, Function Of Life Insurance Corporation

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977 123

UNIT -3

Social Insurance -Important Elements in Social Insurance and Its Need, Commercial Insurance and Social Insurance, Workmen's Compensation Act, Risk covered, Industrial accidents, Occupational diseases, Cash benefit, Incapacity, Amounts of compensation, NatureofInjuries, Public Liability Act-Scheme and Authorities.

UNIT -4

MOTOR VEHICLE ACT,1986

Necessity For Insurance Against Third Party Risk, Requirement Of Policies And Limits Of Liability, Rights Of Third Parties Against Insurance On Insolvency Of The Insured, Duty To Give Information As To The Insurance ,Settlement Between Insured And Insurer, Effect Of Death On Certain Causes Of Action, Claim Tribunal, Procedure And Powers Of Claim Tribunal, Appeals

Leading Cases:

1.Reserve Bank Of India V. Peerless General Finance And Investment Co. AIR 1987 SC 1023
2.General Assurance Society Ltd. V LIC AIR 1964 SC 892
3.New India Assurance Co. Ltd. V.Rulia And Other AIR 2000 SC 1082

SUGGESTED READINGS:

- Avtar Singh :Law of Insurance
- Brij Nandan Singh : Insurance Law
- C.R.Rao, "Treaties on the Law of Insurance"
- M.N. Mishra, "Principles of Insurance"
- R.M. Ray "Life Insurance in India"

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978 124

BBA LL.B 8th semester

Bhartiya Sakshya Adhiniyam

Course Code: 1140-A

L - T - P
4- 1- 0
Internal Marks: 20
External Marks:80

Total Credits: 5
Total Marks: 100

Course Objectives

1. The prime objective of this paper is to acquaint the students with the basic principles of law of evidence while signifying its nexus with criminal justice administration as per the Bhartiya Sakshya Adhiniyam.
2. It further aims to enable the learners to understand the core concepts related to relevancy and admissibility of facts.

Course Outcomes:

1. At the end of this course students will be able to comprehend upon the core concepts envisaged under the Bhartiya Sakshya Adhiniyam .
2. Students will be able to understand the practical intricacies of evidence law and will be able to demonstrate the same .

Note: Instructions for examiners

- **The paper shall be of 80 marks.**
- **The time allowed is three hours**
- **The whole syllabus is divided into four Units. Question paper shall be of two parts.**
  3. **Part A shall be compulsory and consist of 8 short answered questions of 2 marks each at least two questions shall be set from each unit.**
  4. **Part B shall again be divided in to 4 units consisting of two questions of 16 marks each in every unit and student must attempt four question at all selecting one from each unit.**

Unit -I

1. Basic Principles of law of Evidence ,Concepts of facts , facts in issue , relevant facts , oral and documentary evidence , proved, disproved and not proved . May presume, shall presume and conclusive proof (Section 2-3, 141,168,169)
2. Relationship between law of evidence and substantive law
3. Relevancy of Facts – (sections 3-14)
4. Relevant facts relating to conspiracy – Section 8

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979 125

Unit –II

1. Admissions (Sections 15-21 and 25)
2. Confessions (Section 22-24)
3. Dying declaration – section 26(1)
4. Opinion of third person when relevant – sections 39-45

Unit-III

1. Facts which need not be proved - sections 51-53
2. Facts which parties are prohibited from proving – doctrine of estoppels- Sections- 121-123
3. Witnesses ,Privileged communications – sections 124-137.
4. Oral and documentary evidence – sections 54-93
5. Exclusion of oral by documentary evidence - 94-103

Unit-IV

1. Accomplice – sections 138, 119 (b)
2. Who may testify – section 124
3. Dumb witness – section 125
4. Hostile witness – section 157
5. Examination, cross – examination and re- examination -sections 142-144 158
6. Presumptions -section 115, 116, 117,118,119,120

Suggested Readings

1. Vepa P. Sarathi , Law of Evidence
2. S. Sarkar Ahmad Ejaz , Law of Evidence.
3. Avtar Singh : Law of Evidence
4. Batuklal : Law of Evidence
5. M. Monir , Law of Evidence

Recommended case laws

1. R.M. Malkani v. State of Maharashtra, AIR 1973 SC 157
2. Mirza Akbar v. Emperor, AIR 1940 PC 176
3. Central Bureau of Investigation v. V. C Shukla, AIR 1998 SC 1406
4. Aghnoo Nagesia v. State of Bihar, AIR 1966 SC 119
5. Pulukuri Kottaya v. Emperor AIR 1947 PC 67
6. Pakala Narayana Swami v. Emperor, AIR 1939 PC 47
7. Bodhraj v. State of J & K (2002) 8 SCC 45
8. State of Bihar v. Laloo Prasad (2202) SCC 626
9. Salem Advocate Bar Association v. Union of India, AIR 2003 SC 189

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980 126

BBA LL.B 8th semester
Administrative Law
Paper Code: LAW 1142

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective: The principal object of the paper is to understand basic concepts of administrative law including remedies available against abuse of powers by administrative agencies harming interests of its people.

Course Objective: After completion of this course students will be able to Understand the Nature and Scope of Administrative Law,Organization, Powers and Duties of Administrative Instrumentalities and Agencies , Classification of Administrative Action and Rights of Citizens against Administrative actions of Administrative Agencies and Instrumentalities, General Principles of Administrative Law, Analysis of Judicial and Other remedies against administrative action , Analysis of Right to Information, Administrative Tribunals, Lokpal and Lokayukta.

UNIT-I

Nature of Administrative Law, Basic Constitutional Principles: Rule of Law, Droit Administrative, Separation of Powers, Classification of Administrative Actions

UNIT-II

Delegated Legislation and Controls over Delegated Legislation

UNIT-III

Principle of Natural Justice and Administrative Tribunals, Administrative Discretion

UNIT-IV

Judicial Review its Exclusion, Liability of the Government, Public Interest Litigation and Lokpal and Lokayukta and RTI Act

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Khanpur Kalan (Sonipat)

127

981

Suggested Readings

- C.K. Thakker, Administrative Law
- Craig, Administrative Law
- Griffith and Street, Principles of Administrative Law
- K.C. Davis, Administrative Law Text
- Sir Ivor Jennings, Administrative Law
- Wade & Forsyth, Administrative Law
- Wade & Philips, Administrative Law

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982 128

BBA LL.B 8th semester
Principal of Taxation Laws
Course Code: LAW 1144

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The basic objective of this paper is to apprise the students with the basic principles of taxation laws.

Course Outcome: Students who complete this course will be able identify the difference between tax evasion and tax planning.

UNIT-I

INCOME TAX ACT; 1961

(i) Definition: Income-Meaning, Concept, Application and Diversion of Income, Agricultural Income, Assesses, Assessment year and Previous Year, Residential Status and Tax Liability of Assesses
(ii) Distinction between Capital Receipt and Revenue Receipt; Capital Expenditure and revenue
(iii) Heads of Income (a) Salary (b) Income from house property (c) Capital gains

UNIT-II

(i) Income of other persons included in Assesssee's Total Income
(ii) Set out and Carry Forward of Losses
(iii) Assessment Procedure
(iv) Rectification of Mistakes

UNIT-III

(i) Deductions under Section 80 C, 80 D, 80 CCE, 80 G, 80 U

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(ii) Appeal, Reference and Revision
(iii)Penalties (Section 271 to 275)
(iv)Income Tax Authorities

UNIT-IV

(i) Liability in Special Cases (Sec 159-181)
(ii) Rebate of Income Tax (Sec 87-88)
(iii) Relief from Income Tax (Sec 89)
(iv) Double Taxation Relief (Sec 90-91)
(v) Collection, Recovery and Refund (Sec 190 to 234 and Sec 237-245)

BOOKS RECOMMENDED

- Kailash Rai, Taxation Law, (Allahabad Law Agency 16th Ed. 2017)
- Kanga &Palkiwala. The Law and Practice of Income Tax (N.M. Tripathi Pvt. Ltd. Latest Ed.)
- Sampath Iyengar. Law of Income Tax (Bharat Law House Pvt. Ltd. New Delhi, Ed. 2014)
- V.K. Singhania. Students Guide to Income Tax (Taxman Publication Pvt. Ltd. Ed. 2015)

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984 130

BBA LL.B 8th semester
Competition & Investment Law
Paper Code: 1146

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: This paper focuses on the competition laws of India in the context of new economic order.

Course Outcomes: The course caters to the needs of advocates for enhancing their knowledge about tactics played by enterprise in globalize world. Students are familiarized with the conceptualize understanding of anti competition practices, role of CCI in Indian economy. Students can act in professional manner and respond appropriately in case of conflicts in market.It enable the students to take up professional practice in competition law and policy in India and abroad.

Unit-I

Competition Act2002: Background, Liberalization and Globalization, Raghavan Committee Report, Competition Act 2002; Difference between MRTP Act and Competition Act, Salient feature of Competition Act, Reference to EU and US laws.

Unit-II

Important Definitions under the Competition Act, 2002.
Agreement, Cartel, Consumer, Enterprise, Goods, Services, Practice, Market, Relevant Market, Relevant Turnover
Anti- Competitive Agreements, Horizontal and Vertical agreement, Rule of Perse and Reason, Appreciable Adverse Effect on Competition (AAEC) in India, Exemption, Prohibition of Anticompetitive agreement/ Cartel/bid rigging, Buyers' cartel

Unit-III

Dominance in Relevant Market, Abuse of dominance, Predatory Pricing.
Leniency Programme and Competition Advocacy, Combination
Leniency, Competition Advocacy in India

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985 131

Unit-IV

Establishment and Constitution of Competition Commission of India, Powers and FunctionsJurisdiction of the CCI – adjudication and appeals, Director General of Investigation (DGI),
Penalties and Enforcement

Suggested Readings:

- CCI.gov.in study material booklets and case laws
- Competition Law Today :VinodDhall
- Competition Law: AbirRao&JayantKumar
- Investor Guide to Stock Market: SanjivAgarwal
- Report of Raghvan Committee
- SEBI guidelines and listing of Companies: V.A.Avadhani
- Security Market in India : Bal KrishanMarta
- Working of Stock Exchange in India :· A.Sudhakar

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986 132

BBA LL.B 9th Semester

Property Law

Course Code: LAW 1149

L - T - P **Total Marks: 100**

4 – 1– 0External Marks: 80

Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The objective of this paper is to focus on concept and classification of property as well as principles governing transfer of immoveable property.

Course Outcome: The outcome of this course includes that Students are able to understand clear, systematic and uniform law for the transfer of immovable property and also various provisions for transfer inter-vivos. Students enriched to apply the principles of Justice, Equity and Good Conscience if a particular case is not governed by any provision of law. Students are informed to know various modes of transfer of property and easements.

Unit-1

Concept of Property and General Principles Relating To Transfer Of Property.

a. Concept of property-distinction between moveable and immoveable property
b. Definition clause
c. Definition of transfer of property
d. Transfer and non-transfer property
e. Transfer to an unborn person and rule against perpetuity
f. Vested and contingent interest
g. Rule of election

Unit-II

General Principles Governing Transfer of Immoveable Property

a. Transfer by ostensible owner
b. Rule of feeding the grant by estoppel
c. Rule of lis pendens
d. Fraudulent transfer
e. Rule of part performance

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987 133

BBA LL.B. 9th Semester
Alternative Dispute Resolution
Course Code: Law 1151

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objective:--The objective of this paper is toacquaint the students with various aspects of Alternative Dispute Resolution.

Course Outcome : The student will understand these processes in their own right and also in the context of the emergence of new types of dispute resolution professional, who offer mediation and other services as alternatives to the lawyer's often preferred practice of late settlement through litigation.

Unit—1

Meaning of ADR, Historical Background and Development of ADR in India, Global Perspective of ADR , Emerging trends/ factors of popularity of ADR, Merits and Demerits of ADR, , Legal position of ADR and National Litigation Policy for ADR.

Unit—2

General and Hybrids Techniques/ Processes of ADR, Provisions of ADR in Family Court Act, 1984 (Family Disputes), Industrial Dispute Act, 1947 (Labour disputes—Settlement mechanism), ADR and Consumer Protection Act, ADR provisions in CPC and Cr.P.C (Plea Bargaining), National Legal Services Authority Act, 1987 (Lok Adalat and Public Utility Services).

Units—3

Nature, Scope, Composition, Jurisdiction and Advantages of Nyaya Panchayats, Gram Nyayalaya and Mediation, Arbitration and Conciliation Centres, Model-E- Courts, Digital Courts, Justice through Online/Websites/Internet System, Video Conferencing System, Legal Aid/ Legal Aid Clinics/Clubs and Legal Literacy Mission and Role of Bench and Bar in ADR System.

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988 135

Unit -III

Specific Transfers

a. Sale and gift

b.Mortgage and charge

Unit -IV

Specific Transfer

a. Lease and license

b. Easements and actionable claims

Suggested Readings

1. Mulla D.F. -transfer of property
2. H.N. Tiwari – transferof property act

Case Laws

- B.S.D. Mahamandal, Kanpur v. Prem Kumar, AIR 1985 SC 1102
- Jaya Ram v. Ayyaswami, AIR1973 SC 569
- Lachmi Parsad v. Lachmi Naraya,25 ALJ 926
- Mahesh v. Mundar, AIR 1951 All. 141
- NarandasKarsondas v. S.A. Kamtam, AIR 1977 SC 774
- S.C.Mahadic v. Devi Sahai, AIR 1982 989
- Shripati Raoji v. Vishwananth, AIR1955 Bom. 457
- State of U.P. v. District Judge & Others (1997) 1 SCC 496

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989 134

Unit-4

Arbitration and Conciliation Act, 1996 (Sections 1-43), (Sections 61-86) and Recognition and Enforcement of Foreign Awards under New York Convention and Geneva Convention Awards.

Suggested Readings

- Avtar Singh, Law of Arbitration and Conciliation (Eastern Book Company, Lucknow Edition 2013.
- Dr Anupam Kurwal, An Introduction to ADR(Central Law Publication, Allahabad Edition2014
- Dr. Ashok Kumar, Alternative Dispute Resolution in India (Vaibhav Publications, Darya Ganj New Dehli, Edition 2017
- G.K. Kwata, Arbitration and Conciliation Law of India (Universal Law Publication Co. New Delhi, Edition 2014,
- P.C. Rao and William Sheffild. ADR- What it is and how it works?
- S.C. Tripathi, Arbitration and Conciliation Act, 1996 with Alternatives means of settlement of dispute(Central Law Publication, Allahabad, Edition 2015

Case Laws

1. Aligarh Muslim University v Vinny Engineering Enterprises Pvt Ltd 1994(4) SCC 710
2. Food Corporation of India v Joginderpal Mohinderpal, AIR 1989 SC 1263
3. Godrej Properties and Investment Ltd v Tripura Construction, 2003 (18) CLA-BL Supp (Snr) Bom (3)
4. Juglal Kishore Rameshwar Das v GoolbhaiHumushji, AIR 1985 SC 812
5. K.K.Modi v K.N. Modi, AIR 1998 (1) Arb LR 296 SC
6. M.M. T.C. Ltd v Sterile Industries India Ltd, 1996 (6) 716
7. M/S Guru Nank Foundation v M/S Rattan Singh & Sons, AIR 1981 SC 2075
8. Refrigeration &Applicances v Jayaben Bharat Kumar Thakkar, 2007 Supreme 216
9. State of Kerala v Joseph Anchilose, AIR 1990 Ker 102
10. Sukdas v Union of India, AIR 1986 SC 991

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990 136

BBA LL.B. 9th Semester
Civil Procedure Code and Limitation Act
Paper Code: 1153

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The main objective of this paper is to acquaint the students with the basic principles governing civil Procedure and Law of Limitation.

Course Outcomes: Course completion will benefit students as civil lawyers. Course includes all civil proceedings like summoning, examining witnesses, registration of case, petition and written statement etc. They will also be able to know all time limitations for filling suit, appeal and application. They will also become aware of jurisdiction issues in civil matters. They will also understand the pending suit limitations etc

UNIT 1

Introduction to Civil Procedure Code
Difference
Hierarchy and jurisdictions of Civil Courts
Definitions

- Decree
- Orders,
- Judgement
- Mesne Profits
- Legal Representation
- Doctrine of Res Judicata
- Doctrine of Res Sub Judice

Decree
Preliminary Decree
Final Decree
Partly Preliminary and Partly Final Decree

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Khanpur Kalan (Sonipat)

137

991

Unit 2

Necessary and proper parties, section 79
Joinder of parties order 1
Place of suing , section 15, 16-21
Institution of Suit
Pleadings

- Plaint
- Written statement
- Set off and counterclaim

Issuing of Summons

- To Witness
- To Parties

Appearance and Non-appearance of parties

Unit 3

First hearing , framing of Issues
Hearing of suits
Adjournment
Attendance of witness from prison
Affidavit
Examination of parties by court
Discovery, inspection and production of documents
Commissions
Judgement

- Pronouncement of judgment
- Incomplete judgement

Unit 4

Limitation Act ,1963
Definitions
Applicant
Easement
Period of limitation
Bar of limitation
Legal disability
Computation of period of limitation
Effect of death
Fraud and mistake
Effect of acknowledgement
Continuous breaches and tort
Acquisition of easement by prescription

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992 138

Suggested Readings

- Bare Act CPC, 1908
- C.K. Takwani ,The Code of Civil Procedure, Eastern Book Company
- M.P. Jain, "The Code of Civil Procedure", Wadhwa Nagpur

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Khanpur Kalan (Sonipat)

139

993

BBA LL.B. 9th Semester
Land and Agricultural Laws
Paper Code: LAW 1155

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note :Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The prime objective of this paper is to acquaint the students with the basic principles of Land Laws.

Unit-I

Panjab Land Revenue Act 1887- Definitions, Classes of Revenue Officers, Powers and Functions, Record of Rights, Collection of Land revenues, Concept of Partition and Assessment, Appeal Review, Revisions

Unit- II

Haryana Urban (Control of Rent and Eviction) Act, 1973- Definitions, Determination of Fair Rent and its revision, Grounds for Eviction of tenants, Appeal, Review and Revision
Panjab Tenancy Act 1887- Definitions, Rights of occupancy, Concept of rent, Grounds of Ejectment of tenant

Unit-III

Haryana Ceiling on Land Holdings Act, 1972 Ceiling on Land Holdings, Permissible Area, Exemptions, Ceiling on Land, Selection of permissible area, Vesting of Surplus Area in the State Government, Powers of the State Government to take possession of the surplus area, Disposal of Surplus Area ,Appeal, Review and Revision.

Unit-IV

Panchayati Raj Act, 1994
Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act of 2013

Suggested Readings

- Badruddin, Commentary on Land Laws and Panchayati Laws, The Law Home
- D.P. Narula, Land Laws of Panjab and Haryana, Allahabad Law Agency
- P.S. Khurana, A Treatise on Land Laws in Panjab and Haryana

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140

994

BBA LL.B. 9th Semester
Human Rights and Protection of Children
Paper Code: Law 1157

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The course is aimed to help students to understand the concept of Human Rights, challenges and issues in addition to international framework on Human Rights . This will be helpful in understanding and analyzing the state of human rights affairs and state obligations to implement International conventions. It offers deep insight over the concept of Human Rights evolution and protection mechanism.

Course Objectives: The course is relevant to impart knowledge of Law, philosophy and development of Human Rights. It is very helpful in understanding the role of human rights in social transformation and protection of human rights. Understanding of national and international institutions and, and the instruments for the protection of human rights is beneficial for the academic and professional enrichment of the students.

Unit I

1. Human rights- Historical context, Development and Significance
2. The United Nations Treaties and Institutions
3. Generation/ classification of Human Rights
4. The Right to Life, Human Rights of Women

Unit – II

1. The Right to be Free from Torture, Inhuman, and Degrading Treatment
2. Social and Economic Rights
3. Human Right to Health and Pollution free Environment
4. ICJ and Human Rights

Unit –III

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Khanpur Kalan (Sonipat)

995 141

1. Protection and development of children in India- Need and Institutional framework
2. Role of UNCRC and UNICEF in Protection of children
3. Understanding the Juvenile delinquency and children in conflicts with laws
4. Problem of Child abuse and child labour: Law and Society

Unit-IV

1. Global concerns over State of Human Rights affairs in today's world
2. Threats and challenges in protecting Human Rights
3. A Case study on recent violations of Human Rights
4. State obligations and instruments of Human Rights Protection

Suggested Readings:

- Child Rights in India by Asha Bajpai
- Concise book on international law and human rights by H.O. Agarwal
- Handbook of Children's Rights: Global and Multidisciplinary Perspectives by Martin D. Ruck
- Handbook of Children's Rights: Global and Multidisciplinary Perspectivesby Jonathan Torres
- Human Right of Women: National and International perspective by Cook
- International Human Rights Law by Daniel Moeckli
- International Law and Human Rights by S.K. Kapoor
- International law and human rights by K.C. Joshi 1938
- Prof.S.K.Verma, Public International Law (1998) Prentice Hall of India
- S.K.Kapoor, Human Right under International Law & Indian Law
- The International Covenant on Civil and Political Rights: Cases, Materials, and Commentary by Jenny Schultz, Melissa Castan, and Sarah Joseph
- The Oxford Handbook of International Human Rights Law by Dina Shelton
- Theodor Meron (ed.), Human Right in International Law
- V.R.Krishnalyer, The Dialectics and Dynamics of Human Right in India
- Wallace, International Human Rights, 1996 Sweet & Maxwell

Case Laws

1. LalitaKumari vs. Govt. Of U.P & ORS AIR 2014 SC 187
2. Shreya Singhal v. Union of India, 2015
3. The Lotus Case
4. The Republic of Nicaraguan vs. The State of America, ICJ -1986
5. Youth Bar Association of India vs. Union of India AIR 2016 SC 4136

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Khanpur Kalan (Sonipat)

142

996

BBA LL.B. 9th Semester

Public Interest Lawyering, Legal Aid & Para-Legal Services

Course Code: LAW 1159

L - T - P **Total Marks: 100**

4 – 1– 0 External Marks: 80

Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The paper is aimed to impart knowledge and awareness about the concept of PIL and its significant contributions in defining legal periphery. Justice also imply the idea of access to legal services, help and advice to poor and every needy people. It will be helpful for the students to know about legal aid and para legal services and also the Lok Adalat.

Course Outcomes: The course is relevant to impart knowledge law and its various facets impacting the society at large. Understanding the public Interest Lawyering, Legal Aid and Para Legal Services is important to sensitize the Law students to work for society and the philosophy of law. This is helpful in understanding the institutional mechanism and legal framework to ensure justice and equality. It is furthering and strengthening the professional ethics as a built in mechanism of legal education.

Unit I.

Public Interest Litigation

Public interest litigation in judicial activism and public welfare

Merits and demerits of public interest litigation

Locas standi and public interest litigation

Various dimensions of PIL like environmental, Human Rights, children, education, prisoners rights, women, poverty corruption etc.

Unit II.

Legal aid

Legal aid under Criminal Procedure. Code and rights of accused

Constitution, functions and powers of National Legal Service Authority and

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143

997

Unit III.

Lok Adalat

Lok Adalat system, meaning and significance
Organization of lokAdalat, power and nature of award
Objects and necessity of Legal aid camps and legal literacy

Unit IV

Para Legal Training

Object and importance of para legal training
Writing of case comment
Law office management

Recommended Readings:

- Ajay Gulati , "Public Interest Lawyering, Legal, Aid & Para Legal Service"
- Dr. Kailash Rai , "Public Interest Lawyering, Legal, Aid & Para Legal Service"
- J.P.S.Shirohi , "Public interest litigation"
- Legal Service Authorities Act, 1987
- O.P.Tiwari, "Public interest litigation"
- P.M.Bakshi, "Public interest litigation"
- P.S.Narayan, "Public interest litigation"
- S. Bawa, "Public interest litigation "

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BBA LL.B 10th Semester
Criminology and Penology
Course Code: LAW 1148

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The object of this paper is to discuss the causative factors of crime and treatment of criminals and victims.

Course Outcome : Students will be able to analyze and define the concept of crime and antisocial behavior in the society and the difference between crime and morality as the concept of crime changes from society to society. Analyze the various views given by philosophers on criminology. Evaluate the reasons behind the crime and significance of Penology in the present society and theories of the punishments and its application in the criminal justice system.

UNIT-1

a) Conceptions/Definitions of Crime.
b) Causal approaches to explanations and difficulties of applications of casual analysis to human behavior.
c) Specific Theories: Biophysical explanations, Psychodynamic approaches, Social learning theories of Crime, Social learning through sub-cultures of deviance, Social disorganization theories, and Economistic approaches.

UNIT-II

Deviations

a. Legislation
b. Treatment
c. Judicial Approach

Socio-Economic Crimes

a. White collar crimes
b. Drug Abuse

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Khanpur Kalan (Sonipat)

145

999

UNIT-III

Punishment

a. Theories of Punishment Deterrent, Retributive, Preventive and Reformative
b. Alternatives to imprisonment: Probation, Open jail, Parole etc.
c. Prison reform and the Judicial Response
d. Capital Punishment

UNIT-IV

Victimology

a. Need for compensation
b. Compensation and Rehabilitation
c. Compensation as a mode of punishment
d. Constitutional perspective of compensation

Recommended Cases

- Ashok Kumar v. State (1980) 2 SCC 282
- Bachan Sing v. State of Punjab (1980) 2 SCC 684
- Bheru Singh v. State of Rajasthan (1994) 2 SCC 467
- Dalbir Singh v. State of Punjab, (1979) 3 SCC 745
- Hari Singh v. State of Haryana (1993) 2SCC373
- Kalu v. State , AIR 1965 Raj74
- Kharak Singh v. State of U.P, AIR 1963 SC 1295
- State of M.P. v. V.S. Mahasane, 1993 Cr. L.J1134
- State of Maharastra v. Sukhdev Singh (1992) 3 SCC 700
- Sukhdev Singh Dindsa v. State of Punjab, 1985 Cr. L.J 1739 (P&H)
- Tehsildar singh v. State of U.P. , AIR1959 SC 1012
- Vishal Jeet v. Union of India, (1990) 3 SCC 318

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1000 146

BBA LL.B. 10th Semester

Drafting, Pleading and Conveying
Paper Code: LAW 1150

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course Objectives: The basic objective of this course is to inculcate practical learning skills and concepts that promote student's professional success.

Course Outcomes: The outcome of this course It makes aware about connection between theory of the classroom with the practical of courts. Students understands the importance of practical aspects of drafting as it is important prerequisite to acquire success in their professional life. It will help students to gain not only a theoretical but also a practical understanding of law.

Unit -I

Pleading, Need and Objective of Pleading, Fundamental and General Rules, Plaint and written Statement, Replication, Application for temporary Injunction, Application for Setting aside Ex-parte, Affidavit, Suit for Permanent Injunction. Suit for Specific Performance, Suit for Possession

Unit -II

Petition for Divorce, Judicial Separation, Restitution of Conjugal Rights, Application for maintenance Under HMA 1955, MACT application, Legal Notice
Complaint, Application for bail, Anticipatory Bail, Application for maintenance u/s 125 Cr.P.C.

Unit-III

Writ Petition- Habeas Corpus, Mandamus, Prohibition, Certiorari, Quo-Warranto
Appeal, Review, Reference and Revision
Petition for Eviction under Haryana Rent Control Act
Complaint under Consumer Protection Act

Unit -IV

Convenyancing, Deeds- Unilateral and Bilateral, Will, Sale Deed, Mortgage Deed, Lease Deed, Power of Attorney, Partnership Deed,
Notice under Section 138 of the Negotiable Instruments Act, 1881

147

1001

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BPS Mahila Vishwavidyalaya
Khanpur Kalan (Sonipat)

and final arguments. Student will also prepare and participate in the negotiation and client counseling activities.

Unit III

Internship - Court Visits and field Experience (Marks-30)

This part will require the students to be attached with practicing lawyer/ law firms/ Institutions etc. Students will have to produce certificate of internship of the duration and work report from the advocate as per BCI norms.

During the court visits, the students will be required to record/ observe various stages in cases. Observation must include at least one civil and one Criminal case.

Unit IV

Viva Voce (Marks 10)

Students will be required to place all the above content in a file/ folder to be assessed by concerned teacher and outside expert of the field. Expert may be a lawyer or a teacher with experience of 15 years and 10 years respectively.

Suggested Readings:

- https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=20
- John Korzen , "Make Your Argument: Succeeding in Moot Court and Mock Trial"
- Kailash Rai , "Moot Court, Pre-trial Preparation and participation in trial Proceedings"
- O.P. Tewari , "Moot Court, Pre-trial, Preparation and Viva voce"
- Routledge, Taylor and Francis Group, Essential Study Skills for Law Students,

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156

1002

BBA LL.B. 10th Semester
Moot court, Practical Training and Internship
Paper Code: 1158

L - T - P
0 - 1 – 4Total Marks: 100
Total Credits: 5

Total Credits: 5

External Marks: 80

Course objectives: Content of this paper is designed to impart the practical skills required for case study, case research, case analyses and legal perspectives necessary for lawyering, advocacy and client counseling. This will also give opportunity to develop skills for legal research and practical training including court practices. The teaching methods used in the course will focus Moot court and Mock trials and will include court visits. Students will be divided in groups for the purpose of Moot Courts, Mock trials and court visits.

Course outcomes: The course is providing practical skills on knowledge of law. It is very helpful in understanding the application of law for any law student providing him legal acumen and advocacy skills. The course is beneficial for the academic and professional enrichment of the students.

Unit 1

Moot Courts (Marks 30)

The teacher teaching this course will supply five Moot Court problems on five different fields like criminal, matrimonial, appeal, environmental, consumers, insurance and corporate affairs.

Students in the course of a single semester requiring them to work on all three problems assigned to them. Each student will prepare a case only on one side.

Teacher will provide rules for Moot Court including memorials and other specifications for oral arguments etc.

Evaluation: The oral performance will be evaluated on the basis of communication skills, application of facts, persuasion / use of authorities, and response to questions.

Unit II

Mock Trial, negotiation and client counseling(Marks 30)

The students would be required to conduct trial in at least one case either of one Civil or one Criminal during the course of the semester. The students will be divided in teams of lawyers and witnesses. Each student will be required to function as a lawyer and witness in the trials being simulated in the classes. Students' performance will be evaluated on the basis of equal marks being assigned for case analysis, written submissions, Examination-in-chief, Cross-examination,

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Khanpur Kalan (Sonipat)

155

1003

Dictionaries,useof foreign decision, text books,historical background,legislative history, beneficial construction,constitutionality of statutes.

UNIT-3

Prospective and retrospective operation of statutes, Construction of taxing statues and evasion of statutes, mens-rea in statutory offences, Mandatory and direct statues rules of stare decisis, strict constructions of penal laws, Presumptions and assumptions

UNIT-4

General Clauses Act,1897

Maxims: Edjusdem Generis, Expressio Unius Est Exclusio Alterius, Statute in parimateria,Noscituar A Sociis

Suggested Readings

- Avtar Singh , "Introduction to the interpretation of statues" (lexis nexis 4th edition,2016)
- D.N.Mathur, " Interpretation of statues" (central law publication 2013)
- G.P.Singh, "Principles of statutory Interpretation" ,(lexis nexis 14th edition,2016)
- Kafaltiya.B "Interpretation of statues" (2016)
  R.D.srivastava , "Interpretation of statues and legislation",(central law publication 6th edition,2013)
- V.P.Sarthi. "Interpretation of statues" (5th edition,2010)

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154

1004

BBA LL.B 10th Semester
Interpretation of statutes
PaperCode: 1156

L - T - P
4 – 1– 0External Marks: 80
Total Credits: 5

Total Marks: 100

Internal Marks: 20

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives-This paper is to equip the students with various tools of interpretation of statutes.
Course outcomes: Upon successful completion, students will have the knowledge and skills to explain, distinguish and apply the principles and process of statutory interpretationCompare, contrast and reflect on the theoretical concepts underlying and impacting on approaches to statutory interpretation and its application. Plan, differentiate and prioritise approaches and materials used in statutory interpretation while working collaborativelyselect and apply a range of legal research principles and methods in interpreting legal instruments.

UNIT – 1

Interpretation:Meaning and scope, General principles of interpretation of Interpretation

Rules of Construction: Literal Rule, Golden rule, Mischief rule, Harmonious construction, Legislative intent, Statutes should be read as whole, Presumption in favour of constitutionality of a statute.

UNIT-2

Internal Aids to Construction

Title,preamble,marginal notes,headings,section and subsection ,definitions, interpretation clauses,proviso,illustration,exceptions,saving clause,explanations,schedules,and punctuation marks and non obstante clause

ExternalAids to Construction

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1005 153

UNIT -2

Summary Trial

Suits by or against Government
Interpleaders Suits
Suits and Appeal by indigent persons
Appeal:

- First appeal
- Second appeal
- Appeal from order

Reference, review and revision

UNIT 3

Specific Relief Act
Specific Relief to be granted
Recovery

- Specific Immovable Property
- Specific Movable Property

Liability of Person in Possession
Declaratory Decrees
Preventive Relief:

- Injunction Generally
- Perpectual Injunction

UNIT 4

RegistrationAct , 1908
Inspectors of Registration Offices
Registrable Documents
Presenting Documents for Registration
Effects of Registration and Non-Registration and Penalties

Suggested Readings:

- Law of Specific Relief , Banerjee S.C
- Pollock and Mulla on Indian Contract and Specific Relief Act.
- The Code of Civil Procedure , Dr Avtar Singh

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1006 152

7. Miscellaneous (Section 21 to 31)
8. Amendments in 2019.

UNIT-III

Right to Information and Community Activism

1. Free flow of Information for Public Record
2. Factors Restricting Free Flow of Information
3. Right to information: Fundamental Right
4. Provisions for Disclosure of Information
5. Right to Acquire & Disseminate Information
6. Right to Information and Community Participation
7. Public Authority under Art. 12 of the Indian Constitution

UNIT -IV

Election Laws

1. Introduction to election laws in India
2. Types of Electoral System in India
3. Global scenario in electoral system
4. Electoral reforms in India.
5. Elections to local self-government bodies in India
6. Government and Good Governance
7. Challenge before election commission: Democracy and reservation to women.

References:

- Dheera Khandelwal &Krishana K. Khandelwal: The Right to Information Act, 2005
- Dr. Niraj Kumar : Treatise on Right to Information Act, 2005
- Dr. Sandhya Rohal and Dr. Saroj Saini, Right to Information ,
- Module for students on election Law available athttp://www.unishivaji.ac.in/uploads/syllabus/Home/Module%20Democracy%20In%20India.pdf .
- N.K. Jain : Right to Information Concept Law and Practice
- P.K. Das : The Right to Information Act
- Right to Information Act,2005

Case Laws:

Indira Jai Singh V Registrar General Supreme Court of India (2003) 5 SCCPeople's Union for Civil Liberties V Union of India AIR 2004 SC 1442

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150

1907

BBA LL.B. 10th Semester
Civil Procedure, Specific Relief& Registration Act 1961
Paper Code: 1154

L - T - P **Total Marks: 100**
4 – 1– 0External Marks: 80
Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The core objective of this paper is to acquaint the students with the basic principles governing civilprocedure, specific relief and law relating to registration of documents.

Course Outcomes: Course completion will benefit students as civil lawyers. Course includes all civil proceedings like summoning, examining witnesses, registration of case, petition and written statement etc. They will also be able to know all time limitations for filling suit, appeal and application. They will also become aware of jurisdiction issues in civil matters. They will also understand the pending suit limitations, provisions related to specific relief and Registration Act.

UNIT – 1

Interlocutory Applications
Temporary Injunctions
ForeignJudgment
Procedure of Caveat
Inherent Powers of Courts.
Execution of Decree

- Execution of Decrees
- Application for Execution
- Process of Execution
- Stay of Execution
- Courts by which Decree be Execute
- Different modes of Execution
- Arrest and Detention and Attachment under Execution
- Sale of Property in Execution
- Distribution of Assets
- Attachment
- Application of Restitution under Section 144

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151

1008

BBA LL.B 10th Semester

Right to Information & Election Laws

PaperCode: 1152

L - T - P **Total Marks: 100**

4 – 1– 0External Marks: 80

Total Credits: 5 **Internal Marks: 20**

Note:-Instructions for examiner

- The paper shall be of 80 Marks.
- The time allowed is three hours.
- The whole syllabus is divided into four units. Question paper shall be of two parts.
    1. Part A shall be compulsory and consist 8 short answered questions of 2 marks each at least two question shall be set from each unit.
    2. Part B shall again divided into 4 units consisting 2 question of 16 marks each in every unit and candidate must attempt 4 questions at all selecting 1 question from each unit.

Course objectives: The prime objective of the paper is to acquaint the students with the basic rules and regulation regarding Right to Information and Election laws.

Course outcomes: This course provides basic aim of RTI. It also explains good governance with transparency. Students will be trained to know personal grievances as well as long pending issues of Indian society. They will also connect themselves with government officials.Through election laws the students will get proper information about the rules, regulations, laws, bye laws, program related to elections so that peoples could cast their vote to candidate without any difficulty,pressure and choose honest and hardworking representatives.

UNIT-I

Introduction

1. Introduction to Right to Information
2. Historical Background , Indian Scenario, Global Scenario

Indian Scenario

3. Media access to Official Information
4. Right to Information and Human Rights Violations
5. Main Features of Right to Information Law

UNIT-II

The Right to Information Act, 2005

1. Preliminary(Section 1 to 2)
2. Third Party Information
3. The Central Information Commission (Section 12 to 14)
4. Right to Information and Obligations of Public Authorities(Section 3 to 11)
5. The State Information Commission(Section 15 to 17)
6. Powers & Function of the Information Commission, appeals & penalties (Section 18 to 20)

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1009 149

Application for Information under RTI Act 2005

Suggested Reading:

- Bindra N.S., Pleading Drafting and Pleading
- Chaturvedi A.N., Pleading Drafting and Convenyancing
- Mogha on Law of Pleading

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148

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ANNEXURE-14

Faculty of Law
BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat.
(A State University recognized under Section 2(f) and 12(B) of the U.G.C. Act 1956)

Ref. No BPSMV/CSE/IT/18/.....
Dated .....

Minutes of the meeting of the Faculty of Law, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 23/08/2024 at 12:30 P.M. The following members of the Faculty were present:

1.	Prof. Ajit Singh, Dean, Faculty of Law, BPSMV, Khanpur Kalan	Chairperson
2.	Dr. Seema Dahiya, In-Charge, Department of Laws, BPSMV, Khanpur Kalan	Member
3.	Dr. Seema Thakran Officiating Principal, Tau Devi Lal, Govt. College for Women, Murthal, Sonepat	Member
4.	Dr. Sudesh Lather, Principal, Govt. College for Women, Sonepat	Member

The meeting was convened in the office of the Dean, Faculty of Law, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat. The agenda items were discussed in detail and the decisions have been taken as under:

Item No. 1: Considered and Approved.

The recommendations of UGBOS held on 17.7.2024 of the Department of Laws with respect to the inclusion of three criminal laws w.e.f. July 2024-25 as per the BCI regulation were considered and approved.

Item No. 2: Considered and Approved

The recommendations of PGBOS held on 30.7.2024 of the Department of Laws with respect to the scheme, syllabus and ordinance of LLM two years programme and revised scheme of the Ph. D (Law) programme w.e.f. 2024-25 were considered and approved.

The meeting is ended with a vote of thank to the chair.

Seema 23/8/24
Dr. Seema Dahiya

Seema 23/8/24
Dr. Seema Thakran

23/8/24
Dr. Sudesh Lather

23/8/2024
Prof. Ajit Singh

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Re: invitation of UGBOS Meeting

1 message

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> Wed, Jul 17, 2024 at 11:49 AM
To: SUSHILA DEVI CHAUHAN <sdchauhan@kuk.ac.in>, Seema Dahiya Jakhar <seemadahiyajakhar@gmail.com>, advocatepurnima@gmail.com, "amitabinitio@gmail.com" <amitabinitio@gmail.com>, "jagbirsinghjakhar1@gmail.com" <jagbirsinghjakhar1@gmail.com>, sandhya rohal <sandhyarohaladv@gmail.com>
Cc: Controller of Examinations <coe@bpswomenuniversity.ac.in>, Finance Officer <fo@bpswomenuniversity.ac.in>

Dear Sir/madam

Please receive the link

To join a meeting on Google Meet, click this link: https://meet.google.com/pog-fisy-akw Or open Meet and enter this code: pog-fisy-akw

With regards and Wishes

Dr Seema Dahiya
Faculty and Incharge
Department of Laws
BPSMV Khanpur Kalan

On Tue, 16 Jul 2024 at 7:35 PM, Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:

> Dear Sir/Madam
> Warm Greetings
> Hope you all are doing well. As per telephonic discussion I'm sharing the agenda regarding inclusion and approval of new criminal laws w.e.f session 2024-25 as per BCI Regulations. Kindly go through the draft agenda attached in the mail and a meeting is scheduled tomorrow i.e. 17-07-2024 at 12:pm through ONLINE mode. All are requested to make it convenient to attend the same. The link of the meeting will be shared before the meeting.
>
> copy to the Finance Officer and Controller of Examination for information please.
>
> With thanks and regards
> Dr Seema Dahiya
> Incharge
> Department of Laws
> BPSMV-KK
> Sonipat

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Chat

Starred

Snoozed

Meet

Sent

Drafts 429

More

Labels

Approval of syllabus

External Inbox ×

SUSHILA DEVI CHAUHAN
to me

Dear Madam,

Syllabus of three new criminal laws is approved as discussed in the online meeting of UGBOS held on 17.7.24 is appr
Thanks and regards

Prof.(Dr.) Sushila Chauhan
Professor,
Department of Law,
Kurukshetra University, Kurukshetra.

Thanks a lot. | Thanks for the information. | Noted with thanks.

Reply | Forward

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Re: invitation of UGBOS Meeting

1 message

sandhya rohal <sandhyarohaladv@gmail.com> Wed, Jul 17, 2024 at 12:50 PM
To: Purnima Garg <advocatepurnima@gmail.com>
Cc: Controller of Examinations <coe@bpswomenuniversity.ac.in>, Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>, Finance Officer <fo@bpswomenuniversity.ac.in>, SUSHILA DEVI CHAUHAN <sdchauhan@kuk.ac.in>, Seema Dahiya Jakhar <seemadahiyajakhar@gmail.com>, "amitabinitio@gmail.com" <amitabinitio@gmail.com>, "jagbirsinghjakhar1@gmail.com" <jagbirsinghjakhar1@gmail.com>

Dear madam

Syllabus is approved as discussed in blended mode meeting

Thanks

Dr Sandhya Rohal

On Wed, 17 Jul 2024 at 12:33 PM, Purnima Garg <advocatepurnima@gmail.com> wrote:

> Dear mam
> Thanks for the invite mam. The syllabus is duly approved as discussed in online meeting.
> Thanks and regards
> Dr. Purnima Gupta
>
> On Wed, 17 Jul, 2024, 11:49 Department of laws BPSMVKK, <dol@bpswomenuniversity.ac.in> wrote:
> > Dear Sir/madam
> >
> > Please receive the link
> >
> > To join a meeting on Google Meet, click this link: https://meet.google.com/pog-fisy-akw Or open Meet and enter this code: pog-fisy-akw
> >
> > With regards and Wishes
> >
> > Dr Seema Dahiya
> > Faculty and Incharge
> > Department of Laws
> > BPSMV Khanpur Kalan
> >
> > On Tue, 16 Jul 2024 at 7:35 PM, Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:
> > > Dear Sir/Madam
> > > Warm Greetings
> > > Hope you all are doing well. As per telephonic discussion I'm sharing the agenda regarding inclusion and approval of new criminal laws w.e.f session 2024-25 as per BCI Regulations. Kindly go through the draft agenda attached in the mail and a meeting is scheduled tomorrow i.e. 17-07-2024 at 12:pm through ONLINE mode. All are requested to make it convenient to attend the same. The link of the meeting will be shared before the meeting.
> > >
> > > copy to the Finance Officer and Controller of Examination for information please.
> > >
> > > With thanks and regards
> > > Dr Seema Dahiya
> > > Incharge
> > > Department of Laws
> > > BPSMV-KK
> > > Sonipat

-1014-

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Regarding approval of UGBOS agenda in the online meeting held on 17th July 2024

1 message

Jagbir Jakhar <jagbirsinghjakhar1@gmail.com> Tue, Jul 23, 2024 at 8:19 PM
To: dol@bpswomenuniversity.ac.in

Agenda for inclusion of three new criminal laws i.e. BNS, BNSS and BSA is approved as proposed in online UGBOS meeting held on 17th July 2024.

Prof. Jagbir Singh Jakhar(Retd.)
External Member UGBOS.

ANNEXURE-15

ज्ञान-विज्ञान विमुक्तये
प्रो. म. जगदीश कुमार
अध्यक्ष
Prof. M. Jagadesh Kumar
Chairman

सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग
University Grants Commission
(शिक्षा मंत्रालय, भारत सरकार)
(Ministry of Education, Govt. of India)

20th April, 2023/
चैत्र 30, 1945

FOREWORD

The National Education Policy (NEP) announced in 2020 marks a shift towards student centric approaches. Multidisciplinary education, multiple entry and exit system, integration with vocational education, and ensuring mobility between streams, and institutions, are some of the reforms envisioned in the NEP 2020. Classification of qualifications according to learning outcomes is central to many of these reforms. "Qualifications Framework," which provides for arranging the qualifications based on learning outcomes, is a method practiced worldwide to facilitate comparability and transparency. The formulation of the National Higher Education Qualifications Framework (NHEQF), accordingly, is a key recommendation of the NEP 2020 to move towards developing a nationally accepted and internationally comparable and acceptable qualifications framework.

The UGC constituted an expert committee to formulate NHEQF to enable prospective students, parents, higher education providers, and other stakeholders to understand the nature and level of the expected learning outcomes and competencies associated with higher education qualifications. With much pleasure, I present the National Higher Education Qualifications Framework to higher educational institutions for adoption.

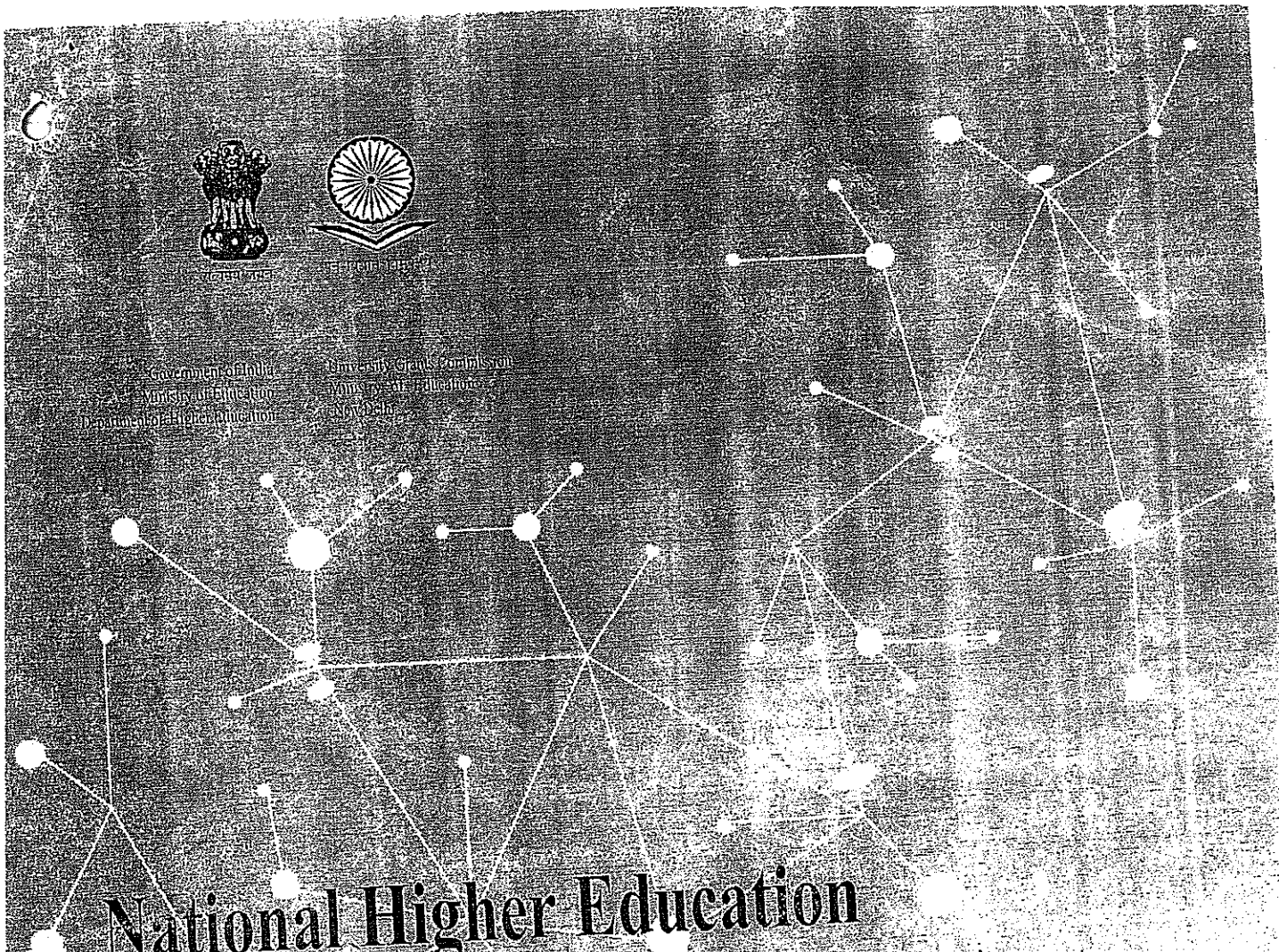
I take this opportunity to thank the Chairman of the Expert Committee, Prof. V. S. Chauhan, and the members for drafting the NHEQF. I also thank the committee headed by Dr. N.S. Kalsi for integrating the levels of NHEQF with the National Credit Framework (NCrF). The contributions made by the officers from UGC are also acknowledged.

M Jagadesh Kumar

(Prof. M. Jagadesh Kumar)

वसुधैव कुटुम्बकम्
ONE EARTH • ONE FAMILY • ONE FUTURE

1016



Government of India
Ministry of Education
Department of Higher Education

University Grants Commission
Bahadur Shah Zafar Marg
New Delhi

National Higher Education Qualifications Framework (NHEQF)

Dagdadar
EC

1017

4.2. Types and title/nomenclature of qualifications

The NHEQF is an outcome-based framework 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: Types of qualifications and qualification title/nomenclature

Type of qualification	Qualification title/nomenclature and programme duration
Undergraduate Certificate	Undergraduate Certificate (Field of study/discipline). (Programme duration: First year (first two semesters) of the undergraduate programme, followed by an exit 4-credit skills-enhancement course(s).
Undergraduate Diploma	Undergraduate Diploma (Field of study/discipline). (Programme duration: First two years (first four semesters) of the undergraduate programme, followed by an exit 4-credit skills-enhancement course(s).
Bachelor's degree	Bachelor of (Field of study/discipline) the undergraduate programme Examples: • Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Commerce (B.Com.), Bachelor of Vocation (B. Voc.), Bachelor ofBusiness Administration (BBA), Bachelor of Physical Education Programme duration: Three years (six semesters). • Bachelor of Education (B.Ed): Programme duration: Two years (four semesters) after completing a Bachelor's degree programme • Bachelor of Education (B.Ed.). Programme duration: One year (two semesters) after completing a Bachelor's degree (Honours/ Honours with Research) programme or Master's degree.
Bachelor's degree (Honours/ Honours with Research)	• Bachelor of (Field of study/discipline) (Honours/ Honours with Research). • 4-year dual-major Integrated Teacher Education Programme (ITEP): Programme duration: Four years (eight semesters). • Bachelor of Engineering (B.E), Bachelor of Technology (B.Tech.). Programme duration: Four years (eight semesters). • Bachelor of Architecture (B.Arch.): Five years (ten semesters). • Bachelor of Pharmacy (B.Pharm): Four years (eight semesters).
Post-Graduate Diploma	Post-Graduate Diploma in (Field of study/discipline). Programme duration: One year (two semesters) in the case of those who exit after successful completion of the first year (two semesters) of the 2-year master's degree programme

Type of qualification	Qualification title/nomenclature and programme duration
Master's degree	Master of (Field of study/discipline). Programme duration: Two years (four semesters) for those who have obtained a 3-year/6-semester bachelor's degree, or successfully completed a 4-year bachelor's degree (e.g. B.E., B. Tech., etc.) or a 4-year dual-major integrated teacher education programme with a B.A. B.Ed degree or B.Sc. B.Ed degree, or B.Com. B.Ed. degree. Master of (Field of study/discipline): Programme duration: One year (two semesters) in the case of those who have obtained a 4-year/8-semester Bachelor's (Honours/ Honours with Research) degree Examples • Master of Arts (M.A), Master of Commerce (M.Com.), Master of Science (M.Sc.), Master of Vocation (M.Voc.), Master of Business Administration (MBA). Programme duration: Two years (Four semesters) after obtaining a Bachelor's degree). • Integrated Bachelor's - Master's degree programmes. Programme duration: five years (ten semesters) after successfully completing secondary education (Grade 12 of school education) • Master of Education (M.Ed.). Programme duration: Two years (four semesters) after completing a 2-year/4-semester B.Ed. degree programme or a 4-year (8 semester) dual-degree integrated teacher education programme. • Integrated B.Ed. - M.Ed. programme. Programme duration: Three years (six semesters) after obtaining a Bachelor degree). • Master of Arts (Education). Programme duration: Two years (Four semesters) after completing a Bachelor's degree programme) • Master of Engineering (M.E), Master of Technology (M.Tech.). Programme duration: Two years (four semesters) after obtaining a Bachelor's degree in engineering/technology. • Master of Architecture. Programme duration: Two years (four semesters) after obtaining a B. Arch degree
Doctoral degree	• Doctor of Philosophy (Ph.D.)

4.2.1. NHEQF levels

The NHEQF levels represent a series of sequential stages expressed in terms of a range of learning outcomes against which typical qualifications are positioned/located. NHEQF level 4.5 represents learning outcomes appropriate to the first year (first two semesters) of the undergraduate programme of study, while Level 8 represents learning outcomes appropriate to the doctoral-level programme of study (Table 2).

Table 2: Higher education qualifications at different levels on the NHEQF

NHEQF level	Examples of higher education qualifications located within each level
Level 4.5	Undergraduate Certificate. Programme duration: First year (first two semesters) of the undergraduate programme, followed by an exit 4-credit skills-enhancement course(s).
Level 5	Undergraduate Diploma. Programme duration: First two years (first four semesters) of the undergraduate programme, followed by an exit 4-credit skills-enhancement course(s) lasting two months.
Level 5.5	Bachelor's Degree. Programme duration: First three years (Six semesters) of the four-year undergraduate programme.

1019

NHEQF level	Examples of higher education qualifications located within each level
Level 6	Bachelor's Degree (Honours/ Honours with Research). Programme duration: Four years (eight semesters).
Level 6	Post-Graduate Diploma. Programme duration: One year (two semesters) for those who exit after successful completion of the first year (two semesters) of the 2-year master's programme.
Level 6.5	Master's degree. (e.g. M.A., M.Com., M.Sc., etc.) Programme duration: Two years (four semesters) after obtaining a 3- year Bachelor's degree (e.g. B.A., B.Sc., B.Com. etc.).
Level 6.5	Master's degree. (e.g. M.A., M.Com., M.Sc., etc.) Programme duration: One year (two semesters) after obtaining a 4 -year Bachelor's degree (Honours/ Honours with Research) (e.g. B.A., B.Sc., B.Com. etc.).
Level 7	Master's degree.(e.g. M.E./M.Tech. etc.) Programme duration: Two years (four semesters) after obtaining a 4-year Bachelor's degree. (e.g. B.E./B.Tech. etc.)
Level 8	Doctoral Degree

4.2.2. Expected graduate attributes at different levels on NHEQF

The NHEQF envisages that students on completion of a programme of study must possess and demonstrate the expected graduate attributes acquired through one or more modes of learning, including direct in-person or face-to-face instruction, open and distance learning, online learning, and hybrid/blended modes. The graduate attributes indicate the quality and features or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate profile/attributes include capabilities that help widen the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in society. The graduate profile/attributes are acquired incrementally and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking.

Graduate attributes include learning outcomes that are specific to disciplinary areas relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/ transdisciplinary contexts and generic learning outcomes that graduates of all programmes of study should acquire and demonstrate (Table 3).

1020

work/vocation or professional practice.

- Field-based learning/projects, internships, and community engagement and service:
- Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.
- Community Engagement: -
- Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

Table 11: Qualification Type and Credit Requirements

NHEQF levels	Qualification title/nomenclature	Credit Requirements (Minimum)
Level 4.5	Undergraduate Certificate (in the field of learning/discipline) for those who exit after the first year (2 semesters) of the undergraduate programme. (Programme duration: First year or 2 semesters of the undergraduate programme)	40 credits
Level 5	Undergraduate Diploma (in the field of learning/discipline) for those who exit after the first two years (4 semesters) of the undergraduate programme (Programme duration: First two years or 4 semesters of the undergraduate programme)	80 credits
Level 5.5	Bachelor's Degree (examples: Bachelor of Arts; Bachelor of Science; Bachelor of Commerce; Bachelor of Physical Education; Bachelor of Business Administration, etc. (Programme duration: Three years or 6 semesters).	120 credits
Level 5.5	Bachelor of Vocation (B.Voc). (Programme duration: 3 years or 6 semesters).	120 credits
Level 6	Bachelor of Engineering (B.E.); Bachelor of Technology (B.Tech.) (Programme duration: Four years or 8 semesters.	160 credits
Level 6	B.A., B.Ed.; B.Sc., B.Ed.; B.Com., B.Ed. (4-year dual-degree Integrated Teacher Education Programme)	160 credits)
Level 6	Bachelor's Degree (Honours/ Honours with Research). (Programme duration: Four years or 8 semesters).	160 credits
Level 6	Post-Graduate Diploma. For those who exit after successful completion of the first year or two semesters of the 2-year master's programme). (Programme duration: One year or 2 semesters).	40 credits
Level 6.5	Master's degree. (e.g. M.A.; M.Com., M.Sc.; etc.) (Programme duration: Two years or four semesters after obtaining a 3-year Bachelor's degree).	80 credits

NHEQF levels	Qualification title/nomenclature	Credit Requirements (Minimum)
Level 6.5	Master's degree (e.g. M.A.; M.Com., M.Sc.; etc.) (Programme duration: One year or 2 semesters after obtaining a 4- year Bachelor's degree (Honours/ Honours with Research).	40 credits
Level 7	Master's degree (e.g. M.E.; M.Tech. etc.) (Programme duration: Two years or four semesters after obtaining a Bachelor's degree (e.g. B.E., B.Tech.etc.).	80 credits
Level 8	Doctoral degree	Credits for courseworkand, a thesis and published work

Table 12. Letter Grades and Grade Points

Letter Grade	Grade Point
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

For non-credit courses 'Satisfactory' or 'Unsatisfactory' will be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA. The universities or the autonomous colleges can decide on the grade or percentage of marks required to pass in a course and the CGPA required to qualify for a Certificate/Diploma/Degree taking into consideration the recommendations of the relevant standard setting body.

4.5. Credit accumulation and redemption

The NHEQF helps facilitate multiple entry, multiple exit, and re-entry options for students at the undergraduate and master's levels. It would facilitate credit accumulation through the facility created by the Academic Bank of Credit (ABC) scheme in the "Academic Bank Account" opened by students across the country to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible (HEIs). The ABC allows for credit redemption through the process of commuting the accrued credits in the Academic Bank Account maintained in the ABC for the

1022

ANN EXURE-16

Bhagat Phool Singh Mahila Vishwavidyalaya

Khanpur Kalan (Sonepat), Haryana-131305

"B++" Grade University accredited by NAAC

Ref No. BPSMV/Acad/24/ 5412-5437 **Dated:** 15/10/24

To

All Deans/Directors/Principals/ HODs,
BPSMV, Khanpur Kalan
Sonipat, Haryana.

Sub:- Guidelines for pursuing Two Academic Progammes Simultaneously.

Sir/Madam,

This is for kind information that in term of the UGC Guidelines for pursuing Two Academic Progammes Simultaneously. The following provisions have been made under Clause 18.2 of the Common Ordinance for 4 year Under Graduate Programmes: Certificate, Diploma, 3 years Degree, 4 year Degree (Honours /Hounrs with Research) semester System Under Learning Outcome Based Curriculum Framework-Choice Based Credit System (LOCF-CBCS) in anticipation approval of the Academic & Executive Council.

1. A student can pursue two full time academic programmes in physical mode provided that in such cases, class timings for one programme do not overlap with the class timings of the other programme.
2. A student can pursue two academic programmes, one in full time physical mode and another in Open and Distance Learning (ODL)/Online mode; or up to two ODL/Online programmes simultaneously.
3. Degree or diploma programmes under ODL/Online mode shall be pursued with only such HEIs which are recognized by UGC/Statutory Council/Govt. of India for running such programmes.
4. Degree or diploma programmes under these guidelines shall be governed by the Regulations notified by the UGC and also the respective statutory/professional councils, wherever applicable.
5. These guidelines shall come into effect from the date of their notification by the UGC. No retrospective benefit can be claimed by the students who have already done two academic programmes simultaneously prior to the notification of these guidelines.

The above guidelines shall be applicable only to the students pursuing academic programmes other than Ph.D. programme.

1023

Therefore, you are requested to adhere the same w.e.f. the Academic Session 2024-25, please.

Deputy Registrar (Academic)
for Registrar

Endst. No. BPSMV/Acad./24/ 5438- 5440 Dated 15/10/24

A copy of the above is forwarded to the following for kind information and necessary action, please:-

1. The Dean Academic Affairs, BPSMV Khanpur Kalan.
2. PS to Vice-Chancellor (for kind information of the Vice-Chancellor), BPSMV, Khanpur Kalan.
3. PA to Registrar (for kind information of the Registrar) BPSMV, Khanpur Kalan.

Deputy Registrar (Academic)
for Registrar

-1024-

ANNEXURE-17

DOC/1855
5.6.24

DEPARTMENT OF COMMERCE

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

(Sonepat) Haryana – 131305

Minutes of Meeting

With reference to the office order no DOC/1882 dated 4/6/24, the meeting of the Research Advisory Committee (RAC) of Ms. Nancy was conducted on 05/06/2024. Ms. Nancy presented her synopsis before RAC. The RAC members unanimously evaluated, approved and recommended the synopsis to Departmental Staff Council for consideration and discussion.

The meeting ended with a vote of thanks.

Dr. Seema Malik
05/06/24
Member

Dr. Ishani Patharia
05/06/24
Member

Dr. Bhavna Sharma
5/6/2024
Convener (RAC)

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

DEPARTMENT OF COMMERCE

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

(Sonepat) Haryana – 131305

Minutes of Meeting

A meeting of the Research Advisory Committee (RAC), which was scheduled on 11/5/2024. Regarding this discussion with RAC members was done related to progress of Ms. Lakshya synopsis work on 11/5/2024 and 13/5/2024.

The RAC members unanimously evaluated the synopsis of Ms. Lakshya and suggested some improvements in title and objectives of the synopsis and directed the concern student to do the suitable changes after discussion with her research supervisor before next RAC.

The meeting ended with a vote of thanks.

Seema 13/05/2024	13/5/2024	13/5/2024
Dr. Seema Malik	Dr. Ishani Patharia	Dr. Bhavna Sharma
Member	Member	Chairperson & Supervisor

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

DEPARTMENT OF COMMERCE

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

(Sonepat) Haryana – 131305

Minutes of Meeting

A meeting of the Research Advisory Committee (RAC) of Ms Lakshaya conducted on 16/5/2024 at 10.30 am. Ms. Lakshaya presented her synopsis before RAC. The RAC members unanimously evaluated, approved and recommended the synopsis to Departmental staff Council for consideration and discussion.

The meeting ended with a vote of thanks.

16/5/2024

Dr. Seema Malik

Member

16/5/24

Dr. Ishani Patharia

Member

16/5/2024

Dr. Bhavna Sharma

Convener (RAC)

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

DEPARTMENT OF COMMERCE

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

(Sonepat) Haryana – 131305

Minutes of Meeting

A meeting of the Research Advisory Committee (RAC), was scheduled on 1/5/2024 for discussing the title and synopsis of Ms. Meenakshi Yadav (PRN-202204110004217).

The RAC members unanimously evaluated the synopsis of Ms. Meenakshi Yadav and suggested some improvements in title and objectives of the synopsis.

The meeting ended with a vote of thanks.

Seema 1/5/24

Dr. Seema Malik

Member

Ishani 1/5/24

Dr. Ishani Patharia

Member

Bhavna 01/5/2024

Dr. Bhavna Sharma

Chairperson & Supervisor
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

Bhavna

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

1028

DEPARTMENT OF COMMERCE

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

(Sonepat) Haryana – 131305

Minutes of Meeting

A meeting of the Research Advisory Committee (RAC) of Ms. Meenakshi Yadav was conducted on 05/06/2024. Ms. Meenakshi Yadav presented her synopsis before RAC. The RAC members unanimously evaluated, approved, and recommended the synopsis to Departmental staff Council for consideration and discussion.

The meeting ended with a vote of thanks.

Dr. Seema Malik
5/06/24
Member

Dr. Ishani Patharia
5/6/24
Member

Dr. Bhavna Sharma
5/6/2024
Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

DEPARTMENT OF COMMERCE
BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA

Minutes of the Meeting Date: 16/05/2024

A second meeting of the Research Advisory Committee (RAC) was constituted for Ms. Kajal (PRN no. 2019041100014195), JRF scholar, Department of Commerce, Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan (BPSMV) on 16/05/24 at 10:00 a.m. for evaluating her synopsis.

The following members were present:

- Dr. Ishani Patharia — Convener
- Dr. Bhavna Sharma, Associate Professor, DOC, BPSMV — Member
- Dr. Seema Malik, Associate Professor, DOC, BPSMV — Member

Ms. Kajal presented her synopsis before the committee members. The details of the Ph. D. scholar are as follows:

PRN No.	Candidate Name	Topic	Supervisor Name
2019041100014195	Kajal d/o Shri Ramesh Jain	An Empirical Study of Awareness and Intention to Purchase Circular Fashion Apparel in Haryana	Dr. Ishani Patharia

The RAC unanimously evaluated and approved the synopsis of Ph. D. (J.R.F.) scholar, Ms. Kajal, and resolved that it may be forwarded to Departmental Staff Committee for further recommendations and approval.

Dr. Bhavna Sharma
Chairperson & Associate Professor, DOC, BPSMV

Dr. Seema Malik
Associate Professor, DOC, BPSMV

Dr. Ishani Patharia
Supervisor & Convener, RAC (Ms. Kajal), DOC, BPSMV

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya

DEPARTMENT OF COMMERCE

Minutes of the Meeting of Departmental Staff Committee (DSC) held on 06/06/2024

Meeting of the *Departmental Staff Committee(DSC)* was held on 06/06/2024 at 09.30 a.m. in the room of Chairperson, (315) of Department of Commerce, Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan, Sonipat.

The following members were present:-

- Dr. Bhavna Sharma : Chairperson
- Dr. Seema Malik : Member
- Dr. Ishani Patharia : Member

The Following decision were taken:-

1) The Departmental Staff Council unanimously evaluated the synopsis entitled "An Examination of Factors Driving Self-Service Technologies Adoption in Quick Service Restaurants" of Ph.D. Scholar named Ms. Nancy, (PRN- 2022041100042141) and approved the same.
2) The Departmental Staff Council unanimously evaluated the synopsis entitled "Navigating the Road to Sustainable Development: Startups' Contributions and Challenges in Haryana" of Ph.D. Scholar named Ms. Meenakshi yadav, (PRN- 2022041100042117) and approved the same.

Dr. Ishani Patharia
Member

Dr. Seema Malik
Member

Dr. Bhavna Sharma
Chairperson

Special Invitee:-

1) Ms. Lakshaya
2) Ms. Ashu

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

DEPARTMENT OF COMMERCE

Minutes of the Meeting of Departmental Staff Council (DSC) held on 17/05/2024

Proceedings of the meeting of the *Departmental Staff Council (DSC)* was held on 17/05/2024 at 11:00 a.m. in the conference hall, (room no. 312) of Department of Commerce, Bhagat Phool Singh MahilaVishwavidyalaya, Khanpur Kalan, Sonepat.

The Following Staff attended this meeting: -

1) Dr. Seema Malik OfficiatingIncharge, Commerce
2) Dr. Ishani Patharia Assistant Professor
3) Dr. Anjana Pandey Assistant Professor (T)
4) Ms. Swati Sharma Assistant Professor (T)
5) Ms. Lakshaya Ph.D. Scholar (special invitee)
6) Ms. Kajal Ph.D. Scholar (special invitee)
7) Ms. Meenakshi Ph.D. Scholar (special invitee)
8) Ms. Nancy Ph.D. Scholar (special invitee)
9) Ms. Ashu Ph.D. Scholar (special invitee)

The following decision were taken: -

1) On the recommendations of Research Advisory Committee held on 16/05/2024, Ms. Kajal and Ms. Lakshaya presented their synopsis in the Departmental Staff Council held on 17.05.2024. All the members of DSCattended the presentation and approved the same with the recommendation for consideration and approval of Departmental Research Committee.
2) First annual seminar for evaluating and discussing the six monthly progress reports and research work completed by Ms. Tanu, research scholar was organized. Ms. Tanu, gave presentation for her first annual seminar in the presence of all the faculty members and research scholars. DSC and research scholars are satisfied by her research work.

The meeting ended with the vote of thanks.

17/05/24

Dr. Seema Malik
Officiating Incharge, Commerce

17/05/24

Dr. Ishani Patharia	Dr. Anjana Pandey	Ms. Swati Sharma	Ms. Lakshaya
Assistant Professor	Assistant Professor (T)	Assistant Professor (T)	Ph.D. Scholar

Ms. Kajal	Ms. Meenakshi	Ms. Nancy	Ms. Ashu
Ph.D. Scholar	Ph.D. Scholar	Ph.D. Scholar	Ph.D. Scholar

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

1032

DEPARTMENT OF COMMERCE

Bhagat Phool Singh Mahila Vishwavidyalayn Khanpur Kalan
(Sonepat) Haryana – 131305

Minutes of the meeting of Departmental Research Committee (DRC) held on 06/06/2024.

Meeting of the Departmental Research Committee (DRC) was held on (06/06/2024 at 11.30a.m.(Blended mode) in the room of Chairperson,(315) of Department of Commerce, Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan, Sonepat.

The following members were present:

- Dr. Bhavna Sharma : Chairperson
- Prof. Usha Arora : Outside Expert
- Prof. Ritu Lehal : Outside Expert
- Dr. Ishani Patharia : Member
- Dr. Seema Malik : Special Invitee

The following decision were taken:-

The committee evaluated draft research proposal of following research scholars and approved the same for consideration of PGBoS:

Sr. No.	Name of Supervisor	PRN No.	Name of Scholar (Ph.D)	Title of Synopsis
1.	Dr. Bhavna Sharma	2022041100042125	*Lakshaya*	*Enrolment Trend, Satisfaction and Revisit Intention of International Students in Universities of Delhi-NCR for Higher Studies*
2.	Dr. Bhavna Sharma	2022041100042141	*Nancy*	*Adoption of Self-Service Technologies among Quick Service Restaurants Customers*
3.	Dr. Seema Malik	2022041100042117	*Meenakshi Yadav*	*Navigating the Road to Sustainable Development: Startups' Engagement and Challenges in Haryana*
4.	Dr. Ishani Patharia	20190411000141 95	*Kajal*	*An Empirical Study of Awareness and Intention to Purchase Upcycled and Second-hand Apparel in Haryana*

Further, the committee considered the two six monthly reports of *Ms. Tanu* (PRN no. 2022041100028117), registered under the supervision of Dr. Ishani Patharia in the Department of Commerce for the period 03/04/2023 to 02/04/2024 (i.e., 03/04/23- 02/10/23 and 03/10/23- 02/04/24) and found the same to be satisfactory.

Usha 6/06/2024	6-6-24	06/06/24	06/6/24	06/06/2024
Prof. Usha Arora	Prof. Ritu Lehal	Dr. Ishani Patharia	Dr. Seema Malik	Dr. Bhavna Sharma
Expert	Expert	Member	Special Invitee	Chairperson, Commerce

1033

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Sonepat

DEPARTMENT OF COMMERCE

BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA

Minutes of the Meeting of PGBoS-Commerce held on 26/07/2024

Proceedings of the meeting of the Post Graduate Board of Studies (PGBOS) of the Department of Commerce held on 26/07/2024 at 11.05 a.m. at B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat in a Online mode.

The following members were present in the meeting:-

Dr. Bhavna Sharma	:	Chairperson, Commerce
Prof. (Dr.) Luxmi Malodia	:	Outside expert
Dr. Seema Malik	:	Member (Supervisor)
Dr. Ishani Patharia	:	Member (Supervisor)

The following decisions were taken:-

1) The committee evaluated research proposal of Ms. Nancy, Ph.D. Scholar, Registration no. 2022041100042141 and after detailed discussion with the candidate on the research proposal, the committee approved the title "*Adoption of Self-Service Technologies among Quick Service Restaurants Customers*" and synopsis of Ms. Nancy and recommended that the same may be placed before upcoming meeting of the Academic Council for approval..

2) The committee evaluated research proposal of Lakshaya, Ph.D. Scholar, Registration no. 2022041100042125 and after detailed discussion with the candidate on the research proposal the committee approved the title "*Enrolment Trend, Satisfaction and Revisit Intention of International Students In Universities of Delhi-NCR for Higher Studies*" and synopsis of Ms. Lakshaya and recommended that the same may be placed before upcoming meeting of the Academic Council for approval..

3) The committee evaluated research proposal of Ms. Meenakshi Yadav , Ph.D. Scholar, Registration no. 2022041100042117 and after detailed discussion with the candidate on the research proposal, the committee approved the title "*Navigating the Road to Sustainable Development: Startups' Engagement and Challenges in Haryana*" and synopsis of Ms.Meenakshi Yadav and recommended that the same may be placed before upcoming meeting of the Academic Council for approval..

4) The committee evaluated research proposal of Ms. Kajal, Ph.D. Scholar, Registration no. 2019041100014195 and after detailed discussion with the candidate on the research proposal, the committee approved the title "*Upcycled and Second-hand Apparel: An Empirical Study of Awareness and Purchase Intention among Customers in Haryana*" and synopsis of Ms. Kajal and recommended that the same may be placed before upcoming meeting of the Academic Council for approval..

5) The committee members discussed the agenda item no. 03 of Minutes received from Dean Academic Affairs and approved the same.

Meeting ended with a vote of thanks.

26/07/24 — 26/7/24 — 26/07/24

Dr. Ishani Patharia
Member Supervisor

Dr. Seema Malik
Member Supervisor

Dr. Bhavna Sharma
Chairperson
Chairperson, Commerce
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

Dr. Luxmi Malodia
Outside Expert

1034

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya

Scanned with CamScanner

ANNEXURE-13

Faculty of Social Sciences
BhagatPhool Singh MahilaVishwavidyalaya, KhanpurKalan, Sonepat, Haryana

The minutes of the meeting of the Faculty of Social Sciences (FSS) held on 15.10.2024 at 1200 a.m. in the office of the Dean, FSS, BPSMV.

Members Present:

1. Prof. Ravi Bhushan, Dean, FSS
2. The Principal, TDC GCW, Murthal (Online)
3. Dr. Manju Pawar, Chairperson, Department of Social Work
4. Dr. Anju, Chairperson, Department of Economics
5. Dr. Deepali Mathur, Associate Professor, Department of Social Work
6. Dr. Rampal, Chairperson, Department of Political Science
7. Dr. Kokila Malik, in-charge, Department of Geography
8. Dr. Archana Malik, in-charge, Department of History & Archaeology
9. Deputy Registrar (Academic) (Nominee of the Registrar)

Proceedings:

Agenda 1: To discuss and approve the syllabus of SEC-01 "Basics of IT Tools" for Single Major B.A Geography (Honours) and to include the same in the University Pool of Skill Enhancement Courses (SECs)

Statement: The in-charge, Department of Geography presented the syllabus of SEC-01 "Basics of IT Tools" for single Major B.A Geography (Honours) programme offered by GCW, Sonepat. The same has been approved by the UGBOS, Geography.

Decision: Discussed & Approved

Agenda 2: To discuss and approve the modification in the title of the PhD topic of Mrs. Priyanka, Department of Economics

Statement: The Chairperson, Department of Economics apprised the house that the PhD topic of Mrs. Priyanka approved by the PGBOS included acronym 'STEM' (Science, Technology, Engineering and Mathematics). But during the academic council meeting, one of the outside experts recommended that 'STEM' be modified as #'STEMM' (Science, Technology, Engineering, Mathematics and Medicine) and the same was approved by the academic council leading to issuance of registration letter to the candidate with acronym 'STEMM' in her topic. However the Research Supervisor Prof. Surender Mor disagreed with the modified acronym and has requested that the original topic with the acronym 'STEM' be retained, considering the scope of the study.

Decision: The matter was discussed at length by the FSS and recommended to retain the title as originally approved by the PGBOS with acronym "STEM" in the topic. However the Research Supervisor and Researcher have been advised through the Chairperson for exploring the possibility of collecting and collating data on urban females employed in medicine field to facilitate comprehensive and better understanding of the research area. The observations of the academic council be once again brought to the notice of PGBOS and its concurrence be obtained.

Agenda 3: To discuss and approve the PhD topic of Ms. Manisha, research scholar in the Department of Economics

Statement: The Chairperson, Department of Economics presented the case for registration of PhD topic entitled "Intention to Use Solar Rooftops for Cooking: a study of Rural Households in Haryana" submitted by Ms. Manisha research scholar, Department of Economics. The same has been approved by the DRC & PGBOS, Economics.

Decision: Though the topic was Discussed & Approved by the FSS, however it was suggested that the word 'intention' being subjective in nature be revisited and critically evaluated during the data collection and analysis stage. Also, it was suggested that since the target group 'rural households in Haryana' appears to be too vast and open ended, the same could be limited to a controllable target group facilitating more and real time data on the subject.

Agenda 4: To discuss and approve the PhD topics for the following research scholars of the Department of Social Work

Sr. No	Research Scholar	Research Supervisor	Roll No	Topic Approved by the PGBOS
1.	Ms. Arti	Dr. Gian Chand	22041001	Utilization of Social Security Schemes by Women Workers in the Agriculture Sector in Haryana
2.	Ms. Deepa	Dr. Gian Chand	22041002	Entrepreneurship in Dairy Farming by the Women of Marginalized Sections in Haryana
3.	Ms. Kritika Singh Bawaniwal	Dr. Deepali Mathur	22041003	Exploring the Spiritual Dimensions in Social Work Education and Practice in India

Statement: The Chairperson, Department of Social Work presented the aforesaid PhD topics approved by the DSC, DRC, and PGBOS.

Decision: Discussed & Approved

Agenda 5: To discuss and approve the Minutes of the PGBOS, Department of History & Archaeology

Statement: The in-charge, Department of History & Archaeology presented the Minutes of PGBOS.

Decision: Discussed in the meeting and the FSS recommended that since there is no regular faculty member in the department of History and Archaeology, in order to introduce PhD in the Department of History and Archaeology, PhD Ordinance of the University be modified by incorporating that "all eligible research supervisors working in UTDs and other institutions of the University besides IHL shall be eligible to supervise PhD research scholars in the concerned subject".

Agenda 6: Miscellaneous

Decision: The Dean, FSS enquired about the ongoing teaching and research activities in the departments of FSS. The HODs reported that academic activities of the departments are being conducted smoothly and as such there are no problems pertaining to faculty and resources. The dean asked the HODs to maintain qualitative and rigorous standards of academics. The departments have been requested to maintain update syllabuses and ordinances of academic programmes offered by the respective departments and to post the same on University website. Also the departments are to launch newsletters and journals for the concerned subjects.

The meeting concluded with the vote of thanks proposed by the Dean, FSS.

15/10/24
Prof. Ravi Bhushan

15/10/2024
Dr. Rokila Malik

15/10/2024
Dr. Rampal

15/10/24
Dr. Archana Malik

15/10/2024
Dr. Anju

15/10/2024
Dr. Manju Panwar PANWAR

15/10/24
Dr. Deepali Mathur

15/10/2024
Dr. Neelam Malik

Principal, TDLGCW, Murtahl

F-8

Department of Social Work

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan, Sonepat, Haryana (India)- 131305
Accredited with 'B++' grade by NAAC
A ...e University established by an Act of Haryana Legislature & recognized by U.G.C. under Section 2(f) and 12(B) of the U.G.C. Act 1956

Ref.No. MSW/21/4357
Date 01.12.2023

Minutes of the DSC, Department of Social Work

A meeting of the DSC, Department of Social Work for presentation of synopsis for registration in PhD Social Work Programme, academic session- 2022-23 was held in the Seminar Hall of the Department at 03: 00 pm onwards on 1st December 2023, in which following members were present-

Dr Manju Panwar, Head, Social Work	Chairperson
Dr Deepali Mathur, Associate Prof.	Member
Dr Gian Mehra, Assitt. Prof	Member
Ms Lucy, Assit. Prof.(T)	Member
Mr Sohan Lal Assit. Prof.(T)	Member

Agenda- Presentation of Synopsys for registration in Ph.D Social Work for the three scholars, Ms. Aarti, KM Deepa and Ms. Kritika Singh Bawaniwal, academic session- 2022-23.

Action Taken

All three scholars, as mentioned above, presented their synopsis, as follows-

Sr. No.	Roll No	Name of Candidate	Name of Supervisor	PhD Topic
1	22041001	Ms. Arti	Dr. Gian Chand	Utilization of Social Security Schemes by Women Workers in the Agriculture Sector in Haryana
2	22041002	KM Deepa	Dr. Gian Chand	Entrepreneurship in Dairy Farming by the Women of Marginalized Sections in Haryana
3	22041003	Ms. Kritika Singh Bawaniwal	Dr.Deepali Mathur	Exploring the Spiritual Dimension in Social Work Education and Practice in India

Faculty gave suggestions and scholars were directed to incorporate them in their synopsis so that the DRC may be planned and conduct accordingly.

Meeting was ended with the vote of thanks to the chair.

Dr Manju Panwar
Chairperson

Dr. Deepali Mathur
Member

Dr Gian Mehra
Member

Ms Lucy
Member

Mr Sohan Lal
Member

01/12/2023

F-8

Department of Social Work

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan, Sonepat, Haryana (India)- 131305
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Ref.No. MSW/24/4503
Date 14/05/2024

Minutes of the meeting of Departmental Research Committee (DRC) in the Department of Social Work

Minutes of the meeting of Departmental Research Committee (DRC) in the Department of Social Work held on 14th May 2024.

The following member were present in the meeting:

1 Dr. Manju Panwar, Head, Associate Prof. MSW (Convener)
2 Prof. Archana Kaushik, University of Delhi (External Member)
3. Dr. Deepali Mathur, Assit. Prof. MSW (Member)
4 Dr. Gian Mehra. Assit. Prof. MSW (Member)

The Committee discusses the aforesaid agenda at length the following:

1 Agenda: To approve Six monthly progress report submitted by two scholars:

Sr. No.	Roll No.	Student Name	Father Name	Period	Name of the supervisor recommended
1.	20041001	Ms. Preeti	Sh. Dilbag Singh	Oct 2023-March 2024	Dr. Manju Panwar
2.	20041002	Ms. Renu	Sh. Ram Mehar	Oct 2023-March 2024	Dr. Deepali Mathur

Discussion: Considered and approved.

2 Agenda: All the three candidate, who have completed their Pre Ph D course in the academic year 2022-23 presented their revised synopsis under the guidance of respective supervisors for registration in Ph. D in Social Work. Following candidates gave synopsis presentation:

Sr. No	Roll No	Name	Supervisor
1	22041001	Ms. ARTI	Dr. Gian Mehra
2	22041002	Ms. DEEPA	Dr. Gian Mehra
3	22041003	Ms. KRITIKA SINGH BAWANIWAL	Dr. Deepali Mathur

Discussion: Considered and approved.

3 Agenda: To allot supervisor to Ms. Anita roll no 23041002 who is currently undergoing Pre Ph. D course work (session 2023-24).

Discussion: The candidate has been allotted to Dr. Deepali Mathur.

The meeting ended with the thanks to the chair.

Dr. Manju Panwar | Prof Archana Kaushik | Dr. Deepali Mathur | Dr. Gian Mehra

14/05/2024

F-8 Rg No- MSW/24/4523
18/7/24

Department of Social Work

Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat, Haryana, India- 131305
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The meeting of PGBOS for the approval of the research topics of the candidates from the academic Session- 2022-23 for registration in PhD in Social Work Programme, was held in the Seminar Hall, Department of Social Work, BPSMV, on 18th July 2024 at 12: 00 noon onwards. Eternal expert attended the meeting through digital platform. Following members were present in the PGBOS-

1. **Prof. D.P. Singh-** **PU, Patiala, Punjab** **External Expert**
2. **Dr Manju Panwar-** **BPSMV** **Chairperson**
3. **Dr Deepali Mathur-** **BPSMV** **Member**
4. **Dr Gian Chand-** **BPSMV** **Member**

Special Invitees

1. Ms Lucy, Assistant Professor (T), Department of Social Work, BPSMV.
2. Mr. Sohan Lal, Assistant Professor (T), Department of Social Work, BPSMV.

Proceedings-

The Chairperson welcomed esteemed members of PGBOS and special invitees.

Agenda- Discussion and approval of the Research Topics and Research Supervisors (Recommended by the DRC in its meeting, held on 14th May-2024) for the candidates for registration in PhD in Social Work Programme for Academic Session- 2022-23.

Discussion- PGBOS discussed and approved the research topics and supervisors for the following candidates and recommended their registration for the PhD Programme in Social Work for the Academic Session- 2022-23-

Sr No.	Name of Candidate	Name of Supervisor	Roll Number	Topic Approved by the PGBOS
1	Ms. Arti	Dr Gian Chand	22041001	Utilization of Social Security Schemes by Women Workers in the Agriculture Sector in Haryana
2	KM Deepa	Dr Gian Chand	22041002	Entrepreneurship in Dairy Farming by the Women of Marginalized Sections in Haryana
3	Ms. Kritika Singh Bawaniwal	Dr Deepali Mathur	22041003	Exploring the Spiritual Dimension in Social Work Education and Practice in India

The meeting was ended with the vote of thanks to the chair.

Deepali Mathur
Dr Deepali Mathur
Member

Dr Gian Chand
Member 18/07/2024

Lucy
Ms Lucy
Special Invitee

Mr Sohan Lal
Special Invitee

1040

ANNEXURE-19

DSC-61

Staff Council Meeting

Mansa Date 61 Page 133

A meeting of Departmental staff council is held on 20/08/2024 in the office of Chairperson of Economics at 11.00 am to discuss the following agenda.

To discuss and approve the research synopsis of Ms. Manisha Tomar D/o Sh. Satish Kumar

Following were present in the meeting.

Prof. Surender Mor

Dr. Anju Rani

The committee considered the research synopsis of Ms. Manisha D/o Sh. Satish Kumar entitled "Intention to Use Solar Rooftop for Cooking: A Study of Rural Household in Haryana" under the supervision of Dr. Anju Rani, Associate Professor DoE for registration in Ph.D (Economics). The committee recommended the same with minor for Departmental Research Committee for necessary action.

The meeting ended with Vote of Thanks to chair.

20/08/24

- 1042 -

6/08/2024

B.P.S. Mahila Vishwavidyalaya Khanpur Kalan, Sonipat

DEPARTMENT OF ECONOMICS

Minutes of the Meeting of Post Graduate Board of Studies in Economics

A meeting of Post Graduate Board of Studies in Economics held on 24th September, 2024 (bland mode), at 11:00 a.m in the Department of Economics to discuss the following agenda item:

Agenda Items:

1. To consider and approve Panel of Examination of M.A Economics 2 Years (Sem. I, II, III, IV), B.A (Hons.) Economics (Sem. V, VI) i.e. session 2024-25 and PhD entrance (Economics) session 2024-25.
2. To Approve the Panel of Examination pre. PhD (Economics) for the session2023-24.
3. To approve the minutes of DRC for registration of Ms. Manisha D/o Sh. Satish Kumar held in Department of Economics on 6th Sept 2024.
4. Any other items with the permission of chair.

The Following were present in the meeting:

Dr. Anju Rani	Chairperson
Prof. Manoj Siwach	External Member (online)
Prof. Jaswinder Brar	External Member (online)
Prof. Surender Mor	Member
Dr. Manju Sharma	Member
Dr. Priyanka	Member (Alumni)

The board discussed the aforesaid agenda at length and approved the following:

Item 1: The Board approved the Panel of Examination of M.A Economics 2 Years (Sem. I, II, III, IV), B.A (Hons.) Economics (Sem. V, VI) w.e. f session 2024-25 and PhD entrance (Economics) session 2024-25.

Item 2: The Board also approved the panel of Examination of Pre. PhD Economics for academic session 2023-24 in anticipation of Departmental Staff Council Meeting No 58 on dated March 19, 2024

Item 3: The Post Graduate Board also approved the registration of Ms. Manisha D/o Sh. Satish Kumar in PhD (Economics) Programme which was approved in DRC minutes held on 6th September, 2024.

Meeting ended with vote of thanks to chair.

-1042-

(Dr. Anju Rani)

(Prof. Manoj Siwach)

Prof. Jaswinder Brar

(Prof. Surender Mor)

(Dr. Manju Sharma)

(Dr. Priyanka)

Annexure – 20

रजिस्ट्री सं. डी.एल.- 33004/99 REGD. No. D. L.-33004/99

भारत का राजपत्र
The Gazette of India

सी.जी.-डी.एल.-अ.-07102024-257729
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असाधारण
EXTRAORDINARY

भाग III—खण्ड 4
PART III—Section 4

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PUBLISHED BY AUTHORITY

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भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग

अधिसूचना

नई दिल्ली, 1 अक्टूबर, 2024

फा. सं. बीओए / 2-आई/2024.—भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग अधिनियम, 2020 (2020 का 14) की धारा 55 के अंतर्गत प्रदत्त शक्तियों का प्रयोग करते हुए, भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग निम्नलिखित नियम बनाता है, अर्थात्:–

1. **संक्षिप्त नाम और प्रारंभ** – (1) इन विनियमों को 'भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकोत्तर संस्थानों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग और स्नातकोत्तर आयुर्वेद शिक्षा न्यूनतम मानक) विनियम, 2024' कहा जाएगा।

(2) अन्यथा प्रदान किए गए के अतिरिक्त, वे आधिकारिक राजपत्र में उनके प्रकाशन की तिथि को लागू होंगे।

अध्याय - I
प्रारंभिक

2. **परिभाषाएँ** – (1) इस नियमों में, जब तक कि संदर्भ से अन्यथा अपेक्षित न हो, –

(क) "अधिनियम" का अर्थ है भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग अधिनियम, 2020 (2020 का 14);

(ख) "अनुलग्नक" का अर्थ है इन नियमों से जुड़ा एक अनुलग्नक;

(ग) "परिशिष्ट" का अर्थ है इन नियमों से जुड़ा परिशिष्ट;

(घ) "आवेदक" का अर्थ है एक समाज या ट्रस्ट या विश्वविद्यालय या कोई विधिक व्यक्ति का प्रतिनिधित्व करने वाला प्राधिकरण परंतु केंद्र सरकार शामिल नहीं है;

(ङ) किसी संस्थान के "आकलन" का अर्थ है, प्रत्येक वर्ष एक संस्थान और उसके संलग्न शिक्षण चिकित्सालय के बुनियादी ढांचे, मानव संसाधन और कार्यक्षमता के संदर्भ में इन नियमों में प्रदान किए गए न्यूनतम आवश्यक मानकों की उपलब्धता को सत्यापित करने का कार्य;

(च) "संलग्न शिक्षण चिकित्सालय" का अर्थ है एक आयुर्वेद चिकित्सालय जो मानक स्वास्थ्य सेवाएं प्रदान करता है, आयुर्वेद चिकित्सा पद्धति के छात्रों को शिक्षण और प्रशिक्षण के उद्देश्य से आयुर्वेद चिकित्सा संस्थान से जुड़ा हुआ है;

(छ) डॉक्टर ऑफ मेडिसिन' (एमडी) का अर्थ है इन नियमों के अनुसार प्रदान की गई स्नातकोत्तर डिग्री।

(ज) "डॉक्टरेट ऑफ मेडिसिन" (डीएम), का अर्थ है इन नियमों के अनुसार प्रदान की गई सुपर-स्पेशियलिटी डिग्री;

(झ) "विस्तारित अनुमति" का अर्थ है पूर्ण रूप से स्थापित आयुर्वेद चिकित्सा संस्थानों को दी गई अनुमति जो इन विनियमों में निर्धारित "विस्तारित अनुमति" स्थिति के मानदंडों को पूरा करते हैं। विस्तारित अनुमति वाले संस्थानों को स्वीकृत छात्र प्रवेश क्षमता के अनुसार, स्नातकोत्तर कार्यक्रमों में छात्रों को प्रवेश देने के लिए काउंसलिंग प्रोसेस में भाग लेने की अनुमति है। ऐसे संस्थान शैक्षणिक सत्र के दौरान किसी भी समय आकलन के बाद भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड से वार्षिक अनुमति प्राप्त कर सकते हैं।

(ञ) "आयुर्वेद चिकित्सालय की कार्यात्मकता" का अर्थ है एक संलग्न शिक्षण चिकित्सालय जो चौबीसों घंटे खुला रहता है और इन नियमों में प्रदान किए गए सभी न्यूनतम आवश्यक मानकों को पूरा करते हुए अपने मानव संसाधनों और आधारभूत सुविधाएँ का उपयोग करते हुए किसी भी समय किसी भी प्रकार के रोगियों का उपचार करने या उनकी देखभाल करने के लिए तत्पर रहता है। चिकित्सालय मेडिकल स्टूडेंट्स को नैदानिक प्रशिक्षण प्रदान करता है और बाह्य रोगी विभागों, अंतरंग रोगी विभागों और सार्वजनिक स्वास्थ्य में चिकित्सा सेवाएं प्रदान करता है। इन सेवाओं में परामर्श, निदान नैदानिक और जांच, उपचार सहित सर्जिकल, प्रक्रियात्मक (प्रोसीजर), चिकित्सा और मातृत्व, निवारक, उपशामक और पुनर्वास स्वास्थ्य देखभाल, चिकित्सा सलाह, परामर्श (काउंसलिंग), नर्सिंग देखभाल, औषधि वितरण, सार्वजनिक आउटरीच गतिविधियां, उचित अभिलेख और चिकित्सालय प्रबंधन सिस्टम के साथ शामिल हैं और जिनके संबंधित खर्च चिकित्सालय के आधिकारिक बैंक खाते में परिलक्षित होते हैं।

(ट) "संस्थान की कार्यक्षमता" का अर्थ है एक ऐसा आयुर्वेद संस्थान जो आयोग द्वारा निर्धारित किए गए सभी न्यूनतम आवश्यक मानकों को पूरा करता है। यह एक शैक्षिक पारिस्थितिकी तंत्र की स्थापना करके आयोग द्वारा प्रदान किए गए पाठ्यचर्या और पाठ्यक्रम के अनुसार आयुर्वेद चिकित्सा पद्धति के छात्रों को शिक्षण और प्रशिक्षण प्रदान करता है। संस्थान आयोग द्वारा निर्धारित किए गए न्यूनतम आवश्यक मानकों के अतिरिक्त शिक्षा प्रदान करने के लिए तैयार होगा।

स्पष्टीकरण- इस खंड के प्रयोजनों के लिए "शैक्षिक पारिस्थितिकी तंत्र" का अर्थ है एक पारिस्थितिकी तंत्र जहां संस्था के सभी हितधारकों में, सभी विभाग और संस्थान की अन्य इकाइयां एक अकादमिक वातावरण में छात्रों को व्यापक शिक्षा प्रदान करने के लिए एक दूसरे के साथ समन्वय और सहयोग में कार्य करती हैं;

(ठ) 'पूर्ण रूप से स्थापित संस्थान' का अर्थ है एक संस्थान जिसके पास अनुमति के दूसरे नवीनीकरण के बाद वर्ष से विस्तारित अनुमति या वार्षिक अनुमति है।

(ड) "आशय पत्र" का अर्थ है एक नया आयुर्वेद चिकित्सा संस्थान स्थापित करने, या आयोग द्वारा मान्यता प्राप्त किसी भी नए स्नातकोत्तर कार्यक्रम को प्रारंभ करने या मौजूदा स्नातकोत्तर कार्यक्रमों में छात्र प्रवेश क्षमता बढ़ाने के लिए इन नियमों में प्रदान की गई प्रक्रिया के माध्यम से आवेदक को भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड द्वारा जारी शर्तों और समय-सीमा के साथ प्रारंभिक अनुमोदन;

(ढ) "अनुमति पत्र" का अर्थ, इन विनियमों में निर्धारित की गई प्रक्रिया के माध्यम से भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड द्वारा आवेदक को दी गई स्वीकृति या अनुमति, से है। यह एक आयुर्वेद चिकित्सा संस्थान स्थापित करने, आयोग द्वारा मान्यता प्राप्त किसी भी नए स्नातकोत्तर कार्यक्रम को आरंभ करने, या वर्तमान के कार्यक्रमों में छात्र प्रवेश क्षमता बढ़ाने के लिए दिया जाता है। यह संस्थान को भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड द्वारा प्रदान की गई स्वीकृत प्रवेश क्षमता के अनुसार छात्रों को प्रवेश देने की अनुमति देता है।

(ण) "एम.ए.आर.बी.आई.एस.एम." का अर्थ है भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड;

(त) 'एमईएस-यूजी' का अर्थ है भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों और संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024

(थ) "मास्टर ऑफ सर्जरी" (एमएस), का अर्थ है इन नियमों के अनुसार प्रदान की गई स्नातकोत्तर डिग्री;

(द) "न्यूनतम आवश्यक मानक" का अर्थ है मूलभूत सुविधाएँ, मानव संसाधन, कार्यक्षमता, गुणवत्ता और मानकों के संदर्भ में अनिवार्य न्यूनतम आवश्यकताएं जो आवश्यक हैं;

(ध) 'पीएच.डी' का अर्थ है डॉक्टर ऑफ फिलॉसफी की डिग्री, एक स्नातकोत्तर डॉक्टरेट की डिग्री जो कम से कम तीन वर्ष की अवधि के लिए किए गए शोध कार्य के लिए (स्नातकोत्तर के बाद) या तो संबंधित विषय या इंटर-डिसिप्लिनरी, इंट्रा-डिसिप्लिनरी, ट्रांसजिसिप्लिनरी, मल्टी-डीसिप्लिनरी में प्रदान की जाती है;

(न) "पीजीएनईटी" का अर्थ है स्नातकोत्तर राष्ट्रीय प्रवेश परीक्षा;

(न) "स्नातकोत्तर शिक्षा" में स्नातकोत्तर डिग्री कार्यक्रम (एमडी और एमएस), स्नातकोत्तर डॉक्टरेट डिग्री (पीएचडी), और स्नातकोत्तर सुपर-स्पेशियलिटी डिग्री प्रोग्राम (डॉक्टरेट ऑफ मेडिसिन-डीएम) शामिल हैं;

(प) आयुर्वेद में "स्नातकोत्तर डिग्री" में 'आयुर्वेद वाचस्पति (एमडी आयुर्वेद) और आयुर्वेद धन्वंतरि (एमएस आयुर्वेद)' शामिल हैं, जो स्नातक स्तर की शिक्षा के पश्चात तीन वर्ष के कार्यक्रम के पूरा होने पर प्रदान या प्रदान किए जाते हैं।

(फ) स्नातकोत्तर विभाग की "रेटिंग" का अर्थ है एक स्कोर या माप कि स्नातकोत्तर विभाग कितना अच्छा है; यह रेटिंग, आयुर्वेद बोर्ड द्वारा स्थापित मानकों और मापदंडों के आधार पर भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड या किसी नामित आकलन एजेंसी द्वारा आयोजित एक प्रक्रिया के माध्यम से निर्धारित की जाएगी। रेटिंग, आधारभूत सुविधाएं, मानव संसाधन और कार्यक्षमता जैसे कारकों के आधार पर की जाएगी, जो इन नियमों में निर्दिष्ट न्यूनतम आवश्यक मानकों के अतिरिक्त हैं।

(ब) "अनुमति का नवीनीकरण" का अर्थ इन विनियमों में उल्लिखित प्रक्रिया का पालन करते हुए, अधिनियम की धारा 29 के अंतर्गत एक नए स्नातकोत्तर संस्थान, विभाग या विशिष्टा को भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा दी गई अनुमति से है। यह अनुमति भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा स्वीकृत प्रवेश क्षमता के अनुसार छात्रों को प्रवेश देने के लिए अनुमति पत्र जारी करने के बाद शैक्षणिक वर्षों के लिए है। अनुमति का ऐसा नवीनीकरण तब तक अनिवार्य है जब तक कि संस्थान, विभाग या विशिष्टता पूर्ण रूप से स्थापित इकाई का दर्जा प्राप्त नहीं कर लेती।

(भ) "स्वीकृत प्रवेश क्षमता" का अर्थ, भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड द्वारा संस्थान या विभाग की कार्यक्षमता, मूलभूत सुविधाएँ, मानव संसाधन, और संबद्ध शिक्षण चिकित्सालय के आधार पर स्नातकोत्तर कार्यक्रम में छात्रों के प्रवेश हेतु स्वीकृत सीटों की संख्या, से है;

(म) "स्टैंड अलोन स्नातकोत्तर संस्थान" का अर्थ एक शिक्षण संस्थान है जिसके साथ एक संबद्ध शिक्षण चिकित्सालय है जो केवल स्नातकोत्तर कार्यक्रम (कार्यक्रमों) के संचालन के लिए समर्पित है;

(य) 'सुपर स्पेशियलिटी 'का अर्थ है तीन वर्ष का सुपर स्पेशियलिटी प्रोग्राम, डॉक्टरेट ऑफ मेडिसिन (डीएम), जो स्नातकोत्तर के बाद किसी विशेष विषय में सुपर स्पेशियलिटी प्रशिक्षण पूरा करने के बाद दिया या प्रदान किया जाता है।

(र) "वार्षिक अनुमति" का अर्थ है प्रत्येक वर्ष पूर्ण रूप से स्थापित चिकित्सा संस्थानों या स्नातकोत्तर विभागों को दी गई अनुमति जो इन नियमों में निर्धारित "विस्तारित अनुमति" स्थिति के मानदंडों को पूरा नहीं करते हैं, और ऐसे संस्थान प्रत्येक वर्ष भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड से अनुमति प्राप्त करने के बाद ही स्वीकृत प्रवेश क्षमता के अनुसार स्नातकोत्तर कार्यक्रमों में छात्रों को प्रवेश देने के लिए परामर्श प्रक्रिया में भाग लेंगे।

(2) यहां प्रयुक्त और परिभाषित नहीं किए गए परंतु अधिनियम, नियमों या विनियमों में परिभाषित शब्दों और अभिव्यक्तियों के वही अर्थ होंगे जो क्रमशः अधिनियम, नियमों या विनियम में दिए गए हैं।

अध्याय -II

सामान्य विचार

3. सामान्य बातें- (1) प्रत्येक संस्थान इन विनियमों में यथा विनिर्दिष्ट न्यूनतम आवश्यक ढांचागत मानकों, योग्य और कुशल मानव संसाधनों, कार्यक्षमता मानदंड शिक्षा के न्यूनतम मानक, और एक शिक्षा पारिस्थितिकी तंत्र को बनाए रखेगा।

(2) स्नातकोत्तर डिग्री का शैक्षणिक पदानुक्रम डीएम से पीएच.डी से एमडी या एमएस तक अवरोही क्रम में होगा।

(3) (क) इन विनियमों में किए गए प्रावधान के अनुसार संबंधित विषय में संस्थान द्वारा अंशकालिक आधार पर प्रोफेसर ऑफ प्रैक्टिस की नियुक्ति की जाएगी। ऐसे प्रोफेसर को भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड द्वारा विशिष्ट शिक्षक कोड प्रदान नहीं किया जाएगा।

(ख) इन विनियमों के प्रकाशन की तिथि से और उसके बाद से स्नातकोत्तर डिप्लोमा कार्यक्रम समाप्त हो जाएगा और इन कार्यक्रमों में पहले से ही प्रवेश लेने वाले छात्र पिछले विनियमों के प्रावधानों के अनुसार पाठ्यक्रम को जारी रखेंगे और पूरा करेंगे;

(ग) भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड द्वारा विधिवत अनुमत मौजूदा स्नातकोत्तर डिप्लोमा कार्यक्रमों में सीटों को 2:1 के अनुपात में मूल विभाग में एमडी या एमएस सीटों में परिवर्तित किया जाएगा। प्रत्येक दो स्नातकोत्तर डिप्लोमा सीटों के लिए, एक स्नातकोत्तर डिग्री सीट स्वीकृत की जाएगी, बशर्ते स्नातकोत्तर मार्गदर्शक और स्नातकोत्तर छात्र अनुपात की उपलब्धता के अधीन, अर्थात ,जो प्रोफेसर के लिए 1: 3, एसोसिएट प्रोफेसर के लिए 1: 2 और सहायक प्रोफेसर के लिए 1: 1 है।

(4) (क) संस्थान, लर्निंग मैनेजमेंट सिस्टम, हॉस्पिटल इंफॉर्मेशन मैनेजमेंट सिस्टम (आयुष्मान भारत हेल्थ अकाउंट, हेल्थ प्रोफेशनल रजिस्ट्री और विशिष्ट स्वास्थ्य पहचान संख्या के साथ संगत), आधार-सक्षम बायोमेट्रिक अटेंडेंस सिस्टम, आईरिस रिकग्निशन, या फेस रिकॉग्निशन अटेंडेंस सिस्टम जैसी ऑनलाइन सिस्टम स्थापित करेंगे, जैसा कि आयोग द्वारा शिक्षण कर्मचारियों, गैर-शिक्षण कर्मचारियों, अस्पताल के कर्मचारियों और स्नातकोत्तर छात्रों की उपस्थिति को चिह्नित करने के लिए निर्देशित किया गया है।

(ख) संस्थान, आयोग द्वारा समय-समय पर निर्देशित क्लोज्ड-सर्किट टेलीविजन (सीसीटीवी) और कोई अन्य सिस्टम स्थापित करेंगे और यह सुनिश्चित करेंगे कि इन सिस्टम को आयोग द्वारा नामित केंद्रीय सर्वर के साथ संरेखित या इंटरफेस किया गया है और संस्थान, आयोग एवं उसके स्वायत्त बोर्डों को आवश्यकतानुसार वास्तविक समय डेटा या प्रासंगिक डेटा प्रदान करेगा।

(ग) बायोमेट्रिक उपस्थिति डेटा संबंधित नियामक निकाय, आयोग या आयोग के स्वायत्त बोर्डों को आयोग द्वारा सौंपी गई किसी भी एजेंसी के माध्यम से पूरे वर्ष वास्तविक समय के आधार पर उपलब्ध कराया जाएगा।

(घ) आयोग या स्वायत्त बोर्डों के पास ऑनलाइन उपस्थिति डेटा तक पहुंचने और विश्लेषण करने का अधिकार होगा।

(ङ) रोगियों का प्रमाणीकरण आयुष्मान भारत हेल्थ अकाउंट संख्या के माध्यम से किया जाएगा।

(5) शिक्षकों को संबंधित विभागों में प्रत्येक शिक्षक के लिए एक अलग कमरे या कक्ष में पर्याप्त स्थान और गोपनीयता के साथ समायोजित किया जाएगा; प्रोफेसर, एसोसिएट प्रोफेसर और असिस्टेंट प्रोफेसर के लिए कमरे या कक्ष का न्यूनतम क्षेत्रफल क्रमशः पंद्रह, तेरह और दस वर्ग मीटर होगा; एक कॉमन रुम, हॉल या विभाग में कई शिक्षकों के लिए खुली बैठने की व्यवस्था की अनुमति नहीं दी जाएगी; प्रत्येक शिक्षक को एक कंप्यूटर या लैपटॉप, प्रिंटर और इंटरनेट सुविधा प्रदान की जाएगी;

(6) विभागों और उनसे जुड़ी इकाइयों में उचित वेंटिलेशन और प्रकाश की व्यवस्था होगी, जिनका निर्माण उपयुक्त इंटीरियर के साथ उचित रूप से किया जाएगा। विक्षोभ (क्रॉस-डिस्टर्बेंस) को रोकने और एक उपयुक्त वातावरण के लिए आंतरिक विभाजन पर्याप्त होंगे। प्रत्येक स्नातकोत्तर विभाग में शिक्षण कर्मचारी, गैर-शिक्षण कर्मचारी, एक विभागीय पुस्तकालय, एक विभागीय कंप्यूटर, एक प्रिंटर, इंटरनेट एक्सेस और वीडियो, इमेजेस चार्ट, सूचना आदि प्रदर्शित करने के लिए एक ई-डिस्प्ले सुविधा होगी।

(7) परिसर के भीतर लड़कियों और लड़कों के लिए अलग-अलग छात्रावास अधिमानतः एकल आवास के साथ होंगे, प्रत्येक में एक मेस सुविधा, पर्याप्त फर्नीचर, रीडिंग रूम, मनोरंजन सुविधाएं और सुरक्षा सेवाएं होंगी। यदि अस्पताल एक अलग परिसर में स्थित है, तो छात्रावास अस्पताल परिसर के भीतर होंगे।

(8) प्रत्येक संस्थान यह सुनिश्चित करेगा कि संस्थान के सभी हितधारक, विभाग, अनुभाग और इकाइयां एक दूसरे के साथ समन्वय और सहयोग से कार्य करें ताकि स्नातकोत्तर छात्रों को एक उपयुक्त शैक्षणिक वातावरण में अपने अध्ययन, प्रशिक्षण और अनुसंधान को आगे बढ़ाने के लिए एक व्यापक शैक्षिक पारिस्थितिकी तंत्र प्रदान किया जा सके।

(9) गुणवत्ता मानकों को बनाए रखने के लिए, भारतीय मानक ब्यूरो प्रमाणन के साथ उपकरणों, सहायक उपकरणों, रसायनों, अभिकर्मकों, फर्नीचर, इलेक्ट्रॉनिक उपकरणों आदि का उपयोग उपलब्धता की सीमा तक किया जा सकता है।

(10) किसी भी स्नातकोत्तर डिग्री कार्यक्रम के लिए वार्षिक प्रवेश क्षमता प्रति वर्ष बारह सीटों से अधिक नहीं होगी, छात्र और स्नातकोत्तर-मार्गदर्शक अनुपात की उपलब्धता के अधीन जो प्रोफेसर के लिए 3: 1 एसोसिएट प्रोफेसर के लिए 2: 1 और असिस्टेंट प्रोफेसर के लिए 1: 1 है।

अध्याय - III

स्नातकोत्तर डिग्री कार्यक्रम

4. इन विनियमों की प्रकाशन की तिथि से और उसके पश्चात, आयुर्वेद में अठारह स्नातकोत्तर डिग्री कार्यक्रम होंगे। स्नातकोत्तर विशिष्टताओं की सूची, स्नातकोत्तर डिग्री कार्यक्रमों का नामकरण, स्नातकोत्तर विशिष्टताओं का नामकरण, और स्नातकोत्तर कार्यक्रम संचालित करने वाले स्नातकोत्तर विभाग तालिका 1 में विस्तृत होंगे।

तालिका-1

स्नातकोत्तर डिग्री, स्नातकोत्तर विशिष्टता और स्नातकोत्तर विभागों का नामकरण

क्रम संख्या	पोस्ट ग्रेजुएट स्पेशलिटी	स्नातकोत्तर डिग्री कार्यक्रम का नामकरण	समकक्ष आधुनिक शब्दावली सहित स्नातकोत्तर विशेषज्ञ का नामकरण	वह विभाग जिसमें स्नातकोत्तर डिग्री कार्यक्रम संचालित किया जाएगा
(1)	(2)	(3)	(4)	(5)
	I. आयुर्वेद वाचस्पति (एमडी आयुर्वेद)			
1.	आयुर्वेद संहिता और सिद्धांत (सार-संग्रह और बुनियादी सिद्धांत)	एमडी (संहिता और सिद्धांत)	संहिता विशेषज्ञ	संहिता सिद्धांत और संस्कृत
2.	आयुर्वेद – बायोलॉजी	एमडी (आयुर्वेद बायोलॉजी)	आयुर्वेद - बायोलॉजिस्ट	आयुर्वेद बायोलॉजी
3.	रचना शारीर (ह्यूमन, एनाटोमी)	एमडी (रचना शारीर)	रचना शारीर तज्ञ (आयुर्वेद एनाटोमिस्ट)	रचना शारीर
4.	क्रिया शारीर (ह्यूमन फिजियोलॉजी)	एमडी (क्रिया शारीर)	क्रिया शारीर तज्ञ (आयुर्वेद फिजियोलॉजिस्ट)	क्रिया शारीर
5.	द्रव्यगुण विज्ञान (आयुर्वेद फार्माकोलॉजी)	एमडी (द्रव्यगुण विज्ञान)	द्रव्यगुण तज्ञ (आयुर्वेद फार्माकोलॉजिस्ट - हर्बल)	द्रव्यगुण विज्ञान
6.	रसशास्त्र और भैषज्य कल्पना (फार्मास्यूटिक्स एंड क्लिनिकल फार्मेसी)	एमडी (रसशास्त्र और भैषज्य कल्पना)	रसशास्त्र एवं भैषज्य कल्पना तज्ञ (आयुर्वेद फार्मास्युटिकल विशेषज्ञ)	रसशास्त्र एवं भैषज्य कल्पना
7.	रोगनिदान,- विकृतिविज्ञान (पैथोलॉजी और प्रयोगशाला निदान)	एमडी (रोगनिदान-विकृतिविज्ञान)	रोगनिदान तज्ञ (आयुर्वेद पैथोलॉजिस्ट)	रोगनिदान एवं विकृतिविज्ञान
8.	आगद तंत्र और विधि वैद्यक (क्लीनिकल टॉक्सिकोलॉजी एंड मेडिकल जुरीसप्रूडेंस)	एमडी (अगद तंत्र और विधि वैद्यक)	आगद तंत्र तज्ञ (आयुर्वेद क्लीनिकल टॉक्सिकोलॉजिस्ट)	आगद तंत्र
9.	स्वस्थवृत्त और योग (सार्वजनिक स्वास्थ्य, जीवन शैली प्रबंधन और योग)	एमडी (स्वस्थवृत्त और योग)	स्वस्थवृत्त तज्ञ (आयुर्वेद विशेषज्ञ - सार्वजनिक स्वास्थ्य, जीवन शैली प्रबंधन और योग)	स्वस्थवृत्त एवं योग
10.	कौमारभृत्य (बाल चिकित्सा)	एमडी (कौमारभृत्य)	कौमारभृत्य तज्ञ (आयुर्वेद बाल रोग विशेषज्ञ)	कौमारभृत्य
11.	काय-चिकित्सा (इंटरनल मेडिसिन)	एमडी (काय-चिकित्सा)	काय-चिकित्सा तज्ञ (आयुर्वेद विशेषज्ञ – जनरल मेडिसिन)	काय-चिकित्सा

12.	पंचकर्म (प्रोसीज़रल मैनेजमेंट)	एमडी (पंचकर्म)	पंचकर्म तज्ञ (पंचकर्म विशेषज्ञ)	पंचकर्म
13.	मानसरोग और मनोविज्ञान (आयुर्वेद साइकोलॉजी एंड साइकाइट्री)	एमडी (मानसरोग और मनोविज्ञान)	मानसरोग तज्ञ (आयुर्वेद मनोचिकित्सक)	मानसरोग
14.	रसायन-वाजीकरण (आयुर्वेद में रेजुवेनेट एंड रिप्रोडक्टिव मेडिसिन)	एमडी (रसायन-वाजीकरण)	रसायन-वाजीकरण तज्ञ (आयुर्वेद विशेषज्ञ - रेजुवेनेट एंड रिप्रोडक्टिव मेडिसिन)	रसायन-वाजीकरण
		II. आयुर्वेद धन्वंतरि (एमएस आयुर्वेद)		
15.	स्त्री रोग - प्रसूति तंत्र (आयुर्वेद गायनेकोलॉजी एंड आब्सटेट्रिक्स)	एमएस (स्त्री रोग - प्रसूति तंत्र)	स्त्री रोग - प्रसूति तंत्र तज्ञ (आयुर्वेदिक गायनेकोलॉजिस्ट एंड ऑब्स्टट्रिशन)	स्त्री रोग - प्रसूति तंत्र
16.	शल्य तंत्र (आयुर्वेद सर्जरी)	एमएस (शल्य तंत्र)	शल्य तंत्र तज्ञ (आयुर्वेद सर्जन)	शल्य तंत्र
17.	शालाक्य – नेत्र रोग चिकित्सा (आयुर्वेद ऑप्थल्मोलॉजी)	एमएस (शालाक्य तंत्र – नेत्र)	शालाक्य – नेत्र रोग तज्ञ (आयुर्वेद नेत्र रोग विशेषज्ञ)	शालाक्य तंत्र
18.	शालाक्य – कर्ण, नासा और मुख रोग चिकित्सा (आयुर्वेद ओटो-राइनो-लैरींगोलॉजी)	एमएस (शालाक्य तंत्र – कर्ण, नासा और मुख)	शालाक्य – कर्ण, नासा और मुख रोग तज्ञ (आयुर्वेद ईएनटी विशेषज्ञ)	
नोट 1:- इन विनियमों के प्रकाशन से पहले दिए गए नामकरण "प्रसूति और स्त्री रोग" और इन विनियमों में "स्त्री रोग - प्रसूति तंत्र" को परस्पर और समकक्ष माना गया है।				
नोट 2:- इन विनियमों के प्रकाशन से पहले दिए गए नामकरण "मनोविज्ञान" और "मानसरोग" और इन विनियमों में "मानसरोग" और "मनोविज्ञान" को परस्पर और समकक्ष माना गया है।				

(2) भारतीय चिकित्सा केंद्रीय परिषद (स्नातकोत्तर आयुर्वेद शिक्षा) विनियम, 2016 के अंतर्गत स्नातकोत्तर डिग्री कार्यक्रमों के नामकरण और समकक्ष आधुनिक शब्दावली को उसी प्रकार जारी रखा जाएगा क्योंकि वे इन विनियमों की अधिसूचना से पहले प्रविष्ट किए गए बैचों के लिए हैं।

(3) शैक्षणिक सत्र 2025-26 और उसके बाद से मौजूदा शालाक्य स्नातकोत्तर विभाग शालाक्य-नेत्र या शालाक्य-केएनएम (कर्ण, नासा और मुख) में से किसी एक को चुनेंगे और स्नातकोत्तर शिक्षकों को तदनुसार विशिष्ट शिक्षक कोड प्रदान किया जाएगा। इन विनियमों के अनुसार पर्याप्त रूप से कर्मचारियों की उपलब्धता के मामले में, दोनों स्नातकोत्तर कार्यक्रमों को चुना जा सकता है। ऐसे मामले में शिक्षकों को दो स्नातकोत्तर कार्यक्रमों में विभाजित किया जाएगा और तदनुसार विशिष्ट शिक्षक कोड जारी किया जाएगा। प्रवेश क्षमता या तो एक विभाग या दोनों विभागों को उस शैक्षणिक सत्र के लिए संबंधित कार्यक्रमों के लिए स्नातकोत्तर गाइड की उपलब्धता के अनुसार स्वीकृत की जाएगी।

अध्याय -IV

स्नातकोत्तर संस्थानों के लिए न्यूनतम आवश्यक मानक जहां स्नातक पाठ्यक्रम या कार्यक्रम अस्तित्व में है।

5. सामान्य- (1) स्नातकोत्तर कार्यक्रम के साथ-साथ स्नातक डिग्री कार्यक्रम के संचालन के लिए संबंधित विषय में एक स्वतंत्र स्नातकोत्तर विभाग होगा।

(2) स्नातक और स्नातकोत्तर दोनों कार्यक्रमों का संचालन करने वाला कॉलेज या संस्थान मूलभूत सुविधाएँ, (निर्मित क्षेत्र, उपकरण और सहायक उपकरण), मानव संसाधन, और कार्यक्षमता के संदर्भ में सभी न्यूनतम आवश्यक मानकों जैसा कि भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में प्रदान किया गया है और संबंधित स्नातकोत्तर विभाग या कार्यक्रम के लिए इन नियमों में प्रदान की गई अतिरिक्त आवश्यकताएं को पूरा करेगा।

(3) भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा अधिनियम की धारा 28 की उप-धारा (1) के खंड (एफ) के अंतर्गत किसी स्नातक संस्थान के विरुद्ध की गई किसी भी कार्रवाई के प्रकरण में, इसी प्रकार की कार्रवाई संबंधित स्नातकोत्तर विभाग या कार्यक्रम पर लागू होगी।

(4) यदि कोई स्नातकोत्तर विभाग इन विनियमों में निर्दिष्ट न्यूनतम आवश्यक मानकों को बनाए रखने में विफल रहता है, तो भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड संबंधित स्नातकोत्तर डिग्री कार्यक्रम में प्रवेश की अनुमति को अस्वीकार कर देगा या अधिनियम की धारा 28 की उपधारा (1) का खंड (एफ) के अनुसार उपाय करेगा।

6. **स्नातकोत्तर शिक्षा के लिए अतिरिक्त आवश्यकताएं-** भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 के अंतर्गत प्रदान की गई आवश्यकताओं के अतिरिक्त, स्नातकोत्तर विभागों के लिए निम्नलिखित मानकों को अतिरिक्त रूप से पूरा किया जाएगा; अर्थात:-

(1) स्नातकोत्तर सेमिनार हॉल: (क) प्रत्येक स्नातकोत्तर विशिष्टता या प्रोग्राम के लिए एक सेमिनार हॉल होगा, जिसमें प्रति छात्र 18 वर्ग फुट (किसी विशेष विभाग या प्रोग्राम के तीन वर्ष के सभी छात्रों के लिए) और पर्याप्त फर्नीचर के साथ न्यूनतम निर्मित क्षेत्र होगा।

(ख) आयुर्वेद स्नातकोत्तर शिक्षण संस्थान के स्नातकोत्तर अध्येता (सभी स्नातकोत्तर विशिष्टताओं या प्रोग्रामों के सभी तीन बैच) की कुल संख्या को समायोजित करने के लिए 20% (6.5 वर्ग फुट प्रति छात्र) की अतिरिक्त बैठने की क्षमता के साथ एक सामान्य सेमिनार हॉल या सभागार प्रदान किया जाएगा।

(ग) स्नातकोत्तर सेमिनार हॉल उपयुक्त बैठने की व्यवस्था के साथ इनफार्मेशन कम्युनिकेशन टेक्नोलॉजी (आईसीटी) सक्षम होंगे।

(घ) संबंधित विशिष्टता या विभाग में सभी स्नातकोत्तर अध्येता (स्कॉलर्स) के लिए पर्याप्त लॉकर होंगे।

(2) केंद्रीय पुस्तकालय: (क) स्नातकोत्तर प्रवेश क्षमता के अनुसार अतिरिक्त बैठने की व्यवस्था (1: 2, वार्षिक प्रवेश क्षमता के प्रत्येक दो स्नातकोत्तर छात्रों के लिए एक सीट) केंद्रीय पुस्तकालय में प्रदान की जाएगी। केन्द्रीय पुस्तकालय के लिए न्यूनतम मानदंड और मानक भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में प्रदान किए गए अनुसार होंगे।

(ख) प्रत्येक स्नातकोत्तर विभाग के लिए न्यूनतम 200 अतिरिक्त पुस्तकें उपलब्ध कराई जाएंगी। ये अतिरिक्त पुस्तकें स्नातकोत्तर विभाग के लिए विशिष्ट होंगी। पुस्तकों के जोड़ में कम से कम 10 प्रतिशत वार्षिक वृद्धि होगी।

(ग) भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में प्रदान किए गए पत्रिकाओं के अतिरिक्त प्रत्येक स्नातकोत्तर विशिष्टता में कम से कम चार अतिरिक्त पत्रिकाएं (इंडेक्स्ड) होंगी।

(3) विभागीय पुस्तकालय: प्रत्येक स्नातकोत्तर विभागीय पुस्तकालय के लिए न्यूनतम **100** पुस्तकें उपलब्ध कराई जाएंगी।

(4) डिजिटल लाइब्रेरी: स्नातकोत्तर छात्रों के लिए **1:5** के अनुपात में अर्थात् प्रत्येक पांच छात्रों के लिए एक कंप्यूटर (सभी स्नातकोत्तर कार्यक्रमों की कुल वार्षिक प्रवेश क्षमता के आधार पर) अतिरिक्त कंप्यूटर सिस्टम, प्रदान किए जाएंगे। सॉफ्टवेयर या कंप्यूटर प्रोग्राम जैसे ग्रामरली, साहित्यिक चोरी जांचकर्ता (प्लागिअरिस्म), सांख्यिकीय कार्यक्रम, अनुलेखन (साइटेशन) या बिबलियोग्राफी मेकर और जनरेटर आदि डिजिटल लाइब्रेरी में उपलब्ध कराए जाएंगे।

(5) नैदानिक कौशल प्रशिक्षण के लिए अतिरिक्त पुतला (मैनिक्विन), सिमुलेटर और अन्य शिक्षण प्रौद्योगिकियां योग्या-नैदानिक कौशल प्रयोगशाला या सिमुलेशन प्रयोगशाला में उपलब्ध कराई जाएंगी, जैसा कि इन विनियमों की अनुसूची- VI में निर्दिष्ट है।

7. **विभागवार न्यूनतम आवश्यक मानक** - (1) प्रत्येक स्नातकोत्तर विभाग के लिए न्यूनतम अपेक्षित क्षेत्र इन विनियमों की अनुसूची-I में प्रदान किए गए अनुसार होगा। भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में संबंधित विभागों हेतु प्रदान किए गए न्यूनतम आवश्यक मानकों के अतिरिक्त, प्रत्येक स्नातकोत्तर विभाग के लिए आधारभूत सुविधाएं, जैसा कि नीचे और इन नियमों की अनुसूची II में विस्तृत है, उपलब्ध कराया जाएगा, अर्थात:-

(क) एकीकृत स्वास्थ्य (इंटीग्रेटेड हेल्थ) और अनुवादात्मक अनुसंधान (ट्रांसलेशनल रिसर्च) विभाग : (i) प्रत्येक स्नातकोत्तर संस्थान संचालित किए जा रहे स्नातकोत्तर कार्यक्रमों के निरपेक्ष, इस विभाग की स्थापना करेगा। केंद्रीय अनुसंधान प्रयोगशाला, गुणवत्ता परीक्षण प्रयोगशाला, पशु घर, नैदानिक अनुसंधान प्रकोष्ठ, और साहित्यिक चोरी जांच (प्लागिअरिस्म) कक्ष, जैसा लागू हो, इस विभाग के अंतर्गत कार्य करेगा।

(ii) संस्थागत अनुसंधान समिति, मानव विषयों के लिए संस्थागत आचार समिति, संस्थागत पशु आचार समिति, और इसी प्रकार की अनुसंधान समितियां भी इस विभाग के अंतर्गत कार्य करेंगी।

(iii) यह विभाग मार्गदर्शक आवंटन प्रक्रिया का समन्वय, आपात स्थिति के मामले में वैकल्पिक मार्गदर्शक की व्यवस्था, अनुसंधान जांच और इसी प्रकार की गतिविधियां करेगा।

(ख) संहिता और सिद्धांत स्नातकोत्तर विभाग – संस्कृत के लिए भाषा प्रयोगशाला उपलब्ध कराई जाएगी। मौजूदा स्नातक भाषा प्रयोगशाला में अतिरिक्त कम्प्यूटर सिस्टम जोड़े जाएंगें ताकि कम्प्यूटर सिस्टम और स्नातकोत्तर स्कॉलर्स (प्रति वर्ष स्वीकृत प्रवेश क्षमता) की कुल संख्या का अनुपात 1: 1 हो।

(ग) रचना शारीर स्नातकोत्तर विभाग: 3 डी वर्चुअल डिसेक्शन टेबल और ई-डिसेक्शन सॉफ्टवेयर उपलब्ध कराया जाएगा। यह विभाग शल्य, शालाक्य और स्त्री रोग - प्रसूति तंत्र के स्नातकोत्तर स्कॉलर्स के लिए कैडवेरिक सर्जरी के माध्यम से शल्य चिकित्सा तकनीकों के अभ्यास की सुविधा भी प्रदान कराएगा।

(घ) क्रिया शारीर स्नातकोत्तर विभाग : डिजिटल स्पाइरोमेट्री, पर्सनालिटी असेसमेंट स्केल्स, ट्राइकोस्कोप, डिजिटल स्किनफोल्ड कैलिपर, ऑटो मेजरिंग टूल फॉर हाइट, वेट, और बीएमआई; नाड़ी रिकॉर्डिंग इक्विपमेंट (उन्नत मॉडल), प्रासंगिक सॉफ्टवेयर, सहायक उपकरण, आदि के साथ, उपलब्ध कराए जाएंगे।

(ङ) आयुर्वेद-जीव विज्ञान स्नातकोत्तर विभाग: मॉलिक्यूलर बायोलॉजी लेबोरेटरी (इन विनियमों की अनुसूची-VII के अनुसार) और इसी प्रकार उपलब्ध कराए जाएंगे।

(च) द्रव्यगुण विज्ञान स्नातकोत्तर विभाग: फार्माकोग्नॉसी प्रयोगशाला, फाइटोकेमिस्ट्री प्रयोगशाला, ग्रीन हाउस और इसी प्रकार उपलब्ध कराए जाएंगे।

(छ) रसशास्त्र और भैषज्यकल्पना स्नातकोत्तर विभाग: पेट्रोग्राफिक माइक्रोस्कोप प्रोग्रैमेबल मफल फर्नेस आदि उपलब्ध कराए जाएंगे।

(ज) रोगनिदान-विकृतिविज्ञान स्नातकोत्तर विभाग: इम्यूनोलॉजी प्रयोगशाला, हिस्टोपैथोलॉजी प्रयोगशाला और इसी प्रकार की सुविधाएं उपलब्ध कराई जाएंगी।

(झ) अगद तंत्र स्नातकोत्तर विभाग : पॉइजन डिटेक्शन फैसिलिटी, विशेष बहिरंग रोगी विभाग, और 4:1 के अनुपात में अतिरिक्त अंतरंग रोगी विभाग बेड (एक छात्र के लिए चार बेड), वार्ड में बैठने की व्यवस्था और रात की ड्यूटी पर स्नातकोत्तर छात्रों के लिए आवास की सुविधा भी उपलब्ध करायी जाएगी। अगद तंत्र अंतरंग रोगी विभाग में औसत बिस्तर अधिभोग अस्सी प्रतिशत से कम नहीं होगा।

(ञ) स्वस्थवृत्त एवं योग स्नातकोत्तर विभाग: विशेष बहिरंग रोगी विभाग, क्षेत्र भ्रमण के लिए विभागीय वाहन, उन्नत सुविधाओं के साथ पोषण प्रयोगशाला, स्वस्थ व्यक्तियों को डे केयर सुविधाओं के साथ ऋतुशोधन और कायाकल्प प्रक्रियाओं को प्रशासित करने के लिए एक पंचकर्म सुविधा प्रदान की जाएगी।

(ट) कौमारभृत्य स्नातकोत्तर विभाग: (i) विशेष बहिरंग रोगी विभाग; अतिरिक्त अंतरंग रोगी विभाग बेड 4: 1 के अनुपात में (प्रति स्नातकोत्तर सीट प्रवेश क्षमता चार बेड), कौमर-पंचकर्म सुविधा, वार्ड में बैठने की व्यवस्था; रात्रि ड्यूटी पर स्नातकोत्तर छात्रों के लिए आवास की सुविधा उपलब्ध करायी जाएगी। कौमरभृत्य अंतरंग रोगी विभाग में औसत बिस्तर अधिभोग अस्सी प्रतिशत से कम नहीं होगा।

(ii) स्तनपान क्षेत्र: - बहिरंग रोगी विभाग के समीप स्तनपान के लिए सीमांकित क्षेत्र उपलब्ध कराया जाएगा।

(iii) खेल क्षेत्र: - उपयुक्त खेल वस्तुओं के साथ खेलने के लिए एक सीमांकित क्षेत्र उपलब्ध कराया जाएगा।

(iv) निओनेटल (नवजात) इंटेंसिव केयर यूनिट (एनआईसीयू):- इन विनियमों की अनुसूची-XIII के अनुसार होगा।

(v) आवश्यक उपकरणों के साथ नवजात अभ्यंग और स्नान इकाई (ट्यूब, बेबी होल्डर)

(vi) अंतःशिरा कैनुलेशन (IV कैनुलेशन), नासो-गैस्ट्रिक ट्यूब इंसर्शन, स्टेबिलाइजेशन, मेडिकेशन, और अन्य संभावित संबंधित प्रक्रियाओं जैसे सामान्य बाल चिकित्सा प्रक्रियाओं के लिए आवश्यक उपकरण, सामग्री और औषधिओं के साथ बाल चिकित्सा और नवजात प्रक्रिया कक्ष प्रदान किए जाएंगे।

(vii) बाल विकास क्लिनिक:- स्नातकोत्तर विभाग वाला प्रत्येक संस्थान नर्सरी से लेकर 10वीं कक्षा तक शिक्षा प्रदान करने वाले कम से कम दो स्कूलों को गोद लेगा। संस्थान समय-समय पर स्वास्थ्य, विकास और मनोवैज्ञानिक विकास का आकलन करने के लिए बाल विकास क्लिनिक चलाएगा। बच्चे के उचित स्वास्थ्य रिकॉर्ड के साथ प्रति वर्ष कम से कम दो ऐसे आकलन किए जाएंगे।

(ठ) काय-चिकित्सा स्नातकोत्तर विभाग: विशेष बहिरंग रोगी विभाग, अतिरिक्त अंतरंग रोगी विभाग बेड 4: 1 के अनुपात में (चार बेड प्रति स्नातकोत्तर सीट प्रवेश क्षमता), वार्ड में बैठने की व्यवस्था और रात्रि ड्यूटी पर स्नातकों के लिए आवास की सुविधा उपलब्ध करायी जाएगी। काय-चिकित्सा विभाग में औसत बिस्तर अधिभोग अस्सी प्रतिशत से कम नहीं होगा।

(ड) पंचकर्म और उपकर्म स्नातकोत्तर विभाग: विशेष बहिरंग रोगी विभाग, अतिरिक्त अंतरंग रोगी विभाग बेड 4: 1 के अनुपात में (चार बेड प्रति स्नातकोत्तर सीट प्रवेश क्षमता), वार्ड में बैठने की व्यवस्था और रात्री ड्यूटी पर स्नातकोत्तर के

लिए आवास की सुविधा उपलब्ध करायी जाएगी। पंचकर्म और उपकर्म अंतरंग रोगी विभाग में औसत बिस्तर अधिभोग अस्सी प्रतिशत से कम नहीं होगा।

(ढ) स्त्री रोग - प्रसूति तंत्र स्नातकोत्तर विभाग: विशेष रूप से दो बहिरंग रोगी विभाग स्त्री रोग - प्रसूति तंत्र के लिए एक-एक और स्त्री रोग- प्रसूति तंत्र से संबंधित सर्जरी के लिए एक विशेष ऑपरेशन थियेटर; योनि धावन, योनि पिचू, और इसी प्रकार की प्रक्रियाओं के लिए एक प्रोसीजर रूम या माइनर ऑपरेशन थियेटर; 4: 1 के अनुपात में अतिरिक्त अंतरंग रोगी विभाग बेड (चार बेड प्रति स्नातकोत्तर सीट प्रवेश क्षमता); वार्ड में बैठने की व्यवस्था; रात्री ड्यूटी पोस्टग्रेजुएट्स के लिए आवास सुविधा उपलब्ध करायी जाएगी। स्त्री रोग - प्रसूति तंत्र अंतरंग रोगी विभाग में औसत बिस्तर अधिभोग न्यूनतम अस्सी प्रतिशत होगा; प्रति माह न्यूनतम 20 प्रसव की आवश्यकता होगी।

(ण) शल्य तंत्र स्नातकोत्तर विभाग: एक माइनर ऑपरेशन थिएटर के साथ जुड़ा विशेष बाह्य रोगी विभाग; अतिरिक्त अंतरंग रोगी विभाग बेड 4:1 के अनुपात में (प्रति स्नातकोत्तर सीट प्रवेश क्षमता के लिए चार बेड); वार्ड में बैठने की व्यवस्था; रात्रि ड्यूटी स्नातकोत्तर के लिए आवास सुविधा उपलब्ध करायी जाएगी। शल्य तंत्र अंतरंग रोगी विभाग में औसत बेड अधिभोग न्यूनतम अस्सी प्रतिशत होगा। मेजर ऑपरेशन थियेटर, माइनर ऑपरेशन थियेटर और अनुशस्त्र कर्म सुविधा स्नातक और स्नातकोत्तर दोनों विभागों के लिए कॉमन होगी।

(त) शालाक्य-नेत्र रोग स्नातकोत्तर चिकित्सा विभाग : उन्नत नैदानिक सुविधाओं से लैस विशेष नेत्र रोग बहिरंग रोगी विभाग; एक ऑपरेटिंग माइक्रोस्कोप के साथ विशेष नेत्र ऑपरेशन थियेटर; अतिरिक्त अंतरंग रोगी विभाग बेड 4: 1 के अनुपात में (चार बेड प्रति स्नातकोत्तर सीट प्रवेश क्षमता); वार्ड में बैठने की व्यवस्था; नाइट ड्यूटी पोस्टग्रेजुएट्स के लिए आवास उपलब्ध कराया जाएगा। अलग से अंतरंग रोगी विभाग, अलग क्रियाकल्प -नेत्र सुविधा होगी। शालाक्य-नेत्र बेड में औसत बेड ऑक्यूपेंसी अस्सी प्रतिशत से कम नहीं होगी।

(थ) शालाक्य-कर्ण, नासा और मुख रोग चिकित्सा स्नातकोत्तर विभाग: विशेष बाह्य रोगी विभाग जिसमें उन्नत नैदानिक सुविधाएं हैं; कान, नाक-गले की सर्जरी के लिए विशेष ऑपरेशन थियेटर; क्रियाकल्प सुविधा, अतिरिक्त अंतरंग रोगी विभाग बेड 4: 1 के अनुपात में (चार बेड प्रति स्नातकोत्तर सीट प्रवेश क्षमता); वार्ड में बैठने की व्यवस्था; रात्री ड्यूटी पोस्टग्रेजुएट्स के लिए आवास सुविधा उपलब्ध करायी जाएगी। शालाक्य-कर्ण, नासा और मुख रोग विभाग में औसत बेड ऑक्यूपेंसी अस्सी प्रतिशत से कम नहीं होगी।

(द) मानसरोग और मनोविज्ञान स्नातकोत्तर विभाग : विशेष बहिरंग रोगी विभाग; काउंसलिंग के लिए क्यूबिकल्स; नशामुक्ति की सुविधा; इलेक्ट्रो एन्सेफेलोग्राम (ईईजी); अंतरंग रोगी विभाग बेड 4:1 के अनुपात में (प्रति स्नातकोत्तर सीट प्रवेश क्षमता चार बेड); वार्ड में बैठने की व्यवस्था; नाइट ड्यूटी पोस्टग्रेजुएट्स के लिए आवास उपलब्ध कराया जाएगा। अंतरंग रोगी विभाग की सुविधा उचित सुरक्षा उपायों के साथ होगी। मानसरोग विभाग में औसत बेड ऑक्यूपेंसी अस्सी प्रतिशत से कम नहीं होगा।

(ध) रसायन और वाजीकरण स्नातकोत्तर विभाग : विशेष बहिरंग रोगी विभाग; प्रोसीजर रूम, रेतस परीक्षा और इसी प्रकार के कार्यों के लिए प्रयोगशाला, ट्रिनोकुलर माइक्रोस्कोप वीडियोग्राफी उपकरण और लाइट एमिटिंग डायोड डिस्प्ले के साथ, अंतरंग रोगी विभाग बेड 4:1 के अनुपात में (चार बेड प्रति स्नातकोत्तर सीट प्रवेश क्षमता); वाजीकरण से संबंधित प्रोसीजर जैसे उत्तरबस्ती आदि के लिए प्रोसीजर कक्ष; वार्ड में बैठने की व्यवस्था; नाइट ड्यूटी पोस्टग्रेजुएट्स के लिए आवास सुविधा उपलब्ध करायी जाएगी। रसायन और वाजीकरण अंतरंग रोगी विभाग में औसत बेड ऑक्यूपेंसी अस्सी प्रतिशत से कम नहीं होगी।

(न) स्नातकोत्तर स्कॉलर्स के साथ-साथ शिक्षण संकाय द्वारा विभिन्न अनुसंधान प्रयोग करने के लिए केन्द्रीय अनुसंधान प्रयोगशाला होगी। न्यूनतम बुनियादी ढांचा, सुविधाएं, उपकरण, सहायक उपकरण और मानव संसाधन और इसी प्रकार के अन्य प्रावधान इन विनियमों की अनुसूची- I, III और X में किए गए प्रावधान के अनुसार होंगे।

(प) द्रव्यगुण और रसशास्त्र एवं भैषज्यकल्पना में स्नातकोत्तर शिक्षा के प्रकरण में, एक गुणवत्ता परीक्षण प्रयोगशाला (या तो अलग से या जो केंद्रीय अनुसंधान प्रयोगशाला से जुड़ी हो), उपलब्ध होगी। न्यूनतम आधारभूत संरचना, सुविधाएं, उपकरण, सहायक उपकरण और मानव संसाधन और इसी प्रकार की अन्य सुविधाएं इन विनियमों की अनुसूची-I और IV में यथा उपबंधित होंगी।

(फ) स्नातकोत्तर शिक्षा के प्रकरण में द्रव्यगुण, रसशास्त्र और भैषज्यकल्पना, अगद तंत्र, संहिता और सिद्धांत विभागों में एक अनुमोदित पशु घर और पशु प्रयोगशाला उपलब्ध कराई जाएगी। न्यूनतम आधारभूत संरचना संबंधी सुविधाएं, उपकरण, सहायक उपकरण और मानव संसाधन और इसी प्रकार की अन्य सुविधाएं इन विनियमों की अनुसूची-I, V और X में यथा उपबंधित होंगी।

(फ) संस्थान के नैदानिक अनुसंधान कार्यकलापों के समन्वय के लिए चिकित्सालय में एक नैदानिक अनुसंधान प्रकोष्ठ (सेल) होगा। प्रकोष्ठ (सेल) में अनुसंधान समन्वय कर्मचारियों को सुविधा प्रदान करने के लिए फर्नीचर सहित एक कार्यालय जिसमें अभिलेख भंडारण, अनुसंधान औषधिओं और इसी प्रकार की अन्य सुविधाएं भी होंगी। यह प्रकोष्ठ (सेल) अनुसंधान

विषयों के यादृच्छिकीकरण (रेंडमाइजेशन), ब्लाइंड ड्रग ट्रायल, अनुसंधान लेखापरीक्षा, अनुसंधान औषधि लेखापरीक्षा और अन्य अनुसंधान संबंधी गतिविधियों को भी सुविधाजनक बनाएगा। इस प्रकोष्ठ के लिए न्यूनतम अपेक्षित स्टाफ इन विनियमों की अनुसूची-X में किए गए प्रावधान के अनुसार होगा।

(ब) प्रत्येक स्नातकोत्तर संस्थान में साहित्यिक चोरी जांच (प्लागिअरिस्म) जांच प्रकोष्ठ होगा। समन्वयक (किसी भी स्नातकोत्तर विभाग का एक एसोसिएट प्रोफेसर) होगा जिसे साहित्यिक चोरी जांच (प्लागिअरिस्म) के लिए कंप्यूटर, प्रिंटर, इंटरनेट और उपयुक्त सॉफ्टवेयर प्रोग्राम प्रदान किया जाएगा।

8. **मानव संसाधन की न्यूनतम अनिवार्य आवश्यकताएं**- (1) इंटीग्रेटिव हेल्थ एंड ट्रांसलेशनल रिसर्च विभाग को छोड़कर प्रत्येक स्नातकोत्तर विभाग या कार्यक्रम के लिए न्यूनतम एक प्रोफेसर, एक एसोसिएट प्रोफेसर या रीडर और एक असिस्टेंट प्रोफेसर या लेक्चरर होगा। न्यूनतम आवश्यक शिक्षण स्टाफ इन नियमों की अनुसूची- VIII में प्रदान किए गए अनुसार होगा;

(2) प्रोफेसर सह विभागाध्यक्ष संबंधित विषय के स्नातक और स्नातकोत्तर दोनों विभागों के लिए कॉमन हो सकता है, बशर्ते प्रोफेसर के पास संबंधित विषय में स्नातकोत्तर डिग्री हो। यदि स्नातक विभाग के प्रोफेसर के पास संबंधित विषय में स्नातकोत्तर डिग्री नहीं है, तो स्नातकोत्तर विशिष्टता या कार्यक्रम के लिए इन नियमों में प्रदान किए गए स्नातकोत्तर योग्यता और अनुभव के साथ एक अलग प्रोफेसर की आवश्यकता होगी।

(3) भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में निर्धारित संबंधित स्नातक विभाग के लिए प्रदान किए गए शिक्षण कर्मचारियों के अतिरिक्त एसोसिएट प्रोफेसर या रीडर, असिस्टेंट प्रोफेसर या लेक्चरर स्नातकोत्तर विभागों के लिए और अलग होंगे।

(4) इंटीग्रेटिव हैल्थ एंड ट्रांसलेशनल रिसर्च विभाग : इस विभाग में न्यूनतम एक पूर्णकालिक, नियमित प्रोफेसर (स्वस्थवृत्त एवं योग में स्नातकोत्तर डिग्री धारक, अधिमानतः पीएचडी के साथ) होगा और एक बायोस्टेटिस्टिसियन, बायोकेमिस्ट, माइक्रोबायोलॉजिस्ट और फार्माकोलॉजिस्ट को अंशकालिक आधार पर नियुक्त किया जाएगा।

(5) मानसरोग एवं मनोविज्ञान, रसायन एवं वाजीकरण और आयुर्वेद जीव विज्ञान के स्नातकोत्तर विभागों के लिए, जहां कोई स्नातक प्रोग्राम उपलब्ध नहीं है, न्यूनतम एक प्रोफेसर, एक एसोसिएट प्रोफेसर या,रीडर, और एक असिस्टेंट प्रोफेसर या लेक्चरर प्रत्येक संबंधित स्नातकोत्तर कार्यक्रम के लिए पूर्ण रूप से नियुक्त किया जाएगा।

(6) स्नातकोत्तर विभाग में एक से अधिक प्रोफेसर की उपलब्धता की स्थिति में, विभाग के प्रमुख का पद प्रत्येक प्रोफेसर को रोटेशन के आधार पर तीन वर्ष की अवधि के लिए दिया जाएगा।

(7) शिक्षण स्टाफ की योग्यता और अनुभव इन विनियमों के विनियम 30 के अंतर्गत प्रदान किया जाएगा।

(8) अंशकालिक शिक्षक प्रति माह न्यूनतम तीस घंटे, प्रति विजिट के साथ कम से कम चार घंटे, प्राथमिकता के साथ निश्चित दिनों पर उपस्थित होंगे ।

(9) स्नातक और स्नातकोत्तर विभागों या प्रोग्राम के बीच संकायों (फैकल्टी) का दोहराव किसी भी परिस्थिति में स्वीकार नहीं किया जाएगा।

(10) प्रत्येक संस्थान उन संबंधित विभागों में, जिनमें स्नातकोत्तर कार्यक्रम संचालित किए जाते हैं, इन विनियमों की अनुसूची-X में प्रदान किए गए अनुसार अतिरिक्त रूप से नॉन टीचिंग स्टाफ प्रदान करेगा;

(11) नॉन टीचिंग स्टाफ के लिए योग्यता और अनुभव इन नियमों की अनुसूची-X के अनुसार होगा; और

(12) स्नातकोत्तर कार्यक्रमों के लिए अतिरिक्त चिकित्सालय स्टाफ इन विनियमों की अनुसूची-XII में प्रदान किए गए अनुसार होगा।

9. **इन विनियमों की अधिसूचना से पहले स्थापित स्नातकोत्तर संस्थानों द्वारा न्यूनतम आवश्यक मानकों के अनुपालन के लिए समय-सीमा** - (1) जिन विभागों में स्नातकोत्तर कार्यक्रम संचालित किए जाते हैं, उन विभागों में इन विनियमों की अधिसूचना की तिथि से बारह माह की अवधि के भीतर अलग स्नातकोत्तर विभाग स्थापित किए जाएंगे।

(2) तालिका-2 में दी गई समय-सीमा अधिकतम है और उसके बाद कोई छूट नहीं दी जाएगी।

तालिका-2

इन नियमों की अधिसूचना से पहले स्थापित स्नातकोत्तर संस्थानों द्वारा न्यूनतम आवश्यक मानकों का पालन करने की समयसीमा।

क्रम संख्या	मानक या यूनिट या अनुभाग या सुविधा	समय-सीमा (आधिकारिक.राजपत्र में इन नियमों के प्रकाशन की तिथि से)
(1)	(2)	(3)
1.	स्नातकोत्तर विभागों का निर्माण	12 माह
2.	केंद्रीय अनुसंधान प्रयोगशाला, उपकरण सहायक उपकरण और मानव संसाधन	माह 01
3.	गुणवत्ता परीक्षण प्रयोगशाला उपकरण ,सहायक उपकरण और मानव संसाधन	माह 01
4.	नैदानिक अनुसंधान प्रकोष्ठ (सेल) और मानव संसाधन	12 माह
5.	पशु घर और पशु प्रयोगशाला और मानव संसाधन	18 माह
6.	साहित्यिक चोरी जांच प्लागिअरिस्म) प्रकोष्ठ (सेल)	06 माह
7.	पीजी विशेषज्ञता के लिए ओपीडी (जैसा लागू हो)	12 माह
8.	शिक्षण कर्मचारी	12 माह
9.	विभागवार उपकरण और सहायक उपकरण	06 माह

नोट 1: उपर्युक्त निर्दिष्ट समय सीमा भौतिक बुनियादी ढांचे के विकास और उपकरण या-सहायक उपकरण प्राप्त करने के लिए है। तथापि, समितियों का गठन और विभिन्न इकाइयों या प्रकोष्ठों के लिए कार्यों की शुरुआत एक माह के भीतर शुरू होगी।

नोट 2: इन विनियमों के प्रकाशन से पहले पूर्ण रूप से स्थापित या स्थापना के अधीन चिकित्सा संस्थान तालिका-2 में प्रदान किए गए मानकों को छोड़कर, समान बुनियादी ढांचे और मानव संसाधनों के साथ जारी रह सकते हैं, जिन्हें तालिका में प्रदान की गई समय-सीमा के अनुसार पूरा किया जाएगा। उक्त तालिका में प्रदान की गई समय-सीमा अधिकतम है, और उसके बाद कोई छूट नहीं दी जाएगी।

अध्याय –V

स्टैंड-अलोन स्नातकोत्तर संस्थानों के न्यूनतम आवश्यक मानक

10. भूमि की आवश्यकता - (1) स्टैंड-अलोन स्नातकोत्तर संस्थान या कॉलेज या केंद्र स्थापित करने के लिए न्यूनतम अपेक्षित भूमि तालिका-3 में दी गई व्यवस्था के अनुसार होगी

तालिका-3

न्यूनतम आवश्यक भूमि

क्रम संख्या	**क्षेत्र श्रेणी**	न्यूनतम आवश्यक भूमि (एकड़ में)
(1)	(2)	(3)
1.	टियर I या मेगा और मेट्रो शहर *	$
2.	टियर II शहर, पूर्वोत्तर राज्य, पहाड़ी क्षेत्र और अधिसूचित जनजातीय क्षेत्र	3.5
3.	क्रम संख्या 1 और 2 में प्रदान किए गए क्षेत्रों के अतिरिक्त कोई अन्य क्षेत्र	5.0

* मेगा और मेट्रो शहर: "भारत में लागू जनगणना के अनुसार ग्रेटर मुंबई, दिल्ली, कोलकाता, चेन्नई, बैंगलोर, हैदराबाद, अहमदाबाद, पुणे और सूरत।

$ भूमि की आवश्यकताओं के लिए, निम्नलिखित शर्तों का पालन करना आवश्यक है -

(क) मेगा और मेट्रो शहरों में आवश्यक भूमि की गणना इन विनियमों और नगर निगम उपनियमों में दिए गए आवश्यक निर्मित क्षेत्र के आधार पर की जाएगी।

(ख) निर्मित क्षेत्र को उन शहरों में नवीनतम भवन नियमों के अनुसार संब (विकास नियंत्रण)ंधित विकास प्राधिकरण द्वारा अनुमोदित होना चाहिए ।

(ग) आवेदक संस्थान भवन के नियमनुसार प्रमाणित प्रति उपलब्ध कराएगा ।

(घ)	स्थानीय वैधानिक निकाय से अनुमोदित भवन नक्शा और पूर्णता प्रमाण पत्र प्रस्तुत करना होगा ।
(ङ)	अनंतिम अधिभोग प्रमाणपत्र केवल लगातार तीन शैक्षणिक वर्षों के लिए माना जाएगा
(च)	इसके बाद, अनुमोदन जारी रखने के लिए केवल पूर्णता प्रमाण पत्र और पूर्णता योजना पर विचार किया जाएगा।

(2) भूमि दो भूखंडो से अधिक नहीं होगी और दो भूखंडो के बीच की दूरी पांच किलोमीटर से अधिक नहीं होगी।

(3) यदि भूखंड सड़क, नहर या नाले से अलग हैं, परंतु एक पुल से जुड़े हैं, तो उन्हें भूमि के एक भूखंड के रूप में माना जाएगा।

(4) आवेदक के पास या तो भूमि का स्वामित्व या आवेदक निकाय के नाम पर कम से कम तीस वर्ष के लिए पट्टे (लीज) पर दी गई भूमि होगी और पट्टे (लीज) की समाप्ति से पहले उसका नवीनीकरण किया जाएगा।

(5) भूमि के लिए लीज समझौते वाले संस्थानों के प्रकरण में, संस्थान को लीज अवधि के अंतिम तीन वर्षों के लिए प्रवेश की अनुमति नहीं दी जाएगी, जब तक कि संस्थान प्रत्येक वर्ष एक नोटरीकृत शपथपत्र प्रस्तुत नहीं करता है, जिसमें उल्लेख किया गया है कि लीज की समाप्ति से पहले और बाद में लीज का नवीनीकरण एवं लीज अवधि समाप्त होने से पहले नवीनीकृत लीज अनुबंध जमा किया जाएगा।

(6) नेशनल एक्रिडिटेशन बोर्ड फॉर हॉस्पिटल्स एंड हेल्थकेयर प्रोवाइडर्स मान्यता (न्यूनतम प्रवेश स्तर) के साथ एक पूर्ण रूप से स्थापित और कार्यशील आयुर्वेद चिकित्सालय, जिसमें न्यूनतम साठ (60) बेड हों, औसत बेड'ऑक्यूपेंसी 60 प्रतिशत से कम न हो, और एम ई एस – यूजी में साठ बेड वाले चिकित्सालय के लिए निर्धारित सभी न्यूनतम आवश्यक मानकों को पूर्ण करता हो, न्यूनतम आवश्यकता होगी।

11. **सामान्य रूप से परिसर** - (1) स्टैंडअलोन स्नातकोत्तर संस्थान और संबद्ध शिक्षण चिकित्सालय के लिए नामित परिसर में उचित पहुंच मार्ग, सुरक्षा की उचित व्यवस्था के साथ उचित रूप से निर्मित परिसर की दीवार होगी।

(2) स्टैंड-अलोन स्नातकोत्तर संस्थान के लिए नामित परिसर में निम्नलिखित सुविधाएं होंगी-,-

(क) स्नातकोत्तर अध्ययन संस्थान
(ख) संबद्ध शिक्षण चिकित्सालय
(ग) जलपान गृह
(घ) हॉस्टल

(3) सभी भवनों में संबंधित प्राधिकारियों से सभी संगत अनुमतियां होंगी।

(4) संबंधित अधिकारियों से उचित अनुमति या अनुमोदन के साथ अग्नि सुरक्षा, सीवेज ट्रीटमेंट प्लांट, प्रदूषण नियंत्रण सुविधाएं, आपदा प्रबंधन उपाय और इसी प्रकार के अन्य उपाय होंगे।

(5) संस्थान को शारीरिक रूप से दिव्यांग व्यक्तियों की स्वतंत्रता, सुविधा और सुरक्षा के लिए निर्बाध परिसर प्रदान करना होगा।

(6) परिसर में वाहनों का निर्बाध आवागमन और सीमांकित पार्किंग क्षेत्र के लिए एक उपयुक्त लेआउट योजना होगी।

(7) पार्किंग क्षेत्र को उच्च अधिकारियों, कर्मचारियों और छात्रों के लिए लेबल या चिह्नित किया जाएगा।

(8) परिसर में पर्याप्त जल आपूर्ति, उचित जल निकासी सिस्टम और पावर बैक-अप सिस्टम सहित बिजली आपूर्ति होगी।

(9) केंद्रीय कार्यशाला, सूचना प्रौद्योगिकी सेल, कॉलेज की वेबसाइट, बायोमेट्रिक उपस्थिति सिस्टम, क्लोज सर्किट सर्विलांस सिस्टम, आधिकारिक संपर्क विवरण, आधिकारिक बैंक खाता विवरण, और इसी प्रकार भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में प्रदान किए गए अनुसार होंगे।

12. **स्नातकोत्तर अध्ययन संस्थान के लिए न्यूनतम आवश्यक मानक** - (1) प्रशासन अनुभाग की विभिन्न इकाइयों के लिए न्यूनतम निर्मित क्षेत्र आवश्यकताओं को तालिका 4 में प्रदान किया गया है।

तालिका-4

प्रशासन अनुभाग की उप-इकाइयाँ और विशिष्टताएँ

क्रम संख्या	यूनिट	न्यूनतम आवश्यक क्षेत्र (वर्ग मीटर)
(1)	(2)	(3)
1	स्नातकोत्तर संस्थान के प्रमुख (निदेशक या डीन या प्रिंसिपल) कार्यालय जिसमें प्रवेश कक्ष और अटैच्ड टॉयलेट शामिल है।	50
2	संस्थान प्रमुख के निजी सहायक	10
4	पैंट्री	05
5	संस्थान प्रमुख के आगंतुकों के लिए आगंतुक लाउंज	10
6	कॉलेज कार्यालय (अधीक्षक के बैठने की व्यवस्था, क्लर्कों, एकाउंटेंट, रिकॉर्ड रूम और कार्यालय आगंतुकों के लिए आगंतुक लाउंज)	50
7	कॉलेज काउंसिल मीटिंग हॉल	30
8	सेंट्रल स्टोर	30
कुल		185
नोट:	इन विनियमों के प्रकाशन से पहले पूर्ण रूप से स्थापित या स्थापना के अधीन चिकित्सा संस्थान तालिका-5 में प्रदान किए गए अवसंरचनात्मक मानकों को छोड़कर, उसी बुनियादी ढांचे के साथ जारी रह सकते हैं, जिन्हें तालिका-5 में प्रदान की गई समय-सीमा के अनुसार पूरा किया जाएगा।	

(2) प्रत्येक स्नातकोत्तर विभाग और उनकी संबद्ध इकाइयों के लिए अनिवार्य न्यूनतम आवश्यक मानक नीचे दिए गए विवरण के अनुसार होंगे:

(क) प्रत्येक स्नातकोत्तर विभाग और उनकी संबद्ध इकाइयों के लिए आवश्यक न्यूनतम निर्मित क्षेत्र इन विनियमों से जुड़ी अनुसूची- II के अनुसार होंगे ।

(ख) एकीकृत स्वास्थ्य अनुवादात्मक अनुसंधान विभाग अनिवार्य विभाग है और इसे सभी स्नातकोत्तर संस्थानों में स्थापित होना चाहिए ।

(ग) प्रत्येक स्नातकोत्तर विभाग में शिक्षण स्टाफ के लिए बैठने की व्यवस्था और अन्य सुविधाएं विनियम 3 के उप-विनियमन (6) में प्रदान के अनुसार होगी ।

(3) (क) तीन वर्षों के सभी छात्रों को समायोजित करने के लिए, प्रत्येक स्नातकोत्तर विशिष्टता या कार्यक्रम के लिए एक सेमिनार हॉल होगा, जिसमें प्रति छात्र 18 वर्ग फुट का निर्मित क्षेत्र और बैठने की पर्याप्त व्यवस्था होगी।

(ख) सभी स्नातकोत्तर विशिष्टताओं या कार्यक्रमों में सभी तीन बैचों को समायोजित करने के लिए एक सामान्य सेमिनार हॉल या सभागार उपलब्ध होगा, जिसकी गणना अतिरिक्त बीस प्रतिशत बैठने की क्षमता के साथ, प्रति छात्र 6.5 वर्ग फीट की दर से की जाएगी।

(ग) स्नातकोत्तर सेमिनार हॉल उपयुक्त बैठने की व्यवस्था के साथ इनफार्मेशन कम्युनिकेशन टेक्नोलॉजी (आईसीटी) सक्षम होंगे।

(4) संबंधित विशिष्टता या विभाग में सभी स्नातकोत्तर स्कॉलर्स के लिए पर्याप्त लॉकर होंगे।

(5) (क) केन्द्रीय पुस्तकालय का क्षेत्र एक सौ पचास वर्ग मीटर से कम नहीं होगा और केन्द्रीय पुस्तकालय में पुस्तकों और अन्य विनिर्देशों, आवश्यकताओं, पुस्तकालय के कामकाज और सुविधाओं की न्यूनतम संख्या वही होगी जो साठ विद्यार्थियों की प्रवेश क्षमता के लिए भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में उल्लिखित है;

(ख) प्रत्येक स्नातकोत्तर विभाग के लिए न्यूनतम दो सौ अतिरिक्त पुस्तकें उपलब्ध कराई जाएंगी; ये अतिरिक्त पुस्तकें स्नातकोत्तर विशेषज्ञता या कार्यक्रम या विभाग के लिए विशिष्ट होंगी; पुस्तकों की संख्या में वार्षिक वृद्धि होगी;

(ग) दस सामान्य शोध पत्रिकाओं के अतिरिक्त, केंद्रीय पुस्तकालय में प्रत्येक स्नातकोत्तर विषय या विशेषता के लिए कम से कम चार पत्रिकाएं उपलब्ध होगी ।

(घ) प्रत्येक स्नातकोत्तर विभाग में न्यूनतम एक सौ पुस्तकों के साथ एक विभागीय पुस्तकालय भी उपलब्ध होगा ।

(6) डिजिटल लाइब्रेरी में कुल निर्मित क्षेत्र चालीस वर्ग मीटर से कम नहीं होगा, और स्नातकोत्तर छात्रों के लिए कंप्यूटर सिस्टम 1: 5 के अनुपात में होगा, अर्थात, वार्षिक प्रवेश क्षमता के पांच छात्रों के लिए एक कंप्यूटर सिस्टम स्थापित किया जाएगा। सॉफ्टवेयर या प्रोग्राम जैसे साहित्यिक चोरी जांच (प्लागिअरिस्म), सांख्यिकीय विश्लेषण उपकरण, और उद्धरण (साइटेशन) या ग्रंथ (बिबलियोग्राफी) मेकर या जनरेटर आदि डिजिटल लाइब्रेरी में उपलब्ध होंगे। -

(7) योग्या-क्लिनिकल स्किल लेबोरेटरी या सिमुलेशन लेबोरेटरी में इन विनियमों की अनुसूची-VI में दी गई सुविधाएं होंगी।

(8) (क) एक परीक्षा, बहुउद्देशीय, या योग हॉल प्रति स्नातकोत्तर छात्र दो वर्ग मीटर के क्षेत्र के साथ, साथ ही तीन वर्षों में स्नातकोत्तर छात्रों की कुल संख्या का बीस प्रतिशत का अतिरिक्त क्षेत्र, उपयुक्त बैठने की व्यवस्था के साथ, उपलब्ध होगा ।

(ख) इस बहुउद्देश्यीय हॉल का उपयोग बैठकों, संगोष्ठियों, सम्मेलनों, परीक्षाओं, योग प्रशिक्षण आदि कार्यक्रमों के संचालन के लिए किया जाएगा और इसमें ऑडियो-विजुअल सुविधा, क्लोज्ड-सर्किट टेलीविजन और टॉयलेट सुविधा उपलब्ध होगी ।

(9) प्रत्येक स्टैंड-अलोन स्नातकोत्तर संस्थान में एक केंद्रीय अनुसंधान प्रयोगशाला होगी जिसमें छात्रों द्वारा विभिन्न अनुसंधान प्रयोगों को करने के लिए उन्नत अनुसंधान सुविधाएं होंगी। केंद्रीय अनुसंधान प्रयोगशाला के लिए न्यूनतम उपकरण और सहायक उपकरण इन विनियमों की अनुसूची-III में दिए गए अनुसार होंगे।

(10) इन विनियमों की अनुसूची-IV में यथा उपबंधित न्यूनतम उपकरणों और सहायक उपकरणों के साथ एक गुणवत्ता परीक्षण प्रयोगशाला द्रव्यगुण और रसशास्त्र एवं भैषज्य कल्पना में स्नातकोत्तर कार्यक्रमों के लिए उपलब्ध होगी ।

(11) (क) एक पशु घर और पशु प्रयोगशाला, जैसा कि इन नियमों की अनुसूची- V में प्रदान किया गया है, द्रव्यगुण, रसशास्त्र एवं भैषज्य कल्पना, अगदतंत्र, और आयुर्वेद संहिता और सिद्धांत में स्नातकोत्तर डिग्री कार्यक्रमों के लिए उपलब्ध होगा ।

(ख) यदि कॉलेज विश्वविद्यालय परिसर में स्थित है और पशु गृह एक सामान्य सुविधा के रूप में एक ही परिसर के भीतर स्थित है, तो ऐसी स्थिति में, आयुर्वेद कॉलेज के लिए उसी सुविधा का उपयोग किया जा सकता है।

(12) (क) संस्थानों की नैदानिक (क्लीनिकल) शोध गतिविधियों के कोआर्डिनेशन के लिए चिकित्सालय में नैदानिक शोध प्रकोष्ठ (सेल) उपलब्ध होगा । प्रकोष्ठ (सेल) में अनुसंधान (रिसर्च) कोआर्डिनेशन स्टाफ को समायोजित करने के लिए फर्नीचर के साथ एक कार्यालय होगा और इसके साथ ही अभिलेख भंडारण, शोध औषधियाँ और इसी प्रकार की सुविधाएं भी होंगी।

(ख) यह प्रकोष्ठ (सेल) शोध विषयों के यादच्छिककरण (रैंडमाइजेशन) और ब्लाइंडिंग ऑफ़ ट्रायल ड्रग्स, शोध लेखा परीक्षा, शोध औषधि लेखा परीक्षा और अन्य शोध संबंधी गतिविधियों का संचालन करने में भी सहायता करेगा। इस प्रकोष्ठ (सेल) के लिए न्यूनतम आवश्यक कर्मचारी इन विनियमों की अनुसूची-XI के अनुसार होगी।

(13) (क) प्रत्येक आयुर्वेद स्नातकोत्तर शिक्षण संस्थान में साहित्यिक चोरी जांच (प्लागिअरिस्म) प्रकोष्ठ (सेल) उपलब्ध कराया जाएगा जो एकीकृत स्वास्थ्य (इंटीग्रेटेड हेल्थ) और ट्रांसलेशनल रिसर्च विभाग के अंतर्गत कार्य करेगा। किसी भी स्नातकोत्तर विभाग से एसोसिएट प्रोफेसर और उससे ऊपर के स्तर पर किसी भी संकाय सदस्य में से एक कोऑर्डिनेटर नियुक्त किया जाएगा;

(ख) प्रकोष्ठ (सेल) को साहित्यिक चोरी (प्लागिअरिस्म) की जांच के लिए कंप्यूटर, प्रिंटर, इंटरनेट और उपयुक्त सॉफ्टवेयर कार्यक्रम प्रदान किया जाएगा।

(14) (क) प्रत्येक स्टैंड-अलोन स्नातकोत्तर संस्थान में न्यूनतम साठ अंतरंग रोगी विभाग (इन-पेशेंट) बेड वाला एक संबद्ध चिकित्सालय होगा, जो आधारभूत संरचना, मानव संसाधन, कार्यक्षमता, उपकरण और सहायक उपकरणों सहित सुविधाओं आदि के संदर्भ में सभी न्यूनतम आवश्यक मानकों को पूरा करेगा जैसा कि भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में दिया गया है।

(ख) चिकित्सालय में उपलब्ध सुविधाओं के अतिरिक्त, जहां स्नातकोत्तर कार्यक्रम का संचालन किया जा रहा है, उस विभाग में न्यूनतम आवश्यकताएं उपलब्ध की जाएंगी, जैसा कि इन नियमों 7 और 8 में विस्तार से दिया गया है।

(15) संस्थान की कुल छात्र संख्या के अनुरूप पर्याप्त स्थान एवं बैठने की व्यवस्था के साथ कैंटीन की सुविधा उपलब्ध करायी जायेगी।

(16) लड़कियों और लड़कों के लिए अलग-अलग छात्रावास, अधिमानतः एकल आवास उपलब्ध कराया जाएगा। प्रत्येक छात्रावास में मेस सुविधाएं, पर्याप्त फर्नीचर, एक वाचनालय (रीडिंग रूम), मनोरंजन सुविधाएं और सुरक्षा सेवाएं शामिल होंगी। यदि चिकित्सालय एक अलग परिसर में स्थित है, तो छात्रावास चिकित्सालय परिसर के भीतर होंगे।

(17) सह-पाठ्यचर्या और पाठ्येतर गतिविधियों के संचालन के लिए निम्नानुसार पर्याप्त सुविधाएं प्रदान की जाएंगी, अर्थात्: -

(क) शारीरिक शिक्षा सुविधा;

(ख) मनोरंजन सुविधा;

(ग) क्लब गतिविधियां जैसे फाइन आर्ट्स क्लब, स्पोर्ट्स क्लब, साइंस क्लब, लैंग्वेज क्लब, जर्नल क्लब, फोटोग्राफी क्लब, एनिमल लवर क्लब और आवश्यकता के अनुसार अन्य क्लब।

(घ) परिवहन, बैंक या ऑटोमेटेड टेलर मशीन, इनडोर और आउटडोर गेम्स दोनों के लिए प्लेग्राउंड, व्यायामशाला या फिटनेस सेंटर, कैफेटेरिया और इसी प्रकार की अन्य छात्र सुविधाएं;

(ङ) पुरुष और महिला छात्रों के लिए उपयुक्त और सुगमता से सुलभ स्थानों पर पर्याप्त संख्या में अलग-अलग शौचालय;

(च) महिला शौचालयों में सैनिटरी नैपकिन डिस्पेंसर और इंसिनरेटर ।

(छ) कुल वार्षिक प्रवेश का न्यूनतम बीस प्रतिशत समायोजित करने की क्षमता वाला, पुरुष और महिला छात्रों के लिए अलग-अलग, एक कॉमन रूम, पर्याप्त क्षेत्र, फर्नीचर और अटैच्ड शौचालय सुविधाओं के साथ ।

(ज) प्रत्येक संस्थान परिसर के भीतर दो हजार पांच सौ वर्ग मीटर के क्षेत्र के साथ एक हर्ब उद्यान स्थापित करेगा और क्विक रिस्पांस कोड के साथ लेबल की गई न्यूनतम दो सौ पचास औषधीय पौधों की प्रजातियों को समायोजित करेगा।

(झ) बायोमेट्रिक उपस्थिति सिस्टम क्षेत्र, कक्षाओं, पुस्तकालय, डिजिटल पुस्तकालय, व्यावहारिक प्रयोगशालाओं, नैदानिक कौशल या सिमुलेशन प्रयोगशाला, गलियारों, बहुउद्देश्यीय हॉल और संस्थान द्वारा आवश्यक अन्य क्षेत्रों में क्लोज-सर्किट टेलीविजन कैमरा स्थापित किया जाएगा।

(18) प्रत्येक संस्थान में मानव संसाधन विकास प्रकोष्ठ की स्थापना की जाएगी और यह भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में निर्धारित कार्य करेगा और मानव संसाधन विकास प्रकोष्ठ के लिए आवश्यक क्षेत्र पचास वर्ग मीटर से कम नहीं होगा।

(19) भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में निर्धारित विनिर्देशों के अनुसार कॉलेज परिषद की स्थापना की जाएगी और कार्य किया जाएगा। कॉलेज काउंसिल रूम के लिए जगह पर्याप्त बैठने की व्यवस्था और रिकॉर्ड रखने की सुविधाओं के साथ न्यूनतम तीस वर्ग मीटर होगी।

(20) प्रत्येक संस्थान शैक्षिक, दार्शनिक, सामाजिक, भावनात्मक, व्यक्तिगत और कैरियर विकास में छात्रों को समर्थन, मार्गदर्शन और प्रोत्साहन देने के लिए छात्र सहायता और मार्गदर्शन प्रकोष्ठ (सेल) की स्थापना करेगा। इसका गठन और कार्य विश्वविद्यालय के दिशानिर्देशों के अनुसार किया जाएगा; यदि ऐसे दिशानिर्देश उपलब्ध नहीं हैं, तो यह संस्थान की नीति और प्रक्रियाओं के अनुसार होगा। छात्र सहायता और मार्गदर्शन प्रकोष्ठ (सेल) के लिए सेल में रिकॉर्ड रखने की सुविधा और अन्य संबंधित सुविधाओं सहित उचित बैठने की व्यवस्था के साथ कम से कम बीस वर्ग मीटर का स्थान प्रदान किया जाएगा।

(21) प्रत्येक संस्थान छात्रों की शिकायतों को दूर करने के लिए शिकायत निवारण प्रकोष्ठ (सेल) स्थापित करेगा। समिति का गठन किया जाएगा और संस्थान की नीतियों और प्रक्रियाओं के अनुसार कार्य किया जाएगा। छात्र सहायता और मार्गदर्शन प्रकोष्ठ (सेल) के लिए आवंटित कक्ष का उपयोग शिकायत निवारण प्रकोष्ठ (सेल) द्वारा उनकी बैठकों और संबंधित रिकॉर्ड बनाए रखने के लिए किया जा सकता है।

(22) प्रत्येक संस्थान में एक सुरक्षित, न्यायसंगत और समावेशी परिसर वातावरण के निर्माण के लिए संस्थान की नीतियों और प्रक्रियाओं के अनुसार गठित और कार्यरत यौन उत्पीड़न के विरुद्ध एक समिति होगी। समिति यौन उत्पीड़न के बारे में छात्रों को जागरूक करेगी और परिसर में छात्रों, कर्मचारियों और आगंतुकों द्वारा किए गए यौन उत्पीड़न, यौन अनाचार और यौन उत्पीड़न से संबंधित शिकायतों या शिकायतों का निवारण करेगी। यह सुनिश्चित करना समिति का उत्तरदायित्व है कि गोपनीय प्रक्रियाओं का पालन किया जाए। छात्र सहायता और मार्गदर्शन प्रकोष्ठ (सेल) के लिए आवंटित कक्ष का उपयोग यौन उत्पीड़न समिति के विरुद्ध समिति द्वारा उनकी बैठकों के लिए और संबंधित रिकॉर्ड बनाए रखने के लिए किया जा सकता है।

(23) प्रत्येक संस्थान में संस्थान की गुणवत्ता आश्वासन और गुणवत्ता वृद्धि गतिविधियों की योजना, मार्गदर्शन और निगरानी के लिए एक आंतरिक गुणवत्ता आश्वासन सेल होगा। सेल का गठन और कार्य भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में निर्धारित अनुसार होंगे। उचित बैठने की व्यवस्था और रिकॉर्ड रखने की सुविधाओं के साथ न्यूनतम तीस वर्ग मीटर जगह वाला एक कक्ष उपलब्ध कराया जाएगा;

(24) (क) गैर-शिक्षण स्टाफ के लिए दो कॉमन रूम, एक पुरुषों के लिए और एक महिलाओं के लिए अलग-अलग, पर्याप्त फर्नीचर, बैठने की व्यवस्था, संलग्न शौचालय, पीने का पानी और जलपान सुविधाओं के साथ प्रदान किया जाएगा।

(ख) भवन के प्रत्येक तल पर शिक्षण स्टाफ और गैर-शिक्षण स्टाफ के लिए उपयुक्त और आसानी से सुलभ स्थानों पर पर्याप्त संख्या में शौचालय उपलब्ध कराए जाएंगे।

(ग) पुरुष और महिला कर्मचारियों के लिए अलग-अलग शौचालय की सुविधा होगी;

(घ) महिला शौचालयों में सेनेटरी नैपकिन डिस्पेंसर और इंसीनरेटर की व्यवस्था की जाएगी।

13. **मानव संसाधनों की न्यूनतम आवश्यकता** - (1) शिक्षण स्टाफ, गैर-शिक्षण स्टाफ की न्यूनतम आवश्यकता क्रमशः इन विनियमों की अनुसूची-IX और XI में वर्णित होगी।

(2) शिक्षण स्टाफ की योग्यता और अनुभव इन नियमों के विनियमन 30 में दिए गए अनुसार होगा।

14. **इन विनियमों के प्रकाशन से पूर्व स्थापित स्टैंड-अलोन स्नातकोत्तर संस्थानों द्वारा न्यूनतम आवश्यक मानकों का अनुपालन करने के लिए समय सीमा**-(1) इन विनियमों की अधिसूचना से पूर्व स्थापित स्टैंड-अलोन स्नातकोत्तर संस्थान तालिका-5 में दिए गए विवरण के अनुसार इन विनियमों का पालन करेंगे।

(2) तालिका-5 में दी गई समय-सीमा अधिकतम है और उसके बाद कोई छूट नहीं दी जाएगी।

तालिका-5

इन विनियमों की अधिसूचना से पूर्व स्थापित स्टैंडअलोन स्नातकोत्तर संस्थानों द्वारा न्यूनतम आवश्यक मानकों का पालन करने की समय सीमा

क्रम संख्या	मानक या इकाई या अनुभाग या सुविधा	इन विनियमों के सरकारी राजपत्र में प्रकाशन की तिथि से समय सीमा
(1)	(2)	(3)
1.	केन्द्रीय कार्यशाला या अनुरक्षण कक्ष	18 माह
2.	डिजिटल लाइब्रेरी	18 माह
3.	सूचना प्रौद्योगिकी प्रकोष्ठ	माह 06
4.	केंद्रीय अनुसंधान प्रयोगशाला	माह 01
5.	गुणवत्ता परीक्षण प्रयोगशाला	माह 01
6.	क्लिनिकल रिसर्च सेल	18 माह
7.	पशु गृह एवं पशु प्रयोगशाला	18 माह
8.	साहित्यिक चोरी जांच सेल	6 माह
9.	योग्या - क्लिनिकल स्किल या सिमुलेशन लैब	18 माह
10.	मानव संसाधन विकास सेल	18 माह
11.	कॉलेज परिषद बैठक कक्ष	18 माह
12.	विद्यार्थी परिषद कक्ष	18 माह
13.	शैक्षणिक समिति	माह 01
14.	छात्र सहायता, कैरियर मार्गदर्शन और प्लेसमेंट सेल	18 माह
15.	शिकायत निवारण सेल	18 माह
16.	यौन उत्पीड़न के विरुद्ध समिति (सीएएसएच)	माह 01
17.	आंतरिक गुणवत्ता आश्वासन कक्ष (आईक्यूएसी)	18 माह
18.	सह-पाठ्यचर्या और पाठ्येतर गतिविधि	18 माह
	चिकित्सालय	
19.	स्क्रीनिंग ओपीडी	माह 01
20.	मेडिकल रिकॉर्ड रूम	18 माह
21.	विष चिकित्सा ओपीडी	माह 01
22.	विष चिकित्सा वार्ड	माह 01
23.	क्लिनिकल कक्षाएँ	24 माह
24.	वार्ड संलग्न प्रोसीजर कक्ष	24 माह
25.	अनुशस्त्र कर्म अनुभाग	18 माह

26.	क्रियाकल्प (शालाक्य)	18 माह
27.	योग हॉल	24 माह
28.	पथ्य डाइट सेंटर	18 माह
29.	डॉक्टर्स लाउंज	24 माह
30.	चिकित्सालय स्टाफ कक्ष	24 माह
31.	चिकित्सालय मीटिंग हॉल	24 माह
32.	गर्भ संस्कार	18 माह
33.	फार्माकोविजिलेंस सेल	18 माह .
	अन्य नए मानक या परिवर्धन या विस्तार	
34.	निर्माण	18 माह
35.	विभागवार उपकरण एवं यंत्र	06 माह
36.	मानव संसाधन	12 माह

नोट 1: उपर्युक्त समय-सीमा भौतिक बुनियादी ढांचे के विकास और उपकरण या सहायक उपकरण प्राप्त करने के लिए है। तथापि, विभिन्न इकाइयों या प्रकोष्ठों (सेल) की समितियों और कार्यों का गठन एक माह के भीतर आरंभ किया जाएगा।

नोट 2 : इन विनियमों के प्रकाशन से पहले पूरी तरह से स्थापित या स्थापना के तहत चिकित्सा संस्थान समान बुनियादी ढांचे के साथ जारी रह सकते हैं, तालिका -5 में प्रदान किए गए बुनियादी ढांचे के मानकों को छोड़कर, जिन्हें तालिका -5 में प्रदान की गई समय सीमा के अनुसार पूरा किया जाएगा।

अध्याय-VI

निरीक्षण या विसिटेशन या आकलन

15. (1) भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड अधिनियम की धारा 28 के अनुसार प्रत्येक वर्ष स्नातकोत्तर संस्थानों, जहां स्नातक कार्यक्रम अस्तित्व में हैं, के साथ-साथ स्टैंड-अलोन स्नातकोत्तर विभागों का स्वतः संज्ञान निरीक्षण, विज़िटेशन या आकलन करेगा।

(2) स्नातकोत्तर संस्थानों के प्रकरण में जहां एक स्नातक कार्यक्रम मौजूद है, विशेष रूप से स्नातकोत्तर विभागों के लिए नियुक्त किए गए विशेष आगंतुकों (विजिटर), निरीक्षकों या आकलनकर्ताओं के साथ निरीक्षण, विज़िटेशन, या आकलन यो तो एक ही समय या अलग-अलग समय पर किया जाएगा।

(3) भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड द्वारा स्नातकोत्तर संस्थानों का व्यक्तिगत रूप से निरीक्षण, विसिटेशन या आकलन किया जाएगा। आकलन स्नातकोत्तर विभाग या कार्यक्रम के अनुसार किया जाएगा।

(4) पूर्ण रूप से स्थापित स्नातकोत्तर विभागों को निम्नलिखित मानदंडों के आधार पर मानदंडों के आधार पर दो श्रेणियों में वर्गीकृत किया जाएगाः

(क) 'विस्तारित अनुमति' और
(ख) 'वार्षिक अनुमति'।

(5) धारा 28 के अंतर्गत एक पूर्ण रूप से स्थापित स्नातकोत्तर विभाग या विशिष्टता जिसे भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा पिछले तीन वर्षों के लिए लगातार अनुमति दी गई है, को "विस्तारित अनुमति" श्रेणी के अंतर्गत माना जाएगा।

(6) "विस्तारित अनुमति" की श्रेणी के अंतर्गत स्नातकोत्तर विभाग या स्पेशलिटी काउन्सलिंग प्रक्रिया में भाग लेने और प्रत्येक वर्ष स्वीकृत छात्र प्रवेश क्षमता के अनुसार छात्रों को भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड से अनुमति प्राप्त किए बिना प्रवेश देने के लिए पात्र है, जब तक कि भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा स्वतः संज्ञान विजिट या आकलन के परिणामस्वरूप अस्वीकृत नहीं किया जाता है; निम्नलिखित शर्तों के अंतर्गत "विस्तारित अनुमति" स्थिति का प्रावधान स्नातकोत्तर विभागों या स्पेशलिटी के लिए लागू नहीं होगा:

(क) यदि स्नातकोत्तर विभाग या स्पेशलिटी के विरुद्ध भारतीय चिकित्सा पद्धति आंकलन एवं रेटिंग बोर्ड द्वारा अधिनियम की धारा 28 की उपधारा (1) के खंड (एफ) के अंतर्गत कार्रवाई कि गई है;

(ख) यदि स्नातकोत्तर विभाग, स्पेशलिटी या संस्थान के विरुद्ध कोई लंबित कानूनी मुद्दे या अनुशासनात्मक कार्रवाई है;

(ग) यदि कॉलेज या संस्थान ने इन विनियमों में निर्दिष्ट अनुसार स्नातकोत्तर छात्रों के प्रवेश से संबंधित नियमों एवं प्रावधानों और समय-समय पर आयोग द्वारा जारी काउन्सलिंग और प्रवेश दिशानिर्देशों का उल्लंघन किया है;

(घ) यदि स्नातकोत्तर विभाग अधिनियम की धारा 29 के अधीन हैं; तथापि, एक ही विभाग में कई स्नातकोत्तर कार्यक्रमों के प्रकरण में, स्नातकोत्तर कार्यक्रम जो पहले से ही विस्तारित श्रेणी में है, विस्तारित अनुमति स्थिति में जारी रखे जाएगें।

(ङ) यदि संस्थान ने विस्तारित अनुमति के वर्ष के लिए वार्षिक निरीक्षण या विज़िटेशन शुल्क जमा नहीं किया है।

(7) धारा 28 के अंतर्गत पूर्ण रूप से स्थापित स्नातकोत्तर विभाग या स्पेशलिटी संस्थान जो उप-नियम (4) में प्रदान किए गए मानदंडों को पूर्ण नहीं करते हैं, और धारा 29 के अंतर्गत स्नातकोत्तर विभाग को "वार्षिक अनुमति" श्रेणी में वर्गीकृत किया जाएगा।

(8) स्नातकोत्तर विभाग या "वार्षिक अनुमति" श्रेणी के अंतर्गत स्नातकोत्तर चिकित्सा स्पेशलिटी वाले संस्थान काउन्सलिंग प्रक्रिया में भाग लेंगे और प्रत्येक वर्ष भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड से प्रवेश की अनुमति प्राप्त करने के पश्चात ही छात्रों को प्रवेश देंगे।

(9) (क) भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा किया गया निरीक्षण, विज़िटेशन, या आकलन विस्तारित अनुमति की निरंतरता या वार्षिक अनुमति देने या अधिनियम की धारा 28 की उप-धारा (1) के खंड (एफ) के अंतर्गत ऐसे उपाय करने के लिए होगा।

(ख) सभी चिकित्सा संस्थान, विस्तारित अनुमति या वार्षिक अनुमति श्रेणी की परवाह किए बिना भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा प्रदान किए गए प्रारूप में आयोग के ऑनलाइन पोर्टल पर वास्तविक समय या आवधिक विवरण (डेटम) अपलोड करते रहेंगे;

(ग) सभी संस्थान प्रति स्नातकोत्तर कार्यक्रम एक लाख रुपये का वार्षिक निरीक्षण या विज़िटेशन शुल्क के साथ-साथ लागू करों सहित प्रति स्नातकोत्तर कार्यक्रम पचास हजार रुपये के डिजिटलीकरण शुल्क को आयोग के बैंक खाते में निर्दिष्ट समय अवधि के भीतर जमा करेंगे।

(घ) स्नातकोत्तर विभाग या 'विस्तारित अनुमति' श्रेणी के अंतर्गत वर्गीकृत स्पेशलिटी, संस्थान भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा प्रदान किए गए प्रारूप और प्रस्तुत करने की अवधि के अनुसार एक शपथपत्र प्रस्तुत करेंगे;

(ङ) भारतीय चिकित्सा पद्धति चिकित्सा आकलन एवं रेटिंग बोर्ड न्यूनतम आवश्यक मानकों की पूर्ति का आकलन करने के लिए, शैक्षणिक वर्ष के दौरान किसी भी समय भारतीय चिकित्सा पद्धति चिकित्सा आकलन एवं रेटिंग बोर्ड द्वारा निर्धारित किए गए तरीके और मोड में निरीक्षण, विज़िटेशन, या आकलन करेगा।

(च) आकलन की अवधि बारह माह की होगी, जो विज़िटेशन, निरीक्षण या आकलन के पूर्ववर्ती माह से आरंभ होगी। उक्त बारह माह की अवधि के लिए खंड (ख) के अंतर्गत संस्थान द्वारा प्रकट किए गए आँकड़ों (डेटा) को आकलन के लिए ध्यान में रखा जाएगा।

उदाहरण: यदि अगस्त 2024 के माह में किसी संस्थान का आकलन, निरीक्षण या विज़िटेशन किया जा रहा है, तो आकलन की अवधि0 1 अगस्त, 2023 से 31 जुलाई, 2024 तक होगी;

(छ) भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड सामान्यत: आकलन पश्चात प्रत्येक वर्ष प्रवेश के लिए काउन्सलिंग से साठ दिन पहले, "वार्षिक अनुमति "श्रेणी के अंतर्गत संस्थानों को आकलन, निरीक्षण या विज़िटेशन के निर्णय के बारे में सूचित करेगा।

(ज) यदि "विस्तारित अनुमति" श्रेणी के अंतर्गत स्नातकोत्तर विभाग या स्पेशलिटी विभाग को, उस विशेष शैक्षणिक वर्ष के लिए केंद्रीय आयुष प्रवेश परामर्श समिति द्वारा काउन्सलिंग प्रक्रिया आरंभ होने से सामान्यत: साठ दिन पहले भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड से कोई संचार प्राप्त नहीं होता, तो यह माना जाएगा कि स्नातकोत्तर विभाग या स्पेशलिटी विभाग उस विशेष शैक्षणिक वर्ष के लिए विस्तारित अनुमति की अपनी स्थिति रखता है और उसे प्रासंगिक नियमों के प्रावधानों के अनुसार काउन्सलिंग और प्रवेश प्रक्रियाओं में भाग लेने की अनुमति दी जाएगी;

(झ) (i) आकलन या विज़िटेशन या निरीक्षण की प्रक्रिया के दौरान यदि अभिलेखों या डेटा या न्यूनतम आवश्यक मानकों की पूर्ति या स्नातकोत्तर विभाग की कार्यक्षमता या 'विस्तारित अनुमति' श्रेणी के अंतर्गत स्नातकोत्तर संस्थानों की स्पेशलिटी में कोई कमी पाई जाती है और इस अवलोकन के आधार पर, यदि भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड, अधिनियम की धारा 28 की उप-धारा (1) के खंड (एफ) के अंतर्गत न्यूनतम आवश्यक मानकों को पूरा न करने के कारण कोई कार्रवाई करता है, भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा इस प्रकार के निर्णय की सूचना केंद्रीय

आयुष प्रवेश परामर्श समिति द्वारा प्रवेश के लिए काउन्सलिंग आरंभ होने से साठ दिन पहले संबंधित कॉलेज या संस्थान को दी जाएगी;

(ii) ऐसे प्रकरण में, ऐसे स्नातकोत्तर विभाग या स्पेशलिटी के लिए विस्तारित अनुमति के पद (स्टेट्स) को वापस ले लिया जाएगा और 'वार्षिक अनुमति' श्रेणी से संबंधित सभी नियम और विनियम लागू होंगे; ऐसे संस्थान इस विनियम में प्रदान की गई शर्तों को पूरा करने के बाद ही 'विस्तारित अनुमति' के स्थान को (स्टेटस) प्राप्त कर सकते हैं;

(ञ) भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड के पास शैक्षणिक वर्ष के दौरान किसी भी समय और किसी भी संख्या में आकलन, निरीक्षण या विज़िटेशन के लिए संस्थानों का पुन :विज़िटेशन करने की शक्ति होगी;

(ट) (i) लगातार तीन शैक्षणिक सत्रों के लिए छात्रों को प्रवेश देने की अस्वीकृति मांगने वाले संस्थान या स्नातकोत्तर विभाग, स्पेशलिटी संस्थान जिसे भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा लगातार तीन शैक्षणिक सत्रों के लिए छात्रों को प्रवेश देने की अनुमति से वंचित कर दिया गया है, को बंद माना जाएगा और भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड आयोग ऐसे संस्थानों को बंद करने की सिफारिश करेगा;

(ii) यदि ऐसा संस्थान या स्नातकोत्तर विभाग पुनः प्रारंभ करना चाहता है, तो वह अधिनियम की धारा 29 के अंतर्गत नई स्थापना की प्रक्रिया से गुजरेगा;

(ठ) (i) "दोषों को सुधारने "का प्रावधान मौजूदा पूर्ण रूप से स्थापित संस्थानों पर लागू नहीं होगा;

(ii) ये न्यूनतम आवश्यक मानक हैं, इसलिए धारा 28 के अंतर्गत पूर्ण रूप से स्थापित मौजूदा चिकित्सा संस्थानों या स्नातकोत्तर विभागों को "दोषों को सुधारने" का कोई अवसर नहीं दिया जाएगा ।

अध्याय- VII

पोस्टग्रेजुएट डिग्री प्रोग्राम डॉक्टर ऑफ मेडिसिन (एमडी) और मास्टर ऑफ सर्जरी (एमएस) की न्यूनतम शिक्षा मानक।

16. स्नातकोत्तर डिग्री के लिए कार्यक्रम के अनुसार विशिष्ट दक्षताएँ।

(1) आयुर्वेद संहिता एवं सिद्धांत:

(क) संहिताओं को पढ़ने और समझने की क्षमता;
(ख) तंत्र युक्तियों को उचित रूप से लागू करने की क्षमता;
(ग) अनुक्त और लेशोक्त को समझने और लागू करने की क्षमता;
(घ) टिप्पणियों और संहिता को समझने में उन्हें उचित रूप से लागू करने की क्षमता।
(ङ) संहिताओं में वर्णित सिद्धांतों को स्थापित करने की क्षमता, उन्हें परिकल्पना के रूप में मानते हुए और समकालीन वैज्ञानिक लाइनों पर एक प्रमाण उत्पन्न करना; और
(च) संहिता एवं सिद्धांत में स्नातकोत्तर संहिता के विवेचनात्मक आकलन और नैदानिक अभ्यास में इसके अनुप्रयोग में विशेषज्ञ होगा।

(2) आयुर्वेद जीव विज्ञान (बायोलॉजी):

(क) आयुर्वेद जीव विज्ञान, आयुर्वेद सूचना विज्ञान और आयुर्जेनॉमिक्स के ज्ञान को समझने और लागू करने की क्षमता;
(ख) उन्नत वैज्ञानिक तरीकों या मापदंडों के आधार पर आयुर्वेद के मौलिक सिद्धांतों को स्थापित करने की क्षमता;
(ग) मॉलिक्यूलर बायोलॉजी, बायोटेक्नोलॉजी, जेनेटिक्स आदि में प्रयोगों के माध्यम से आयुर्वेद के सिद्धांतों को प्रदर्शित करने की क्षमता;
(घ) फिजियोलॉजिकल और पैथोलॉजिकल प्रोसेस में मॉलिक्यूलर मैकेनिज्म को समझने और प्रदर्शित करने की क्षमता;
(ङ) आनुवंशिकी (जेनेटिक्स) की तर्ज पर बीज और बीज दोष को समझने और प्रदर्शित करने की क्षमता;
(च) आनुवंशिकी (जेनेटिक्स) काउन्सलिंग के लिए क्षमता; और
(छ) आयुर्वेद-जीव विज्ञान (बायोलॉजी) में स्नातकोत्तर आयुर्वेद-जीव विज्ञान, आयुर्वेद सूचना विज्ञान और आयुर्जेनॉमिक्स में विशेषज्ञ होंगे।

(3) रचना शारीर:

(क) मानव शरीर की संरचना की विस्तृत समझ;
(ख) मानव शरीर को व्यवस्थित रूप से विच्छेदित (डीसेक्ट) करने की क्षमता;
(ग) मानव शरीर के टिश्यू के संदर्भ में सप्त धातु को समझने की क्षमता;
(घ) मानव शरीर में मर्म का पता लगाने की क्षमता;
(ङ) सर्जिकल एनाटॉमी व्यक्त करने की क्षमता;
(च) एनाटॉमी संग्रहालय के लिए ऑर्गन और स्पेसिमेन के वर्गों के एम्बाल्मिंग और प्रोसीजर के लिए क्षमता;
(छ) ऑर्गन के प्लास्टिनेशन की क्षमता;

(ज) 3 डी एनाटॉमी टेबल और अन्य ई-विच्छेदन सॉफ्टवेयर जैसी उन्नत एनाटॉमी साधन को समझने और प्रदर्शित करने की क्षमता;

(झ) रचना शारीर में स्नातकोत्तर 'रचना शारीर' के विशेषज्ञ होंगे।

(4) क्रिया शारीर:

(क) मानव शरीर के शारीरिक कार्यों को विस्तार से समझने और व्यक्त करने की क्षमता;

(ख) प्राकृतिक, सार, संहनन, दोष, क्षय वृद्धि और अन्य आयुर्वेदिक शारीरिक अवधारणाओं जैसे आयुर्वेदिक फिजियोलॉजिकल संस्थाओं का आकलन और प्रदर्शन करने की क्षमता;

(ग) शारीरिक परीक्षणों और प्रयोगों का संचालन और प्रदर्शन करने की क्षमता;

(घ) क्रिया शारीर में स्नातकोत्तर 'क्रिया शारीर' का विशेषज्ञ होगा।

(5) द्रव्यगुण विज्ञान:

(क) रस पंचक को समझने और प्रदर्शित करने की क्षमता;

(ख) वनस्पति द्रव्य (औषधीय पौधों) की पहचान और प्रमाणीकरण करने की क्षमता;

(ग) फार्माकोग्नॉसी प्रयोगों का संचालन और प्रदर्शन करने की क्षमता;

(घ) कच्ची हर्बल औषधियों की गुणवत्ता नियंत्रण मुद्दों सहित ग्राह्य और अग्राह्य लक्षण को लागू करने की क्षमता;

(ङ) विवादों का समाधान करने और वैकल्पिक औषधिओं का सुझाव देने की क्षमता;

(च) नई जड़ी बूटियों के लिए आयुर्वेद औषधीय गुणों को परिभाषित करने की क्षमता;

(छ) पशु अध्ययन सहित औषधीय प्रयोगों का संचालन और प्रदर्शन करने की क्षमता;

(ज) टिश्यू कल्चर, बायो-इन्फार्मेटिक्स , नेटवर्क फार्माकोलॉजी, स्टेम सेल प्रयोगों आदि का ज्ञान, और द्रव्यगुण से संबंधित उभरते अन्य क्षेत्र;

(झ) द्रव्य गुण विज्ञान में स्नातकोत्तर 'जड़ी बूटियों की पहचान और जैविक क्रियाओं' के विशेषज्ञ होंगे।

(6) रस शास्त्र एवं भैषज्य कल्पना:

(क) रस शास्त्र और भैषज्य कल्पना में मौलिक और व्यावहारिक ज्ञान विस्तार से;

(ख) रसायन विज्ञान (केमिस्ट्री) और रासायनिक प्रौद्योगिकी (केमिकल टेक्नोलॉजी) के प्रकाश में रस शास्त्र में वर्णित प्रक्रियाओं को समझने की क्षमता;

(ग) नई डोज़ के रूप और औषधि विकास सहित औषधि निर्माण पर शास्त्रीय (क्लासिकल) और समकालीन (कंटेम्परारी) ज्ञान;

(घ) रसशास्त्र और भैषज्य कल्पना में शोध की आवश्यकता और क्षेत्रों की पहचान करने की क्षमता;

(ङ) औषधि मानकीकरण और गुणवत्ता नियंत्रण के साथ-साथ गुणवत्ता आश्वासन विधियों और संबंधित उपकरणों से परिचित,

(च) औषधि से संबंधित मानक डेटाबेस का ज्ञान और औषधि डोजियर तैयार करने की क्षमता; औषधिओं और कॉस्मेटिक और अन्य प्रासंगिक कृत्यों से परिचित;

(छ) फार्माकोविजिलेंस का ज्ञान इसकी आवश्यकता, दायरे और उद्देश्यों के साथ;

(ज) रसशास्त्र के कच्चे माल को प्रमाणित करने की क्षमता;

(झ) सामग्री और परिचालन प्रबंधन, नैदानिक फार्मेसी और फार्मेसी अभ्यास की समझ और अनुप्रयोग;

(ञ) रसशास्त्र और भैषज्य कल्पना में स्नातकोत्तर 'आयुर्वेदिक फार्मास्यूटिक्स और फार्मास्यूटिकल्स' में विशेषज्ञ होंगे।

(7) रोगनिदान- विकृति विज्ञान:

(क) सम्प्राप्ति और पंच लक्षण निदान को समझने की क्षमता;

(ख) बेसिक पैथोलॉजी, सिस्टमिक पैथोलॉजी और पैथोलॉजिकल प्रोसेस को समझने और आयुर्वेद परिप्रेक्ष्य में व्याख्या या लागू करने की क्षमता;

(ग) नैदानिक निदान की पुष्टि के लिए उचित जांच, बायोकैमिकल, माइक्रोबायोलॉजिकल, इमेजिंग तकनीक, हिस्टोपैथोलॉजी और इसी प्रकार की क्षमता;

(घ) रोगनिदान-विकृति विज्ञान के स्नातकोत्तर शिक्षण और प्रशिक्षण की सीमा तक नैदानिक जांच या परीक्षणों पर हस्ताक्षर करने और प्रमाणित करने के लिए अधिकृत हैं;

(ङ) रोगनिदान-विकृतिविज्ञान के स्नातकोत्तर शिक्षण और प्रशिक्षण की सीमा तक नैदानिक सुविधाओं के साथ नैदानिक प्रयोगशाला की स्थापना और प्रबंधन के लिए अधिकृत हैं;

(च) रोगनिदान-विकृतिविज्ञान में स्नातकोत्तर 'पैथोलॉजी और लेबोरेटरी डायग्नोसिस' के विशेषज्ञ होंगे।

(8) अगद तंत्र एवं विधि वैद्यक:

(क) विषाक्त स्थितियों का निदान और इसका चिकित्सा प्रबंधन करने की क्षमता;

(ख) वर्तमान संदर्भ में, दूषीविषगर विष , की पहचान करने और उपचारात्मक उपायों का सुझाव देने की क्षमता;

(ग) विष और एलर्जी के कारण नैदानिक स्थितियों और उनकी जटिलताओं के समाधान की क्षमता;

(घ) चिकित्सा न्यायशास्त्र (मेडिकल जुरीसप्रूडेंस) को प्रस्तुत करने की क्षमता;
(ङ) अगद तंत्र में स्नातकोत्तर 'विष चिकित्सा और चिकित्सा न्यायशास्त्र' के विशेषज्ञ होंगे।

(9) स्वस्थवृत्त एवं योग:

(क) नैदानिक अभ्यास में आयुर्वेद के अनुसार 'लाइफस्टाइल मैनेजमेंट (दिनचर्या, ऋतुचर्या) के लिए क्षमता;
(ख) स्वस्थ और रोगग्रस्त व्यक्तियों के लिए योग का प्रबंध करने की क्षमता;
(ग) आहार संबंधी अभ्यासों की क्षमता;
(घ) सार्वजनिक स्वास्थ्य उपायों की क्षमता;
(ङ) स्वस्थवृत्त एवं योग में स्नातकोत्तर 'लाइफस्टाइल मैनेजमेंट एंड पब्लिक हेल्थ' के विशेषज्ञ होंगे।

(10) कौमार भृत्य:

(क) 18 वर्ष की आयु तक के बच्चों में सामान्य रूप से नैदानिक स्थितियों का संभालने की क्षमता;
(ख) 'सामान्य बच्चे' को भली भांति जानने की क्षमता;
(ग) सुवर्णप्राशन सहित टीकाकरण कार्यक्रम का कार्यान्वयन;
(घ) 18 वर्ष की आयु तक के बच्चों में पंचकर्म प्रक्रियाओं को प्रशासित करने की क्षमता;
(ङ) वह 'बालरोग' के प्रबंधन में विशेषज्ञ होगा।

(11) कायचिकित्सा-:

(क) नैदानिक रूप से निदान करने की क्षमता;
(ख) नैदानिक जांच रिपोर्टों की व्याख्या और सहसम्बद्ध और निदान करना और तदनुसार रोगी का उपचार करना;
(ग) गंभीर (एक्यूट) और चिरकालिक (क्रोनिक) नैदानिक स्थितियों में उचित उपचार देने की क्षमता;
(घ) सामान्य रूप से नैदानिक और विशेष रूप से रेफरल स्थितियों का प्रबंधन करने की क्षमता;
(ङ) पंचकर्म, शल्य, शलाक्य और स्त्री रोग-प्रसूति तंत्र प्रक्रियाओं के लिए उपयुक्तता का आकलन करने और संबंधित प्रमाण पत्र जारी करने की क्षमता;
(च) रोगियों के हित में निदान की पुष्टि के लिए उचित जांच, बायोकैमिकल, माइक्रोबायोलॉजिकल, इमेजिंग तकनीक, बायोप्सी और इसी प्रकार का परामर्श देने की क्षमता;
(छ) काय चिकित्सा में स्नातकोत्तर-'काय-चिकित्सा' के विशेषज्ञ होंगे।

(12) पंचकर्म एवं उपकर्म :

(क) किसी भी पंचकर्म या उपकर्म के लिए उपयुक्त रोग स्थितियों की पहचान करने की क्षमता;
(ख) नैदानिक स्थिति के लिए उपयुक्त पंचकर्म प्रक्रियाओं का चयन, योजना और प्रशासन करने की क्षमता;
(ग) पंचकर्म के लिए फिटनेस प्रमाणित करने की क्षमता;
(घ) पंचकर्म प्रक्रियाओं को प्रशासित करने की क्षमता;
(ङ) पंचकर्म प्रक्रियाओं की जटिलताओं का उपाय करने की क्षमता;
(च) पंचकर्म में स्नातकोत्तर 'पंचकर्म प्रक्रियात्मक (प्रोसीजर) प्रबंधन' के विशेषज्ञ होंगे।

(13) स्त्री रोग - प्रसूति तंत्र:

(क) स्त्री रोग संबंधी स्थितियों का प्रबंधन करने की क्षमता;
(ख) शिक्षण और प्रशिक्षण के अनुसार स्त्री रोग और प्रसूति शल्य चिकित्सा(सर्जरी) करने की क्षमता, और विशेषज्ञता से संबंधित उत्तरबस्ती आदि जैसी अन्य चिकित्सीय प्रक्रियाएं;
(ग) प्रसवपूर्व देखभाल और प्रसव क्रिया के संचालन की क्षमता;
(घ) विशेषता से संबंधित नैदानिक परीक्षण करने की क्षमता;
(ङ) प्राप्त शिक्षण और प्रशिक्षण के अनुसार गर्भाधान (कन्सेप्शन) और गर्भनिरोधक (कंट्रासेप्शन) उपायों को करने की क्षमता;
(च) स्त्रीरोग-प्रसूति तंत्र में स्नातकोत्तर व्यक्ति 'स्त्रीरोगी- प्रसूति तंत्र' के विशेषज्ञ होंगे।

(14) शल्य तंत्र:

(क) प्राप्त शिक्षण और प्रशिक्षण के अनुसार शल्य चिकित्सा (सर्जरी) करने की क्षमता;
(ख) शल्य चिकित्सा (सर्जिकल) स्थितियों का निदान करने, विशेषज्ञता के लिए विशिष्ट आवश्यक नैदानिक परीक्षणों का सुझाव देने और प्रदर्शन करने और इन परीक्षणों के परिणामों की व्याख्या करने की क्षमता;
(ग) नीचे सूचीबद्ध के रूप में शल्य चिकित्सा (सर्जरी) करने की क्षमता: -
(i) दुष्ट निज व्रण का लेखन या छेदन (डेब्राइडमेंट या फेसियोटॉमी या क्यूरेटेज);

(ii) विद्रधिका भेदन (इन्सिशन और एब्सेस ड्रेनेज), गुदविद्रधि, स्तन विद्रधी (पेरिअनल एब्सेस, ब्रैस्ट एब्सेस, एक्सिलरी एब्सेस, सेल्युलाइटिस, आदि);
(iii) संधान कर्म (सभी प्रकार की त्वचा ग्राफ्टिंग अर्थात, एसएसजी, ईईजी, क्रॉस फ्लैप्स), कर्ण पालिसंधान (ईयर लोब रिपेयर), आदि;
(iv) ग्रंथी अर्बुद का छेदन कर्म, (एक्सिशन सिंपल सिस्ट, सिबेशियस सिस्ट, डर्मोइड सिस्ट, म्यूकोसल सिस्ट, रिटेंशन सिस्ट आदि का उच्छेदन या बिनाइन ट्यूमर (लिपोमा, फाइब्रोमा, गैर महत्वपूर्ण अंगों के श्वान्नोमा);
(v) सिरा-स्नायुकोथ का छेदन कर्म (गैंग्रीन का उच्छेदन या विच्छेदन);
(vi) सद्यो-व्रण प्रबंधन (ट्रॉमेटिक वाउन्ड मैनेजमेंट);

(क) सीवन कर्म (सभी प्रकार की स्यूचरिंग, हेमोस्टैटिक लिगेचर्स),

(ख) सिरा-कंडरा-स्नायुकासंधानकर्म (लिगेशन एंड रिपेयर ऑफ टेंडन एंड मसल्स)।

(I) प्राणष्टशल्य निर्हरण (रिमूवल ऑफ़ मैटेलिक एंड नॉनमैटेलिक फॉरेन बॉडीज फ्रॉम नॉन वाइटल - ऑर्गन्स)
(II) भग्न चिकित्सा- आंछन- पीडन- संक्षेप - कुशबंधन (क्लोज रिडक्शन, स्थिरीकरण, स्प्लिंट्स या कास्ट)।
(III) संधिमोक्ष (संधिभ्रंश और अपूर्णसन्धिभ्रंश में कमी)।
(IV) उदर रोग निदान चिकित्सा, या दकोदरविस्त्रावण (लैपरोटॉमी या पेरटसिंटेसिस)।
(V) अर्श – क्षार कर्म, छेदन (हेमोराहाइडेक्टॉमी के विभिन्न तरीके, रबर बैंड लिगेशन, स्क्लेरोथेरेपी, आईआरसी, रेडियो फ्रीक्वेंसी या लेजर एब्लेशन आदि)
(VI) परिकार्तिका, सन्निरुद्ध गुदा (एनो में फिशर – गुदा डिलेशन, स्फिंक्टेरोटॉमी, एनोप्लास्टी)।
(VII) भगंदर छेदन, क्षारसूत्र (फिस्टुलेक्टोमी, फिस्टुलोटॉमी)।
(VIII) नाडीव्रणछेदन, क्षारसूत्र (पाइलोनिडल साइनस का उच्छेदन)।
(IX) गुदा-भ्रंश- संधान कर्म (विभिन्न रिक्टोपेक्सीज़)।
(X) अश्मरी - निर्हरण (सुपरप्यूबिक सिस्टोस्टॉमी या सिस्टोलिथोटॉमी)।
(XI) मुत्रग्रह या मूत्रकृच्छ- मुत्रमार्ग विवर्धन (यूरेथ्रल डिलेटेशन मियेटोरोमी)।
(XII) निरुद्ध प्रकाश (फिमोसिस), परिवर्तिका (पैराफिमोसिस खतना)।
(XIII) वृद्धि रोग चिकित्सा, संधान कर्म (जन्मजात या वंक्षण या नाभि या अधिगठर या फीमोरेल या इनसिस्जनल हर्निया, हर्नियोटॉमी, हर्नियोराफी, हर्नियोप्लास्टी)।
(XIV) मूत्र वृद्धि-वेधन (हाइड्रोसील एवरशन ऑफ सैक)
(XV) वक्षीय आघात के लिए इंटरकोस्टल ड्रेन।
(XVI) हेमेंगीओमा का लिगेशन, वैस्कुलर लिगेशन, वैरिकोसील कालिगेशन, वैरिकोज़ वेन्स स्ट्रिपिंग सर्जरी। /
(XVII) स्तनग्रंथी या अर्बुदछेदन सुसाध्य घावोंस्तन की गां ,ठ या ट्यूमर का उच्छेदन, लंप बायोप्सी।
(XVIII) आशुकारीउदरशूलशस्त्र कर्म-उदरपातन (एक्सप्लोरेटरीलैपरोटॉमी)।
(XIX) उदर से बाहरी तत्वों की निकासी (पाइलोरोमियोटॉमी)।
(XX) स्त्रोतोदर्शनार्थ-क्रियासौकर्य के लिए उन्नत नाड़ियंत्र का उपयोग (वीडियो प्रोक्टोस्कोपी, सिग्मोइडोस्कोपी)
(XXI) इलियोस्टोमी, कोलोस्टोमी, आपातकालीन स्थिति में रिसेक्शन एनास्टोमोसिस।
(XXII) सिग्मोयोडोस्कोपिक बायोप्सी, पॉलीपेक्टोमी।
(XXIII) उंडुकपुच्छशोथ (एपेंडिसेक्टोमी)।
(XXIV) अभ्यंतरविद्रधि का वेधन- विस्त्रावन (एपंडिकुलर फोड़ा आदि)।
(XXV) पित्ताशमरिनिर्हरण - छेदन (कोलेसीस्टेक्टोमी)।
(XXVI) लैरिंजल मास्क एयरवे, इंटुबेशन, बैग / मास्क वेंटिलेशन।
(XXVII) सुप्राप्यूबिक सिस्टोस्टॉमी।
(XXVIII) सुप्राप्यूबिक सिस्टोलिथोटॉमी।
(XXIX) कैल्सीफाइड प्लाक पाइरोनीज डिसीज़ का छेदन।
(XXX) ऑर्किडोपेक्सी।
(XXXI) ऑर्किडेक्टोमी।
(XXXII) वैरिकोसीलहाई लिगेशन
(XXXIII) स्पर्मेटोसील, काइलोसील, पोयोसील, हेमेटोसील ड्रेनेज

(घ) सर्जिकल जटिलताओं को प्रबंधित करने की क्षमता
(ङ) अनुशस्त्र कर्म करने और उनकी जटिलताओं को प्रबंधित करने की क्षमता
(च) पैरासर्जिकल प्रक्रियाओं को करने और उनकी जटिलताओं का प्रबंधन करने की क्षमता।
(छ) नैदानिक सर्जरी करने की क्षमता,
(ज) शल्य तंत्र में स्नातकोत्तर 'शल्य तंत्र और शल्य चिकित्सा' के विशेषज्ञ होंगे।

(15) शालाक्य – नेत्र:

(क) नेत्र से संबंधित नैदानिक स्थितियों का निदान और प्रबंधन करने की क्षमता,
(ख) नेत्र विज्ञान से संबंधित अग्रिम नैदानिक उपकरण संचालित करने की क्षमता,
(ग) नेत्र विज्ञान से संबंधित नियमित और आधुनिक नैदानिक प्रक्रियाओं को करने और परिणामों की व्याख्या करने की क्षमता,
(घ) नेत्र से संबंधित विभिन्न चिकित्सीय प्रक्रियाओं को करने की क्षमता,
(ङ) शिक्षण और प्रशिक्षण की सीमा तक विशेषता से संबंधित शल्य चिकित्सा (सर्जरी) करने की क्षमता।
(च) नीचे सूचीबद्ध के रूप में सर्जरी करने की क्षमता

(i) वर्त्मगत रोग (पलकों के रोग) :- वर्त्मगत

क. वातहत वर्त्म शरस्त्रकर्म (टोसिस के लिए शल्य चिकित्सा (सर्जरी) अर्थात् स्लिंग शल्य चिकित्सा (सर्जरी)
ख. वर्तमविकृति –शस्त्र (एक्ट्रोपियन और एन्ट्रोपियन – सुधार शल्य चिकित्सा (सर्जरी)
ग. लगण-भेदन और लेखन शस्त्र कर्म (चलैजियन –छेदन और निष्कासन / क्युरेटेज);
घ. अघातक वर्त्मअर्बुद -छेदन कर्म (सुसाध्यलिड ट्यूमर – उच्छेदन शल्य चिकित्सा सर्जरी)।

(ii) शुक्लगत रोग:

क. अर्म – छेदन शस्त्रकर्म (टेरिजियम-एक्सिजन एंड कंजंक्टवल लिंबल ऑटोग्राफ(एमनियोटिक मेम्ब्रेनग्राफ्ट/

(iii) कृष्णगत रोग:

क. अजाकजात - छेदन कर्म (आइरिस प्रोलैप्स-एक्सिशन सर्जरी)।

(iv) सर्वगत रोग:

क. अधिमंथ – भेदन शस्त्रकर्म (ग्लूकोमा-ट्रैबेकुलेक्टोमी)।

(v) नयनाभिघात (आंख में आघात): भ्रू, वर्तम, शुक्ल मंडल, कृष्ण मंडलभीघात - संधान शस्त्रकर्म। (आई ब्रों, लिड, कंजक्तिटवा, स्लोरा एंड कॉर्निया –ट्रामारियेयर शल्य चिकित्सा (सर्जरी)

(vi) त्रियकनेत्र: प्राकृत नेत्रस्थापन शास्त्र कर्म (भेंगेपन की सर्जरी- एसोट्रोपिया, एक्सोट्रोपिया, हॉरिजोंटलमसल रिसेक्शन एंड रिसेशन)।

(vii) पुयालस: – भेदन या छेदन शस्त्र कर्म (डैक्रोसिसटाइटिस- डीसीटी या डेक्रोसिस्टोरिनोस्टॉमी [डीसीआर])।

(viii) लिंगनाश (कफज) शस्त्रकर्म- मोतियाबिंद सर्जरी- आईओएल प्रत्यारोपण सर्जरी से मोतियाबिंद निष्कर्षण:-
क. इंट्राकैप्सुलर मोतियाबिंद निष्कर्षण (आईसीसीई);
ख. अतिरिक्त कैप्सुलर मोतियाबिंद निष्कर्षण (ईसीसीई);
ग. ह्रस्वभेदन मोतियाबिंद सर्जरी (एसआईसीएस);
घ. फेकोइमल्सीफिकेशन
ङ. आईओएल के प्रकार: - पीसीआईओएल; एसीओएल; आइरिस फिक्सेटेड आईओएल।

(ix) आंख में स्थानिक संज्ञाहरण (लोकल एनेस्थेसिया)। (नेत्र विज्ञान): - पेरिबलबार; रेट्रोबलबार; पैराबलबार; इंट्रा कैमरल।

(छ) शालाक्य-नेत्र में स्नातकोत्तर 'नेत्र रोगचिकित्सा' के विशेषज्ञ होंगे।

(16) शालाक्य – कर्ण(ईयर) , नासा (नोज), एवम मुख रोग:

(क) कर्ण, नासा और मुख (केएनके) से संबंधित नैदानिक स्थितियों का निदान और प्रबंधन करने की क्षमता।
(ख) कर्ण, नासा और मुख से संबंधित आधुनिक नैदानिक उपकरण संचालित करने की क्षमता।
(ग) कर्ण, नासा और मुख से संबंधित नियमित और आधुनिक नैदानिक प्रक्रियाओं(प्रोसीजर) को क्रियान्वित करने और परिणामों की व्याख्या करने की क्षमता।
(घ) शिक्षण और प्रशिक्षण की सीमा तक कर्ण, नासा और मुख से संबंधित विभिन्न चिकित्सीय प्रक्रियाओं (प्रोसीजर) को करने की क्षमता।
(ङ) शिक्षण और प्रशिक्षण की सीमा तक विशेज्ञषता से संबंधित शल्य चिकित्सा (सर्जरी) करने की क्षमता।
(च) नीचे सूचीबद्ध शल्य चिकित्सा (सर्जरी) करने की क्षमता:

(i) कर्णपालि संधान शास्त्रकर्म (विदीर्णकर्ण पिंडिका-लोब्यूलोप्लास्टी)।
(ii) आशुकारीमध्यकर्णशोथ – भेदनशस्त्रकर्म (एक्यूट सुप्युरेटिव ओटिटिस मीडिया / ग्लू इयर / सेक्रेटरी या सीरस ओटिटिस मीडिया – मायरिंगोटॉमी)
(iii) जीर्ण मध्य कर्ण शोथशस्त्रकर्म का ज्ञान (क्रोनिक सुप्युरेटिव ओटिटिस मीडिया- सेफ-टाइम्पेनोप्लास्टी असुरक्षित-मास्टोइडेक्टोमी)।

(छ) नासा (नोज):

(i) नासानाह या नासाजवनिकवक्रता - शस्त्रकर्म (विसामान्य नाक की सेप्टम सर्जरी- सेप्टोप्लास्टी या एसएमआर)।
(ii) नासार्श – छेदन शस्त्रकर्म (नेसल पॉलीप पॉलीओक्टोमी)।

(iii) एफईएसएस शल्य चिकित्सा (सर्जरी) – कार्यात्मक एंडोस्कोपिक साइनस शल्य चिकित्सा (सर्जरी)

(iv) नासाविकृति –नासासंधान (विकृत नासा- राइनोप्लास्टी)

(ज) मुख रोग -

(i) गला रोग (थ्रोट डिसीज़) :-

क. गलकोष :

I. आशुकारी गिलायु वृद्धि - भेदन शस्त्र कर्म (पेरिटॉसिलरफोड़ा- किंसी) –छेदन और निष्कासन;

II. जीर्णगिलायुशोथ – गिलायुनिर्हरणशस्त्रकर्म (क्रोनिक टॉन्सिलाइटिस – टॉन्सिलोटॉमी)

ख. ओष्ठगत – ओष्ठाभेद – संधानकर्म (हेयरलिप रिपेयर)।

(ii) शालाक्य-केएनएम में स्नातकोत्तर 'कर्ण, नासा और मुख चिकित्सा' के विशेषज्ञ होंगे।

(17) मानसरोग और मनोविज्ञान:

(क) मानसरोग का निदान और प्रबंधन करने की क्षमता,
(ख) परामर्श क्रियान्वित करने की क्षमता,
(ग) डी-एडिक्शन प्रकरणों और सेंटर का समाधान करने की क्षमता,
(घ) विशेज्ञता से संबंधित विशेष जांच करने की क्षमता,
(ङ) मानसरोग और मनोविज्ञान में स्नातकोत्तर 'मानसरोग चिकित्सा' के विशेषज्ञ होंगे

(18) रसायन और वाजीकरण:

(क) बांझपन का निदान और समाधान करने की क्षमता
(ख) यौन रोगों का निदान और समाधान करने की क्षमता
(ग) सुसंतान के लिए उपाय करने की क्षमता
(घ) स्वास्थ्य संवर्धन और कायाकल्प के संबंध में रसायन-ऊर्जा का चयन और प्रबंधन /प्रशासन करने की क्षमता।
(ङ) वैरिकोसील के लिए डॉपलर, पेनाइल डॉपलर अध्ययन, रेतोपरिक्षा, कंप्यूटर एंडेड सीमेन एनालिसिस (सीएएसए), सर्वाइकल म्यूकस एग्जामिनेशन, पोस्ट कोइटल टेस्ट, स्पर्म फंक्शन टेस्ट, आदि जैसी नैदानिक प्रक्रियाओं का संचालन करने की क्षमता, विशेषता से संबंधित और परिणामों की व्याख्या करने की करने की क्षमता।
(च) उत्तरबस्ती (पुरुष और महिला दोनों), इंट्रा यूटेरिन इनसेमिनेशन आदि जैसी चिकित्सीय प्रक्रियाओं को प्रशासित करने की क्षमता, विशेषता से संबंधित।
(छ) रसायन और वजीकरण में स्नातकोत्तर कायाकल्प और प्रजनन चिकित्सा के विशेषज्ञ होंगे।

17. **निर्देश का माध्यम** - निर्देश का माध्यम संस्कृत या हिंदी या अंग्रेजी या संविधान की अनुसूची 8 के अंतर्गत शामिल कोई मान्यता प्राप्त क्षेत्रीय भाषा होगी। यदि स्नातकोत्तर विभाग विभिन्न राज्यों के छात्रों को प्रवेश दे रहा है, तो ऐसे प्रकरण में, संस्कृत, हिंदी या अंग्रेजी जैसी सामान्य भाषा को अपनाया जाएगा।

18. **स्नातकोत्तर डिग्री कार्यक्रम में प्रवेश का माध्यम** - (1) स्नातकोत्तर कार्यक्रम में प्रवेश के लिए पात्रता मानदंड निम्नलिखित होंगे, अर्थात्:

(क) आयुर्वेदाचार्य स्नातक - किसी मान्यता प्राप्त संस्थान से आयुर्वेदिक चिकित्सा और सर्जरी में स्नातक;
(ख) पंजीकृत चिकित्सा व्यवसायी, राज्य या केंद्र शासित प्रदेश या केंद्रीय रजिस्टर में पंजीकृत;
(ग) राष्ट्रीय स्नातकोत्तर प्रवेश परीक्षा में उत्तीर्ण।

(2) प्रत्येक शैक्षणिक वर्ष में स्नातकोत्तर डिग्री कार्यक्रमों में प्रवेश के लिए राष्ट्रीय स्नातकोत्तर प्रवेश परीक्षा नामक एक समान प्रवेश परीक्षा होगी। परीक्षा आयोग द्वारा नामित प्राधिकारी द्वारा आयोजित की जाएगी। बशर्ते कि उक्त स्नातकोत्तर राष्ट्रीय प्रवेश परीक्षा विदेशी नागरिक उम्मीदवारों पर लागू नहीं होगी।

(3) स्नातकोत्तर कार्यक्रम की पूरी अवधि के लिए अस्थायी पंजीयन आवश्यक होगा यदि प्रवेश स्थायी पंजीयन के राज्य या केंद्र शासित प्रदेश से अलग राज्य या केंद्र शासित प्रदेश में दिया जाता है।

(4) एक शैक्षणिक वर्ष के लिए स्नातकोत्तर डिग्री कार्यक्रम में प्रवेश के लिए पात्र होने के लिए, उम्मीदवार के लिए उक्त शैक्षणिक वर्ष मे आयोजित 'राष्ट्रीय स्नातकोत्तर प्रवेश परीक्षा' में न्यूनतम **50** प्रतिशत अंक प्राप्त करना आवश्यक होगा:

बशर्ते कि

(क) अनुसूचित जाति, अनुसूचित जनजाति और अन्य पिछड़ा वर्ग से संबंधित उम्मीदवारों के न्यूनतम अंक 40 प्रतिशत होंगे;

(ख) दिव्यांग व्यक्तियों के अधिकार अधिनियम, 2016 (2016 का 49) के अंतर्गत निर्दिष्ट बेंचमार्क दिव्यांग उम्मीदवारों के लिए, न्यूनतम अंक 40 प्रतिशत होंगे।

(5) सरकारी, सरकारी सहायता प्राप्त और निजी संस्थानों में प्रवेश के लिए सीट मैट्रिक्स अखिल भारतीय कोटा के लिए पंद्रह प्रतिशत और राज्य और केंद्र शासित प्रदेश कोटा के लिए पचासी प्रतिशत होगा।

बशर्ते कि,

(क) सभी मानद (डीम्ड)विश्वविद्यालयों (केन्द्रीय अधिनियम के अधीन स्थापित सरकारी और निजी दोनों) में प्रवेश के उद्धेश्य से अखिल भारतीय कोटा शत-प्रतिशत होगा।

(ख) जिन विश्वविद्यालयों और संस्थानों में पहले से ही पंद्रह प्रतिशत से अधिक अखिल भारतीय कोटा सीटें हैंवे , उस कोटा को बनाए रखेगें।

(ग) सरकारी और सरकारी सहायता प्राप्त संस्थानों में स्वीकृत प्रवेश क्षमता का पांच प्रतिशत दिव्यांग व्यक्तियों के अधिकार अधिनियम, 2016 (2016 का 49) के प्रावधानों के अनुसार दिव्यांग उम्मीदवारों द्वारा भरा जाएगा।

(6) राज्य सरकार, विश्वविद्यालय, ट्रस्ट, सोसाइटी, अल्पसंख्यक संस्थान, निगम या कंपनी द्वारा स्थापित संस्थानों सहित राज्यों और संघ राज्य क्षेत्रों के सभी आयुर्वेद शैक्षणिक संस्थानों में स्नातकोत्तर कार्यक्रमों में प्रवेश के लिए राज्य और संघ राज्य क्षेत्र कोटा की काउन्सलिंग के लिए नामित प्राधिकारी संबंधित राज्य या संघ राज्य क्षेत्र के प्रासंगिक नियमों और विनियमों के अनुसार संबंधित राज्य या संघ राज्य क्षेत्र से होगा, जैसी भी स्थिति हो।

(7) सरकार द्वारा स्थापित डीम्ड विश्वविद्यालयों, केंद्रीय अधिनियम के अंतर्गत स्थापित निजी डीम्ड विश्वविद्यालयों और राष्ट्रीय संस्थानों में 100% सीटों के लिए स्नातकोत्तर कार्यक्रमों में प्रवेश के लिए ऑनलाइन काउंसलिंग आयोग द्वारा नामित प्राधिकरण द्वारा आयोजित की जाएगी।

(8) सरकारी और सरकारी सहायता प्राप्त संस्थानों के अखिल भारतीय कोटा के अंतर्गत सीटों के लिए स्नातकोत्तर कार्यक्रमों में प्रवेश के लिए ऑनलाइन काउंसलिंग आयोग द्वारा नामित प्राधिकरण द्वारा आयोजित की जाएगी।

(9) विदेशी नागरिकों को छोड़कर प्रबंधन कोटा सहित सभी सीटों पर ऑनलाइन काउंसलिंग के माध्यम से प्रवेश दिया जाएगा। ऑनलाइन काउंसलिंग के अतिरिक्त किसी भी माध्यम से सीधे प्रवेश को अमान्य माना जाएगा।

(10) संस्थान, सत्यापन के लिए आयोग द्वारा प्रदान किए गए प्रवेश के लिए कट-ऑफ तिथि पर सांय0 6:00 बजे या उससे पहले आयोग द्वारा निर्धारित प्रारूप में प्रवेश लेने वाले छात्रों की सूची प्रस्तुत करेंगे। ऐसा न करने पर परीक्षा प्रकोष्ठ (सेल) की सिफारिश / अनुशंसा पर भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा एक लाख रुपये प्रतिदिन का जुर्माना लगाया जाएगा।

(11) काउन्सलिंग प्राधिकारी आयोग द्वारा प्रदान किए गए प्रारूप, मोड और समय-सीमा में अनुमत छात्रों के आंकड़े (डेटा) प्रस्तुत करेंगे।

(12) (क) कोई भी प्राधिकरण या संस्थान इन विनियमों में निर्धारित मानदंडों या प्रक्रिया के उल्लंघन में स्नातकोत्तर कार्यक्रम में किसी भी उम्मीदवार को प्रवेश नहीं देगी।

(ख) उक्त मानदंड या प्रक्रिया के उल्लंघन में किया गया कोई भी प्रवेश अमान्य होगा और आयोग द्वारा इसे रद्द कर दिया जाएगा।

19. वार्षिक छात्र प्रवेश क्षमता और छात्र- मार्गदर्शक अनुपात; (1) प्रत्येक स्नातकोत्तर डिग्री कार्यक्रम में वार्षिक छात्र प्रवेश क्षमता एक शैक्षणिक वर्ष में बारह सीटों से अधिक नहीं होगी,

(2) छात्र-स्नातकोत्तर मार्गदर्शक की उपलब्धता के अधीन अनुपात जो प्रोफेसर के लिए 3: 1 (एक प्रोफेसर के लिए तीन छात्र); एसोसिएट प्रोफेसर के लिए 2: 1 (एक एसोसिएट प्रोफेसर के लिए दो छात्र); और असिस्टेंट प्रोफेसर के लिए 1: 1 (एक असिस्टेंट प्रोफेसर के लिए एक छात्र) है ।

20. पाठ्यक्रम और उपस्थिति की अवधि- (1) छात्र को परीक्षा या आकलन प्रक्रिया सहित तीन वर्ष के लिए अध्ययन की अवधि से गुजरना होगा।

(2) छात्र को विश्वविद्यालय परीक्षा हेतु पात्र होने के लिए सभी शैक्षणिक गतिविधियों में से कम से कम अस्सी प्रतिशत में भाग लेना होगा। इन गतिविधियों में व्याख्यान, व्यावहारिक या नैदानिक सत्र, ऑनलाइन और ऑफलाइन कार्यशालाएं,

सेमिनार, जर्नल क्लब, नैदानिक प्रकरण प्रस्तुतिकरण, समूह चर्चा और संबंधित स्नातकोत्तर विभाग या संस्थान द्वारा निर्धारित अन्य समान गतिविधियां शामिल हैं।

(3) छात्र को अध्ययन के दौरान सौंपे गए चिकित्सालय, विभाग या प्रयोगशालाओं और अन्य कार्यों में भाग लेना होगा।

(4) उस विशेष बैच के लिए पाठ्यक्रम पूरा करने की अधिकतम अवधि आयोग द्वारा जारी शैक्षिक कैलेंडर के अनुसार शैक्षिक पाठ्यक्रम प्रारंभ होने की तिथि से छह वर्ष से अधिक नहीं होगी।

(5) नीचे दी गई अवकाश नीति स्नातकोत्तर स्कॉलर्स के लिए लागू होगी:

(क) प्रति शैक्षणिक वर्ष 12 तक आकस्मिक अवकाश;

(ख) यात्रा के दिनों सहित शैक्षणिक गतिविधियों जैसे संगोष्ठी, कार्यशालाओं, प्रशिक्षण कार्यक्रम, अभिविन्यास कार्यक्रम, संगोष्ठी आदि में भाग लेना 'ड्यूटी पर' माना जाएगा;

(ग) मातृत्व, पितृत्व और अन्य छुट्टियां संबंधित राज्य सरकार या अनुबंध नियमों के अनुसार लागू होंगी।

(6) अपेक्षित उपस्थिति प्राप्त करना स्नातकोत्तर छात्र का उत्तरदायित्व होगा। बशर्ते कि उपस्थिति के कमी के प्रकरण में, पाठ्यक्रम की अवधि आनुपातिक रूप से बढ़ाई जाएगी।

(7) स्नातकोत्तर डिग्री कार्यक्रम में अवकाश और प्रारंभिक अवकाश का कोई प्रावधान नहीं है।

21. अध्ययन और विषयों का पैटर्न - (1) (क) कार्यक्रम छह सेमेस्टर में संरचित तीन वर्ष के लिए होगा।

(ख) स्नातकोत्तर कार्यक्रम सामान्य रूप से प्रत्येक वर्ष अगस्त माह के पहले कार्य दिवस पर प्रारंभ होगा।

(ग) स्नातकोत्तर कार्यक्रम समय-समय पर आयोग द्वारा निर्धारित एक अभिविन्यास कार्यक्रम (सामान्य और विशेषज्ञता-विशिष्ट) के साथ प्रारंभ होगा।

(2) (क) प्रत्येक सेमेस्टर छह माह की अवधि का होगा;

(ख) प्रत्येक सेमेस्टर में नोशनल लर्निंग आवर 750 घंटे से कम नहीं होंगे, जो शिक्षण, व्यावहारिक या नैदानिक प्रशिक्षण, अनुभवात्मक शिक्षा और थीसीस (डिसर्टेशन)अनुसंधान गतिविधियों के लिए समर्पित हैं;

(ग) शिक्षण और प्रशिक्षण की विधि पाठ्यक्रम और पाठ्यचर्या में विस्तृत होगी;

(घ) प्रत्येक सेमेस्टर में अनिवार्य मुख्य विषय और ऐच्छिक होंगे ,जैसा कि तालिका 6 -में बताया गया है;

(3) (क) 750 नोशनल लर्निंग आवर 25 क्रेडिट में विभाजित हैं, प्रत्येक क्रेडिट में 30 घंटे शामिल हैं।

(ख) स्नातकोत्तर कार्यक्रम के कुल नोशनल लर्निंग आवर **4,500** घंटे) **6** सेमेस्टर के लिए **750** घंटे प्रति सेमेस्टर (से कम नहीं होंगे, कार्यक्रम पूरी अवधि के लिए **150** क्रेडिट) **6** सेमेस्टर के लिए प्रति सेमेस्टर **25** क्रेडिट (में विभाजित किया गया है।

(ग) प्रत्येक क्रेडिट में **1: 2: 3** अनुपात में शिक्षण, व्यावहारिक प्रशिक्षण और अनुभवात्मक शिक्षा शामिल होगी। तदनुसार, ऐसे क्रेडिट में **5** घंटे का शिक्षण, **10** घंटे का व्यावहारिक प्रशिक्षण और **15** घंटे का अनुभवात्मक शिक्षण शामिल होगा।

(4) (क) मुख्य विषयों को मॉड्यूल के रूप में पढ़ाया जाएगा।

(ख) प्रत्येक मॉड्यूल में एक या अधिक क्रेडिट हो सकते हैं।

(ग) प्रत्येक माड्यूल के अंत में विद्यार्थियों का रचनात्मक आकलन किया जाएगा।

(5) (क) ऐच्छिक की दो श्रेणियां होंगी अर्थात् ;

(i) डोमेन विशिष्ट ऐच्छिक; और

(ii) क्षमता वृद्धि ऐच्छिक।

(ख) छात्र को प्रत्येक सेमेस्टर में डोमेन विशिष्ट श्रेणी से एक वैकल्पिक और क्षमता वृद्धि श्रेणी से एक वैकल्पिक अर्हता प्राप्त करनी होगी।

(ग) एक छात्र को पूरे स्नातकोत्तर कार्यक्रम के दौरान न्यूनतम 12 ऐच्छिक (6 डोमेन विशिष्ट और 6 क्षमता वृद्धि) अर्हता प्राप्त करनी होगी।

(घ) आयोग द्वारा पाठ्यचर्या में निर्दिष्ट समय सीमा के भीतर वैकल्पिक पाठ्यक्रम ऑनलाइन आयोजित किए जाएंगे।

(6) (क) प्रत्येक मॉड्यूल के अंत में आकलन होगा।

(ख) प्रत्येक सेमेस्टर के अंत में, "सेमेस्टर ग्रेड प्वाइंट औसत (एसजीपीए)" की गणना की जाएगी;

(ग) एसजीपीए का 60% प्राप्त करना योगात्मक आकलन में उपस्थित होने के लिए पात्रता मानदंड होगा।

(घ) पहले सेमेस्टर एसजीपीए का उपयोग पहले आकलन के लिए किया जाएगा, दूसरे सेमेस्टर एसजीपीए का उपयोग दूसरे आकलन के लिए किया जाएगा, और तीसरे, चौथे, 5वें और6 वें सेमेस्टर के कम्युलेटिव एसजीपीए का उपयोग तीसरे योगात्मक आकलन के लिए किया जाएगा।

(7) (क) वर्तमान आकलन संरचना को ध्यान में रखते हुए और छात्रों को शोध प्रबंध (डिसर्टेशन), नैदानिक जोखिम, औद्योगिक जोखिम और अन्य बाहरी पोस्टिंग आयोजित करने में सुविधा प्रदान करने के लिए, पहले, दूसरे और छठे सेमेस्टर के अंत में योगात्मक आकलन प्रस्तावित किए गए हैं;

(ख) सेमेस्टर 3, 4, 5 और 6 को एक ब्लॉक अवधि के रूप में रखा गया है ताकि उपर्युक्त गतिविधियों को बिना किसी रुकावट के किया जा सके;

(ग) संपूर्ण स्नातकोत्तर कार्यक्रम संरचना तालिका-6 में दिए गए प्रावधान के अनुसार होगी।

तालिका-6

सेमेस्टर वार विषय और गतिविधियां

क्रम संख्या	पाठ्यक्रम	क्रेडिट की संख्या
(1)	(2)	(3)
	सेमेस्टर -1 (1-6 माह)	
1.	संस्कार अभिविन्यास कार्यक्रम – सामान्य	3
	विशेषता के लिए विशिष्ट	1
2.	अनुसंधान पद्धति (मॉड्यूल)	9
3.	जैवसांख्यिकी (मॉड्यूल)	8
4.	इलेक्टिव - डोमेन विशिष्ट	2
	इलेक्टिव - क्षमता वृद्धि	2
	सब टोटल	**25**
		योगात्मक आकलन-1
	सेमेस्टर - 2 (7-12 माह)	
5.	रूपरेखा (सिनॉप्सिस)	5
6.	संबंधित विशेषज्ञता की व्यवहारिक मूल बातें (मॉड्यूल)	16
7.	इलेक्टिव - डोमेन विशिष्ट	2
	इलेक्टिव - क्षमता वृद्धि	2
	सब टोटल	**25**
		योगात्मक आकलन-2
	सेमेस्टर -3 (13-18 माह)	
8.	डिसर्टेशन एक्टिविटी	5
9.	अनिवार्य मुख्य विषय (मॉड्यूल)	16
10.	इलेक्टिव - डोमेन विशिष्ट	2
	इलेक्टिव - क्षमता वृद्धि	2
	सब टोटल	**25**
	सेमेस्टर - 4 (19-24 माह)	
11.	शोध प्रबंध गतिविधि (डिसर्टेशन)	5
12.	अनिवार्य मुख्य विषय (मॉड्यूल)	16
13.	इलेक्टिव - डोमेन विशिष्ट (कोई एक)	2
	इलेक्टिव - क्षमता वृद्धि (कोई भी दो)	2
	सब टोटल	**25**
	सेमेस्टर -5 (25-30 माह)	
14.	शोध प्रबंध (डिसर्टेशन)गतिविधि	5
15.	अनिवार्य मुख्य विषय (मॉड्यूल)	16
16.	इलेक्टिव - डोमेन विशिष्ट	2
	इलेक्टिव - क्षमता वृद्धि	2
	सब टोटल	**25**

सेमेस्टर -6 (31-36 माह)		
17.	शोध प्रबंध (डिसर्टेशन) गतिविधि	5
18.	अनिवार्य मुख्य विषय (मॉड्यूल)	16
19.	इलेक्टिव - डोमेन विशिष्ट	2
	इलेक्टिव - क्षमता वृद्धि	2
	सब टोटल	**25**
	ग्रैंड टोटल	**150**
		योगात्मक आकलन-3

22. **परीक्षा और आकलन** - (1) आकलन रचनात्मक और योगात्मक आकलन के माध्यम से किया जाएगा।

(2) स्नातकोत्तर डिग्री कोर्स में विश्वविद्यालय द्वारा आयोजित तीन योगात्मक आकलन या परीक्षाएं होंगी।

(3) विश्वविद्यालय योगात्मक परीक्षाएं आयोजित करेगा जैसा कि नीचे दिया गया है :–

(क) पहले सेमेस्टर पाठ्यक्रम के लिए पहले सेमेस्टर के अंत में पहला योगात्मक आकलन;

(ख) दूसरे सेमेस्टर के पाठ्यक्रम के लिए दूसरे सेमेस्टर के अंत में दूसरा योगात्मक आकलन; और

(ग) तीसरे, चौथे, पांचवें और छठे सेमेस्टर के पाठ्यक्रम के लिए छठे सेमेस्टर के अंत में तीसरा योगात्मक आकलन।

(4) दूसरे सेमेस्टर के अंत में दूसरे योगात्मक आकलन के लिए उपस्थित होने से पहले, छात्र को निर्दिष्ट अवधि के भीतर रूपरेखा (सिनोप्सिस) प्रस्तुत करना अनिवार्य है।

(5) छठे सेमेस्टर के अंत में तीसरे योगात्मक आकलन के लिए उपस्थित होने से पहले, (क) छात्र द्वारा स्नातकोत्तर डिग्री कार्यक्रम के पहले और दूसरे सेमेस्टर के सभी मुख्य विषयों में उत्तीर्ण होना चाहिए;

(ख) छात्र पाठ्यक्रम में प्रदान किए गए ऐच्छिक की संख्या में योग्यता प्राप्त होगा;

(ग) छात्र ने शोध प्रबंध (डिसर्टेशन) प्रस्तुत किया होगा;

(घ) छात्र ने बायोरेक्सिव या मेडरिक्सिव जैसे प्रीप्रिंट रिपॉजिटरी सर्वर में शोध प्रबंध (डिसर्टेशन) से कम से कम एक प्रीप्रिंट प्रकाशित किया होगा, या एक प्रतिष्ठित सूचीकृत शोध पत्रिका) यूजीसी-केयर, पबमेड, वेब ऑफ साइंस, साइंस साइटेशन इंडेक्स, या स्कोपस (में कम से कम एक शोध पत्र प्रकाशित या स्वीकृत किया होगा।

(ङ) छात्र द्वारा राष्ट्रीय या अंतर्राष्ट्रीय स्तर के सेमिनार कम से कम एक पेपर प्रस्तुत किया गया होगा।

(6) विश्वविद्यालय सामान्य रूप से प्रत्येक वर्ष जनवरी और जुलाई माह में योगात्मक परीक्षा आयोजित करेगा।

(7) पाठ्यक्रम में प्रदान किए गए प्रत्येक मॉड्यूल के अंत में संबंधित स्नातकोत्तर विभाग द्वारा रचनात्मक (फॉर्मेटिव) आकलन (मॉड्यूलर आधारित) किया जाएगा।

(8) सेमेस्टर ग्रेड प्वाइंट एवरेज (एसजीपीए) का न्यूनतम 60 प्रतिशत प्राप्त करना विश्वविद्यालय द्वारा आयोजित योगात्मक आकलन में उपस्थित होने के लिए पात्रता मानदंड होगा, जैसा कि नीचे दिया गया है -

(क) पहले योगात्मक(समरेटिव) आकलन में उपस्थित होने के लिए पहले सेमेस्टर का न्यूनतम साठ प्रतिशत सेमेस्टर ग्रेड प्वाइंट औसत;

(ख) दूसरे योगात्मक आकलन में उपस्थित होने के लिए दूसरे सेमेस्टर का न्यूनतम साठ प्रतिशत सेमेस्टर ग्रेड प्वाइंट औसत;

(ग) तीसरे, चौथे, पांचवें और छठे सेमेस्टर का औसत 'सेमेस्टर ग्रेड प्वाइंट औसत' विश्वविद्यालय द्वारा आयोजित तीसरे योगात्मक आकलन के लिए पात्र बनने के लिए न्यूनतम साठ प्रतिशत होगा; और

(घ) (क), (ख) और (ग) में प्रदान किए गए सेमेस्टर ग्रेड प्वाइंट औसत की कमी के कारण अयोग्य छात्र उसी सेमेस्टर के शिक्षण और प्रशिक्षण में भाग लेकर आवश्यक सेमेस्टर ग्रेड प्वाइंट औसत प्राप्त करने के पश्चात ही बाद की परीक्षा में उपस्थित होने के लिए पात्र हो जाएंगे, ऐसे प्रकरण में कार्यक्रम की अवधि आनुपातिक रूप से बढ़ाई जाएगी।

(9) योगात्मक आकलन और अंकों के वितरण के लिए विषयों या परीक्षाओं (पेपर)की कुल संख्या तालिका-7 में प्रदान की जाएगी।

तालिका-7

योगात्मक आकलन, सेमेस्टर, विषय, परीक्षाओं (पेपर) की संख्या और अंकों का वितरण

विषयों	सत्र	परीक्षाओं (पेपर) की संख्या	अधिकतम अंक	
			परिकल्पना	प्रैक्टिकल या क्लिनिकल जिसमें मौखिक परीक्षा (वाइवा-वॉयस) शामिल है
(1)	(2)	(3)	(4)	(5)
शोध क्रियाविधि	पहला	एक	100	----
जैव सांख्यिकी	पहला	एक	100	----
विशेषता की (एप्लाइड) मूल बातें	दूसरा	एक	100	200
विशेषता विशिष्ट विषय	छठा	चार	400	400

(10) प्रत्येक सेमेस्टर के लिए सेमेस्टर ग्रेड प्वाइंट औसत की गणना विधि निम्नानुसार होगी-

चरण **1:** मॉड्यूल ग्रेड प्वाइंट (एमजीपी) की गणना: –

$$\frac{\text{(एक मॉड्यूल में भाग लेने वाले नोशनल लर्निंग अवर्स की संख्या) X (मॉड्यूलर आकलन में प्राप्त अंक)}}{\text{(मॉड्यूल में नोशनल लर्निंग अवर्स की कुल संख्या) X (मॉड्यूल के प्राप्त अंक)}} \times 100$$

चरण 2: प्रत्येक विषय के लिए सेमेस्टर जीपीए की गणना :सेमेस्टर के भीतर सभी मॉड्यूल ग्रेड पॉइंट्स का औसत।

(11) सफल घोषित किए जाने के लिए : —

(क) पहली और दूसरी योगात्मक परीक्षाओं में, छात्र को सिद्धांत (थ्योरी) में कम से कम पचास प्रतिशत और व्यावहारिक (प्रैक्टिकल) या नैदानिक आकलन में पचास प्रतिशत प्राप्त करना होगा, जिसमें मौखिक परीक्षा सहित जहां भी लागू हो।

(ख) तीसरी योगात्मक परीक्षाओं में, छात्र को सभी पेपरों में कुल पचास प्रतिशत और प्रत्येक थ्योरी पेपर में न्यूनतम चालीस प्रतिशत, साथ ही मौखिक परीक्षा सहित व्यावहारिक या नैदानिक परीक्षाओं में पचास प्रतिशत अंक प्राप्त करने होंगे।

(12) पैंसठ प्रतिशत और उससे अधिक अंक प्राप्त करने वाले छात्र को विषय में प्रथम श्रेणी से सम्मानित किया जाएगा, और पचहत्तर प्रतिशत और उससे अधिक अंक प्राप्त करने वाले उम्मीदवार को विषय में विशिष्टता (डिस्टिंक्शन) से सम्मानित किया जाएगा।

(13) यदि कोई छात्र किसी भी योगात्मक आकलन में सैद्धांतिक (थ्योरी), व्यावहारिक (प्रैक्टिकल), नैदानिक (क्लीनिकल), या दोनों में विफल रहता है, तो छात्र को व्यावहारिक (प्रैक्टिकल) परीक्षाओं सहित उस आकलन के सभी विषयों के लिए पुन: उपस्थित होना होगा।

(14) असफल छात्र विश्वविद्यालय द्वारा प्रत्येक छह माह में आयोजित कि जाने वाली आगामी परीक्षाओं में उपस्थित होंगे।

(15) शोध प्रबंध (डिसर्टेशन) स्वीकार किए जाने और छात्र द्वारा तीसरा योगात्मक आकलन उत्तीर्ण करने के बाद स्नातकोत्तर उपाधि प्रदान की जाएगी।

(16) स्नातकोत्तर परीक्षाओं में अनुग्रह अंकों का कोई प्रावधान नहीं होगा

23. **परीक्षकों की नियुक्ति-** (1) सेमेस्टर-I और सेमेस्टर-II में प्रत्येक विषय के लिए, योगात्मक परीक्षा या आकलन दो परीक्षकों द्वारा आयोजित किया जाएगा, जिनमें से एक किसी अन्य चिकित्सा संस्थान या विश्वविद्यालय से बाहरी परीक्षक होगा और दूसरा आंतरिक परीक्षक के रूप में उसी संस्थान से होगा।

(2) पहले और दूसरे योगात्मक आकलन की थ्योरी आंसर-स्क्रिप्ट के लिए डबल वैल्यूएशन होगा और डबल वैल्यूएशन सिस्टम का कार्यान्वयन आयोग द्वारा जारी दिशानिर्देशों के अनुसार होगा।

(3) छठे सेमेस्टर या तीसरे योगात्मक आकलन या परीक्षण चार परीक्षकों की एक टीम द्वारा किया जाएगा जैसा कि नीचे बताया गया है :–

(क) अन्य विश्वविद्यालयों के दो बाहरी परीक्षक, जिनमें से कम से कम एक दूसरे राज्य से होगा;

(ख) दो आंतरिक परीक्षक एक ही संस्थान या एक ही विश्वविद्यालय से होंगे, जिनमें से कम से कम एक एक ही संस्थान से होगा।

(4) तीसरे योगात्मक आकलन की सैद्धांतिक (थ्योरी) उत्तर-पुस्तिकाओं (आंसर-स्क्रिप्ट) का आकलन सभी चार परीक्षकों द्वारा किया जाएगा, और सभी चार आकलनों के औसत को अंतिम अंक माना जाएगा, और इसी प्रकार मौखिक परीक्षा (वाइवा-वोसी) सहित व्यावहारिक (प्रैक्टिकल) या नैदानिक परीक्षाएं सभी चार परीक्षकों द्वारा संचालित की जाएंगी और सभी चार परीक्षकों के औसत अंकों को मौखिक परीक्षा (वाइवा-वोसी) सहित व्यावहारिक या नैदानिक के अंतिम अंक माना जाएगा।

(5) उत्तर-लिपियों के पुनर्मूल्यांकन के लिए कोई प्रावधान नहीं होगा।

24. योग्य स्नातकोत्तर परीक्षक: (1) संबंधित विशेषता में कम से कम पांच वर्ष के स्नातकोत्तर शिक्षण अनुभव के साथ एक स्नातकोत्तर शिक्षक, जिसने कम से कम एक स्नातकोत्तर शोध प्रबंध (डिसर्टेशन) को मार्गदर्शित किया है जिसे स्वीकृत किया गया है, को सैद्धांतिक (थ्योरी) आकलन और व्यावहारिक (प्रैक्टिकल) या नैदानिक परीक्षाओं के संचालन के लिए स्नातकोत्तर परीक्षक के रूप में योग्य माना जाएगा।

(2) योग्य स्नातकोत्तर परीक्षक रूपरेखा और शोध प्रबंध (डिसर्टेशन) दोनों के आकलन के लिए भी पात्र होंगे।

(3) एक ही परीक्षक को लगातार तीन से अधिक परीक्षाओं के लिए एक ही परीक्षा केंद्र पर नियुक्त नहीं किया जाएगा।

25. शोध प्रबंध (डिसर्टेशन): (1) प्रत्येक स्नातकोत्तर छात्र विभाग के एक योग्य संकाय सदस्य (स्नातकोत्तर मार्गदर्शक) की देखरेख में एक शोध विषय पर थीसीस (डिसर्टेशन) कार्य करेगा और स्नातकोत्तर डिग्री प्रदान करने के लिए आवश्यकताओं की आंशिक पूर्ति में थीसीस (डिसर्टेशन) प्रस्तुत करेगा।

(2) (क) प्रत्येक स्नातकोत्तर संस्थान में एक अनुमोदित स्नातकोत्तर मार्गदर्शक निर्धारण नीति होगी, जो थीसीस (डिसर्टेशन) गतिविधियों के लिए स्नातकोत्तर गाइडों के उचित निर्धारण की सुविधा प्रदान करेगी।

(ख) संस्थान प्रत्येक अनुमोदित स्नातकोत्तर मार्गदर्शक के लिए इन विनियमों में संबंधित स्नातकोत्तर विभाग, विशेषता या कार्यक्रम के लिए प्रदान किए गए अनुसंधान के प्रमुख क्षेत्रों को अधिसूचित करेगा और वह अनुसंधान के समान क्षेत्रों में अनुमत स्नातकोत्तर छात्रों का मार्गदर्शन करना जारी रखेगा।

(ग) मार्गदर्शक निर्धारण विभाग में छात्र- मार्गदर्शक अनुपात का पालन करेगा जैसा कि इन विनियमों में प्रदान किया गया है।

(घ) इंटर डिपार्टमेंटल, इंटर डिसिप्लिनरी, और ट्रांस डिसिप्लिनरी शोध के प्रकरण में, न्यूनतम स्नातकोत्तर डिग्री के साथ एक सह-मार्गदर्शक (सह - मार्गदर्शक) को संबंधित या सहयोगी विशेषज्ञता या इकाई से चुना जाएगा।

(ङ) एक सह - मार्गदर्शक को एक ही विभाग से अनुमति नहीं दी जाएगी।

(च) सहयोगात्मक शोध गतिविधि के प्रकरण में ही किसी अन्य विभाग से सह - मार्गदर्शक की अनुमति दी जाएगी।

(छ) सह - मार्गदर्शक सहयोगी अनुसंधान गतिविधि की संबंधित विशेषता में स्नातकोत्तर होगा।

(3) (क) यह शोध प्रबंध (डिसर्टेशन) विज्ञान के लिए एक अभिनव और अनुवादात्मक योग होगा और आयुर्वेद पद्धति को बढ़ावा देने में सहायक होगा।

(ख) यह विषय-क्षेत्र-संबंधी विषय विशेषज्ञता के दायरे में और संबंधित विभाग के अनुसंधान के प्रमुख क्षेत्रों से होगा जैसा कि इन विनियमों में प्रदान किया गया है।

(4) (क) विनिर्देशों के अनुसार विकसित रूपरेखा की विभागीय समीक्षा की जाएगी। विभागीय समीक्षा के बाद, पूरी रूपरेखा संबंधित विभाग के प्रमुख को प्रस्तुत किया जाएगा।

(ख) विभाग का प्रमुख सभी रूपरेखा को संस्थान के प्रमुख को भेजेगा।

(ग) संस्थान का प्रमुख, बदले में, सभी रूपरेखा को संस्थागत अनुसंधान समिति को समीक्षा और अनुमोदन के लिए अग्रेषित करेगा।

(घ) उपर्युक्त समिति द्वारा सुझाए गए सुधार या संशोधन संबंधित विभागाध्यक्षों को भेजे जाएंगे;

(ङ) सुझावों को शामिल करने के लिए दोष-रहित या संशोधित रूपरेखा, छात्र द्वारा संबंधित विभागों के प्रमुखों को और विभाग के प्रमुख से संस्थान के प्रमुख को पुन: प्रस्तुत किया जाएगा।

(च) संस्थान के प्रमुख उस रूपरेखा को अग्रेषित करेंगे जिसके लिए संबंधित समिति को नैतिक स्वीकृति (नैदानिक अध्ययन या पशु अध्ययन के लिए): मानव विषयों के लिए संस्थागत आचार समिति या पशु अध्ययन के लिए संस्थागत पशु आचार समिति, की आवश्यकता होगी; जैसी भी स्थिति हो।

(छ) उपर्युक्त समितियों द्वारा सुझाए गए सुधार या संशोधन संबंधित विभागों को भेजे जाएंगे;

(ज) संबंधित समिति के सुझावों को शामिल करने के लिए छात्र द्वारा दोष-रहित या संशोधित रूपरेखा को संबंधित विभागीय प्रमुख को पुन: प्रस्तुत किया जाएगा, जो पुन: इसे संस्थान के प्रमुख को भेज देगा।

(झ) सभी चरणों में रूपरेखा प्रस्तुत करना सॉफ्ट कॉपी में होगा। अंतिम रूपरेखा की एक हार्ड कॉपी, जो छात्र, मार्गदर्शक, विभाग के प्रमुख और संस्थान के प्रमुख द्वारा विधिवत हस्ताक्षरित है, संबंधित विभाग में रखी जाएगी।

(5) (क) सभी पहलुओं को ध्यान में रखते हुए पूर्ण की गई और प्रासंगिक संस्थागत शोध और आचार समितियों द्वारा अनुमोदित रूपरेखा की एक सॉफ्ट कॉपी, पंजीयन के लिए सेमेस्टर II के दौरान स्नातकोत्तर डिग्री कार्यक्रम के 9 वें माह के अंतिम कार्य दिवस पर या उससे पहले संस्थान के प्रमुख द्वारा विश्वविद्यालय को भेज दी जाएगी।

(ख) विश्वविद्यालय द्वारा आयोजित दूसरे सेमेस्टर योगात्मक परीक्षा में उपस्थित होने के लिए निर्धारित समय के भीतर रूपरेखा प्रस्तुत करना एक अनिवार्य मानदंड है।

(ग) यदि छात्र खंड (क) के अंतर्गत प्रदान की गई अवधि के भीतर थीसीस (डिसर्टेशन) और रूपरेखा का शीर्षक प्रस्तुत करने में विफल रहता है, तो स्नातकोत्तर डिग्री कार्यक्रम के दूसरे सेमेस्टर के लिए उनकी अवधि को छह माह तक बढ़ा दिया जाएगा। दूसरी योगात्मक परीक्षा के लिए उपस्थित होने से पहले रूपरेखा प्रस्तुत किया जाना चाहिए। ऐसा करने में असफल होने पर छात्र को दूसरी योगात्मक परीक्षा के लिए उपस्थित होने के लिए अयोग्य माना जाएगा, और दूसरे सेमेस्टर को एक अतिरिक्त छह माह तक बढ़ा दिया जाएगा, और इसी प्रकार आगे भी।

(घ) एक बार जब छात्र रूपरेखा जमा कर देता है, तो संस्थानों के लिए निर्धारित समय के भीतर अनुमोदन प्रक्रिया को पूरा करना अनिवार्य है।

(ङ) संस्थान रूपरेखा अनुमोदन प्रक्रिया के लिए कोई अतिरिक्त शुल्क नहीं लेंगे।

(6) (क) शोध प्रबंध (डिसर्टेशन) और रूपरेखा का शीर्षक प्राप्त करने पर, विश्वविद्यालय एक पंजीयन संख्या आवंटित करके शीर्षक और रूपरेखा पंजीकृत करेगा।

(ख) विश्वविद्यालय संबंधित स्नातकोत्तर संस्थान को शोध प्रबंध (डिसर्टेशन) शीर्षक और रूपरेखा की पंजीकृत सूची को सूचित करेगा और विश्वविद्यालय की वेबसाइट पर प्रदर्शित करेगा। संस्थान द्वारा इस सूचना को संबंधित कॉलेज की वेबसाइट पर भी प्रदर्शित किया जाएगा।

(ग) एक बार शोध प्रबंध (डिसर्टेशन) का शीर्षक विश्वविद्यालय द्वारा पंजीकृत हो जाने के बाद, छात्र को विश्वविद्यालय की अनुमति के बिना शोध प्रबंध (डिसर्टेशन) के शीर्षक में परिवर्तन की अनुमति नहीं दी जाएगी।

(7) (क) विश्वविद्यालय द्वारा शीर्षक और रूपरेखा पंजीकृत करने के पश्चात ही शोध प्रबंध (डिसर्टेशन) अनुसंधान गतिविधि आरंभ होगी।

(ख) विश्वविद्यालय से पंजीयन अधिसूचना प्राप्त करने के पश्चात, छात्र, अपने संबंधित मार्गदर्शक के मार्गदर्शन में, शोध कार्यकलाप के लिए कार्यक्रम का एक कैलेंडर तैयार करेगा और इसे विभाग के प्रमुख को प्रस्तुत करेगा। अध्ययन की प्रगति की समीक्षा करते समय संस्थागत अनुसंधान समिति द्वारा इसका सत्यापन किया जाएगा।

(ग) संस्थागत अनुसंधान समिति समय-समय पर निम्नलिखित के अनुसार शोध प्रबंध गतिविधि की निगरानी करेगी: -

(i) अध्येता (स्कॉलर) द्वारा प्रस्तुत शोध कार्यकलापों के कैलेंडर के संबंध में शोध कार्यकलापों की प्रगति;

(ii) अनुमोदित रूपरेखा के अनुसार शोध की गुणवत्ता और विधियों और मानकों का पालन।

(8) (क) अनुसंधान या शोध प्रबंध (डिसर्टेशन) कार्यकलाप के पूरा होने पर, और विभाग के प्रमुख के माध्यम से मार्गदर्शक की अनुशंसा के साथ, शोध प्रबंध (डिसर्टेशन) के पूर्व-प्रस्तुत करने की व्यवस्था स्नातकोत्तर डिग्री कार्यक्रम के 30 वें से 32 वें माह तक की जाएगी। इस अवधि के दौरान, संस्थागत अनुसंधान समिति, पूरे अध्ययन की समीक्षा करेगी।

(ख) संस्थागत अनुसंधान समिति, सुधार या संशोधनों को स्वीकृति या सुझाव दे सकती है, जिसे विभाग के प्रमुख के माध्यम से छात्र को सूचित किया जाएगा;

(ग) संस्थागत अनुसंधान समिति द्वारा सुझाए गए संशोधनों या सुधारों को शामिल करने के पश्चात, छात्र द्वारा शोध प्रबंध (डिसर्टेशन) का प्रारूप विभाग के मार्गदर्शक और प्रमुख के माध्यम से साहित्यिक चोरी जांच (प्लागिअरिस्म) सेल को भेजा जाएगा, जैसा कि विनियमन 27 में दिया गया है;

(घ) साहित्यिक चोरी जाँच (प्लागिअरिस्म) सेल के बाद, यदि साहित्यिक चोरी जांच सेल यह पाता है कि साहित्यिक चोरी (प्लागिअरिस्म) अनुमेय सीमा जो कि पंद्रह प्रतिशत से अधिक नहीं है, के भीतर है, साहित्यिक चोरी जांच (प्लागिअरिस्म) सेल (अनुलग्नक-I) में साहित्यिक चोरी (प्लागिअरिस्म) शुद्धि प्रमाण पत्र जारी करेगा।

(ङ) यदि साहित्यिक चोरी (प्लागिअरिस्म) पंद्रह प्रतिशत से अधिक है, तो शोध प्रबंध (डिसर्टेशन) प्रारूप को साहित्यिक चोरी (प्लागिअरिस्म) की जांच रिपोर्ट के साथ संबंधित विभाग को वापस भेजा जाएगा।

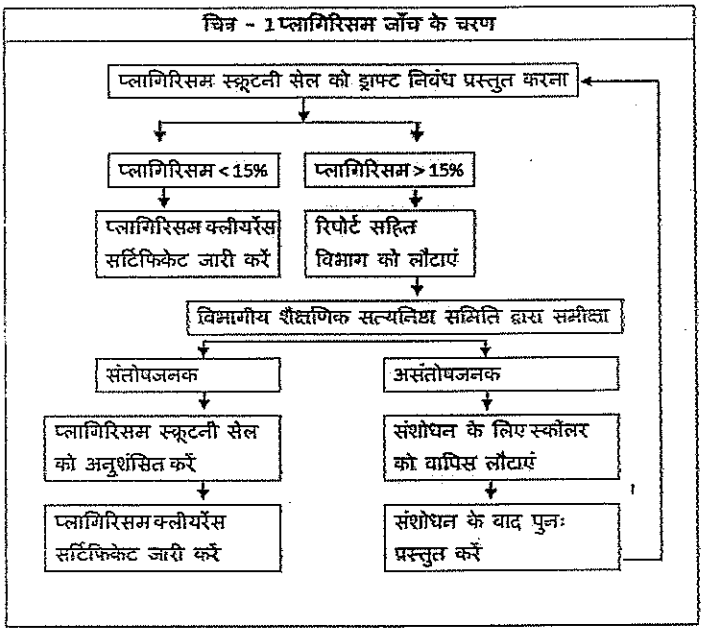
(च) साहित्यिक चोरी (प्लागिअरिस्म) की जांच रिपोर्ट की समीक्षा विभागीय शैक्षणिक सत्यनिष्ठा समिति जिसमें समिति के अध्यक्ष के रूप में विभाग के प्रमुख, संबंधित विभाग से एक संकाय सदस्य और दूसरे विभाग से एक संकाय सदस्य शामिल हैं, के द्वारा समीक्षा की जाएगी। संतुष्ट होने पर, समिति साहित्यिक चोरी जांच (प्लागिअरिस्म) सेल को (अनुलग्नक-II) में, साहित्यिक चोरी शुद्धि प्रमाण पत्र जारी करने की अनुशंशा करेगी। यदि समिति संतुष्ट नहीं है, तो छात्र को साहित्यिक चोरी जांच (प्लागिअरिस्म) सेल को शोध प्रबंध (डिसर्टेशन) प्रारूप को संशोधित करने और पुनः प्रस्तुत करने का निर्देश दिया जाएगा।

(छ) पुनः प्रस्तुत ड्राफ्ट शोध प्रबंध (डिसर्टेशन) प्रारूप खंड (च) में निर्दिष्ट उसी प्रक्रिया से गुजरना होगा।

(ज) अंतिम शोध प्रबंध (डिसर्टेशन), प्लागिअरिस्म क्लीयरेंस प्रमाण पत्र सहित प्रमाण पत्रों के साथ, विभाग के प्रमुख के माध्यम से सॉफ्ट कॉपी में, स्नातकोत्तर डिग्री कार्यक्रम के 31 और 32 वें माह के बीच संस्थान के प्रमुख को प्रस्तुत किया जाएगा।

(झ) छात्र, मार्गदर्शक, विभाग के प्रमुख और संस्थान के प्रमुख द्वारा हस्ताक्षरित शोध प्रबंध (डिसर्टेशन) की एक हार्ड कॉपी विभाग में रखी जाएगी;

(ञ) साहित्यिक चोरी (प्लागिअरिस्म) से संबंधित प्रक्रियाओं को निम्नलिखित चित्र में निर्दिष्ट किया गया है, -



(9) पृष्ठों, शब्दों, फ़ॉन्ट का प्रकार, लाइन स्पेसिंग के संदर्भ में प्रारूप और विशेष विवरण आयोग द्वारा निर्दिष्ट पाठ्यक्रम में प्रदान किए गए दिशानिर्देशों के अनुसार होंगे।

(10) (क) संस्थागत अनुसंधान समीक्षा समिति, संस्थागत अनुसंधान समिति, या संस्थागत वैज्ञानिक समिति द्वारा अनुमोदित सभी शोध प्रबंध (डिसर्टेशन), जैसी भी स्थिति हो, संस्थान के प्रमुख द्वारा विश्वविद्यालय को सॉफ्ट कॉपी में अग्रेषित किया जाएगा।

(ख) स्नातकोत्तर डिग्री कार्यक्रम के 33 वें माह के दौरान विश्वविद्यालय को शोध प्रबंध (डिसर्टेशन) प्रस्तुत किए जाएंगे, जो छठे सेमेस्टर के दौरान आता है और 33 वें माह की गणना आयोग द्वारा जारी शैक्षणिक कैलेंडर के अनुसार पाठ्यक्रम प्रारंभ होने के माह से की जाएगी।

(ग) संस्थान के प्रमुख नीचे दिए गए कार्यक्रमों के लिए तिथियों को पहले से सूचित करेंगे, नामतः —

(i) शोध प्रबंध (डिसर्टेशन) पुन: प्रस्तुत करने की तिथियां;

(ii) विभाग को शोध प्रबंध(डिसर्टेशन) प्रस्तुत करने की तिथि;

(iii) विभागों द्वारा शोध प्रबंध (डिसर्टेशन) संस्थान प्रमुख को प्रस्तुत करने की तिथि; और;

(iv) संस्थान के प्रमुख द्वारा संबद्ध विश्वविद्यालय को प्रस्तुत करने की तिथि।

(घ) किसी भी छात्र को पाठ्यक्रम और कार्यक्रम के इकतीसवें माह से पहले शोध प्रबंध (डिसर्टेशन) प्रस्तुत करने की अनुमति नहीं दी जाएगी और छात्र पाठ्यक्रम के तीन वर्ष पूरे करने के लिए शोध प्रबंध (डिसर्टेशन) जमा करने के बाद संस्थान में अपना नियमित अध्ययन जारी रखेगा।

(11) (क) शोध प्रबंध (डिसर्टेशन) का आकलन या मूल्यांकन तीन परीक्षकों द्वारा किया जाएगा।

(ख) शोध प्रबंध (डिसर्टेशन) के आकलन परिणाम तालिका-8 में दिए गए स्वीकृति या अस्वीकृति के अनुसार घोषित किए जाएंगे।

तालिका-8

शोध प्रबंध (डिसर्टेशन) का आकलन और परिणाम

आकलनकर्ता-I	आकलनकर्ता-II	आकलनकर्ता-III	परिणाम और टिप्पणियाँ
(1)	(2)	(3)	(4)
स्वीकृत	स्वीकृत	स्वीकृत	स्वीकृत
स्वीकृत	स्वीकृत	अस्वीकृत	स्वीकृत
स्वीकृत	अस्वीकृत	अस्वीकृत	चौथे आकलनकर्ता को भेजा गया (यदि चौथे आकलनकर्ता द्वारा स्वीकृत कर लिया जाता है, तो शोध प्रबंध (डिसर्टेशन) को स्वीकृत माना जाएगा। यदि उसके द्वारा अस्वीकृत कर दिया गया है, तो शोध प्रबंध (डिसर्टेशन) को अस्वीकृत माना जाएगा और शोध प्रबंध (डिसर्टेशन) को पुनः प्रस्तुत करने की आवश्यकता होगी)
अस्वीकृत	अस्वीकृत	अस्वीकृत	अस्वीकृत शोध प्रबंध (डिसर्टेशन) को पुनः प्रस्तुत करने की आवश्यकता है)

(12) छठे सेमेस्टर के अंत में आयोजित तीसरी विश्वविद्यालय समेटिव परीक्षा में बैठने के लिए छात्रों के लिए शोध प्रबंध (डिसर्टेशन) प्रस्तुत करना पूर्व-आवश्यकता होगी। छात्र द्वारा शोध प्रबंध (डिसर्टेशन) प्रस्तुत करने में विलंब की स्थिति में, छात्र शोध प्रबंध (डिसर्टेशन)जमा करने तक तीसरे समेटिव आकलन या परीक्षा में उपस्थित होने के लिए पात्र नहीं होगा।

(13) शोध प्रबंध (डिसर्टेशन) की आकलन प्रक्रिया में विलंब की स्थिति में, उन छात्रों के परीक्षा परिणाम उनके शोध प्रबंध (डिसर्टेशन) के अनुमोदन तक रोक दिए जाएंगे।

(14) सभी स्वीकृत शोध प्रबंध (डिसर्टेशन) संस्थागत वेबसाइट, विश्वविद्यालय की वेबसाइट और अन्य संबंधित डेटाबेस जैसे शोधगंगा पर या तो शीर्षक (टाइटिल) के रूप में या पूर्ण शोध प्रबंध (डिसर्टेशन) के रूप में प्रदर्शित (डिस्प्ले) किए जाएंगे।

(15) एक बार रूपरेखा के लिए पोर्टल के साथ-साथ भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग की शोध प्रबंध (डिसर्टेशन) प्रबंधन पद्धति चालू हो जाने पर, रूपरेखा प्रस्तुत करने और अनुमोदन, अनुसंधान प्रगति की जांच, शोध प्रबंध (डिसर्टेशन) प्रस्तुत करने और आकलन इत्यादि की प्रक्रिया भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग पोर्टल के माध्यम से होगी।

26. स्नातकोत्तर मार्गदर्शक पात्रता.- (1) स्नातकोत्तर शिक्षक तीन वर्ष के स्नातकोत्तर शिक्षण के बाद शोध प्रबंध (डिसर्टेशन) कार्य के लिए संबंधित विशेषज्ञता के स्नातकोत्तर छात्रों का मार्गदर्शन करने के लिए पात्र होगा।

(क) आयोग द्वारा नामित एजेंसी, या आयोग द्वारा समय-समय पर अनुशंसित किसी अन्य समकक्ष कार्यक्रम या आयोग द्वारा आयोजित "साइंटिफिक राइटिंग, पब्लिकेशन एथिक्स और रिसर्च इंटीग्रिटी" पर स्नातकोत्तर मार्गदर्शक ओरिएंटेशन कार्यक्रम पूर्ण किया हो।

(ख) संबद्ध विश्वविद्यालय स्नातकोत्तर मार्गदर्शक अनुमोदन पत्र जारी करेगा ।

(2) स्नातकोत्तर छात्रों और स्नातकोत्तर डॉक्टरेट छात्रों जैसे डॉक्टर ऑफ फिलॉसफी और डॉक्टरेट ऑफ मेडिसिन सहित छात्रों की अधिकतम संख्या, स्नातकोत्तर मार्गदर्शक द्वारा मार्गदर्शन किए जाने के लिए किसी भी समय दस से अधिक नहीं होगी।

(3) सह-मार्गदर्शक सहयोग के प्रासंगिक अनुसंधान क्षेत्र में स्नातकोत्तर डिग्री धारक होगा।

(4) संविदा के आधार पर, नियुक्त शिक्षण कर्मचारी छात्रों के शोध प्रबंध (डिसर्टेशन) हेतु छात्रों का मार्गदर्शन करने के पात्र नहीं होंगे।

(5) किसी प्रतिनियुक्त शिक्षक को स्नातकोत्तर शोध प्रबंध (डिसर्टेशन) हेतु मार्गदर्शक करने की अनुमति नहीं होगी, जब तक कि उसकी प्रतिनियुक्ति की अवधि तीन वर्ष से कम न हो।

27. **अनुसंधान समितियाँ –** (1) सभी स्नातकोत्तर संस्थान आवश्यकता के अनुसार नीचे उल्लिखित अनुसंधान समितियों का गठन करेंगी, -

(1) (क) प्रत्येक स्नातकोत्तर संस्थान एक संस्थागत अनुसंधान समिति, का गठन करेगा। पाँच स्नातकोत्तर कार्यक्रमों तक एक साझा संस्थागत अनुसंधान समिति होगी। पाँच से अधिक स्नातकोत्तर कार्यक्रमों की स्थिति में, दो संस्थागत अनुसंधान समितियाँ होंगी, अर्थात्

(i) अवधारणात्मक (कंसेप्चुअल) और प्रयोगात्मक (एक्सपेरिमेंटल) अध्ययन के लिए संस्थागत अनुसंधान समिति।

(ii) नैदानिक (क्लीनिकल) अध्ययन के लिए संस्थागत अनुसंधान समिति।

(ख) समिति कार्यकलापों का निष्पादन करेगी, अर्थात्: —

(i) शोध प्रबंध (डिसर्टेशन) प्रस्तावों की जांच और शोध प्रबंध (डिसर्टेशन) या अनुसंधान गतिविधियों का निरीक्षण करना;

(ii) सुनिश्चित करना कि चयनित विषय इन विनियमों में आयोग द्वारा निर्दिष्ट अनुसंधान के सूचीबद्ध प्रमुख क्षेत्रों के भीतर हैं;

(iii) इंटर- डिसिप्लनरी या ट्रांस-डिसिप्लनरी अध्ययन के प्रकरण में, सहयोगी विभाग, संस्थान या संगठन से सह-मार्गदर्शक सुनिश्चित करना;

(iv) संस्थागत अनुसंधान समिति, की सभी गतिविधियों का समन्वय इंटीग्रेटिव हेल्थ एंड ट्रांससलेशनल रिसर्च विभाग द्वारा किया जाएगा।

(v) समिति की संरचना नीचे दी गई तालिका-9 में दिए गए अनुसार होगी ।

तालिका - 9
संस्थागत अनुसंधान समिति की संरचना

क्रम संख्या	अधिकारियों के नाम	पदनाम
(1)	(2)	(3)
1	संस्थान प्रमुख	अध्यक्ष
2	स्नातकोत्तर समन्वयक या डीन-स्नातकोत्तर अध्ययन या डीन-अनुसंधान	सदस्य
3	स्नातकोत्तर विभागों के प्रमुख	सदस्य
4	जैव सांख्यिकीविद् (बायोस्टैटिस्टिशियन)	सदस्य
5	अनुसंधान परिषदों या अन्य चिकित्सा या आयुर्वेद या फार्मेसी संस्थानों से दो बाह्य सदस्य (एक बेसिक साइंस से और एक मेडिकल साइंस से)	सदस्य
6	इंटीग्रेटिव हेल्थ एंड ट्रांससलेशनल रिसर्च विभाग के प्रमुख	सदस्य सचिव

नोट: 1. प्रत्येक स्नातकोत्तर विभाग से एक प्रतिनिधित्व सुनिश्चित किया जाएगा;
2. बाह्य सदस्य स्नातकोत्तर विभागों के प्रासंगिक क्षेत्रों के विशेषज्ञ होंगे।

(2) प्रत्येक स्नातकोत्तर संस्थान केन्द्रीय आयुर्वेदीय विज्ञान अनुसंधान परिषद (सीसीआरएएस) या भारतीय आयुर्विज्ञान अनुसंधान परिषद (आईसीएमआर) मानदंडों के अनुसार मानव विषयों के लिए संस्थागत अनुसंधान समिति (आईआरसी) और संस्थागत आचार समिति (आईईसी) का गठन करेगा।

(3) पशु अध्ययन के लिए संस्थागत पशु आचार समिति: संस्थागत पशु आचार समिति का गठन पशुओं पर प्रयोगों के नियंत्रण और पर्यवेक्षण के उद्देश्य से बनाई गई समिति के दिशानिर्देशों के अनुसार किया जाएगा और पशुओं पर प्रयोगों के नियंत्रण और पर्यवेक्षण के उद्देश्य से बनाई गई समिति द्वारा अनुमोदित किया जाएगा।

(4) सभी गठित समितियां में स्पष्ट रूप से मानक संचालन प्रक्रियाओं को परिभाषित किया जाएगा। समितियां, अनुसंधान प्रस्तावों की समीक्षा और अनुमोदन के अतिरिक्त, अध्ययनों का निरीक्षण और अनुसंधान के मानकों का पालन सुनिश्चित करेंगी।

28. **अनुसंधान के क्षेत्र** - (1) प्रत्येक विभाग या विशेषता के अंतर्गत नीचे सूचीबद्ध अनुसंधान के क्षेत्र उस संबंधित विशेषज्ञता के लिए अनुसंधान के प्रमुख क्षेत्र होंगे। शोध प्रबंध (डिसर्टेशन) विषय उस विशेष विशेषज्ञता के लिए निर्दिष्ट अनुसंधान के किसी एक प्रमुख क्षेत्र के लिए प्रासंगिक होंगे। यह चयनित क्षेत्रों में अधोमुखी (लोंगिटूडिनल) अनुसंधान की सुविधा प्रदान करता है और अनुवाद

संबंधी अनुसंधान और नवाचार को बढ़ावा दे सकता है। अनुसंधान के नए उभरते क्षेत्रों को शामिल करने के लिए आयोग द्वारा समय-समय पर दिशानिर्देश जारी किए जा सकते हैं।

(2) इसे सभी स्नातकोत्तर संस्थानों या कॉलेजों द्वारा अपनाया जाएगा :—

(क) आयुर्वेद संहिता और सिद्धांत:

(i) विभिन्न टिप्पणियों का समीक्षात्मक विश्लेषण;
(ii) विभिन्न संहिता में एक विशेष अवधारणा पर उपलब्ध साहित्य का संकलन और तुलनापरिकल्पना का निर्माण और इसका सत्यापन;
(iii) पांडुलिपियों की समीक्षा और आकलन;
(iv) विभिन्न वैज्ञानिक उपकरणों की सहायता से बुनियादी अवधारणाओं या परिकल्पना का सत्यापन;
(v) संहिताओं के मौलिक सिद्धांतों के लिए स्पष्ट ठोस / तरीकों या तकनीकों का विकास;
(vi) विभिन्न आयुर्वेदिक अवधारणाओं के आकलन के लिए उपकरण या स्कोर या विधियों का विकास;
(vii) आयुर्वेदिक ग्रंथों को समझने के लिए प्राचीन उपकरणों का अनुप्रयोग जैसे तंत्रयुक्ति आदि;
(viii) संहिताओं के विशेष संदर्भ में भारतीय ज्ञान को समझने के लिए उपयोग की जाने वाली अनुसंधान पद्धति का समीक्षात्मक अध्ययन और उसी के लिए उपकरण या सहायक उपकरण बनाना;
(ix) प्रमाण के अनुप्रयोग;
(x) आयुर्वेद के लिए अनुसंधान विधियों का विकास;
(xi) आयुर्वेद के बुनियादी सिद्धांतों को समझने के लिए गणितीय, कम्प्यूटेशनल सोच का उपयोग; और
(xii) आयुर्वेद के लिए संहिता आधारित शिक्षण विधियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(ख) रचना शारीर:

(i) विशिष्ट आयुर्वेदिक अवधारणाओं जैसे मर्म, कला, स्त्रोतस, अंगुली और अंजलि प्रमाण के नैदानिक अनुप्रयोग;
(ii) आधुनिक भ्रूणविज्ञान के संदर्भ में गर्भशारीर को समझना-;
(iii) मृत शरीर संशोधन (सुश्रुत के अनुसार) और मृत शरीर संरक्षण (मानव शव की संरक्षण विधि);
(iv) शल्य चिकित्सा (सर्जिकल) एनाटॉमी, पंचकर्म, अनुशस्त्र कर्म, क्रियाकल्प आदि के संबंध में अनुप्रयुक्त रचना शारीर विज्ञान से संबंधित अध्ययन;
(v) धातु और ऊतकों, स्त्रोतस, विवादास्पद अंगों जैसे क्लोम आदि से संबंधित अध्ययन.;
(vi) धातुओं का ऊतकीय अध्ययन; और
(vii) रचना शारीर के लिए शिक्षण विधियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास ।

(ग) क्रिया शारीर

(i) धातु पोषण सिद्धांतों की-व्याख्या;
(ii) स्वास्थ्य की रक्षा और अहार परिणाम की प्रक्रिया के बीच संबंध;
(iii) आधुनिक विज्ञान और मल्टी-ओमिक्स जैसी उन्नत तकनीकों के संदर्भ में दोष – धातु – मल को समझना;
(iv) मन और इंद्रिय की सिद्धांत की खोज और उपलब्धि में उनकी भूमिका;
(v) मानव शरीर में विभिन्न पद्धतियों के कार्यों को समझने में श्रोतविचार की भूमिका-;
(vi) अग्नि, कोष्ठ, सार, संहनन, प्रकृति आदि जैसी विभिन्न अवधारणाओं के लिए पैमानों या यंत्रों या सहायक उपकरणों का विकास और सत्यापन;
(vii) विभिन्न व्यवसायों में प्रकृति का अनुप्रयोग; और
(viii) क्रिया शारीर के लिए शिक्षण विधियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(घ) आयुर्वेदजीव विज्ञान-:

(i) आधुनिक वैज्ञानिक सहायक उपकरणों के संदर्भ में आयुर्वेद के बुनियादी सिद्धांतों की खोज करना;
(ii) जैविक सहायक उपकरणों की तर्ज पर आयुर्वेद के मौलिक सिद्धांतों पर अध्ययन;
(iii) शारीरिक और रोग अवस्था में मानव शरीर के मौलिक सिद्धांतों और जैविक प्रक्रिया का एकीकरण;

(iv) गुण के लिए निरूपक और आकलन उपकरणों का विकास;
(v) जीन के संदर्भ में बीज पर अध्ययन;
(vi) बीज दुष्टि की खोज और सत्यापन;
(vii) अतुल्यगोत्रिय से संबंधित अध्ययन;
(viii) आयुर्वेद में गणितीय सोच और कम्प्यूटेशनल विचार का अनुप्रयोग;
(ix) स्टेम सेल की तर्ज पर धातु विचार, और;
(x) आयुर्वेद-जीव विज्ञान के लिए शिक्षण विधियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(ङ) द्रव्यगुण विज्ञान:

(i) रसपंचक का अनुमान लगाने या आकलन करने के लिए उपकरणों का विकास;
(ii) रस, गुण, वीर्य, विपाक और प्रभाव का नई औषधियों का निर्धारण,
(iii) औषधि की पहचान के पारंपरिक तरीकों की तुलना;
(iv) क्लिनिकल फार्माकोलॉजी: औषधि प्रयोग (मार्ग या गमित्व, कल्पना, मात्रा, अनुपना, सीवन कला आदि) -प्रायोगिक अध्ययन;
(v) अग्रय संग्रहप्रायोगिक अध्ययन -;
(vi) अनुक्त द्रव्य, अभाव प्रतिनिधि द्रव्य, नृवंशविज्ञान (एथनोफार्माकोलॉजी);
(vii) नई औषधियों का समावेश;
(viii) सिलिको अध्ययन में- नेटवर्क फार्माकोलॉजी;
(ix) गुणवत्ता, सुरक्षा और प्रभावकारिता परीक्षण (प्रायोगिक) चरकोक्त भैषज्य परीक्षा का उपयोग करके;
(x) अच्छी खेती, संग्रह प्रथाएं और भंडारण प्रथाएं;
(xi) आयुर्वेद सिद्ध और ,यूनानी औषधियों की फार्माकोविजिलेंस
(xii) प्रभावकारिता परीक्षण : इन विट्रो या पशु में;
(xiii) औषधीय और एरोमैटिक पौधों के औषधीय गुणों पर नई कल्टीवेशन प्रौद्योगिकियों का प्रभाव;
(xiv) फार्माकोएपिडेमियोलॉजी; और
(xv) द्रव्यगुण के लिए शिक्षण विधियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(च) रस शास्त्र एवं भैषज्य कल्पना:

(i) भस्म निर्माण (शोधन और मरण प्रक्रियाओं) के उन्नत तरीके;
(ii) विभिन्न प्रकार के भस्मों का वर्णन;
(iii) विभिन्न प्रकार के भस्मों की सुरक्षा और प्रभावकारिता का आकलन;
(iv) रस-भस्म निर्मिति के रसायन विज्ञान और रासायनिक प्रौद्योगिकी को चरण-वार समझना;
(v) नए रसौषधिओ और भस्मों का निर्माण। गणितीय मॉडलिंग सहित परिकल्पना और प्रयोग;
(vi) प्रायोगिक अध्ययनों के माध्यम से भैषज्य कला की अवधारणा की खोज;
(vii) प्रायोगिक अध्ययनों के माध्यम से नई खुराक (डोज) रूपों की खोज करना;
(viii) उन्नत माइक्रोस्कोपी और इमेज प्रोसेसिंग सहित भस्म परीक्षा की स्थापना और भस्म परीक्षा के लिए तकनीक और प्रौद्योगिकी का विकास;
(ix) औषधीय प्रौद्योगिकी का विकास; तथा
(x) रसशास्त्र और भैषज्य कल्पना के लिए शिक्षण पद्धतियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(छ) अगदतंत्र एवं विधि वैद्यक:

(i) गर और दूषी विष-खाद्य अपमिश्रण के लिए आधुनिक दृष्टिकोण;
(ii) विरुद्ध आहार की अवधारणा और जैव रासायनिक (बायो केमिकल) मापदंडों का उपयोग करके स्वास्थ्य पर इसके प्रतिकूल प्रभावों के लिए लगने वाला समय;
(iii) वायु प्रदूषण, जल प्रदूषण, मृदा प्रदूषण आदि के संदर्भ में जनपदोध्वंस व्याधि और उनका प्रबंधन;
(iv) चतुर्विंशति उपक्रम (24 प्रबंधन प्रक्रियाएं) और उनकी व्यावहारिक उपयोगिता;
(v) खाद्य विषाक्तता का प्रबंधन;
(vi) विषाक्तता का सामान्य और आपातकालीन चिकित्सा प्रबंधन - आयुर्वेदिक पहलू;

(vii) विष या संपर्क विष के त्वचीय प्रत्यक्षीकरण का निदान और प्रबंधन - आयुर्वेदिक पहलू;
(viii) विभिन्न अगद पर प्रयोगात्मक और नैदानिक अध्ययन;
(ix) हर्बल या खनिज चेलेटिंग एजेंटों पर प्रयोगात्मक अध्ययन; तथा
(x) अगद तंत्र के लिए शिक्षण पद्धतियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(ज) स्वस्थवृत्त और योग:

(i) हेल्थ प्रमोशन में दिनचर्या, रात्रिचर्या और ऋतुचर्या की प्रासंगिकता;
(ii) ऋतु और दोष के निर्धारण के लिए वस्तुनिष्ठ मापदंडों का विकास;
(iii) धारणीय एवं अधारणीय वेगों आवेगों का नैदानिक प्रभाव;
(iv) आयुर्वेद में आहार और पोषण का वैचारिक और नैदानिक अध्ययन;
(v) स्वास्थ्य के संबंध में बल और ओजस की अवधारणा और उपकरण या पैमानों के साथ इसके लिए उद्देश्य मापदंडों का निर्माण;
(vi) स्वास्थ्य को बढ़ावा देने और रोगों की रोकथाम में ऋतुशोधन और रसायन की भूमिका;
(vii) जरा चिकित्सा और प्रजनन और बाल स्वास्थ्य में रसायन का दायरा;
(viii) संचारी और गैर-संचारी रोगों और जीवन शैली विकारों में स्वस्थवृत्त की भूमिका;
(ix) आयुर्वेद और योग का एकीकरण - विभिन्न जीवनशैली विकारों के प्रबंधन के लिए निवारक और उपचारात्मक पहलुओं के रूप में;
(x) आयुर्वेद द्वारा परिभाषित रोगों की व्यापकता को समझने के लिए महामारी विज्ञान(एपिडेमियोलॉजिकल) सर्वेक्षण, उदाहरण के लिए, आयुर्वेद के अनुसार मोटापा # बीएमआई;
(xi) प्रचलित रोगों में दोषों के प्रचलन को समझने के लिए महामारी विज्ञान (एपिडेमियोलॉजिकल) अध्ययन;
(xii) निद्रा और विभिन्न जीवन शैली या मनोदैहिक (साइकोसोमैटिक) विकारों या प्रतिरक्षा के बीच संबंध;
(xiii) आयुर्वेद आधारित फिटनेस मापदंडों का विकास;
(xiv) आकलन पैमानों का विकास जैसे निद्रा आदि का आकलन; तथा
(xv) स्वस्थवृत्त एवं योग के लिए शिक्षण पद्धतियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(झ) रोगनिदान एवं विकृतिविज्ञान :

(i) विभिन्न शास्त्रीय ग्रंथों के निदान स्थान में आधुनिक संदर्भ में रोगों की सम्प्राप्ति की समझ;
(ii) आम - इसके आकलन के लिए अवधारणा, इसके प्रभाव और उद्देश्य मापदंडों को समझना;
(iii) शोथ-अवधारणा को समझना, विभिन्न इन्फ़्लैमटॉरी मार्कर, हाल में हुई प्रगति आधुनिक और सम्प्राप्ति के साथ इसके जुड़ाव सहित उद्देश्य मानदंड;
(iv) नए इटियोलॉजिकल कारक और उनका प्रभाव जैसे, कॉन्टिनेंटल फूड, कम्यूटिंग तरीके आदि;
(v) आवरण की अवधारणा को समझना और आवरण के लिए निदान विकसित करना:
(vi) विभिन्न रोगों में षट् क्रिया काल को समझना;
(vii) प्रोग्नोसिस और वस्तुनिष्ठ मापदंडों के विकास में उपद्रव और अरिष्ट जैसी अवधारणाओं का अनुप्रयोग;
(viii) देह बल, रोग बल, अग्नि बल और चेतस बल के लिए उपकरणों का विकास;
(ix) आयुर्वेदिक सिद्धांतों पर आधारित नैदानिक उपकरणों का विकास;
(x) आयुर्वेद सिद्धांतों के संदर्भ में आधुनिक नैदानिक परीक्षण रिपोर्टों की व्याख्या या अध्ययन के लिए कार्यपद्धति का विकास; तथा
(xi) रोग निदान के लिए शिक्षण तरीकों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास

(ञ) पंचकर्म:

(i) पंचकर्म के लिए उपकरणों या सहायक उपकरणों का विकास - संभावित संशोधन;
(ii) पंचकर्म प्रक्रियाओं और इसके उद्देश्य मापदंडों के अंतिम बिंदुओं को परिभाषित करना;
(iii) निवारक स्वास्थ्य, प्रोत्साहन स्वास्थ्य, उपचारात्मक स्वास्थ्य, पुनर्वास स्वास्थ्य और वृद्धावस्था स्वास्थ्य में पंचकर्म के प्रयोग;
(iv) प्रक्रियाओं की क्रियाविधि को स्पष्ट करना;
(v) प्रक्रियाओं में आधुनिक संशोधन;
(vi) पंचकर्म और उपकर्म प्रक्रियाओं का मानकीकरण;

(vii) विभिन्न शोधन प्रक्रियाओं के प्रभाव का पता लगाने के लिए जैव रासायनिक (बायोकैमिकल) पैरामीटर:
(viii) पंचकर्म के लिए समझाई गई विभिन्न औषधियों की अन्वेषण (खोज) और स्थापना;
(ix) प्रत्येक प्रक्रिया के लिए एक फिटनेस सिस्टम और प्रक्रियाओं के लिए मानक संचालन प्रक्रियाओं (एसओपी) का विकास
(x) फिजियोथेरेपी, स्पोर्ट्स मेडिसिन आदि के साथ एकीकृत दृष्टिकोण का विकास; और
(xi) पंचकर्म के लिए शिक्षण विधियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(ट) कायचिकित्सा:

(i) विकट नैदानिक स्थितियों का आपातकालीन प्रबंधन;
(ii) असाध्य रूप से बीमार रोगियों का आयुर्वेदिक चिकित्सा प्रबंधन;
(iii) होस्ट, स्त्रोत, धातु, मल आदि के सुदृढ़ीकरण से संबंधित संक्रमण;
(iv) नर्वस सिस्टम, मस्कुलोस्केलेटल सिस्टम, हृदय प्रणाली, गैस्ट्रो- इंटेस्टिनल सिस्टम, मुतराजननांगी प्रणाली आदि जैसे प्रणालीगत रोगों या विकारों का नैदानिक प्रबंधन;
(v) प्रशामक (पैलिएटिव) देखभाल;
(vi) अपक्षयी (खराब) स्थितियां;
(vii) अनुवांशिक रोग या विकार;
(viii) च्यपाच्य रोग;
(ix) वृद्धावस्था संबंधी समस्याएं;
(x) गैस्ट्रोइंटेस्टिनल ट्रैक्ट (जीआईटी) विकार;
(xi) न्यूरोलॉजिकल स्थितियां;
(xii) ऑटो-इम्यून विकार;
(xiii) अंतस्रावी : विकार;
(xiv) गैर-संचारी रोग एनसीडी की रोकथाम;
(xv) व्याधिहरण रसायन; तथा
(xvi) कायचिकित्सा के लिए शिक्षण पद्धतियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(ठ) शल्य तंत्र:

(i) विभिन्न प्रक्रियाओं के लिए उपकरणों या सहायक उपकरणों का विकास;
(ii) विभिन्न प्रक्रियाओं का मानकीकरण;
(iii) सर्जिकल प्रक्रियाओं का मानकीकरण;
(iv) मौजूदा सर्जिकल प्रथाओं में संशोधन;
(v) शास्त्रीय प्रक्रियाओं की अन्वेषण (खोज) और स्थापना जो व्यवहार में नहीं है;
(vi) विभिन्न अनुशस्त्र कर्मों के लिए नए तरीकों, प्रौद्योगिकी आदि की खोज;
(vii) क्षार सूत्र के दायरे का विस्तार; तथा
(viii) शल्य तंत्र के लिए शिक्षण तरीकों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(ड) शालाक्य तंत्र- नेत्र:

(i) विभिन्न प्रक्रियाओं के लिए उपकरणों या सहायक उपकरणों का विकास;
(ii) नैदानिक प्रौद्योगिकी का विकास;
(iii) विभिन्न प्रक्रियाओं का मानकीकरण;
(iv) शल्य चिकित्सा (सर्जिकल) प्रक्रियाओं का मानकीकरण;
(v) मौजूदा शल्य चिकित्सा (सर्जिकल) प्रथाओं में संशोधन;
(vi) शास्त्रीय प्रक्रियाओं की अन्वेषण खोज और स्थापना जो अभ्यास में नहीं;
(vii) विभिन्न क्रियाकल्प प्रक्रियाओं के लिए नए तरीकों, प्रौद्योगिकी, उपकरणों आदि की खोज; तथा
(viii) शालाक्य-नेत्र के लिए शिक्षण तरीकों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(ढ) शालाक्य तंत्र- कर्ण, नासा और मुखरोग:

(i) विभिन्न प्रक्रियाओं के लिए उपकरणों या सहायक उपकरणों का विकास;
(ii) नैदानिक प्रौद्योगिकी का विकास;

(iii) विभिन्न प्रक्रियाओं का मानकीकरण;
(iv) शल्य चिकित्सा (सर्जिकल) प्रक्रियाओं का मानकीकरण;
(v) मौजूदा शल्य चिकित्सा (सर्जिकल) प्रथाओं में संशोधन;
(vi) शास्त्रीय प्रक्रियाओं की अन्वेषण (खोज) और स्थापना जो अभ्यास में नहीं;
(vii) विभिन्न क्रियाकल्प प्रक्रियाओं के लिए नए तरीकों, प्रौद्योगिकी, उपकरणों आदि की खोज; तथा
(viii) शालक्य कर्ण, नासा, मुख के लिए शिक्षण पद्धतियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(ण) कौमार भृत्य:

(i) वृद्धि और विकास;
(ii) भारत में 'सामान्य बच्चे' के पैरामीटर;
(iii) आवर्ती संक्रमण;
(iv) पोषण, कुपोषण और बचपन में होने वाला मोटापा;
(v) सामान्य प्रतिरक्षा, आहार संबंधी एलर्जी;
(vi) शिशुओं में होने वाले स्तन्यदुष्टि और रोग;
(vii) गैजेट की लत, व्यवहार संबंधी समस्याएं;
(viii) ऑटिज्म, अटेंशन डेफिसिट हाइपरएक्टिविटी डिसऑर्डर एडीएचडी आदि;
(ix) सेरेब्रल पाल्सी;
(x) वैक्सीन एडजुवेंट्स;
(xi) स्वर्ण प्राशन और अन्य संस्कार;
(xii) मेध्य रसायन और संज्ञानात्मक कार्य;
(xiii) कौमार पंचकर्म
(xiv) बच्चों में प्रकृति, सार आदि का आकलन
(xv) आनुवंशिक, जन्मजात रोग और जन्मजात विसंगतियां;
(xvi) एनीमिया, कृमि संक्रमण आदि और
(xvii) बालरोग के लिए शिक्षण पद्धतियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(त) स्त्रीरोग - प्रसूति तंत्र:

(i) महिला बांझपन (इनफर्टिलिटी) ;
(ii) फैलोपियन ट्यूबों से संबंधित विषय;
(iii) प्रीकॉन्सेप्शनल केयर;
(iv) प्रसवपूर्व, प्रसव और प्रसव के बाद की देखभाल;
(v) एंडोमेट्रियोसिस और यूटेराइन डिसफंक्शन;
(vi) मासिक अनियमितताएं, अंडाशय संबंधी समस्याएं, पॉलीसिस्टिक ओवरी सिंड्रोम (पीसीओएस) या पॉलीसिस्टिक ओवेरियन डिजीज पीसीओडी;
(vii) इंट्रायूटेराइन वृद्धि में कमी;
(viii) गर्भावस्था, गर्भावधि मधुमेह, एक्लैम्पसिया आदि में एनीमिया,
(ix) अंतस्रावी : विकार विशेषता संबंधी समस्याएं;
(x) गर्भास्यग्रीवशोध, प्रदर आदि।
(xi) प्रीमेंसट्रूअल सिंड्रोम;
(xii) रजोनिवृत्ति सिंड्रोम;
(xiii) महिला योन रोग डिसफंक्शन;
(xiv) प्रसव पूर्व देखभाल;
(xv) गर्भ संस्कार; तथा
(xvi) स्त्री रोग - प्रसूति तंत्र के लिए शिक्षण पद्धति, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(थ) मनोविज्ञान एवं मानस रोग:

(i) सत्व, काय और अन्य मनोभावों के लिए आकलन पैमानों का विकास;
(ii) मानस रोग और इसका आयुर्वेदिक प्रबंधन;
(iii) नई उभरती मानसिक स्थितियों के लिए सम्प्राप्ति और सम्प्राप्ति घटक की स्थापना;
(iv) परामर्श तकनीक विकसित करना;

(v) मानस रोग के प्रबंधन से संबंधित अध्ययन;

(vi) मानसिक स्वास्थ्य, निद्रा आदि से संबंधित अध्ययन; तथा

(vii) मानस रोग एवं मनोविज्ञान के लिए शिक्षण पद्धति, प्रौद्योगिकी और उपकरणों का विकास।

(द) रसायन और वाजीकरण:

(i) विभिन्न वाजीकरण भव के लिए आकलन पैमानों का विकास;

(ii) रेतसपरीक्षा, गर्भाशय ग्रीवा , बलगम, पोस्ट कोइटल परीक्षण से संबंधित अध्ययन;

(iii) बांझपन, योन रोगों, डिसफंक्शन के प्रबंधन से संबंधित अध्ययन;

(iv) सुसंतान से संबंधित अध्ययन (स्त्री रोग - प्रसूति तंत्र के सहयोग से)

(v) उत्तर बस्ती आदि जैसी प्रक्रियाओं का मानकीकरण।

(vi) विभिन्न अनन्वेषित (अनएक्सप्लॉरड) वाजीकरण औषधियों और सूत्रों की खोज करना;

(vii) अंतर्गर्भाशयी, गर्भाधन और प्रजास्थापन औषधियों की भूमिका;

(viii) इनविट्रो फर्टिलाइजेशन की तकनीकों और वाजीकरण की भूमिका के साथ सहयोगी अध्ययन;

(ix) वाजीकरण समस्याएं (पंचकर्म विभाग के सहयोग से) के लिए विभिन्न पंचकर्म प्रक्रियाओं की खोज; तथा

(x) रसायन और वाजीकरण के लिए शिक्षण पद्धतियों, शिक्षण प्रौद्योगिकी और शिक्षण उपकरणों का विकास।

(3) सभी स्नातकोत्तर विभागों से प्रति वर्ष केवल एक छात्र को "शिक्षण विधियों, शिक्षण प्रौद्योगिकी और शिक्षण के लिए उपकरणों के विकास" के प्रमुख क्षेत्र में एक शोध प्रबंध (डिसर्टेशन) विषय का चयन करने की अनुमति होगी।

29. **स्नातकोत्तर छात्रों के लिए शिष्यवृति/ वृत्तिका** - केंद्र सरकार, राज्य सरकार और केंद्र शासित प्रदेश संस्थानों से संबंधित स्नातकोत्तरं छात्रों के लिए, वृत्तिका / शिष्यवृति संबंधित सरकारों के अंतर्गत अन्य चिकित्सा पद्धतियों के बराबर भुगतान किया जाएगा और चिकित्सा पद्धतियों के बीच कोई अंतर नहीं होगा।

30. **स्नातकोत्तर शिक्षण संकाय की अर्हता और अनुभव**- (1) किसी मान्यता प्राप्त विश्वविद्यालय से प्राप्त संबंधित विशेषता या विषय में स्नातकोत्तर डिग्री रखने वाले और भारतीय चिकित्सा केंद्रीय परिषद अधिनियम, 1970 (1970 का 48) की दूसरी अनुसूची में शामिल या अधिनियम की धारा 35 और धारा 36 के अंतर्गत मान्यता प्राप्त है;

(2) संबंधित राज्य बोर्ड या परिषद के साथ एक वैध पंजीयन, या भारतीय चिकित्सा पद्धति आचार एवं पंजीयन बोर्ड द्वारा जारी एक वैध केंद्रीय या राष्ट्रीय पंजीयन प्रमाण पत्र; तथापि, गैर-चिकित्सा अर्हता वाले शिक्षकों के लिए पंजीयन प्रमाण पत्र लागू नहीं होगा।

(3) प्रोफेसर के पद के लिए, - (क) संबंधित विषय में स्नातकोत्तर शिक्षा में दस वर्ष के नियमित शिक्षण अनुभव के साथ एक शिक्षक, या संबंधित विषय में नियमित आधार पर स्नातकोत्तर शिक्षण में एसोसिएट प्रोफेसर के रूप में पांच वर्ष का अनुभव; या

(ख) केंद्र सरकार, राज्य सरकार, केंद्र शासित प्रदेश प्रशासन, विश्वविद्यालयों, राष्ट्रीय संस्थानों के अनुसंधान संस्थानों या परिषदों में नियमित नियुक्तियों के साथ, संबंधित विषय में स्नातकोत्तर डिग्री रखने के बाद एक पूर्णकालिक शोधकर्ता के रूप में कुल दस वर्षों का अनुसंधान अनुभव, या नेशनल एक्रीडिटेशन बोर्ड फॉर टेस्टिंग एंड कैलिब्रेशन लेबोरेटरीज (एनएबीएल) द्वारा मान्यता प्राप्त अनुसंधान प्रयोगशालाएं, बशर्ते कि निम्नलिखित मानदंडों को पूरा किया जाए:

(i) आयोग द्वारा आयोजित राष्ट्रीय शिक्षक पात्रता परीक्षा में योग्यता प्राप्त; और

(ii) सूचीकृत पत्रिकाओं में प्रकाशित न्यूनतम पांच शोध पत्र (विश्वविद्यालय अनुदान आयोग अकादमिक और अनुसंधान नैतिकता के लिए कंसोर्टियम (UGC-CARE), पबमेड (PubMed), वेब ऑफ़ साइंस, साइंस साइटेशन इंडेक्स, स्कोपस) में सूचीकृत; अथवा आयुर्वेद से संबंधित दो प्रकाशित पुस्तकें या मैनुअल; अथवा

(iii) तीन वर्ष या उससे अधिक की अवधि के साथ किसी भी प्रमुख शोध परियोजना के लिए अन्वेषक।

(4) एसोसिएट प्रोफेसर के पद के लिए: (क) संबंधित विषय में स्नातकोत्तर शिक्षण में नियमित शिक्षक के रूप में पांच वर्ष का कुल शिक्षण अनुभव; अथवा

(ख) संबंधित विषय में स्नातकोत्तर डिग्री रखने के बाद, केंद्र सरकार, राज्य सरकार, केंद्र शासित प्रदेश प्रशासन, विश्वविद्यालयों, नेशनल एक्रीडिटेशन बोर्ड फॉर टेस्टिंग एंड कैलिब्रेशन लेबोरेटरीज (एनएबीएल) द्वारा मान्यता प्राप्त अनुसंधान प्रयोगशालाओं में नियमित नियुक्तियों के साथ पूर्णकालिक शोधकर्ता के रूप में कुल पांच वर्ष का शोध अनुभव, बशर्ते कि निम्नलिखित मानदंड पूरे हों: –

(i) आयोग द्वारा आयोजित राष्ट्रीय शिक्षक पात्रता परीक्षा में अर्हता प्राप्त; और

(ii) सूचीकृत पत्रिकाओं में प्रकाशित न्यूनतम तीन शोध पत्र (विश्वविद्यालय अनुदान आयोग - अकादमिक और अनुसंधान नैतिकता के लिए कंसोर्टियम (UGC-CARE) पबमेड (PubMed), वेब ऑफ़ साइंस, साइंस साइटेशन इंडेक्स, स्कोपस) में सूचीकृत; या आयुर्वेद से संबंधित एक प्रकाशित पुस्तक या मैनुअल;

(iii) किसी भी शोध परियोजना के लिए न्यूनतम तीन वर्ष से अवधि के साथ अन्वेषक।

(5) शल्य तंत्र, शालाक्य – नेत्र, शालाक्य – कर्ण, नासा और मुख और स्त्री रोग - प्रसूति तंत्र के स्नातकोत्तर विभागों में शिक्षण संकाय के रूप में नियुक्ति के लिए अनुसंधान अनुभव पर विचार नहीं किया जाएगा।

(6) असिस्टेंट प्रोफेसर का पद धारण करने के लिए, एक व्यक्ति को आयोग द्वारा आयोजित राष्ट्रीय शिक्षक पात्रता परीक्षा में उत्तीर्ण होना चाहिए।

(7) राष्ट्रीय शिक्षक पात्रता परीक्षा में अर्हता प्राप्त करना किसी भी व्यक्ति के लिए अनिवार्य है, चाहे वह किसी भी कैडर का हो, जो आयुर्वेद में शिक्षण व्यवसाय में प्रवेश करना चाहता है।

(8) एक नियमित पूर्णकालिक डॉक्टर ऑफ फिलॉसफी कार्यक्रम के दौरान अर्जित वास्तविक शोध अनुभव, प्रवेश लेने की तिथि से लेकर शोध प्रबंध जमा करने की तिथि तक, और अधिकतम तीन वर्ष, को शिक्षण अनुभव माना जाएगा। पीएचडी आवंटन पत्र, पूर्णकालिक पीएचडी कार्यक्रम में प्रवेश लेने का प्रमाण (प्रूफ) और विश्वविद्यालय को शोध प्रबंध जमा करने का प्रमाण (प्रूफ) इस संबंध में साक्ष्य के रूप में माना जाएगा।

(9) एकीकृत स्वास्थ्य और अनुवादात्मक अनुसंधान विभाग में, स्वस्थवृत्त एवं योग में स्नातकोत्तर डिग्री के साथ कम से कम एक पूर्णकालिक नियमित प्रोफेसर अधिमानतः पीएचडी के साथ होगा। इसके अतिरिक्त, एक बायोकेमिस्ट, माइक्रोबायोलॉजिस्ट, फार्माकोलॉजिस्ट और बायोस्टैटिस्टिशियन को अंशकालिक आधार पर नियुक्त किया जाएगा।

(10) (क) अस्थायी या संविदात्मक नियुक्तियों की अनुमति नहीं दी जाएगी। तथापि, सरकारी संस्थाओं के प्रकरण में संविदात्मक नियुक्तियों की अनुमति निम्नलिखित शर्तों के अंतर्गत दी जा सकती है –

(i) एक अस्थायी व्यवस्था माना जाएगा;

(ii) विशेष विभाग में किसी विशेष पद के लिए दो वर्ष से अधिक नहीं होगा;

(iii) राष्ट्रीय शिक्षक पात्रता परीक्षा में अर्हता प्राप्त होगी।

(ख) संबंधित कैडर के अनुसार वेतन लाभ के बिना अस्थायी पदोन्नति या पदोन्नति को मान्य नहीं किया जाएगा ।

(11) संस्थान के प्रमुख, प्रिंसिपल, डीन, या निदेशक के पद के लिए योग्यता और अनुभव पूर्वकथित योग्यता और अनुभव होगा जो इन विनियमों में प्रोफेसर के पद के लिए निर्धारित है, जिसमें कम से कम तीन वर्ष का प्रशासनिक अनुभव जैसे, वाइस प्रिंसिपल, विभागाध्यक्ष, उप चिकित्सा अधीक्षक, या चिकित्सा अधीक्षक होगा।

(क) आयोग द्वारा आयोजित 'शैक्षिक प्रशासन' पर क्षमता निर्माण कार्यक्रम या आयोग द्वारा अनुमोदित किसी अन्य समकक्ष कार्यक्रम में भाग लिया होगा, या संस्थान के प्रमुख के रूप में पद धारण करने की तिथि से छह माह के भीतर इस प्रकार के कार्यक्रम में भाग लेंगे।

(ख) शैक्षणिक प्रशासन पर अभिविन्यास कार्यक्रम को सफलतापूर्वक पूरा करना संस्थान के प्रमुख के पद पर बने रहने के लिए एक अनिवार्य आवश्यकता है।

(ग) ऐसा न करने पर, भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा संस्थान के प्रमुख के पद के लिए उस पर विचार नहीं किया जाएगा।

(12) (क) इन विनियमों के अनुसार प्रत्येक पात्र शिक्षक को भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा विशिष्ट शिक्षक कोड प्रदान किया जाएगा।

(ख) विशिष्ट शिक्षक कोड प्राप्त करने की प्रक्रिया और विशिष्ट शिक्षक कोड को वापस लेने का विवरण नियम भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों और संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन और रेटिंग) विनियम 2024 के प्रावधानों के अनुसार होगा।

(13) शिक्षक की सेवानिवृत्ति की आयु:- शिक्षकों की सेवानिवृत्ति की आयु केंद्र, राज्य या संघ राज्य क्षेत्र प्रशासन के आदेश के अनुसार होगी और पात्रता मानदंडों को पूरा करने वाले सेवानिवृत्त शिक्षकों को पूर्णकालिक नियमित शिक्षकों के रूप में पैंसठ वर्ष की आयु तक फिर से नियोजित किया जा सकता है।

(14) शिक्षक की उपस्थिति:-(क) प्रत्येक शिक्षक की उपस्थिति प्रत्येक कैलेंडर वर्ष या आकलन वर्ष के कार्य दिवसों के दौरान पचहत्तर प्रतिशत से कम नहीं होगी।

(ख) उपस्थिति की गणना शिक्षक दिवसों के अनुसार की जाएगी।

स्पष्टीकरण: इन विनियमों के प्रयोजनों के लिए, 'शिक्षक दिवस' का तात्पर्य उन दिनों की कुल संख्या से है जो एक पूर्णकालिक

नियमित शिक्षक ,कॉलेज और उसके शिक्षण अस्पताल में बारह माह की अवधि में कार्य करता है या उपस्थित रहता है, जहां उन्हें आयोग द्वारा लागू उपस्थिति सिस्टम के आधार पर नियुक्त किया गया है।

(15) अनुमति पत्र जारी करने से पहले शिक्षण कर्मचारियों को कार्यमुक्त करने और प्रतिस्थापन, शिक्षण कर्मचारियों की प्रतिनियुक्ति, सलाहकारों और शिक्षण कर्मचारियों के अनुभव पर नियम भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों और संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन और रेटिंग) विनियम 2024 में प्रदान किए गए प्रावधानों के अनुसार होंगे।

(16) प्रत्येक शिक्षण संकाय को तीन वर्ष में एक बार "चिकित्सा शिक्षा प्रौद्योगिकी अथवा गुणवत्ता सुधार कार्यक्रम अथवा संकाय विकास कार्यक्रम" से गुजरना होगा।

31. **शिक्षण शुल्क**- "राज्य सरकार, केंद्र शासित प्रदेश प्रशासन या विश्वविद्यालय द्वारा गठित संबंधित शुल्क निर्धारण समिति, शुल्क नियामक समिति या शासी समिति द्वारा निर्दिष्ट और निर्धारित शिक्षण शुल्क केवल तीन वर्ष की पाठ्यक्रम अवधि के लिए लिया जाएगा। परीक्षा में असफल होने या किसी अन्य कारण से अध्ययन की विस्तारित अवधि के लिए कोई शिक्षण शुल्क नहीं लिया जाएगा।

32. **पाठ्यक्रम प्रारंभ और प्रवेश की कट-ऑफ तिथि**- (1) प्रथम वर्ष स्नातकोत्तर कार्यक्रम सामान्य रूप से प्रत्येक वर्ष अगस्त के पहले कार्य दिवस पर आरंभ होगा, और स्नातकोत्तर डिग्री कार्यक्रम में प्रवेश के लिए कट-ऑफ तिथि सामान्य रूप से प्रत्येक शैक्षणिक सत्र के 31 जुलाई को होगी, या आयोग द्वारा समय-समय पर निर्धारित की जाएगी।

(2) प्रत्येक संस्थान तालिका-10 में निर्धारित शैक्षणिक कैलेंडर के अनुसार शैक्षणिक गतिविधियों या कार्यक्रमों का संचालन करेगा।

तालिका-10

स्नातकोत्तर डिग्री कार्यक्रमों के लिए टेंटेटिव शैक्षणिक कैलेंडर

(डॉक्टर ऑफ मेडिसिन -एमडी या मास्टर ऑफ सर्जरी-एमएस)

(कार्यक्रम की कुल अवधि - 36 माह)

क्रम संख्या	शैक्षणिक गतिविधि या कार्यक्रम	समयसीमा
(1)	(2)	(3)
1	कार्यक्रम का आरंभ	अगस्त माह का पहला कार्यदिवस
2	स्नातकोत्तर अभिविन्यास कार्यक्रम	पंद्रह से बीस कार्य दिवस
3	स्नातकोत्तर शोध प्रबंध(डिसर्टेशन) गतिविधि के लिए मार्गदर्शक आवंटन	अक्टूबर (तीसरा माह)
4	विश्वविद्यालय द्वारा पहला योगात्मक आकलन	जनवरी का तीसरा या चौथा सप्ताह (छठा माह) (पहले सेमेस्टर के अंत में)
5	रूपरेखा प्रस्तुत करना	अप्रैल (नौवां माह)
6	विश्वविद्यालय द्वारा दूसरा योगात्मक आकलन	जुलाई का तीसरा या चौथा सप्ताह (बारहवां माह) (दूसरे सेमेस्टर के अंत में)
7	पहली प्रगति समीक्षा	अठारहवां माह (जनवरी)
8	दूसरी प्रगति की समीक्षा	चौबीसवां माह (जुलाई)
9	तीसरी प्रगति की समीक्षा	तीसवाँ माह (जनवरी)
10	शोध प्रबंध (डिसर्टेशन) कार्य का पूर्व-प्रस्तुतीकरण	जनवरी-मार्च (तीसवें से बत्तीसवें माह)
11	शोध प्रबंध (डिसर्टेशन) प्रस्तुत करना	जनवरी-मार्च (तीसवें से बत्तीसवें माह)
12	संस्थान के प्रमुख द्वारा विश्वविद्यालय को शोध प्रबंध(डिसर्टेशन) प्रस्तुत करना	अप्रैल (तैंतीसवां माह)
13	विश्वविद्यालय द्वारा तीसरा योगात्मक आकलन	जुलाई का तीसरा या चौथा सप्ताह (छत्तीसवां माह) (छठे सेमेस्टर के अंत में)

नोट:- तीसरे योगात्मक आकलन के अंतिम दिन (सिद्धांत, व्यावहारिक, या नैदानिक, जैसी भी स्थिति हो) को कार्यक्रम का अंतिम कार्य दिवस माना जा सकता है।

अध्याय VIII

नए स्नातकोत्तर कार्यक्रमों का प्रारंभ (डॉक्टर ऑफ मेडिसिन -एमडी या मास्टर ऑफ सर्जरी-एमएस) और मौजूदा स्नातकोत्तर कार्यक्रमों में छात्र प्रवेश क्षमता में वृद्धि

33. नए स्नातकोत्तर कार्यक्रमों का प्रारंभ:- (1) एक नए चिकित्सा संस्थान की स्थापना, छात्र प्रवेश क्षमता में वृद्धि; या किसी भी स्नातकोत्तर कार्यक्रम के प्रारंभ के लिए एक आवेदन के उत्तर में भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड से पूर्व लिखित अनुमति की आवश्यकता होगी।

(2) नए चिकित्सा संस्थानों का प्रारंभ, स्नातकोत्तर डिग्री कार्यक्रमों का आरंभ और छात्र प्रवेश क्षमता में वृद्धि अधिनियम की धारा 29 के अनुसार होगा।

34. **सामान्य विचार**- (1) नई योजनाओं के लिए आवेदन प्राप्त करने की अंतिम तिथि प्रत्येक वर्ष आयोग की वेबसाइट पर भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा प्रदर्शित की जाएगी।

(2) आवेदन एक व्यक्ति विश्वविद्यालय, सोसाइटी, ट्रस्ट या किसी अन्य निकाय द्वारा प्रस्तुत किए जाएंगे (केंद्र सरकार शामिल नहीं है)।

(3) एक नया स्नातकोत्तर कार्यक्रम प्रारंभ करने या प्रवेश क्षमता में वृद्धि के लिए आवेदन ऑनलाइन या ऑफलाइन प्रस्तुत किए जाएंगे, जैसा कि समय-समय पर भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा प्रदान किया गया है।

(4) आवेदन इन विनियमों की तालिका-11 में दिए गए अनुसार निर्धारित आवेदन शुल्क और प्रसंस्करण शुल्क के साथ प्रस्तुत किए जाएंगे।

(5) अंतिम तिथि के बाद आवेदन वापस लेने का कोई प्रावधान नहीं है।

(6) अंतिम तिथि से पहले आवेदन वापस लेने के प्रकरण में, आवेदन शुल्क वापस नहीं किया जाएगा।

(7) स्थानीय भाषा में कोई भी संलेख हिंदी या अंग्रेजी भाषा के प्रतिलेख के साथ प्रस्तुत किया जाएगा;

(8) आवेदन जमा करने से पहले, आवेदक को अधिनियम और संबंधित नियमों की समीक्षा करनी चाहिए और समझना चाहिए।

35. **पूर्व-आवश्यकताएं**-(1) संबंधित राज्य सरकार या केंद्र शासित प्रदेश प्रशासन से एक अनिवार्यता प्रमाण पत्र इन नियमों के साथ संलग्न निर्धारित प्रारूप में आवेदन के समय प्रस्तुत किया जाएगा। यह स्नातकोत्तर चिकित्सा संस्थान की स्थापना अथवा नए स्नातकोत्तर कार्यक्रम प्रारंभ करने अथवा सीटों या छात्र प्रवेश क्षमता को बढ़ाने पर लागू होता है। (कृपया अनुलग्नक – III देखें)

(2) संबंधित विश्वविद्यालय से संबद्धता की सहमति, स्पष्ट रूप से शैक्षणिक वर्ष या संबद्धता के वर्षों का उल्लेख करते हुए, निर्धारित प्रपत्र (अनुलग्नक – IV) में प्रदान की जाएगी।

(3) एक ही ट्रस्ट, सोसाइटी या विश्वविद्यालय द्वारा संचालित किन्हीं दो आयुर्वेद मेडिकल कॉलेजों के बीच रेडियल दूरी पच्चीस किलोमीटर से कम नहीं होगी।

(4) (क) स्टैंड-अलोन स्नातकोत्तर संस्थान के प्रकरण में, एक आवेदन, प्रस्ताव या योजना जमा करते समय, इसमें पूर्ण रूप से कार्यशील साठ बिस्तरों वाला आयुर्वेद चिकित्सालय होगा जिसने उचित पंजीयन के साथ स्थापना के बाद अस्तित्व के कम से कम चौबीस माह (अर्थात दो वर्ष की कार्यशीलता) पूर्ण कर लिए हों।

(ख) चिकित्सालय ने आधारभूत संरचना, मानव संसाधन, कार्यक्षमता, उपकरण और सहायक उपकरणों सहित सुविधाओं के संदर्भ में सभी न्यूनतम आवश्यक मानकों को पूरा किया होगा, जैसा कि आवेदन जमा करते समय भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों एवं संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में प्रदान किया गया है।

(5) चिकित्सालय की कार्यक्षमता के दो वर्षों के लिए निम्नलिखित पर विचार किया जाएगा।

(क) चिकित्सालय के नाम पर एक राष्ट्रीयकृत बैंक में एक स्वतंत्र बैंक खाते में सलाहकारों और अन्य चिकित्सालय के कर्मचारियों के वेतन को दर्शाते हुए बैंक लेनदेन;

(ख) चिकित्सालय की कार्यक्षमता को इंगित करने वाले बैंक लेनदेन, जैसे औषधिओं और चिकित्सालय की उपभोग्य सामग्रियों की आवधिक खरीद, प्रासंगिक करों का भुगतान, चिकित्सालय की आय, और इसी प्रकार;

(ग) सुव्यवस्थित रूप से प्रलेखित (भौतिक या इलेक्ट्रॉनिक, जैसा कि भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा निर्धारित किया गया है) चिकित्सालय के रिकॉर्ड, जिसमें बहिरंग रोगी विभागों और अंतरंग रोगी विभागों में रोगी की उपस्थिति, चिकित्सालय के रखरखाव को दिखाने वाले अभिलेख और स्थानीय या संबंधित अधिकारियों से आवश्यक अनुमतियों का नवीनीकरण शामिल है;

(घ) चिकित्सालय में आवेदन के समय कम से कम चिकित्सालयों और स्वास्थ्य सेवा प्रदाताओं के लिए राष्ट्रीय प्रत्यायन बोर्ड, (एनएबीएच) प्रवेश स्तर होगा ।

36. **एक स्नातक कॉलेज में स्नातकोत्तर डिग्री कार्यक्रम प्रारंभ करने हेतु आवेदन के लिए:-** कॉलेज निम्नलिखित को पूरा करेगा:-

(1) अधिनियम की धारा 28 के अंतर्गत पूर्ण रूप से स्थापित स्नातक कॉलेज या संस्थान;

(2) एक सौ (100), एक सौ पचास (150), या दो सौ (200) की प्रवेश क्षमता वाले स्नातक कॉलेज और भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा प्रदान ग्रेड 'ए' या 'बी' रेटेड स्नातकोत्तर कार्यक्रम प्रारंभ करने के लिए पात्र होंगे;

37. **विभागवार पात्रता:** (1) स्नातक विभाग जिनमें स्नातकोत्तर कार्यक्रम प्रस्तावित है, निम्नलिखित पात्रता मानदंडों को पूरा करेंगे:-

(क) जिन विभागों में स्नातकोत्तर कार्यक्रम प्रस्तावित है, उनमें आधारभूत संरचना, मानव संसाधन और कार्यक्षमता के संदर्भ में भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा आवेदन के वर्ष सहित पिछले तीन शैक्षणिक सत्रों के दौरान किसी भी प्रकार की कमी नहीं पाई गई होगी।;

(ख) अधिनियम की धारा 28 की उपधारा (1) के खंड (एफ) के अंतर्गत भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड विभाग पर कार्रवाई नहीं की गई है;

(ग) विभागीय अंतरंग रोगी (इनपेशेंट) वार्डों में अंतरग रोगी बेड ऑक्यूपेंसी अस्सी प्रतिशत से कम नहीं होगी जहां स्नातकोत्तर कार्यक्रम प्रस्तावित है।

(घ) स्त्री रोग और प्रसूति विभाग के लिए प्रति माह कम से कम बीस प्रसव आवश्यक हैं।

38. **स्टैंड-अलोन स्नातकोत्तर संस्थान की स्थापना के लिए आवेदन हेतु पात्रता।-** (1) इन नियमों के अंतर्गत आवेदन करने के लिए, एक व्यक्ति, समाज, ट्रस्ट, विश्वविद्यालय, संस्थान या कोई अन्य निकाय पात्र होगा यदि:-

(क) आवेदक का उद्देश्य भारतीय चिकित्सा पद्धति या आयुर्वेद में शिक्षा प्रदान करना होगा।

(ख) न्यूनतम अपेक्षित भूमि और अन्य विनिर्देश इन विनियमों में विनियम 10 में दिए गए अनुसार होंगे।

(ग) भूमि के लिए पट्टा (लीज) समझौते वाले संस्थानों के प्रकरण में, संस्थान को पट्टा (लीज) अवधि के अंतिम तीन वर्षों के दौरान प्रवेश के लिए अनुमति नहीं दी जाएगी जब तक कि संस्थान प्रत्येक वर्ष एक नोटरीकृत शपथपत्र प्रस्तुत नहीं करता है जिसमें कहा गया है कि पट्टे (लीज) को इसकी समाप्ति से पहले नवीनीकृत किया जाएगा और संस्थान को पट्टे (लीज) की अवधि समाप्त होने से पहले नवीनीकृत पट्टा (लीज) समझौता प्रस्तुत करना होगा।

(घ) एक पूर्ण रूप से स्थापित और कार्यशील आयुर्वेद चिकित्सालय के पास चिकित्सालयों और स्वास्थय सेवा प्रदाताओं के लिए राष्ट्रीय प्रत्यायन बोर्ड (एनएबीएच) से कम से कम प्रवेश स्तर की मान्यता होगी, जिसमें साठ बेड हों और बेड अधिभोग दर साठ प्रतिशत से कम न हो। इसे भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों और संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में प्रदान किए गए साठ की छात्र प्रवेश क्षमता के साथ एक स्नातक कॉलेज या संस्थान से जुड़े शिक्षण चिकित्सालय के लिए आवश्यक सभी न्यूनतम आवश्यक मानकों को पूरा करना होगा।

(ङ) आयोग के मानदंडों के अनुसार अतिरिक्त वित्तीय संसाधनों, कर्मचारियों, स्थान, उपकरण और अन्य बुनियादी ढांचे का समर्थन करने वाले अभिलेखीय साक्ष्य प्रस्तुत करने में सक्षम।

(च) एक शपथ पत्र प्रस्तुत किया जाएगा कि, स्नातकोत्तर विभागों के लिए नामित भूमि और भवनों को विशेष रूप से स्नातकोत्तर विभागों या विशेषज्ञता के लिए बनाए रखा जाएगा और कोई अन्य पाठ्यक्रम या कॉलेज या कार्यक्रम संचालित नहीं किया जाएगा।

(छ) एक शपथपत्र प्रस्तुत करेगा कि जिसमें कहा गया है कि केवल उन छात्रों को जो राष्ट्रीय स्नातकोत्तर प्रवेश परीक्षा में उत्तीर्ण हुए हैं, उन्हें ही केंद्र, राज्य या केंद्र शासित प्रदेश की ऑनलाइन काउंसलिंग के माध्यम से योग्यता के आधार पर, विदेशी नागरिकों को छोड़कर, प्रवेश दिया जाएगा;

(ज) एक शपथपत्र प्रस्तुत करेगा कि स्नातकोत्तर डिग्री और शिक्षक-छात्र अनुपात का नामकरण इन नियमों में निर्धारित विनिर्देशों के अनुसार बनाए रखा जाएगा, इन विनियमों में यथा उपबंधित रीति से अवसंरचना और जनशक्ति स्थापित करने की स्थिति में सक्षम होगा।

39. **मौजूदा स्नातकोत्तर कार्यक्रमों में छात्र प्रवेश क्षमता में वृद्धि हेतु आवेदन के लिए पात्रता :** आवेदन करने के लिए, कोई व्यक्ति या सोसाइटी या ट्रस्ट या विश्वविद्यालय या संस्थान या कोई अन्य निकाय पात्र होगा यदि-

(क) स्नातकोत्तर विभाग या विशेषता को आवेदन, प्रस्ताव या योजना जमा करने के समय भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड या नामित प्राधिकारी द्वारा आयोजित रेटिंग प्रक्रिया में ग्रेड 'ए' या 'बी' की रेटिंग प्राप्त होगी।

(ख) इन विनियमों के विनियम 35 के अंतर्गत उप-विनियम (1) और (2) में प्रदान की गई पूर्व-आवश्यकताओं को पूरा किया है।

(ग) एक शपथपत्र प्रस्तुत करेगा कि जिसमें कहा गया है कि विदेशी नागरिकों और भारत सरकार द्वारा प्रायोजित उम्मीदवारों को छोड़कर, केवल राष्ट्रीय स्नातकोत्तर प्रवेश परीक्षा में उत्तीर्ण होने वाले छात्रों को विशेष रूप से केंद्रीय, राज्य या केंद्र शासित प्रदेश ऑनलाइन परामर्श (काउन्सलिंग) के माध्यम से ही प्रवेश दिया जाएगा।

(घ) एक शपथपत्र प्रस्तुत करेगा कि सीटों की संख्या में वृद्धि करने के लिए इन विनियमों में निर्धारित विनिर्देशों के अनुसार शिक्षक-छात्र अनुपात को बनाए रखा जाएगा।

(ङ) इन विनियमों में प्रदान किए गए तरीके से बुनियादी ढांचे और मानव शक्ति स्थापित करने की स्थिति में होगा।

40. आवेदन करने की विधि - (1) इन विनियमों में प्रदान की गई पूर्व शर्तों और पात्रता मानदंडों को पूरा करने वाले आवेदक समय-समय पर भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा निर्दिष्ट मोड (ऑनलाइन, ऑफ़लाइन या दोनों) और समय-सीमा के अनुसार अपना आवेदन, प्रस्ताव या योजना जमा कर सकते हैं।

(2) प्रत्येक स्नातकोत्तर विशेषता या कार्यक्रम के लिए व्यक्तिगत आवेदन प्रस्तुत किया जाएगा;

(3) तालिका-11 में दिखाए गए लागू करों के साथ गैर-वापसी योग्य आवेदन और प्रसंस्करण शुल्क का भुगतान ऑनलाइन मोड (राष्ट्रीय इलेक्ट्रॉनिक निधि हस्तांतरण या वास्तविक समय सकल निपटान) के माध्यम से आयोग के खाते में 'भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग कोष' के पक्ष में किया जाएगा।

तालिका-11

स्नातकोत्तर कार्यक्रमों की स्थापना और प्रवेश क्षमता में वृद्धि के लिए आवेदन शुल्क और प्रसंस्करण शुल्क

विवरण	शुल्क विवरण	
	आवेदन शुल्क	प्रसंस्करण शुल्क
(1)	(2)	(3)
मौजूदा स्नातक महाविद्यालय में स्नातकोत्तर डिग्री कार्यक्रम प्रारंभ करने के लिए	2,00,000/- प्रति स्नातकोत्तर कार्यक्रम	10,00,000/- प्रति स्नातकोत्तर कार्यक्रम
स्टैंडअलोन स्नातकोत्तर संस्थान प्रारंभ करने के लिए	2,00,000/-	10,00,000/- प्रति स्नातकोत्तर कार्यक्रम
अतिरिक्त स्नातकोत्तर डिग्री कार्यक्रम प्रारंभ करने के लिए	2,00,000/- प्रति स्नातकोत्तर कार्यक्रम	10,00,000/- प्रति स्नातकोत्तर कार्यक्रम
छात्र प्रवेश क्षमता में वृद्धि के लिए	2,00,000/- प्रति स्नातकोत्तर कार्यक्रम	5,00,000/- प्रति सीट

(4) इन विनियमों में प्रदान किए गए सभी आवश्यक अभिलेखों के साथ आवेदन समय-समय पर भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा प्रदान की गई समय सीमा और मोड (ऑनलाइन या ऑफ़लाइन या दोनों) के भीतर प्रस्तुत किया जाएगा।

41. आवेदन की प्रक्रिया: सभी प्राप्त आवेदनों को निम्नलिखित मानदंडों के अनुसार भारतीय चिकित्सा पद्धति राष्ट्रीय आकलन एवं रेटिंग बोर्ड द्वारा जांच के अधीन किया जाएगा:

(1) आवेदक पात्रता
(2) पूर्व आवश्यकताएं-
(3) इन विनियमों में प्रदान किए गए न्यूनतम आवश्यक मानकों की पूर्ति
(4) लागू करों के साथ आवेदन शुल्क और प्रसंस्करण शुल्क
(5) सहायक प्रलेख
(6) चिकित्सालय डेटा
(7) राष्ट्रीयकृत बैंकों के आधिकारिक बैंक खातों (चिकित्सालय और कॉलेज के लिए पृथक खाते) मे लेनदेन
(8) भारतीय चिकित्सा पद्धति आंकलन एवं रेटिंग बोर्ड द्वारा समय समय पर प्रदान किए गए किसी भी अन्य माध्यम से ।

42. आशय पत्र जारी करना : (1) जाँच के बाद, आवेदनों को निम्नलिखित श्रेणियों के अंतर्गत वर्गीकृत किया जाएगा -

(क) न्यूनतम आवश्यक मानकों और अन्य आवश्यकताओं को पूर्ण करने वाले अनुप्रयोग

(ख) त्रुटियों वाले आवेदन

(ग) गैर-संशोधनीय त्रुटियों वाले आवेदन

(क) न्यूनतम आवश्यक मानकों और अन्य आवश्यकताओं को पूर्ण करने वाले आवेदन: (i) भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा ऐसे संस्थानों का निरीक्षण या दौरा विजिटेशन किया जाएगा।

(ii) भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड संस्थान द्वारा प्रस्तुत आंकड़ों (डेटा) के साथ- साथ आवेदन और निरीक्षण या विजिटेशन के दौरान अन्वेषक (विजिटर) द्वारा की गई टिप्पणियों का सत्यापन करेगा और यदि संतोषजनक पाया जाता है, तो संस्थान को अधिनियम के 29 के अंतर्गत आशय पत्र जारी किया जाएगा।

(iii) यदि निरीक्षण या विजिटेशन के दौरान कोई कमी / त्रुटि पाई जाती है, तो उसे सूचित किया जाएगा और इन विनियमों के उपखंड (V) के आइटम (क) में दी गई कमियो / त्रुटियो को छोड़कर शुद्धि के लिए एक अवसर प्रदान किया जाएगा।

(iv) जिन संस्थानों को शुद्धि का अवसर दिया गया है, उनके द्वारा प्रस्तुत आवश्यक सहायक प्रलेखों के साथ अनुपालन रिपोर्ट, प्रदान की गई कमियों के लिए जांच के अधीन होगी;

(v) यदि संतोषजनक पाया जाता है तो आवेदन को स्वीकृति दे दी जाएगी और आशय पत्र जारी किया जाएगा।

(vi) यदि संतोषजनक नहीं पाया जाता है या अनुपालन रिपोर्ट भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा प्रदान की गई नियत तिथि के भीतर प्राप्त नहीं होती है तो आवेदन अननुमोदित और अस्वीकृत कर दिया जाएगा।

(ख) कमियों वाले आवेदन : (i) कमियों वाले आवेदनों की शुद्धि के लिए आवेदक को सूचित किया जाएगा।

(ii) प्रदत्त अवधि के भीतर संस्थानों द्वारा प्रस्तुत सहायक अभिलेखों के साथ अनुपालन रिपोर्ट की भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा एक बार पुन: जांच की जाएगी; यदि संतोषजनक पाया जाता है, तो संस्थान का निरीक्षण किया या विजिट किया जाएगा। यदि आवेदन संतोषजनक नहीं पाया जाता है तो उसे अननुमोदित और अस्वीकृत कर दिया जाएगा।

(iii) भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड कॉलेज द्वारा प्रस्तुत अनुपालन रिपोर्ट और अन्वेषकों (विजिटर) द्वारा की गई टिप्पणियों की जांच करेगा; यदि संतोषजनक पाया जाता है, तो संस्थान को आशय पत्र जारी किया जाएगा; यदि संतोषजनक नहीं पाया जाता है तो आवेदन को अननुमोदित और अस्वीकृत कर दिया जाएगा।

(ग) गैर-संशोधनीय कमियों वाले आवेदनः तथापि, गंभीर प्रकृति की कमियां, जैसे कि इन नियमों में प्रदान किए गए न्यूनतम आवश्यक मानकों में कमियां, जिनमें चिकित्सालय की कार्यक्षमता, भूमि की उपलब्धता या भूमि विवाद, चिकित्सालय के कार्य की अपर्याप्त अवधि, राज्य सरकार से आवश्यक प्रमाण पत्र की अनुपलब्धता, विश्वविद्यालय से संबद्धता के लिए सहमति की अनुपलब्धता, कॉलेज और चिकित्सालय के निर्मित क्षेत्र में कमी शामिल हैं। कमियों की शुद्धि का अवसर नहीं दिया जाएगा, और ऐसे आवेदनों को अस्वीकार कर दिया जाएगा।

(2) मौजूदा कॉलेजों पर लागू छूट नीति नए आवेदनों के लिए तब तक लागू नहीं होगी जब तक कि भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा अन्य रूप से प्रदान नहीं की जाती है।

(3) जारी किया गया आशय पत्र केवल उस विशेष शैक्षणिक सत्र के लिए मान्य होगा।

43. अनुमति पत्र जारी करना: (1) जिन संस्थानों को आशय पत्र प्राप्त हुआ है, वे सभी न्यूनतम आवश्यक मानकों को पूरा करते हुए अनुपालन रिपोर्ट प्रस्तुत करेंगे, साथ ही इन विनियमों में प्रदान किए गए शिक्षण कर्मचारियों, गैर-शिक्षण कर्मचारियों और चिकित्सालय के कर्मचारियों के विवरण और सुरक्षा जमा के साथ भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा प्रदान की गई अवधि के भीतर आयोग को जमा करेंगे।

(2) सुरक्षा जमा होगी -

(क) एक नया स्नातकोत्तर पाठ्यक्रम या कार्यक्रम प्रारंभ करने के लिए: प्रति कार्यक्रम पचास लाख रुपये;

(ख) सीटों की संख्या में वृद्धि के लिए: प्रति सीट पाँच लाख रुपये;

"यह केंद्रीय या राज्य या केंद्र शासित प्रदेश द्वारा शासित कॉलेजों या संस्थानों पर लागू नहीं होगा यदि वे अपने योजना बजट में नियमित रूप से धन प्रदान करने का वचन देते हैं जब तक कि उनके द्वारा इंगित समयबद्ध कार्यक्रम के अनुसार आवश्यक सुविधाएं पूर्ण रूप से प्रदान नहीं की जाती हैं।"

(3) सुरक्षा जमा राशि संबंधित स्नातकोत्तर कार्यक्रम प्रारंभ होने के तीन वर्ष बाद बिना ब्याज के कॉलेज या संस्थान के खाते में वापस कर दी जाएगी, बशर्ते कि कॉलेज या संस्थान के खिलाफ कोई वित्तीय शिकायत लंबित न हो या भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड या आयोग द्वारा की गई अनुशासनात्मक कार्रवाई के कारण दंड राशि लंबित न हो।

(4) आवेदक को आवेदन या प्रस्ताव या योजना जमा करने की अंतिम तिथि से छह माह के भीतर भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा आवेदन या प्रस्ताव या योजना के अनुमोदन या अननुमोदन के बारे में सूचित किया जाएगा।

(5) भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड को पारदर्शिता के लिए आर्टिफीसियल इंटेलिजेंस आधारित ऑनलाइन सिस्टम के माध्यम से आवेदन, सत्यापन, आकलन और रेटिंग के लिए उपर्युक्त सिस्टम को बदलने का अधिकार होगा।

44. **अपील** : अधिनियम की धारा 29 के अंतर्गत, असंतुष्ट आवेदक निम्नलिखित स्थितियों में नीचे दिए गए माध्यम से अपील कर सकते हैं।

(क) भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा अनुमति देने से अस्वीकार करने या योजना प्रस्तुत करने के छह माह के भीतर कोई आदेश पारित नहीं होने की स्थिति में, असंतुष्ट आवेदक अस्वीकृति के संचार के पंद्रह दिनों के भीतर या छह माह की अंतराल अवधि के पंद्रह दिनों के भीतर आयोग में पहली अपील कर सकता है।

(ख) पहली अपील ऑनलाइन या ऑफ़लाइन मोड द्वारा या आयोग द्वारा समय-समय पर प्रदान की जा सकती है।

(ग) अपील की प्राप्ति पर आयोग अपील की जांच करेगा और असंतुष्ट आवेदक को सुनवाई का अवसर दिया जाएगा।

(घ) यदि आयोग को ज्ञात होता है कि आवेदक सभी न्यूनतम आवश्यक मानक आवश्यकताओं को पूर्ण कर रहा है, तो आयोग भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड को आवेदन पर विचार करने का निर्देश दे सकता है।

(ङ) यदि आवेदक न्यूनतम आवश्यक मानकों को पूर्ण नहीं कर रहा है, तो आयोग आवेदन को अस्वीकृत और अननुमोदित कर देगा।

(च) किसी भी प्रकरण में आयोग अपील प्राप्त होने के पंद्रह दिनों के भीतर आवेदक को निर्णय के बारे में सूचित करेगा।

(छ) आयोग द्वारा अस्वीकृति या ऐसी अपील प्राप्त होने की तिथि से पंद्रह दिनों के भीतर आयोग द्वारा कोई आदेश पारित नहीं किए जाने की स्थिति में, असंतुष्ट आवेदक सात दिनों के भीतर केंद्र सरकार (आयुष मंत्रालय भारत सरकार) को दूसरी अपील कर सकता है।

45. **अनुमतियों का नवीनीकरण**: (1) एक बार जारी किया गया अनुमति पत्र उस विशेष शैक्षणिक सत्र के लिए मान्य होगा और वार्षिक आधार पर तब तक नवीनीकृत किया जाएगा जब तक कि संस्थान तालिका-12 में दिए गए अनुसार पूर्ण रूप से स्थापित स्थिति प्राप्त नहीं कर लेता।

तालिका-12

स्नातकोत्तर विभाग या कार्यक्रम की अनुमति और श्रेणी

क्रम संख्या	एनसीआईएसएम अधिनियम, 2020 की धारा	अनुमति या अनुमति नवीनीकरण	श्रेणी	बैच
(1)	(2)	(3)	(4)	(5)
1	29	आशय पत्र	विचाराधीन	कोई प्रवेश नहीं
2		अनुमति पत्र	स्थापना के अंतर्गत संस्थान	पहला बैच
3		पहले अनुमति का नवीनीकरण		दूसरा बैच
4		दूसरा अनुमति का नवीनीकरण		तीसरा बैच
5	28	विस्तारित अनुमति या वार्षिक अनुमति	पूर्ण रूप से स्थापित स्नातकोत्तर विभाग या विशेषज्ञता। आकलन के लिए नामित	चौथा बैच

(2) अनुमति पत्र जारी किए गए संस्थान इन विनियमों में प्रदान किए गए न्यूनतम आवश्यक मानकों की पूर्ति के संबंध में अनुपालन रिपोर्ट (स्नातकोत्तर विभाग या विशेषता या कार्यक्रम के अनुसार) प्रस्तुत करेंगे। अनुमति पत्र की समाप्ति से छह माह पहले संस्थान द्वारा अनुपालन रिपोर्ट प्रस्तुत की जाएगी।

(3) भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड निरीक्षण या दौरा (विजिटेशन) करेगा और कॉलेज द्वारा प्रस्तुत अनुपालन रिपोर्ट और निरीक्षण या विजिटेशन के दौरान अन्वेषकों द्वारा की गई टिप्पणियों की जांच करेगा और न्यूनतम आवश्यक मानकों को पूर्ण करने पर, संस्थान को अनुमति का पहला नवीनीकरण जारी किया जाएगा।

(4) पहले नवीनीकरण के लिए उपयोग की जाने वाली विधि का उपयोग अनुमति के दूसरे नवीनीकरण के लिए भी किया जाएगा।

(5) दूसरे नवीनीकरण के बाद, स्नातकोत्तर विभाग या विशेषता को अधिनियम 2020 की धारा 28 के अंतर्गत 'पूर्ण रूप से स्थापित स्नातकोत्तर विभाग या विशेषता' के रूप में माना जाएगा, जब तक कि अधिनियम की धारा 28 की उप-धारा (1) के खंड (एफ) के अनुसार भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा अन्यथा कार्य नहीं किया जाता है।

(6) न्यूनतम आवश्यक मानकों को पूर्ण न करने और संस्थान की स्थापना के किसी भी चरण में वार्षिक लक्ष्यों को प्राप्त न करने के प्रकरण में, भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड उस विशेष शैक्षणिक सत्र के लिए किसी विशेष स्नातकोत्तर विभाग या विशेषता के लिए प्रवेश की अनुमति देने को अस्वीकृत कर देगा।

(7) पूर्ण रूप से स्थापित स्नातकोत्तर विभाग या विशेषज्ञता भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा आकलन के लिए पात्र है।

अध्याय-IX

स्नातकोत्तर चिकित्सा संस्थानों में स्नातकोत्तर विभागों की रेटिंग जहां स्नातक पाठ्यक्रम मौजूद है और स्टैंडअलोन स्नातकोत्तर संस्थान

46. (1) 'विस्तारित अनुमति' स्थिति रखने वाले स्नातकोत्तर विभाग, चाहे वह स्नातक कॉलेज या स्टैंड-अलोन स्नातकोत्तर चिकित्सा संस्थान में हो, का प्रत्येक वर्ष आकलन किया जाएगा।

(2) स्नातकोत्तर संस्थानों के प्रकरण में जहां स्नातक पाठ्यक्रम अस्तित्व में है, आकलन पूर्ण रूप से स्थापित स्नातक संस्थान और पूर्ण रूप से स्थापित स्नातकोत्तर विभागों के लिए पृथक रूप से से किया जाएगा।

(3) पूर्ण रूप से स्थापित स्नातकोत्तर विभागों का व्यक्तिगत रूप से आकलन किया जाएगा (स्नातकोत्तर विभाग या विशेषता या कार्यक्रम वार आकलन)।

(4) निम्नलिखित स्नातकोत्तर संस्थान या स्नातकोत्तर विभाग या विशेषज्ञता आकलन के लिए पात्र नहीं होंगे।

(क) अधिनियम की धारा 29 के अंतर्गत प्रतिष्ठान स्थापित किया जा रहा है;

(ख) "वार्षिक अनुमति" श्रेणी के अंतर्गत वर्गीकृत;

(ग) भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा अनुमति की अस्वीकृति;

(घ) अधिनियम की धारा 28 की उप धारा (1) के खंड (एफ) के अंतर्गत भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा की गई कार्यवाही।

(5) आकलन प्रक्रिया आयुर्वेद बोर्ड द्वारा निर्धारित प्रमुख क्षेत्रों और मानकों (गुणात्मक और मात्रात्मक दोनों) के आधार पर प्रक्रिया का पालन करते हुए भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड या किसी नामित एजेंसी द्वारा की जाएगी।

(6) स्नातकोत्तर विभागों या विशिष्टताओं का आकलन संस्थानों द्वारा बनाए गए मानकों के आधार पर किया जाएगा, जो इन विनियमों में प्रदान किए गए न्यूनतम आवश्यक मानकों से अधिक होंगे।

(7) पूर्ववर्ती माह से संबंधित आंकड़ों (डेटा) के लिए प्रत्येक माह की दसवीं तिथि को या उससे पहले आयोग के ऑनलाइन प्लेटफॉर्म पर संस्थानों द्वारा समय-समय पर अपलोड किए गए आंकड़ों (स्व-प्रकटीकरण) का आकलन एवं अन्य उद्देश्यों पर विचार किया जाएगा।

(8) ऑनलाइन डेटा सत्यापन और आकलन के लिए भौतिक सत्यापन या आकलन के बीच वेटेज का अनुपात 70:30 (अर्थात् सत्तर प्रतिशत ऑनलाइन डेटा सत्यापन और तीस प्रतिशत भौतिक सत्यापन आकलन) के अनुपात में होगा।

(9) रेटिंग हेतु आकलन के पश्चात्, विस्तारित अनुमति श्रेणी के अंतर्गत व्यक्तिगत स्नातकोत्तर विभाग या विशेषता या कार्यक्रम को स्नातकोत्तर विभाग या विशेषता द्वारा प्राप्त रेटिंग अंक के आधार पर ग्रेड 'ए', ग्रेड 'बी', ग्रेड 'सी', या ग्रेड 'डी' में वर्गीकृत किया जाएगा।

(10) प्रवेश के लिए परामर्श (काउन्सलिंग) प्रारंभ होने से पहले आकलन प्रक्रिया का परिणाम आयोग की वेबसाइट पर या सार्वजनिक डोमेन में उपलब्ध कराया जाएगा।

(11) ग्रेड 'ए' प्राप्त स्नातकोत्तर विभाग, ग्रेड 'ए' रखने के वर्षों के दौरान प्रवेशित छात्रों से संबंधित शुल्क निर्धारण प्राधिकरण द्वारा निर्धारित शुल्क के अतिरिक्त पांच प्रतिशत विकास शुल्क लेने का पात्र है।

(12) कोई भी नया स्नातकोत्तर कार्यक्रम प्रारंभ करने के लिए, सभी मौजूदा स्नातकोत्तर कार्यक्रमों को 'ए' या 'बी' का ग्रेड दिया गया होगा।

(13) 'ए' या 'बी' ग्रेड वाले स्नातकोत्तर विभाग केवल छात्र प्रवेश क्षमता में वृद्धि के लिए आवेदन करने के पात्र होंगे।

(14) यदि अधिनियम की धारा 28 की उप-धारा (1) के खंड (एफ) के अंतर्गत भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा किसी भी श्रेणी के स्नातकोत्तर विभाग या कार्यक्रम पर कार्रवाई की जाती है, तो यह माना जाएगा कि ग्रेड वापस ले लिया गया है, और ग्रेड वापस लेने के लिए कोई संचार नहीं भेजा जाएगा; यदि ऐसा कॉलेज, संस्थान या विभाग ग्रेड का उपयोग करना जारी रखता है, तो ऐसे संस्थान अधिनियम की धारा 28 की उप-धारा (1) के खंड (एफ) के अंतर्गत भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा अनुशासनात्मक कार्रवाई के अधीन होंगे।

(15) चिकित्सा संस्थानों या, स्नातकोत्तर विभागों को संस्थान द्वारा प्राप्त आकलन अंकों के आधार पर श्रेणीबद्ध किया जाएगा, जैसा कि तालिका-13 में दिया गया है।

तालिका-13

रेटिंगअंक और श्रेणी

रेटिंग अंक	श्रेणी
(1)	**(2)**
75 और ऊपर	ए
50-74	बी
25-49	सी
24 तक	डी
अन्यः रेटिंग के लिए पात्र नहीं	

(16) तालिका-14 में विस्तृत वार्षिक आकलन शुल्क का भुगतान लागू करों के साथ ऑनलाइन (नेशनल इलेक्ट्रॉनिक फंड ट्रांसफर या रियल टाइम ग्रॉस सेटलमेंट) के माध्यम से भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा निर्धारित अवधि के भीतर आयोग के खाते में किया जाएगा।

तालिका-14

आयुर्वेदिक संस्थानों के रेटिंग के लिए शुल्क

संस्थान	स्नातक प्रवेश क्षमता और स्नातकोत्तर कार्यक्रमों की संख्या के अनुसार शुल्क की राशि (रुपये में)			
	5 तक	6-10	11-15	16-20 और ऊपर
(1)	(2)	(3)	(4)	(5)
स्नातक संस्थान में स्नातकोत्तर विभाग	Rs.1,00,000/-	Rs. 2,00,000/-	Rs. 3,00,000/-	Rs. 4,00,000/-
स्टैंडअलोन स्नातकोत्तर संस्थान	Rs.3,50,000/- (2,50,000*+1,00,000)	Rs.4,50,000/- (2,50,000*+2,00,000)	Rs.5,50,000/- (2,50,000*+3,00,000)	Rs.6,50,000/- (2,50,000*+4,00,000)
* स्टैंडअलोन स्नातकोत्तर संस्थानों में 60 बिस्तरों वाले चिकित्सालय के लिए				

अध्याय-X

स्नातकोत्तर डॉक्टरेट डिग्री (पीएच. डी.) डॉक्टरेट ऑफ फिलोसोफी के लिए न्यूनतम आवश्यक मानकसामान्य विचार:

47. **सामान्य विचार:** (1) पीएच. डी. कार्यक्रम न्यूनतम तीन वर्ष और अधिकतम छह वर्ष की अवधि के लिए होगा। उपर्युकत सीमाओं के अतिरिक्त डिग्री की अवधि में विस्तार डिग्री प्रदान करने वाले संस्थानों या विश्वविद्यालयों के विधान या अध्यादेश में निर्धारित प्रासंगिक खंडों द्वारा शासित होगा, परंतु दो वर्ष से अधिक नहीं होगा।

(2) महिला उम्मीदवारों और दिव्यांगजन (40 प्रतिशत से अधिक दिव्यांगता) को पीएच. डी. के लिए अधिकतम अवधि में दो अतिरिक्त वर्षों की छूट दी जा सकती है। इसके अतिरिक्त, महिला उम्मीदवारों को पीएच. डी. कार्यक्रम की पूरी अवधि में एक बार 240 दिनों तक के लिए मातृत्व अवकाश या शिशु देखभाल अवकाश प्रदान किया जा सकता है।

(3) पीएच. डी. कार्यक्रम पूर्णकालिक अनुसंधान कार्यक्रम होगा।

(4) पीएच. डी. कार्यक्रम को मान्यता नहीं दी जाएगी यदि:

(क) अनुसंधान अवधि के दौरान पीएच. डी. अध्येता और पीएच. डी. पर्यवेक्षक अलग-अलग स्थानों पर होते हैं।

(ख) पीएच. डी. स्कॉलर का कार्यस्थल और पीएच. डी. के लिए पंजीकृत अनुसंधान स्थल भिन्न – भिन्न हैं।

(5) जिन लोगों ने इन विनियमों की अधिसूचना से पहले पीएच. डी. कार्यक्रम के लिए पंजीयन किया है, वे अपने पंजीयन के समय प्रचलित प्रावधानों को जारी रखेंगे।

(6) पीएच. डी.. में प्रवेश विश्वविद्यालय द्वारा आयोजित प्रवेश परीक्षा के माध्यम से होगा।

(7) पीएच. डी.कार्यक्रम के लिए अनुसंधान स्थान एक ऐसा आयुर्वेद संस्थान होगा जिसमें स्वतंत्र स्नातकोत्तर विभाग या एक अनुसंधान प्रयोगशाला या राष्ट्रीय संस्थान या राष्ट्रीय महत्व के संस्थान या केंद्रीय आयुर्वेदीय विज्ञान अनुसंधान परिषद के अनुसंधान केंद्र हों। स्नातक शिक्षण संस्थान को पीएच. डी.कार्यक्रम के लिए अनुसंधान स्थल नहीं माना जाएगा।

(8) इंटरडिसिप्लिनरी-, ट्रांस – डिसिप्लिनरी और मल्टी डिसिप्लिनरी अनुसंधान के लिए, संबंधित विश्वविद्यालय या राष्ट्रीय महत्व के संस्थान या राज्य या केंद्र सरकार द्वारा स्थापित किसी उत्कृष्टता केंद्र या राज्य या केंद्र सरकार द्वारा संचालित किसी अनुसंधान संस्थान या राज्य या केंद्र सरकारों द्वारा स्थापित स्वायत्त संगठनों के अनुसंधान संस्थानों द्वारा मान्यता प्राप्त संबंधित विषय का स्नातकोत्तर संस्थान और इसी प्रकार के अन्य संस्थानों को एक अनुसंधान स्थल माना जाएगा।

(9) संबंधित विषय में या शिक्षण में या इंटर डिसिप्लिनरी या ट्रांसडिसिप्लिनरी- या मल्टी डिसिप्लिनरी अनुसंधान क्षेत्रों में किए गए अनुसंधान कार्य के लिए प्रदान की गई पीएच. डी. को समान माना जाएगा।

अध्याय-XI

अति विशिष्ट (सुपर स्पेशलिटी) कार्यक्रम प्रदान करने वाले संस्थान या विभाग
के लिए न्यूनतम आवश्यक मानक और शिक्षा के न्यूनतम मानक- (डी. एम. आयुर्वेद)

48. **सामान्य विचार:** अति विशिष्ट (सुपर स्पेशियलिटी) प्रोग्राम (डीएम आयुर्वेद) का उद्देश्य आयुर्वेद क्लासिक्स की गहरी समझ और समकालीन विज्ञानों में उनके विशेष क्षेत्र के लिए प्रासंगिक अद्यतन ज्ञान के साथ अतिविशिष्ट विशेषज्ञों को तैयार करना है। स्नातक प्रासंगिक नैदानिक परीक्षणों का संचालन और व्याख्या करने, सटीक निदान करने और अंशांश कल्पना का विश्लेषण करने में सक्षम होंगे। वे समग्र स्वास्थ्य देखभाल के सिद्धांतों का पालन करते हुए, अपनी विशेषता से संबंधित निवारक, प्रचारक, उपशामक और पुनर्वास देखभाल के लिए चिकित्सा और प्रक्रियात्मक प्रबंधन, योजना, सुझाव और प्रशासन करेंगे। वे अपनी विशेषता से संबंधित जटिलताओं की पहचान, आकलन और प्रबंधन करने, रोगियों के साथ प्रभावी ढंग से संवाद करने, नैदानिक परीक्षण या प्रक्रियाओं का संचालन करने में चिकित्सा टीमों का नेतृत्व करने, चिकित्सीय, सर्जिकल, या पैरा-सर्जिकल प्रक्रियाओं का संचालन करने और सार्वजनिक जागरूकता गतिविधियों का संचालन करने में भी सक्षम होंगे।

(1) डी. एम. कार्यक्रम की संरचना (क) डी.एम. कार्यक्रम तीन वर्ष की अवधि का होगा।

(ख) डी. एम. कार्यक्रम निदान और उपचार के लिए सुपर स्पेशियलिटी प्रशिक्षण पर आधारित होगा।

(ग) डी. एम. कार्यक्रम में प्रशिक्षण के अतिरिक्त इन विनियमों में उल्लिखित शोध प्रबंध(डिसर्टेशन) और केस स्टडी शामिल होंगे।

(घ) प्रशिक्षण, शोध प्रबंध (डिसर्टेशन) कार्य और केस स्टडी का पैटर्न ऐसा होगा कि उम्मीदवार एक समेकित विषय या विशेषता या निदान और उपचार में आयुर्वेद के अतिविशिष्ट विशेषज्ञ के रूप में अभ्यास करने के लिए आवश्यक सभी दक्षताओं का विकास करेगा।

(2) सुपर स्पेशियलिटी कार्यक्रम (डी. एम. आयुर्वेद) विशेष विभाग में आयोजित किया जाएगा जैसा कि तालिका-15 में दिखाया गया है। विभिन्न डी. एम. कार्यक्रम और संबंधित विभाग तालिका-15 में दिखाए गए हैं।

तालिका-15

डी. एम. पाठ्यक्रम का नामकरण

क्रम संख्या	कार्यक्रम का नाम	विभाग	विशेषज्ञ का नामकरण
(1)	(2)	(3)	(4)
1.	डी. एम. मानस रोग (आयुर्वेद मनोरोग)	मानस रोग एवम मनोविज्ञान	मानस रोग विशेषज्ञ (आयुर्वेद मनोचिकित्सक)
2.	डी. एम. वाजीकरण (आयुर्वेद में प्रजनन चिकित्सा और एपिजेनेटिक्स)	वाजीकरण	वाजीकरण विशेषज्ञ (प्रजनन चिकित्सा विशेषज्ञ और आयुर्वेद में एपिजेनेसिस्ट)
3.	डी. एम. अस्थि एवं संधि (आयुर्वेद में ऑर्थोपेडिक्स और आर्थ्रोलॉजी)	अस्थि और संधि	अस्थि और संधी रोग विशेषज्ञ (आयुर्वेद में आर्थोपेडिस्ट और ऑर्थोलॉजिस्ट)
4.	डी. एम. अबुर्द विज्ञान (आयुर्वेद ऑन्कोलॉजी)	अबुर्द विज्ञान	अबुर्द विशेषज्ञ (आयुर्वेद ऑन्कौलॉजिस्ट)
5.	डी. एम. जरा चिकित्सा (आयुर्वेद जेरोन्टोलॉजी)	रसायन	जरा चिकित्सा विशेषज्ञ (आयुर्वेद जेरन्टालजिस्ट)
6.	डी.एम . यकृत विकार (आयुर्वेद हेपेटोलॉजी)	यकृत	यकृत रोग विशेषज्ञ (आयुर्वेद हेपेटोलॉजिस्ट)

(3) अति विशिष्ट (सुपर स्पेशियलिटी) कार्यक्रमों में प्रवेश के लिए पात्रता मानदंडः संबंधित सुपर स्पेशियलिटी कार्यक्रम के लिए तालिका-16 में वर्णित आयुर्वेद के स्नातकोत्तर डिग्री धारक डी. एम. आयुर्वेद कार्यक्रम में प्रवेश के लिए पात्र होंगे।

तालिका-16

सुपर स्पेशियलिटी कार्यक्रमों (डी. एम. आयुर्वेद) में प्रवेश के लिए पात्रता मानदंड

क्रम संख्या	सुपर स्पेशलिटी का नाम	प्रवेश के लिए पूर्व आवश्यकताएँ
(1)	(2)	(3)
1.	डी. एम. मानस रोग (आयुर्वेद मनोरोग)	एम. डी. मानस रोग एवं मनोविज्ञान एम. डी. कायचिकित्सा एम .डी .स्वस्थवृत्त एवं योग एम .डी .कौमार भृत्य
2.	डी. एम. वाजीकरण (आयुर्वेद में प्रजनन चिकित्सा और एपिजेनेटिक्स)	एम. डी. रसायन और वाजीकरण एम. डी. कायचिकित्सा एम. डी. पंचकर्म एम. एस. स्त्री रोग-प्रसूति तंत्र
3.	डी. एम. अस्थि और संधि (आयुर्वेद में ऑर्थोपेडिक्स और आर्थ्रोलॉजी)	एम. डी. कायचिकित्सा एम. एस. शल्य तंत्र एम. डी. पंचकर्म
4.	डी .एम .अबुर्द विज्ञान (आयुर्वेद ऑन्कोलॉजी)	एम. डी. कायचिकित्सा एम. एस. शल्य तंत्र एम. डी. पंचकर्म एम. डी. पंचकर्म
5.	डी. एम. जरा चिकित्सा (आयुर्वेद जेरोन्टोलॉजी)	एम. डी. कायचिकित्सा एम. डी. पंचकर्म एम .डी .स्वस्थवृत्त एवं योग

6.	डी.एम . यकृत विकार (आयुर्वेद हेपेटोलॉजी)	एम. डी. कायचिकित्सा एम. डी. पंचकर्म एम. डी. कौमार भृत्य एम. डी. अगद तंत्र

49. **सुपर स्पेशियलिटी कार्यक्रमों में प्रवेश का माध्यम-** (1) सुपर स्पेशियलिटी कार्यक्रमों में प्रवेश आयोग द्वारा समय-समय पर आयोजित प्रवेश परीक्षा में प्राप्त योग्यता के आधार पर होगा। इसमें आरक्षण नीति इन विनियमों के विनियम 18 (4) में निर्दिष्ट की जाएगी।

(2) सभी सुपर स्पेशियलिटी कार्यक्रमों (डी. एम. आयुर्वेद) के लिए वार्षिक प्रवेश क्षमता इन विनियमों के विनियम 52 में प्रदान किए गए छात्र शिक्षक अनुपात की उपलब्धता के अधीन अधिकतम चार सीटें होंगी।

(3) सुपर स्पेशियलिटी कार्यक्रम प्रारंभ करने के लिए न्यूनतम आवश्यकताएँ।

(क) अधिनियम की धारा 28 के अंतर्गत पूर्ण रूप से स्थापित स्नातकोत्तर संस्थान (या तो मौजूदा स्नातक कॉलेज या स्टैंडअलोन स्नातकोत्तर कॉलेज)

(ख) क्रमानुसार पिछले पाँच शैक्षणिक सत्रों के लिए छात्रों को प्रवेश देने की अनुमति प्राप्त की;

(ग) क्रमानुसार पिछले तीन शैक्षणिक सत्रों के लिए भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा 'ए' श्रेणी का आकलन किया गया;

(4) विभागवार न्यूनतम आवश्यकताएँ;

(क) डी. एम. मानस रोग (आयुर्वेद में मनोचिकित्सा): -

(i) जिन संस्थानों में स्वतंत्र मानसरोग बाह्य रोगी विभाग कम से कम दो वर्ष से काम कर रहा है, वे मानसरोग सुपर स्पेशियलिटी कार्यक्रम प्रारंभ करने के पात्र होंगे।

(ii) यह मानस रोग एवं मनोविज्ञान के एक विशेष विभाग के अंतर्गत होगा। न्यूनतम आवश्यक शिक्षण कर्मचारी और अन्य सुविधाएं इस प्रकार होंगी –

क. पूर्णकालिक नियमित शिक्षक (I) मानसरोग में सुपर स्पेशलिटी कार्यक्रम के लिए एक प्रोफेसर और एक एसोसिएट प्रोफेसर की आवश्यकता होगी।

(II) प्रोफेसर के पद के लिएः मानसरोग में सुपर स्पेशियलिटी कार्यक्रम में न्यूनतम 5 वर्ष के शिक्षण अनुभव के साथ डी. एम. मानसरोग या एम. डी. मानसरोग एवं मनोविज्ञान या एम. डी. कायचिकित्सा या एम. डी. पंचकर्म कम से कम 10 वर्ष के स्नातकोत्तर शिक्षण के साथ, जिसमें से 5 वर्ष का शिक्षण मानसरोग स्नातकोत्तर में होना चाहिए।

(III) एसोसिएट प्रोफेसर के पद के लिएः मानसरोग में एम. डी., कायचिकित्सा में एम. डी., या पंचकर्म में एम. डी. के साथ कम से कम 5 वर्ष का स्नातकोत्तर शिक्षण अनुभव, जिसमें मानसरोग स्नातकोत्तर में कम से कम दो वर्ष का शिक्षण, या मानसरोग में डी. एम. होना आवश्यक है।

ख. डी. एम. मानसरोग में शिक्षकों की अनुपलब्धता के प्रकरण में दो शिक्षकों में से एक शिक्षक एम. डी. मानसरोग एवं मनोविज्ञान या एम. डी. कायचिकित्सा और दूसरा एम. डी. पंचकर्म से होगा।

ग. अंशकालिक शिक्षक:

(I) नैदानिक मनोविज्ञान में स्नातकोत्तर के साथ नैदानिक मनोवैज्ञानिक

(II) मनोचिकित्सा या मानसरोग में एम. डी. या डी. एम. वाले मनोचिकित्सक।

घ. विशिष्ट मानस बाह्य रोगी विभाग; नशामुक्ति केंद्र; दस बिस्तरों के साथ अंतरंग रोगी विभाग की सुविधा; कम से कम दो सुसज्जित पंचकर्म चिकित्सा कक्ष; ई. ई. जी.; दैव व्यपाश्रय चिकित्सा (आध्यात्मिक चिकित्सा) की सुविधा; सत्ववजय चिकित्सा (योग, ध्यान कक्ष और परामर्श सुविधा) की सुविधा की आवश्यकता होगी।

ङ. अन्य कर्मचारीः पंचकर्म चिकित्सक (दो पुरुष और दो महिला), ई. ई. जी. तकनीशियन, योग प्रदर्शक, कार्यालय सहायक और एम. टी. एस।

(ख) डी. एम. वाजीकरण (आयुर्वेद में प्रजनन चिकित्सा और एपिजेनेटिक्स):

(I) कम से कम दो वर्षों के लिए स्थापित वाजीकरण बाह्य रोगी विभाग वाला संस्थान वाजीकरण सुपर स्पेशियलिटी कार्यक्रम प्रारंभ करने के लिए पात्र होगा। यह वाजीकरण के एक विशेष विभाग के अंतर्गत होगा। न्यूनतम आवश्यक शिक्षण कर्मचारी और अन्य सुविधाएं इस प्रकार होंगीः

क. पूर्णकालिक नियमित शिक्षकः- (i) डी. एम. वाजीकरण में सुपर स्पेशलिटी कार्यक्रम के लिए एक प्रोफेसर और एक एसोसिएट प्रोफेसर की आवश्यकता होगी।

(II) प्रोफेसर के पद के लिएः-डी. एम. वजीकरण को वाजीकरण में सुपर स्पेशियलिटी कार्यक्रम में न्यूनतम 5 वर्ष का शिक्षण अनुभव या एम. डी. रसायन और वाजीकरण में न्यूनतम 10 वर्ष का शिक्षण अनुभव या एम. डी. कायचिकित्सा या एम. डी. पंचकर्म को न्यूनतम 10 वर्ष के स्नातकोत्तर शिक्षण के साथ, जिसमें से 5 वर्ष का शिक्षण रसायन और वाजीकरण में स्नातकोत्तर या एम. एस. स्त्री रोग-प्रसूति तंत्र में 10 वर्ष के स्नातकोत्तर शिक्षण के साथ होना आवश्यक है।

(III) एसोसिएट प्रोफेसर के पद के लिएः-न्यूनतम 5 वर्ष के शिक्षण अनुभव के साथ एम. डी. रसायन और वाजीकरण या न्यूनतम 5 वर्ष के स्नातकोत्तर शिक्षण के साथ एम. डी. कायचिकित्सा या एम. डी. पंचकर्म, जिनमें से कम से कम 2 वर्ष का शिक्षण रसायन और वाजीकरण स्नातकोत्तर या एम. एस. स्त्री रोग-प्रसूति तंत्र में 5 वर्ष के स्नातकोत्तर शिक्षण के साथ या डी. एम. वाजाकरण की आवश्यकता होगी।

ख. डी. एम. वाजीकरण के साथ शिक्षकों की अनुपलब्धता के प्रकरण में: दो शिक्षकों में से एक एम. डी. रसायन और वाजीकरण या एम. डी. कायचिकित्सा या एम. डी. पंचकर्म और एक एम. एस. स्त्री रोग-प्रसूति तंत्र होगा।

ग. अंशकालिक शिक्षक:

(I) स्त्री रोग विशेषज्ञ और प्रसूति रोग विशेषज्ञ

(II) प्रजनन चिकित्सा में विशेषज्ञ या मूत्र रोग विशेषज्ञ

(III) चिकित्सा आनुवंशिकी में विशेषज्ञ

घ. पुरुष साथी के निरीक्षण हेतु और महिला साथी के निरीक्षण के लिए एक-एक अलग बाह्य चिकित्सा रोगी विभाग; सी. ए. एस. ए. (कंप्यूटर सहायता प्राप्त विश्लेषण) के साथ रेतो परीक्षा प्रयोगशाला; वीडियोग्राफी उपकरण और डिस्प्ले यूनिट के साथ एक ट्रिनोकुलर माइक्रोस्कोप; शुक्राणु कार्य परीक्षण करने की सुविधा, सर्विकल म्यूकस परीक्षा, पोस्टकोटल टेस्ट (पीसीटी) करने की सुविधाएं, पंचकर्म प्रक्रियाओं के लिए कम से कम दो सुसज्जित पंचकर्म कक्ष; उत्तर बस्ती के लिए प्रोसीजर कक्ष, अंतर्गर्भाशयी गर्भाधान और इसी प्रकार की प्रक्रियाओं के लिए; 10 बिस्तरों के साथ अंतरंग रोगी विभाग सुविधा; और वैरिकोसेल निदान के लिए एक पीनाइल डॉपलर की आवश्यकता होगी।

ङ. अन्य कर्मचारीः पंचकर्म चिकित्सक (दो पुरुष और दो महिला), प्रयोगशाला तकनीशियन, प्रक्रियात्मकं कक्ष में नर्सिंग कर्मचारी, कार्यालय सहायक और मल्टी टास्किंग स्टाफ।

(ग) डी. एम. अस्थि और संधि (आयुर्वेद में ऑर्थोपेडिक्स और आर्थ्रोलॉजी):-(i) कम से कम दो वर्ष के लिए स्थापित अस्थि और संधि बाह्य रोगी विभाग वाला संस्थान अस्थि और संधि में सुपर स्पेशलिटी कार्यक्रम प्रारंभ करने के लिए पात्र होगा। यह अस्थि और संधि के एक विशेष विभाग के अंतर्गत होगा। न्यूनतम आवश्यक शिक्षण कर्मचारी और अन्य सुविधाएं होंगी –

(ii) पूर्णकालिक नियमित शिक्षक: (I) सुपर स्पेशलिटी कार्यक्रम डी. एम. अस्थि और संधि के लिए एक प्रोफेसर और एक एसोसिएट प्रोफेसर की आवश्यकता होगी।

(II) प्रोफेसर के पद के लिएः अस्थि और संधि या एम.डी. कायचिकित्सा या एम. डी. पंचकर्म या एम. एस. शल्य तंत्र में सुपर स्पेशियलिटी कार्यक्रम में न्यूनतम 5 वर्ष के शिक्षण अनुभव के साथ डी. एम. अस्थि और संधि के लिए न्यूनतम 10 वर्ष के स्नातकोत्तर शिक्षण की आवश्यकता होगी।

(III) एसोसिएट प्रोफेसर के पद के लिएः एम. डी. कायचिकित्सा या एम. डी. पंचकर्म या एम. एस. शल्य तंत्र न्यूनतम 5 वर्ष के स्नातकोत्तर शिक्षण के साथ या डी. एम. अस्थि और संधि की आवश्यकता होगी।

(iii) डी. एम. अस्थि और संधि के साथ शिक्षकों की अनुपलब्धता के प्रकरण मे दो शिक्षकों में से एक एम. डी. कायचिकित्सा या एम. डी. पंचकर्म और दूसरा एम. एस. शल्य तंत्र होगा।

(iv) अंशकालिक शिक्षक:

(I) एक अस्थि रोग विशेषज्ञ

(II) एम. पी. टी. योग्यता के साथ एक फिजियोथेरेपिस्ट

(v) अस्थि और संधि के लिए अलग बाह्य रोगी विभाग.; कम से कम दो सुसज्जित पंचकर्म कक्ष; शस्त्र कर्म सुविधा; 10 बिस्तरों के साथ अंतरंग रोगी विभाग सुविधा।

(vi) अन्य कर्मचारीः पंचकर्म चिकित्सक (दो पुरुष और दो महिला), प्रक्रियात्मक कक्ष में नर्सिंग कर्मचारी, कार्यालय सहायक और मल्टी टास्किंग स्टाफ।

(घ) डी. एम. अबुर्द (आयुर्वेद ऑन्कोलॉजी):-कम से कम दो वर्ष के लिए स्थापित अबुर्द बाह्य रोगी विभाग वाला संस्थान डी. एम. अबुर्दा में अति विशिष्ट (सुपर स्पेशियलिटी) कार्यक्रम प्रारंभ करने के लिए पात्र होगा। यह अबुर्द के एक विशेष विभाग के अंतर्गत होगा। न्यूनतम आवश्यक शिक्षण कर्मचारी और अन्य सुविधाएं होंगी -

(ii) पूर्णकालिक नियमित शिक्षकः (I) एक प्रोफेसर और एक एसोसिएट प्रोफेसर की आवश्यकता होगी।

(II) प्रोफेसर के पद के लिए:-डी. एम. अबुर्द को अबुर्द या एम. डी. कायचिकित्सा या एम. डी. पंचकर्म या एम. एस. शल्य तंत्र में अति विशिष्ट (सुपर स्पेशियलिटी) कार्यक्रम में न्यूनतम 5 वर्ष के शिक्षण अनुभव के साथ न्यूनतम 10 वर्ष के स्नातकोत्तर शिक्षण के साथ आवश्यक होगा।

(III) एसोसिएट प्रोफेसर के पद के लिए:-एम. डी. कायचिकित्सा या एम. डी. पंचकर्म या एम. एस. शल्य तंत्र न्यूनतम 5 वर्ष के स्नातकोत्तर शिक्षण या डी. एम. अबुर्द के साथ आवश्यक होगा।

(iii) डी. एम. अबुर्द में शिक्षकों की अनुपलब्धता के प्रकरण में : दो शिक्षकों में से एक एम. डी. कायचिकित्सा या एम. डी. पंचकर्म होगा और दूसरा एम. एस. शल्य तंत्र होगा।

(iv) अंशकालिक शिक्षक:

(I) अगद तंत्र विशेषज्ञ एम. डी. अगद तंत्र के साथ

(II) एक चिकित्सा ऑन्कोलॉजिस्ट

(v) अबुर्द के लिए पृथक बाह्य रोगी विभाग; कम से कम दो सुसज्जित पंचकर्म कक्ष; अनुशस्त्र कर्म सुविधा; 10 बिस्तरों के साथ अंतरंग रोगी विभाग सुविधा।

(vi) अन्य कर्मचारीः पंचकर्म चिकित्सक (दो पुरुष या दो महिला), प्रक्रियात्मक कक्ष में नर्सिंग कर्मचारी, कार्यालय सहायक और मल्टी टास्किंग स्टाफ

(ङ) डी. एम. जरा चिकित्सा (आयुर्वेद जेरोन्टोलॉजी):-कम से कम दो वर्ष के लिए स्थापित जरा चिकित्सा बाह्य रोगी विभाग वाला संस्थान डी. एम. जरा चिकित्सा में अति विशिष्ट (सुपर स्पेशियलिटी) कार्यक्रम प्रारंभ करने के लिए पात्र होगा। यह रसायन के एक विशेष विभाग के अंतर्गत होगा। न्यूनतम आवश्यक शिक्षण कर्मचारी और अन्य सुविधाएं होंगी –

(ii) पूर्णकालिक नियमित शिक्षकः (I) सुपर स्पेशलिटी कार्यक्रम डी. एम. जरा चिकित्सा के लिए एक प्रोफेसर और एक एसोसिएट प्रोफेसर की आवश्यकता होगी।

(II) प्रोफेसर के पद के लिए:- न्यूनतम 10 वर्ष के स्नातकोत्तर शिक्षण के साथ जरा चिकित्सा या एम. डी. रसायन और वजीकरण या एम. डी. कायचिकित्सा या एम. डी. पंचकर्म में अति विशिष्ट (सुपर स्पेशियलिटी) कार्यक्रम में न्यूनतम 5 वर्ष के शिक्षण अनुभव के साथ डी. एम. जरा चिकित्सा की आवश्यकता होगी।

(iii) एसोसिएट प्रोफेसर के पद के लिए:-एम. डी. रसायन और वाजीकरण या एम. डी. कायचिकित्सा या एम. डी. पंचकर्म न्यूनतम 5 वर्ष के स्नातकोत्तर शिक्षण या डी. एम. जरा चिकित्सा के साथ आवश्यक होंगे।

(iv) डी. एम. जरा चिकित्सा में शिक्षकों की अनुपलब्धता के प्रकरण में : दो शिक्षकों में से एक एम. डी. रसायन और वाजीकरण या एम. डी. कायचिकित्सा और दूसरा एम. डी. पंचकर्म होगा।

(v) अंशकालिक शिक्षक:

(I) फिजियोथेरिपिस्ट

(II) योग प्रदर्शक

(vi) जरा चिकित्सा के लिए पृथक बाह्य रोगी विभाग; कम से कम दो सुसज्जित पंचकर्म कक्ष; योग और फिजियोथेरेपी सुविधा; 10 बिस्तरों के साथ अंतरंग रोगी विभाग सुविधा।

(vii) अन्य कर्मचारीः पंचकर्म चिकित्सक (दो पुरुष और दो महिला), प्रक्रियात्मक कक्ष में नर्सिंग कर्मचारी, कार्यालय सहायक और मल्टी टास्किंग स्टाफ

(च) डी.एम. यकृत विकार (आयुर्वेद में हेपेटोलॉजी):-कम से कम दो वर्ष के लिए स्थापित यकृत विकार बाह्य रोगी विभाग वाला संस्थान डी. एम. यकृत विकार में अति विशिष्ट (सुपर स्पेशियलिटी) कार्यक्रम प्रारंभ करने के लिए पात्र होगा। यह यकृत के एक विशेष विभाग के अंतर्गत होगा। न्यूनतम आवश्यक शिक्षण कर्मचारी और अन्य सुविधाएं होंगी -

(i) पूर्णकालिक नियमित शिक्षकः (I) अति विशिष्ट (सुपर स्पेशलिटी) कार्यक्रम के लिए एक प्रोफेसर और एक एसोसिएट प्रोफेसर की आवश्यकता होगी।

(II) प्रोफेसर पद के लिए:-न्यूनतम 10 वर्ष के स्नातकोत्तर शिक्षण के साथ यकृत विकार या एम. डी. कायचिकित्सा या एम. डी. पंचकर्म में अति विशिष्ट (सुपर स्पेशियलिटी) कार्यक्रम में न्यूनतम 5 वर्ष के शिक्षण अनुभव के साथ डी. एम. यकृत विकार की आवश्यकता होगी।

(III) एसोसिएट प्रोफेसर के पद के लिए:-एम. डी. कायचिकित्सा या एम. डी. पंचकर्म कम से कम 5 के वर्ष स्नातकोत्तर शिक्षण या डी. एम. यकृत विकार के साथ आवश्यक होगा।

(ii) डी. एम. यकृत विकार के साथ शिक्षकों की अनुपलब्धता के प्रकरण में: दो शिक्षकों में से एक एम. डी. कायचिकित्सा और दूसरा एम. डी. पंचकर्म होगा।

(iii) अंशकालिक शिक्षक:

(I) एम. एस. शल्य तंत्र;

(II) एक हेपेटोलॉजिस्ट या गैस्ट्रो-एंटेरोलॉजिस्ट या आंतरिक चिकित्सा विशेषज्ञ।

(iv) यकृत विकार के लिए पृथक बाह्य चिकित्सा रोगी विभाग; कम से कम दो सुसज्जित पंचकर्म कक्ष; अनुशस्त्र कर्म सुविधा; 10 बिस्तरों के साथ अंतरंग रोगी विभाग सुविधा;

(v) अन्य कर्मचारीः पंचकर्म चिकित्सक (दो पुरुष और दो महिला), प्रक्रियात्मक कक्ष में नर्सिंग कर्मचारी, कार्यालय सहायक और मल्टी टास्किंग स्टाफ

50. **शोध प्रबंध (डिसर्टेशन) गतिविधि:** (1) अति विशिष्ट (सुपर स्पेशियलिटी) कार्यक्रम (डी. एम. आयुर्वेद) के सभी अध्येताओं को नैदानिक अनुसंधान करना होगा और एक शोध प्रबंध (डिसर्टेशन) प्रस्तुत करना होगा।

(2) शोध प्रबंध (डिसर्टेशन) के लिए रूपरेखा (सिनोप्सिस) कार्यक्रम के पहले तीन महीनों के दौरान प्रस्तुत किया जाएगा और अंतिम शोध प्रबंध (डिसर्टेशन) कार्यक्रम के 25वें और 30वें माह के बीच प्रस्तुत किया जाएगा।

(3) शोध प्रबंध (डिसर्टेशन) का आकलन तीन परीक्षकों द्वारा किया जाएगा।

(4) शोध प्रबंध (डिसर्टेशन) के लिए ओपन डिफेंस होगा।

(5) विश्वविद्यालय की परीक्षा में उपस्थित होने के लिए शोध प्रबंध (डिसर्टेशन) प्रस्तुत करना पूर्व आवश्यकता होगी।-

(6) विश्वविद्यालय परीक्षाओं के परिणाम घोषित करने के लिए शोध प्रबंध (डिसर्टेशन) की स्वीकृति पूर्वआवश्यकता होगी।-

(7) शोध प्रबंध (डिसर्टेशन)में) अति विशिष्टता"सुपर स्पेशियलिटी "(भाग होगा।

51. **केस स्टडीज-** (1) शोध प्रबंध (डिसर्टेशन) के अतिरिक्त, सुपर स्पेशियलिटी का प्रत्येक अध्येता विशेषज्ञता से संबंधित कम से कम तीस केस स्टडी प्रस्तुत करनी होगी ।

(2) प्रत्येक प्रकरण का विवरण, परीक्षा, नैदानिक निष्कर्षों की व्याख्या और जांच के लिए विस्तार से अध्ययन किया जाएगा, शास्त्रीय ज्ञान की सहायता से उस विशेष रोगी के पैथोफिजियोलॉजी या पंचलक्षण निदान का निर्माण किया जाएगा, अंशाश कल्पना का विश्लेषण किया जाएगा और पैथोफिजियोलॉजी और नैदानिक परिणाम के संदर्भ में दिए गए उपचार पर चर्चा की जाएगी।

52. सुपर स्पेशलिटी कार्यक्रम के लिए छात्र मार्गदर्शक अनुपात प्रोफेसर के लिए 2:1 (प्रोफेसर के लिए दो छात्र) और एसोसिएट प्रोफेसर या रीडर के लिए 1:1 होगा।

53. **परीक्षा**-कार्यक्रम के 36वें माह के दौरान तीसरे वर्ष के अंत में विश्वविद्यालय की परीक्षा होगी। परीक्षा और अंकों की संख्या तालिका-17 में दी गई विस्तृत जानकारी के अनुसार होगी।

तालिका-17

क्रम संख्या	जाँच	परीक्षाओं की संख्या	अंक	उत्तीर्ण करने के मानदंड
(1)	(2)	(3)	(4)	(5)
1.	सिद्धांत (थ्योरी)	4	400 (4*100)	परीक्षा के साथ 200 का कुल न्यूनतम 40 प्रतिशत
2.	व्यावहारिक (प्रैक्टिकल) /नैदानिक	-	300	200 का कुल योग
3.	वाइवा	-	100	

54. **उत्तीर्ण होने के लिए मानदंड**-सैद्धांतिक (थ्योरी) और व्यावहारिक (नैदानिक और वाइवा-वॉयस) परीक्षा में अलग अलग से 50 प्रतिशत और उससे अधिक अंक प्राप्त करना उत्तीर्ण घोषित करने का मानदंड होगा। 65 प्रतिशत और उससे अधिक को प्रथम श्रेणी घोषित किया जाएगा और 75 प्रतिशत और उससे अधिक को विशिष्टता (डिस्टिंगक्शन) घोषित किया जाएगा।

55. **परीक्षक**-संबंधित सुपर स्पेशियलिटी कार्यक्रम के प्रोफेसर योग्य परीक्षक होंगे। दो परीक्षक (एक आंतरिक और एक बाह्य) होंगे। सिद्धांत (थ्योरी) परीक्षा के लिए दोहरा आकलन होगा और पुनर्मूल्यांकन नहीं होगा।

56. **लॉग बुक**-सुपर स्पेशियलिटी का प्रत्येक छात्र संबंधित सुपर स्पेशियलिटी से संबंधित सभी गतिविधियों की एक लॉगबुक बनाए रखेगा, जिसमें अध्येता भाग लेगा या सम्मिलित होंगा या उसके द्वारा संयोजित किया जाएगा।

57. **सुपर स्पेशलिटी (डी. एम. आयुर्वेद) कार्यक्रमों का प्रारंभः** (1) अति विशिष्ट (सुपर स्पेशियलिटी) कार्यक्रम का प्रारंभ अधिनियम की धारा 29 के अनुसार होगा।

(2) एक स्नातक कॉलेज में एक सुपर स्पेशियलिटी कार्यक्रम प्रारंभ किया जा सकता है जो स्नातकोत्तर पाठ्यक्रम प्रदान करता है या एक स्वतंत्र स्नातकोत्तर कॉलेज है।

(3) आवेदन के वर्ष सहित क्रमानुसार कम से कम तीन वर्षों के लिए 'ए' श्रेणी वाले कॉलेजों में सुपर स्पेशियलिटी कार्यक्रम की अनुमति दी जाएगी।

(4) संबंधित विशिष्टता बाह्य रोगी विभाग (प्रत्येक अति विशिष्टता (सुपर स्पेशियलिटी) कार्यक्रम के लिए इन विनियमों में दिए गए प्रावधान के अनुसार) कम से कम चौबीस माह तक काम करेगा।

(5) सुपर स्पेशियलिटी कार्यक्रम प्रारंभ करने के लिए आवेदन ऑनलाइन या ऑफ़लाइन निर्धारित प्रपत्र में होगा, जैसा कि समय समय पर-भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा प्रदान किया गया है।

(6) भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा निर्दिष्ट अवधि के दौरान आयोग की वेबसाइट पर अनुलग्नक और आवश्यक शुल्क के साथ आवेदन प्रस्तुत किया जाएगा।

(7) प्रत्येक सुपर स्पेशियलिटी कार्यक्रम के लिए एक पृथक आवेदन प्रस्तुत किया जाएगा।

(8) आवेदन शुल्क (प्रति आवेदन दो लाख रुपये) और प्रसंस्करण शुल्क (प्रति कार्यक्रम पांच लाख रुपये) का भुगतान नेशनल इलेक्ट्रॉनिक फंड्स ट्रांसफर (एनईएफटी) रियल टाइम ग्रॉस सेटलमेंट (आरटीजीएस)' भुगतान मोड के माध्यम से आयोग के आधिकारिक बैंक खाते में किया जाएगा।

(9) आवेदनों की जांच, आश्य पत्र (एल. ओ. आई.), अनुमति पत्र (एल. ओ. पी.), अनुशंसा पत्र (एल. ओ. आर). जारी करना और अपील प्रक्रिया अध्याय-VIII में वर्णित स्नातकोत्तर कार्यक्रम प्रारंभ करने के समान होगी।

अध्याय - XII

अनुशासन रखरखाव

58. **सामान्य विचार:** (1) भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग या भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा जारी समय-सीमा, नियमों, दिशा-निर्देशों, निर्देशों और अनुपालन का पालन करना संस्थानों का उत्तरदायित्व होगा।

(2) गैर अनुपालन कार्रवाई में-निम्नलिखित शामिल हैं, अर्थात्-

(क) भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग या स्वायत्त बोर्डों द्वारा समय- समय पर जारी किए गए विनियमों, अधिसूचनाओं, परिपत्रों, दिशानिर्देशों और किसी भी अन्य प्रकार के पत्राचार का पालन न करना;

(ख) संस्थानों की कोई भी गतिविधि जो स्नातकोत्तर आयुर्वेद चिकित्सा शिक्षा के उद्देश्यों के साथ संरेखित नहीं है, जैसे कि शुल्क के माध्यम से छात्रों का शोषण करना या उपस्थिति से संबंधित अनाचार में शामिल होना, आदि;

(ग) अवसंरचना, मानव संसाधन, नैदानिक सामग्री, व्यावहारिक सामग्री, अनुसंधान सुविधाओं और अन्य संस्थागत कार्यशीलता आदि को पूर्ण न करना जो इन विनियमों के अनुरूप नहीं हैं;

(घ) भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग या भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड के द्वारा आकलन एवं रेटिंग और मूल्यांकन या किसी अन्य गतिविधि के लिए निरीक्षण या विजिटेशन प्रक्रिया में असहयोग या किसी प्रकार की बाधा उत्पन्न करना;

(ङ) भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग या स्वायत्त बोर्डों को मिथ्या वर्णन / झूठी जानकारी या मनगढ़ंत डेटा या जानकारी या साक्ष्य प्रदान करना;

(च) अन्वेषकों या भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग के अधिकारियों या भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा नामित अधिकारियों को प्रभावित करने, दबाव बनाने, रिश्वत देने या धमकी देने का कोई प्रयास।

(3) किसी चिकित्सा संस्थान द्वारा जानबूझकर गैर-अनुपालन के किसी भी कार्य के प्रकरणों में या उप-विनियमन (2) में निर्दिष्ट गैर-अनुपालन के लिए, भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड या तो संस्थान को दंडित करेगा या भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग अधिनियम की धारा 28 की उप-धारा (1) के खंड (एफ) में उल्लिखित उचित उपाय करेगा। इसके अतिरिक्त, बोर्ड ऐसे प्रकरणों की आगे की जांच कर सकता है, जिनमें शामिल हैं:

(क) चिकित्सा संस्थान द्वारा किए गए प्रत्येक गैर अनुपालन के लिए एक करोड़ रुपये-तक का मौद्रिक जुर्माना अधिरोपित करना;

(ख) चेतावनी जारी करना;

(ग) उस शैक्षणिक वर्ष के लिए या निर्धारित किए जा सकने वाले वर्षों के लिए किसी भी नई योजना के लिए आवेदन की प्रक्रिया को रोकना;

(घ) अगले शैक्षणिक वर्ष में चिकित्सा संस्थान द्वारा प्रवेश के लिए सीटों की संख्या को कम करना;

(ङ) आगामी या बाद के शैक्षणिक वर्षों में एक या अधिक पाठ्यक्रमों में प्रवेश को रोकना;

(च) भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग को मान्यता वापस लेने के लिए अनुशंसा करना;

(छ) पांच शैक्षणिक वर्षों तक की अवधि के लिए चिकित्सा संस्थानों की रेटिंग को रोकना और वापस लेना;

(4) यदि संस्थान की ओर से भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग या भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड पर व्यक्तियों या एजेंसी के माध्यम से दबाव डालने का कोई प्रयास किया जाता है, तो चिकित्सा संस्थान द्वारा आवेदन या अनुरोध की प्रक्रिया को तत्काल रोक दिया जाएगा या अनुमति वापस ले ली जाएगी, छात्र के प्रवेश क्षमता में कमी या मौद्रिक जुर्माना लगाया जाएगा।

(5) भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग या भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड समय समय पर लागू आपराधिक विधि के अनुसार मिथ्या वर्णन /गलत जानकारी देने या झूठे दस्तावेजों अभिलेखों / को गढ़ने के लिए ऐसे चिकित्सा संस्थानों के खिलाफ आपराधिक कार्यवाही भी प्रारंभ कर सकता है।

(6) जब आयोग को यह ज्ञात होता है कि एक स्नातकोत्तर छात्र, जिसे संबंधित संस्थान में शारीरिक / व्यक्तिगत रूप से उपस्थिति के साथ तीन वर्ष का अध्ययन करना आवश्यक है, नें धोखाधड़ी या गलत तरीके से या आवश्यक उपस्थिति को पूर्ण किए बिना शारीरिक रूप से अनुपस्थित होकर या संबंधित संस्थान के साथ मिलीभगत करके या अन्य रूप से या इन विनियमों के अंतर्गत निर्दिष्ट आवश्यकताओं को पूर्ण किए बिना मिथ्या वर्णन / गलत जानकारी प्रदान करके स्नातकोत्तर डिग्री प्राप्त कर रहा है, ऐसे स्नातकोत्तर छात्र को उसके स्नातकोत्तर अध्ययन के अस्थायी निलंबन और एक वर्ष से कम के लिए राज्य पंजीयन या राष्ट्रीय पंजीयन के अस्थायी निलंबन के साथ दंडित किया जाएगा और न्यूनतम पांच लाख रुपये का जुर्माना लगाया जाएगा, दूसरी बार दोषी ठहराए जाने की स्थिति में उसकी स्नातकोत्तर पढ़ाई का कम से कम दो वर्ष के लिए अस्थायी निलंबन और राज्य पंजीयन या राष्ट्रीय पंजीयन का कम से कम दो वर्ष के लिए अस्थायी निलंबन और न्यूनतम दस लाख रुपये का जुर्माना लगाया जाएगा और तीसरे और बाद में दोषी ठहराए जाने की स्थिति में राज्य या राष्ट्रीय पंजीयन को कम से कम पांच वर्ष के लिए निलंबित करने के साथसाथ स्नातकोत्तर - अध्ययन से उसका प्रवेश स्थायी रूप से रद्द कर दिया जाएगा।

परिशिष्ट "ए"

(नियम 18 देखें)

दिव्यांगजन अधिकार अधिनियम, 2016 (2016 का 49) की धारा 2 के खंड (जेडसी) में निर्दिष्ट "निर्दिष्ट दिव्यांगता" से संबंधित अनुसूची निम्नानुसार प्रदान करती है: –

1. शारीरिक दिव्यांगता

क. लोकोमोटर दिव्यांगता (एक व्यक्ति की स्वयं और वस्तुओं की गतिविधि से जुड़ी अलग-अलग गतिविधियों को करने में असमर्थता, जो मस्कुलस्केलेटल या नर्वस सिस्टम, या दोनों के रोग के परिणामस्वरूप होती है), जिसमें शामिल हैं -

(क) "कुष्ठ रोग-उपचारित व्यक्ति" से ऐसा व्यक्ति अभिप्रेत है जो कुष्ठ रोग से रोग मुक्त / स्वस्थ हो चुका है, परंतु निम्नलिखित से पीड़ित है-

(i) हाथों या पैरों में सनसनी के अनुभव का अभाव, साथ ही साथ नेत्र और पलक में सनसनी और पेरेसिस के अनुभव का अभाव, परंतु बिना किसी स्पष्ट विकृति के;

(ii) स्पष्ट विकृति और परीसिस परंतु उनके हाथों और पैरों में पर्याप्त गतिशीलता है जो उन्हें सामान्य आर्थिक गतिविधि को करने में सक्षम बनाती है;

(iii) अत्यधिक शारीरिक विकृति और बढ़ती हुई आयु उसे किसी भी लाभकारी व्यवसाय को करने से रोकती है, और "कुष्ठ रोग का उपचार "शब्द की व्याख्या तदनुसार की जाएगी।

(ख) "सेरेब्रल पाल्सी" का अर्थ है गैर-प्रगतिशील न्यूरोलॉजिकल स्थिति का एक समूह जो शरीर की गतिविधियों और मांसपेशियों के समन्वय को प्रभावित करता है, जो मस्तिष्क के एक या अधिक विशिष्ट क्षेत्रों को क्षति पहुंचाता है, जो सामान्य रूप से जन्म के पहले, दौरान या उसके तत्काल बाद होता है।

(ग) "बौनापन (छोटे कद का व्यक्ति)" का अर्थ है एक चिकित्सा या आनुवंशिक स्थिति जिसके परिणामस्वरूप एक वयस्क की ऊंचाई 4 फीट 10 इंच (147 सेंटीमीटर) या उससे कम होती है;

(घ) मस्कुलर डिस्ट्रॉफी का अर्थ वंशानुगत आनुवंशिक मांसपेशी रोगों के एक समूह से है जो मानव शरीर को गतिविधि करने के लिए महत्वपूर्ण मांसपेशियों को निर्बल करता है। मस्कुलर डिस्ट्रॉफी वाले व्यक्तियों के जीन में अशुद्ध या मिसिंग डेटा होता है, जो उन्हें (जीन) स्वस्थ मांसपेशियों के लिए आवश्यक प्रोटीन का उत्पादन करने से रोकती है। यह कंकाल की मांसपेशियों के क्रमिक कमजोर होने, मांसपेशियों के प्रोटीन में असामान्यताएं, और मांसपेशियों की कोशिकाओं और ऊतकों के अध: पतन द्वारा चिह्नित है।

(ङ) "एसिड हमले के शिकार" एसिड या इसी प्रकार के संक्षारक पदार्थों के फेंकने से जुड़े हिंसक हमलों के कारण विकृत व्यक्तियों को संदर्भित करता है।

ख. दृष्टि लोप2-

(क) "दृष्टीलोप" दृष्टीहीनता से ऐसी स्थिति अभिप्रेत है जिसमें किसी व्यक्ति को सर्वोत्तम सुधार के बाद भी निम्नलिखित में से कोई भी स्थिति होती है:

(i) पूर्ण दृष्टीहीनता

(ii) सर्वोत्तम संभव सुधार के साथ बेहतर आंख में 3/60 से कम या 10/200 (स्नेलनसे कम दृश्य तीक्ष्णता (; या

(iii) 10 डिग्री से कम के कोण को घटाने वाली दृष्टि के क्षेत्र की सीमा।

(ख) कम दृष्टिका अर्थ है एक ऐसी स्थिति जहां किसी व्यक्ति की निम्न में से कोई भी स्थिति होती है ", अर्थात्:

(i) दृश्य तीक्ष्णता 6/18 से अधिक या 20/60 से कम नहीं, 3/60 या 10/200 (स्नेलन) तक, सर्वोत्तम संभव सुधार के साथ बेहतर नेत्र में; या

(ii) दृष्टि क्षेत्र की सीमा 40 डिग्री से कम के कोण को 10 डिग्री तक कम करती है।

ग. श्रवण दोष

(क) "बधिर का अर्थ उन व्यक्तियों से है जिनके दोनों कानों में भाषण आवृत्ति में 70 डेसिबल (डीबी) हियरिंग लॉस है।"

(ख) "सुनने में कठिनाई" का अर्थ है एक व्यक्ति जिसके दोनों कानों से सुनने की आवृत्ति में 60 डेसिबल से 70 डेसिबल का हियरिंग लॉस है।

घ. "भाषण और भाषा की अक्षमता" का अर्थ है लेरिन्जेक्टोमी या अफेसिया जैसी स्थितियों से उत्पन्न होने वाली स्थायी अक्षमता जो आर्गेनिक या न्यूरोलॉजिकल संबंधी कारणों से भाषण और भाषा के एक या अधिक घटकों को प्रभावित करती है।

2. "बौद्धिक अक्षमता" एक ऐसी स्थिति है जिसकी विशेषता बौद्धिक कार्यप्रणाली (तर्क, सीखना, समस्या-समाधान) और अनुकूली व्यवहार दोनों में महत्वपूर्ण सीमाएँ हैं, जिसमें रोजमर्रा, सामाजिक और व्यावहारिक कौशल शामिल हैं, जिनमें शामिल हैं -

(क) "विशिष्ट अधिगम अक्षमता" का अर्थ है स्थितियों का एक विषम समूह जिसमें प्रसंस्करण भाषा में कमी होती है, मौखिक या लिखित, जो स्वंय को समझने, बोलने, पढ़ने, लिखने, वर्तनी या गणितीय गणना करने में कठिनाई के रूप में प्रकट कर सकती है। इसमें अवधारणात्मक अक्षमता, डिस्लेक्सिया, डिस्ग्राफिया, डिसकेलकुलिया, डिस्प्रैक्सिया और विकासात्मक अफेसिया जैसी स्थितियां शामिल हैं।

(ख) "ऑटिज्म स्पेक्ट्रम डिसऑर्डर" का अर्थ है एक न्यूरोडेवलपमेंटल स्थिति जो सामान्य रूप से जीवन के पहले तीन वर्षों में दिखाई देती है जो किसी व्यक्ति की संवाद करने, संबंधों को समझने और दूसरों से संबंधित होने की क्षमता को महत्वपूर्ण रूप से प्रभावित करती है। यह अक्सर असामान्य या रूढ़िवादी अनुष्ठानों या व्यवहारों से जुड़ा होता है।

3. मानसिक व्यवहार : "मानसिक रोग" का अर्थ है सोच, मनोदशा, धारणा, अभिविन्यास या स्मृति का एक बड़ा विकार जो निर्णय, व्यवहार, वास्तविकता को पहचानने की क्षमता या जीवन की सामान्य मांगों को पूरा करने की क्षमता को पूर्ण रूप से बाधित करता है। तथापि, इसमें मंदता शामिल नहीं है, जो किसी व्यक्ति के मन के अवरुद्ध या अपूर्ण विकास की स्थिति है, विशेष रूप से सामान्य बुद्धि की विशेषता है।

4. दिव्यांगता के कारण:

(क) क्रोनिक न्यूरोलॉजिकल स्थितियां, उदाहरण के लिए

(i) "मल्टीपल स्क्लेरोसिस" का अर्थ है एक सूजन तंत्रिका तंत्र (नर्वस सिस्टम) का रोगी जिसमें मस्तिष्क और रीढ़ की हड्डी में नर्व सेल्स के एक्सॉन के आसपास माइलिन आवरण क्षतिग्रस्त हो जाता है, जिससे डिमाइलिनेशन होता है और मस्तिष्क और रीढ़ की हड्डी में नर्व सेल्स की एक दूसरे के साथ जुड़ा होने की क्षमता प्रभावित होती है।

(ii) "पार्किंसंस रोग" का अर्थ है तंत्रिका तंत्र (नर्वस सिस्टम) का एक प्रगतिशील रोग जो कंपकंपी, मांसपेशियों की कठोरता, और धीमी, अस्पष्ट गति द्वारा चिह्नित होती है, मुख्य रूप से मध्यम आयु वर्ग के और बुजुर्ग लोगों को प्रभावित करती है, और मस्तिष्क के बेसल गैन्लिया के अध: पतन और न्यूरोट्रांसमीटर डोपामाइन की कमी से जुड़ी होता है।

(ख) रक्त विकार

(i) "हीमोफीलिया" का अर्थ है एक वंशानुगत रोग, जो सामान्य रूप से केवल पुरुषों को प्रभावित करती है, परंतु महिलाओं द्वारा उनके पुरुष शिशुओं में फैलती है, जिसकी विशेषता रक्त के सामान्य थक्के बनाने की क्षमता में कमी या क्षति है जिससे एक मामूली घाव के परिणामस्वरूप घातक रक्तस्राव हो सकता है।

(ii) थैलेसीमिया का अर्थ है वंशानुगत विकारों का एक समूह जिसकी विशेषता हीमोग्लोबिन की कम या अनुपस्थित मात्रा है।

(iii) "सिकल सेल रोग" का अर्थ है एक हेमोलिटिक विकार जो पुरानी एनीमिया, पीड़ायुक्त प्रक्रिया और संबंधित ऊतक (टिश्यू) और अंग (ऑर्गन) क्षति के कारण विभिन्न जटिलताओं की विशेषता है। "हेमोलिटिक" लाल रक्त कोशिकाओं की कोशिका झिल्ली के नष्ट होने को संदर्भित करता है, जिसके परिणामस्वरूप हीमोग्लोबिन रिलीज होता है।

5. बहुविध अक्षमताएँ (उपर्युक्त निर्दिष्ट अक्षमताओं में से एक से अधिक), जिसमें बधिरता भी शामिल है, जिसका अर्थ है एक ऐसी स्थिति जिसमें एक व्यक्ति को सुनने और दृष्टि दोष का संयोजन हो सकता है, जिससे गंभीर संचार, विकासात्मक और शैक्षिक समस्याएं हो सकती हैं।

6. केंद्र सरकार द्वारा समयसमय पर अधिसूचित की जाने वाली कोई भी अन्य श्रेणी।-

परिशिष्ट "बी"

(नियम 18 देखें)

दिव्यांगजन के अधिकार अधिनियम, 2016 (2016 का 49) के अंतर्गत वाले छात्रों के "निर्दिष्ट दिव्यांगता" बीएएमएस में प्रवेश के संबंध में दिशानिर्देश।

1. "दिव्यांगता प्रमाणपत्र" भारत के राजपत्र, असाधारण, भाग II, धारा 3, उप-धारा (i), संख्या जी. एस. आर. 591 (ई), दिनांक 15 जून, 2017 में प्रकाशित दिव्यांगजन के अधिकार नियम, 2017 के अनुसार जारी किया जाएगा।

2. किसी व्यक्ति में "निर्दिष्ट अक्षमता" की सीमा का आकलन भारत के राजपत्र, असाधारण, भाग II, धारा 3, उप-धारा (ii), संख्या एस. ओ. 76 (ई), दिनांक 04 जनवरी, 2018 में प्रकाशित "दिव्यांगजन अधिकार अधिनियम, 2016 (2016 का 49) के अंतर्गत शामिल व्यक्ति में निर्दिष्ट दोष की सीमा का आकलन करने के उद्देश्य से दिशानिर्देशों" के अनुसार किया जाएगा।

3. विनिर्दिष्ट दिव्यांगजन के लिए आरक्षण का लाभ उठाने हेतु पात्र होने के लिए दिव्यांगता की न्यूनतम डिग्री 40% (बेंचमार्क विकलांगताहोनी चाहिए। (

4. 'शारीरिक रूप से दिव्यांग' (पीएच) शब्द के स्थान पर 'दिव्यांगजन (पीडब्ल्यूडी) शब्द का उपयोग किया जाना है।

तालिका

क्र. सं.	दिव्यांगता श्रेणी	दिव्यांगता के प्रकार	निर्दिष्ट दिव्यांगता	दिव्यांगता रेंज (5)		
				एमडी आयुर्वेद या एमएस आयुर्वेद कोर्स के लिए पात्र, पीडब्ल्यूडी आरक्षित श्रेणी के लिए पात्र नहीं	एमडी आयुर्वेद या एमएस आयुर्वेद कोर्स के लिए पात्र, पीडब्ल्यूडी श्रेणी के लिए पात्र	एमडी आयुर्वेद या एमएस आयुर्वेद कोर्स के लिए पात्र नहीं
(1)	(2)	(3)	(4)			
1.	शारीरिक दिव्यांगता	क) लोकोमोटर दिव्यागंता, निर्दिष्ट दिव्यागों सहित। क से च तक)	(क) कुष्ठ रोग से उपचारित व्यक्ति *	40% से कम दोष	40-80% दोष 80% से अधिक दिव्यागंता वाले व्यक्तियों को भी प्रकरण-दर-प्रकरण आधार पर अनुमति दी जा सकती है। उनकी कार्यात्मक योग्यता सहायक उपकरणों की सहायता से निर्धारित की जाएगी, यदि इसका उपयोग किया जा रहा है, तो यह देखने के लिए कि क्या यह 80% से नीचे लाया गया है और क्या उनके पास पाठ्यक्रम को संतोषजनक ढंग से आगे	80% से अधिक
			(ख) मस्तिष्क पक्षाघात (सेरेब्रल पाल्सी) **			
			(ग) बौनापन			
			(घ) मस्कुलर डिस्ट्रॉफी			
			(ङ) एसिड अटैक पीड़िता			
			(च) अन्य*** जैसे विच्छेदन,			

			पोलियोमाइलाइटिस, आदि।		बढ़ाने और पूरा करने के लिए आवश्यक पर्याप्त मोटर क्षमता है।	
			* उंगलियों और हाथों में संवेदना की कमी, विच्छेदन और आंखों के जुड़ाव पर ध्यान दिया जाना चाहिए, और संबंधित सिफारिशों पर विचार किया जाना चाहिए। ** दृष्टि, श्रवण, संज्ञानात्मक कार्य आदि के दोष पर ध्यान दिया जाना चाहिए और संबंधित सिफारिशों पर विचार किया जाना चाहिए। *** दोनों हाथ पूर्ण संवेदनाओं के साथ, पर्याप्त शक्ति और गति की सीमा एमडी आयुर्वेद या एमएस आयुर्वेद पाठ्यक्रम के लिए योग्य माने जाने के लिए आवश्यक है।			
		(ख) दृष्टि दोष (*)	(क) दृष्टिहीनता (ख) कम दृष्टि	40% से कम दोष (अर्थात श्रेणी '0 (10%)', 'I (20%)' & 'II (30%')	-	40% या उससे अधिक की दिव्यांगता। (अर्थात श्रेणी III और उससे ऊपर)
		(ग) श्रवण दोष @	(क) बधिर (ख) कम सुनने वाला	40% से कम दोष	-	40% या उससे अधिक की अक्षमता / दोष ।
			(*) 40 प्रतिशत से अधिक दृश्य अक्षमता या दृष्टिबाधित व्यक्ति एम. डी. आयुर्वेद या एम. एस. आयुर्वेद में स्नातकोत्तर कार्यक्रम में शिक्षा के लिए पात्र हो सकते हैं, और उन्हें आरक्षण दिया जा सकता है, इस शर्त के अधीन कि दूरबीन या मैग्निफायर जैसे उन्नत निम्न दृष्टि उपकरणों के उपयोग से उनकी दृष्टिबाधितता 40 प्रतिशत बेंचमार्क से कम हो जाए। @ 40 प्रतिशत से अधिक की श्रवण अक्षमता वाले व्यक्ति एम. डी. आयुर्वेद या एम. एस. आयुर्वेद में स्नातकोत्तर कार्यक्रम को आगे बढ़ाने के लिए पात्र हो सकते हैं और उन्हें आरक्षण दिया जा सकता है, इस शर्त के अधीन कि सहायक उपकरणों की सहायता से उनकी श्रवण अक्षमता 40 प्रतिशत से कम हो जाए। इसके अतिरिक्त, व्यक्ति के पास 60% से अधिक का भाषण अंतर स्कोर (विभेदन-क्षमता) होना चाहिए।			
		घ) भाषण और भाषा अक्षमता $	जैविक / न्यूरोलॉजिकल कारण	40% से कम अक्षमता	-	40% या उससे अधिक की अक्षमता।
			$ यह प्रस्तावित किया गया है कि एमडी आयुर्वेद या एमएस आयुर्वेद पाठ्यक्रम में प्रवेश के लिए, एमडी आयुर्वेद या एमएस आयुर्वेद करने के लिए पात्र होने के लिए स्पीच इंटेलिजिबिलिटी अप्रभावित (एसआईए) स्कोर 3 (जो 40% से कम के अनुरूप है) से अधिक नहीं होगा। 40 प्रतिशत तक के अफेसिया भाग (एक्यू) वाले व्यक्ति एमडी आयुर्वेद या एमएस आयुर्वेद पाठ्यक्रम को जारी रखने के लिए पात्र हो सकते हैं, परंतु 40 प्रतिशत से अधिक अफेसिया भाग (एक्यू) वाले लोग न तो एमडी आयुर्वेद या एमएस आयुर्वेद पाठ्यक्रम को जारी रखने के लिए पात्र होंगे और न ही उनके पास कोई आरक्षण होगा।			
2.	बौद्धिक अक्षमता		(क) विशिष्ट सीखने की अक्षमता (अवधारणात्मक अक्षमता,	# वर्तमान में, विशिष्ट शिक्षण दिव्यांगता (SpLD) की गंभीरता का आकलन करने के लिए कोई परिमाणीकरण पैमाना उपलब्ध नहीं है; इसलिए, 40% का कट-ऑफ एकपक्षीय है और अधिक साक्ष्य की आवश्यकता है।		

			डिस्लेक्सिया, डिस्कैलकुलिया, डिस्प्रेक्सिया और विकासात्मक अफेसिया)। #	40% से कम दिव्यांगता	40% दिव्यांगता के समकक्ष या उससे अधिक, हालांकि, चयन विशेषज्ञ पैनल द्वारा उपचार, सहायता प्राप्त प्रौद्योगिकी, सहायता और बुनियादी ढांचे में बदलाव की मदद से मूल्यांकन की गई सीखने की क्षमता पर आधारित होगा।	80% से अधिक या गंभीर प्रकृति, या महत्वपूर्ण संज्ञानात्मक / बौद्धिक दिव्यांगता।
			(ख) ऑटिज्म स्पेक्ट्रम विकार	आभाव या मध्यम अक्षमता, एस्परजर सिंड्रोम (आई. एस. ए. ए. के अनुसार 40-60% की अक्षमता), जहां व्यक्ति को एक विशेषज्ञ पैनल द्वारा बीएएमएस पाठ्यक्रम के लिए उपयुक्त माना जाता है।	वर्तमान में, मानसिक बीमारी की उपस्थिति और सीमा को स्थापित करने के लिए एक वस्तुनिष्ठ विधि की कमी के कारण इसकी अनुशंसा नहीं की जाती है। तथापि, अक्षमता आकलन की बेहतर पद्धतियां विकसित करने के बाद भविष्य में आरक्षण/कोटा के लाभ पर विचार किया जा सकता है।	60 प्रतिशत या उससे अधिक की अक्षमता, सज्ञानात्मक/बौद्धिक अक्षमता की उपस्थिति, और/या यदि व्यक्ति को एक विशेषज्ञ पैनल द्वारा एमडी आयुर्वेद या एमएस आयुर्वेद पाठ्यक्रम को आगे बढ़ाने के लिए अयोग्य माना जाता है।
3.	मानसिक व्यवहार		मानसिक रोग	अभाव या हल्की अक्षमता: 40% से कम (आईडीईएएस के अंतर्गत)	वर्तमान में, मानसिक बीमारी की उपस्थिति और सीमा को स्थापित करने के लिए एक वस्तुनिष्ठ विधि की कमी के कारण इसकी अनुशंसा नहीं की जाती है। तथापि, अक्षमता आकलन की बेहतर पद्धतियां विकसित करने के बाद भविष्य में	40% अक्षमता के बराबर या उससे अधिक, या यदि व्यक्ति को अपने कर्तव्यों का पालन करने के लिए अयोग्य माना जाता है। 'चिकित्सा का अभ्यास करने के लिए फिटनेस' की परिभाषा के लिए मानकों का प्रारूप तैयार किया जा सकता है, जो भारत के अतिरिक्त अन्य देशों में कई संस्थानों द्वारा उपयोग किए जाने वाले मानकों के समान है।

					आरक्षण/कोटा के लाभ पर विचार किया जा सकता है।	
4.	अक्षमता के कारण	(क) क्रोनिक न्यूरोलॉजिकल कंडीशंस	(i) मल्टीपल स्केलेरोसिस	40% से कम अक्षमता	40-80% अक्षमता	80% से अधिक
			(ii) पार्किंसंस			
		(ख) रक्त विकार	(i) हीमोफीलिया	40% से कम अक्षमता	40-80% अक्षमता	80% से अधिक
			(ii) थैलेसीमिया			
			(iii) सिकल सेल रोग			
5.	बधिरता दृष्टिहीनता सहित कई अक्षमता		उपर्युकत निर्दिष्ट अक्षमता में से एक से अधिक	व्यक्तिगत प्रकरणों के लिए सिफारिशें / अनुशंसा करते समय उपर्युक्त सभी कारकों पर विचार किया जाना चाहिए, विशेष रूप से निम्नलिखित में से किसी की उपस्थिति के संबंध में: दृश्य, श्रवण, भाषण और भाषा दोष, बौद्धिक दोष और मानसिक रोग कई दिव्यांग के घटकों के रूप में। भारत सरकार द्वारा जारी प्रासंगिक राजपत्र अधिसूचना द्वारा अधिसूचित सूत्र का संयोजन। $\frac{a + b\ (90-a)}{90}$ (जहां a = दिव्यांगता % की उच्च डिग्री और b = दिव्यांगता की कम डिग्री जैसा कि विभिन्न दिव्यांगों के लिए गणना की गई है) अनुशंसित सूत्र का उपयोग किसी व्यक्ति में एक से अधिक दोष होने की स्थिति होने पर उत्पन्न होने वाली अक्षमता की गणना करने के लिए किया जाता है। यह सूत्र कई दोषों वाले प्रकरणों में लागू किया जा सकता है, और व्यक्ति में मौजूद विशिष्ट दोषों के आधार पर प्रवेश और/या आरक्षण के बारे में सिफारिशें की जाएंगी।		
नोट :	पीडब्ल्यूडी श्रेणी के अंतर्गत चयन के लिए, उम्मीदवारों को भारत सरकार के संबंधित प्राधिकरण द्वारा नामित दिव्यांगता आकलन बोर्डों में से एक से, परामर्श (काउंसलिंग) की निर्धारित तिथि से पहले दिव्यांगता प्रमाण पत्र प्रस्तुत करना होगा।					

अनुसूची –I

स्नातक कॉलेज में स्नातकोत्तर विभागों के लिए आवश्यक अतिरिक्त निर्मित क्षेत्र (न्यूनतम)

क्रम संख्या	विभाग और इकाई	न्यूनतम आवश्यक क्षेत्र)वर्ग मीटर)
(1)	(2)	(3)
1.	संहिता सिद्धांत और संस्कृत भाषा प्रयोगशाला सहित	50
2.	रचना शारीर विभाग	50
3.	क्रिया शारीर विभाग	50
4.	द्रव्यगुण विभाग	50

5.	रसशास्त्र और भैषज्यकल्पना विभाग	50
6.	रोगनिदानविकृतिविज्ञान विभाग सहित- इम्यूनोलॉजी एवं हिस्टोपैथोलॉजी प्रयोगशाला	100
7.	अगदतंत्र विभाग के साथ पोइजन टेस्टिंग फैसिलिटी	50
8.	स्वस्थवृत्त और योग विभाग	25
	नुट्रिशन लेबोरेटरी	
9.	कायचिकित्सा विभाग	25
10.	पंचकर्म विभाग	25
11.	शल्य तंत्र विभाग	25
12.	शालाक्य तंत्र - नेत्र विभाग	25
13.	शालाक्यतंत्र - कर्ण नासा मुख विभाग	25
14.	स्त्री रोग प्रसूति -तंत्र विभाग	25
15.	कौमारभृत्य विभाग	25
स्नातकोत्तर कार्यक्रम के लिए स्थापित किए जाने वाले विशेष विभाग या इकाइयां		
16.	एकीकृत स्वास्थ्य और अनुवादात्मकअनुसंधान विभाग	50
	सेंट्रल रिसर्च लेबोरेटरी	150
	क्वालिटी टेस्टिंग लेबोरेटरी	100
	एनिमल हाउस एंड एनिमल एक्सपेरिमेंटेशन लेबोरेटरी	250
	क्लीनिकल रिसर्च सेल (चिकित्सालय में स्थित होगा)	50
17.	आयुर्वेद-जीव विज्ञान विभाग सहित मॉलिक्यूलर बायोलॉजी लेबोरेटरी	150
18.	मानसरोग एवं मनोविज्ञान	50
19.	रसायन और वाजीकरण	50
नोट :	सभी प्रयोगशालाओं में कार्य प्रयोग में आने वाली मेजें कठोर पत्थर या स्टेनलेस स्टील से बनी होनी चाहिए। इसके अतिरिक्त, वॉश बेसिन में उचित अलमारियाँ और बहते पानी के नल होने चाहिए।	

अनुसूची-II

स्टैंडअलोन स्नातकोत्तर संस्थान में स्नातकोत्तर विभागों और अन्य संबद्ध इकाइयों के लिए आवश्यक न्यूनतम निर्मित क्षेत्र

क्रम संख्या	विभाग या इकाई	न्यूनतम निर्मित क्षेत्र वर्ग मीटर में
(1)	(2)	(3)
1.	एकीकृत स्वास्थ्य और अनुवादात्मकअनुसंधान विभाग	50
	(क) सेंट्रल रिसर्च लेबोरेटरी	150
	(ख) क्वालिटी टेस्टिंग लेबोरेटरी	100
	(ग) एनिमल हाउस एंड एनिमल एक्सपेरिमेंटेशन लेबोरेटरी	250
	(घ) क्लीनिकल रिसर्च सेल (चिकित्सालय में स्थित होगा)	50
2.	आयुर्वेद संहिता एवं सिद्धांत भाषा लेबोरेटरी सहित	75
3.	आयुर्वेद-जीव विज्ञान विभाग सहित मॉलिक्यूलर बायोलॉजी लेबोरेटरी	150
4.	रचना शारीर विच्छेदन (डी-सेक्सन) हॉल	150
5.	क्रिया शारीर फिजियोलॉजी लेबोरेटरी सहित	150
6.	द्रव्यगुण विज्ञान फार्माकोग्नॉसी प्रयोगशाला और फाइटोकेमिस्ट्री लेबोरेटरी सहित	150
7.	रसशास्त्र एवं भैषज्य कल्पना टीचिंग फार्मेसी	250
8.	रोगनिदान एवं विकृतिविज्ञान	50

9.	अगदतंत्र एवं विधि वैद्यक	100
10.	स्वस्थवृत्त एवं योग नुट्रिशन सहित	150
11.	कौमारभृत्य	50
12.	कायचिकित्सा	50
13.	पंचकर्म	50
14.	मानसरोग एवं मनोविज्ञान	50
15.	रसायन और वाजीकरण	50
16.	स्त्री रोग- प्रसूति तंत्र	50
17.	शल्य तंत्र	50
18.	शालाक्य तंत्र - नेत्र रोग चिकित्सा	50
19.	शालाक्य तंत्र - कर्ण नासा मुख रोग चिकित्सा	50

नोट: संबंधित विभाग की प्रयोगशालाओं और संग्रहालयों में उपकरणों, और सहायक उपकरणों, कैमिकल, रिएजेन्ट्स आदि की सूची एमईएस-यूजी में निर्दिष्ट संबंधित अनुसूची के अनुसार होगी।

अनुसूची –III

केंद्रीय अनुसंधान प्रयोगशाला के लिए न्यूनतम आवश्यक सुविधाएं

फाइटोकेमिकल परीक्षण सुविधा	
1.	मात्रात्मक (क्वांटिटेटिव)
	1. ऑर्गेनिक टेस्ट्स
	2. इनऑर्गेनिक टेस्ट्स
	3. फ्लुओरेसेन्स एनालिसिस ऑफ़ पोडर्स
	4. क्रोमैटोग्राफी
	i. टीएलसी (थिन लेयर क्रोमैटोग्राफी)
	ii. एनपीएसटी (नंबूरी फेज्ड स्पॉट टेस्ट)
	iii. कॉलम क्रोमैटोग्राफी
2.	फार्माकोग्नोस्टिक
	(क) प्रमाणीकरण
	(ख) माइक्रोस्कोपिक
	(ग) सेक्शन माइक्रोस्कोपिक
	(घ) पावडर माइक्रोस्कोपिक
	(ङ) माइक्रोटोम सेक्शन
	(च) मल्टीपल स्टैंडिंग एंड परमानेंट स्लाइड प्रिपरेशन
	(छ) डिजिटल माइक्रोस्कोपी
	(ज) क्वांटिटेटिव माइक्रोस्कोपी (स्टोमेटा नंबर, स्टोमेटल इंडेक्स, वेन आइलेट नंबर)
3.	माइक्रोबायोलोजिकल
	(क) माइक्रोबियल लिमिट्स
	i. टोटल बैक्टीरियल काउंट
	ii. टोटल फंगल काउंट
	iii. टेस्ट्स फॉर स्पेसिफिक पैथोजन्स
	(ख) एंटीमाइक्रोबिअल स्टडी (कप प्लेट मेथड, एमआईसी एंड एमबीसी)
	i. एंटीबैक्टीरियल
	ii. एंटीफंगल
	(ग) माइक्रोबियल कल्चर

	i.	पानी
	ii.	क्लिनिकल स्वैब
4.	इनविट्रो अध्ययन:	
	(क)	एंटीऑक्सीडेंट
	(ख)	इम्यूनोमॉड्यूलेटरी
	(ग)	एंटीमाइक्रोबिअल
		क्वांटिटेटिव
1.		फ्लेम फोटोमेट्री – कैल्शियम, सोडियम, पोटैशियम
2.		यूवी – स्पेक्ट्रोफोटोमेट्री
	(क)	फिनोल, फ्लेवोनोइड्स, कार्बोहाइड्रेट, प्रोटीन, शुगर, आयरन आदि

अनुसूची –IV

गुणवत्ता परीक्षण प्रयोगशाला के लिए न्यूनतम आवश्यकताएं

क्रम संख्या	विवरण
(1)	(2)
1.	फ्लोरेसेंस इनवर्टेड माइक्रोस्कोप विद सॉफ्टवेयर
2.	यूवी विआईस-स्पेक्ट्रोफोटोमीटर
3.	माइक्रो कंट्रोलर बेस्ड फ्लेम फोटोमीटर
4.	रोटरी इवेपोरेटर
5.	स्टेबिलिटी चैम्बर
6.	फ्रीज ड्रायर
7.	ट्रिनोकुलर माइक्रोस्कोप विथ सॉफ्टवेयर , कैमरा एंड प्रोजेक्शन फैसिलिटी
8.	पोलरीमीटर
9.	मफल फर्नेस
10.	ऑर्बिटल शेकिंग इनक्यूबेटर
11.	कार्बन डाइऑक्साइड (CO2) इनक्यूबेटर
12.	टेबलेट डिसइंटीग्रशन एपरेटस
13.	ऑप्टिक एब्बे रेफ्रेक्टोमीटर
14.	फ्रेबिलिटी टेस्ट एपरेटस
15.	डिजिटल मेल्टिंग पॉइंट एपरेटस
16.	लैमिनार एयर फ्लो
17.	वाटर स्टिल
18.	रोटरी माइक्रोटोम एंड माइक्रोटोम ऑब्जेक्ट होल्डर
19.	डिजिटल पीएच मीटर
20.	मॉइस्चर एनालाइजर बैलेंस
21.	ऑर्बिटल शेकर
22.	मैकेनिकल स्टिरर विथ हॉट प्लेट
23.	मैग्नेटिक स्टिरर
24.	डिसोल्यूशन टेस्ट एपरेटस
25.	हार्डनेस टेस्टर
26.	मोहस हार्डनेस स्केल
27.	टेबलेट काउंटर – स्माल साइज
28.	डिसोल्यूशन टेस्ट एपरेटस
29.	बल्क डेंसिटी एपरेटस

30.	ओस्टवाल्ड विस्कोमीटर
31.	एनालिटिकल बैलेंस डिजिटल हाई प्रिसिशन (0.0001g - 220g)
32.	इनक्यूबेटर
33.	क्लैरिटी टेस्ट एपरेटस
34.	ह्यूमिडिटी कंट्रोल ओवन
35.	कार्ल फिशर एपरेटस
36.	सीव शेकर
37.	ग्रनुलेटिंग सीव सेट
38.	थर्मामीटर
39.	सेंट्रीफ्यूज
40.	फिल्ट्रेशन इक्विपमेंट
41.	वाटर बाथ 12 होल्स
42.	सक्शन पंप
43.	सोनिकेटर
44.	हीटिंग मेंटल भिन्न 2 –क्षमता के
45.	डिस्टिलेशन एपरेटस ग्लास (अर्क यंत्र)
46.	सॉक्सलेंट एपरेटस
47.	रियोमीटर
48.	नेफेलो टर्बिडिटी मीटर
49.	पोटेन्शियोमीटर
50.	कंडक्टिविटी मीटर
51.	क्लीवेंजर एपरेटस
52.	ग्लास वेयर, रिएजेंट्स एंड केमिकल्स एज रिक्वायर्ड
नोट : मौजूदा स्नातक महाविद्यालयों में स्नातकोत्तर विभागों के प्रकरण में, एम. ई. एस.-यू. जी. में निर्दिष्ट उपकरणों के अतिरिक्त उपकरण, सहायक उपकरण और सुविधाएं उपलब्ध कराई जाएंगी।	

अनुसूची –V

पशु घर और प्रयोगशाला के लिए न्यूनतम आवश्यकताएं

क्रम संख्या	सुविधा और उपकरण
(1)	(2)
1.	सुरक्षा और विषाक्तता स्टडीज फैसिलिटी
2.	व्यवहार और न्यूरो औषधीय स्टडीज फैसिलिटी
3.	एंटी - कन्वल्सिव स्टडीज फैसिलिटी
4.	एंटी - इंफ्लेमेटरी एंड एनाल्जेसिक स्टडीज फैसिलिटी
5.	एंटी - अस्थमैटिक, एंटी-एलर्जिक और एंटी-हिस्टामाइन स्टडी फैसिलिटी
6.	इम्यूनोमॉड्यूलेटरी स्टडी फैसिलिटी
7.	वाउंड हीलिंग स्टडीज फैसिलिटी
8.	एंटी डायबिटीज स्टडीज फैसिलिटी
9.	एंटी ओबेसिटी स्टडीज फैसिलिटी
10.	एंटी पैरेटिक स्टडीज फैसिलिटी
11.	अर्से विथ ऑर्गेन /टिश्यू बाथ
12.	अंग सुरक्षात्मक अध्ययन (कार्डियोप्रोटेक्टिव, हेपेटोप्रोटेक्टिव, नेफ्रोप्रोटेक्टिव आदि) सुविधा
13.	डिजिटल इलेक्ट्रो कन्वल्सिव मीटर
14.	मेटाबोलिक केज (आवश्यकतानुसार)
15.	हिस्टामाइन चैम्बर
16.	डिजिटल रोटरोड विथ सॉफ्टवेयर
17.	सॉफ्टवेयर के साथ डिजिटल एक्टिमीटर(एक्टिविटी केज)
18.	प्लेथिस्मोग्राफ

अनुसूची -VI

स्नातकोत्तर विभागों के लिए योग्यानैदानिक कौशल प्रयोगशाला की न्यूनतम आवश्यक-

क्रम संख्या	मेनक्विन या सिम्युलेटर का नाम
(1)	(2)
1.	कंप्यूटर सिस्टम के साथ प्रिंटर, इंटरनेट
	(क) सभी विभागों के लिए सामान्य
2.	चेस्ट ऑस्केल्टेशन ट्रेनर
3.	डिकुबिटस के लिए नर्सिंग ट्रेनर
4.	सीपीआर ट्रेनर
5.	ब्लड सैंपलिंग
6.	राइल्स ट्यूब इंसर्शन ट्रेनर
7.	ब्लड ट्रांसफ्यूजन ट्रेनर
8.	ऑक्सीजन थेरेपी
9.	यूरिनरी कैथीटेराइजेशन – पुरुष
10.	यूरिनरी कैथीटेराइजेशन – स्त्री
	(ख) रोग निदान
11.	चेस्ट ऑस्केल्टेशन ट्रेनर
12.	डिकुबिटस के लिए नर्सिंग ट्रेनर
13.	स्पाइरोमेट्री
14.	ब्लड सैंपलिंग
15.	लंबर पंचर ट्रेनर
	(ग) अगदतंत्र
16.	आघात का प्रलेखन और प्रमाणन
17.	निदान और मृत्यु का प्रमाणन
18.	आपातकालीन स्थितियों से संबंधित कानूनी कागजी कार्रवाई
19.	चिकित्सकीय कानूनी मामलों का प्रमाणन (उदाहरण के लिएउम्र का अनुमान -, यौन उत्पीड़न)
20.	पुलिस, सार्वजनिक स्वास्थ्य अधिकारियों और अन्य संबंधित विभागों के साथ चिकित्सा / कानूनी मामलों में पत्राचार-संचार स्थापित करना।
21.	ऑटोप्सी सिम्युलेटर या डिजिटल ऑटोप्सी
	(घ) कायचिकित्सा
22.	इंजेक्शन (इंट्रा-मस्कुलर, इंट्रा-वेनस, इंट्रा-डर्मल, सबक्यूटेनियस)
23.	एरोसोल थेरेपी या नेबुलाइजेशन
24.	लंबर पंचर ट्रेनर
25.	पैरासेन्टेसिस ट्रेनर
26.	प्लुरल टैपिंग ट्रेनर
27.	इंट्रा - वेनस इन्फ्यूजन की स्थापना और ड्रिप रेट की गणना-बुनियादी जीवनरक्षक
	(ङ) शल्य तंत्र
28.	पैरासेन्टेसिस ट्रेनर
29.	प्लुरल टैपिंग ट्रेनर
30.	अर्ली मैनेजमेंट ऑफ़ ट्रोमा एंड ट्रोमा लाइफ सपोर्ट
31.	एंडोट्रैकियल इंटुबैषेण ट्रेनर
32.	दाहक पदार्थ- केमिकल एंड थर्मल और इलेक्ट्रिकल

33.	बुनियादी इनसिजन और सुचर ट्रेनर
34.	बुनियादी व्रण देखभाल
35.	बैंडेज और कम्प्रेशन बैंडेज
36.	इनसिजन और ड्रेनेज ट्रेनर
37.	बेसिक फ्रैक्चर और डिस्लोकेशन प्रबंधन ट्रेनर
38.	स्तन गांठ की जांच
39.	सूजन की जांच
40.	प्रोस्टेट जांच ट्रेनर
	(च) स्त्री रोग-प्रसूति तंत्र
41.	पर स्पेकुलम और योनि परीक्षा ट्रेनर
42.	बर्थिंग सिम्युलेटर
43.	स्तन परीक्षण ट्रेनर
44.	इंट्रा यूटेराइन कॉन्ट्रासेप्टिव डिवाइस इंसर्शन एंड रिमूवल ट्रेनर
45.	एपीजीओटॉमी ट्रेनर
46.	इंट्रा यूटेराइन इनसेमिनेशन ट्रेनर (इंट्रा यूटेराइन उत्तर बस्ती के लिए उपयोग किए जाने वाले समान)
47.	लंबर पंचर ट्रेनर
48.	एंडोट्रैकियल इंटुबेषेण ट्रेनर
49.	प्रसूति परीक्षा प्रशिक्षक
50.	गर्भाशय ग्रीवा का दृश्य निरीक्षण
	(छ) शालाक्य तंत्र नेत्र रोग -
51.	रिफ्रक्शन ट्रेनर
52.	दृश्य तीक्ष्णता परीक्षण
53.	डिजिटल टोनोमेट्री
54.	एपिलेशन
55.	आई इरिगेशन
56.	इंस्टालेशन ऑफ़ आई मेडिकेशन
57.	नेत्र पट्टी
58.	मैनेकिन हेड (3डी मॉडल) तर्पण के प्रशिक्षण के लिए
	(ज) शालाक्य तंत्र कर्ण नासा मुख रोग –
59.	ओटोस्कोपी
60.	मैनेकिन हेड (3डी मॉडल) कर्णपुराण के प्रशिक्षण के लिए
	(झ) कौमारभृत्य
61.	निओनेटल रिससिटेशन
62.	चाइल्ड्स सीपीआर और एयर वे मैनेजमेंट
63.	इन्फैंट ऑस्क्युलटेशन ट्रेनर
64.	बाल चिकित्सा अंतःशिरा इन्फ्यूजन स्थापित करना और ड्रिप रेट की गणना करना।
65.	लंबर पंचर ट्रेनर
66.	आईक्यू, ऑटिज्म, एडीएचडी, एकाग्रता, अवसाद, चिंता, मानसिक मंदता का आकलन करने के लिए मनोवैज्ञानिक परीक्षण बैटरी।
67.	फुल बॉडी (पीडियाट्रिक) मेनक्विन और 3 डी हेड मेनक्विन अभ्यास के लिए / पंचकर्म करना जैसे नस्य, पिचू, अभ्यंग, बस्ती, वेष्ठान, लेप

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	(ञ) पंचकर्म
68.	फुल बॉडी मेनक्विन (अभ्यंग के प्रदर्शन के लिए, उद्वर्तन, उत्सादनम, लेप, पत्र पोट्टालि स्वेद, स्थानिक बस्ती)
69.	बस्ती कर्म के लिए एनीमा ट्रेनर
70.	उत्तर बस्ती के लिए कैथीटेराइजेशन (पुरुष और महिला)
	(ट) मानसरोग
71.	साइकोमेट्रिक स्केल्स और उपकरण
	(ठ) रसायन और वाजीकरण
72.	उत्तर बस्ती के लिए कैथीटेराइजेशन (पुरुष और महिला)
नोट :-	मौजूदा स्नातक कॉलेज में स्नातकोत्तर विभागों के प्रकरण में भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों और संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 में निर्दिष्ट विभागों के अतिरिक्त अन्य मैनेक्विन और सिमुलेटर संबंधित स्नातकोत्तर विभागों में उपलब्ध कराए जाएंगे।

अनुसूची-VII

मॉलिक्यूलर जीव विज्ञान प्रयोगशाला (बायोलॉजी) के लिए न्यूनतम आवश्यक आवश्यकताएं

क्रम संख्या	उपकरण, सहायक उपकरण, रसायन और रीएजेन्टस
(1)	(2)
I.	**उपकरण और सहायक उपकरण**
1.	माइक्रोपिपेटस (विभिन्न क्षमताएं)
2.	रीयलटाइम पीसीआर मशीन
3.	यूवी स्पेक्ट्रोफोटोमीटर
4.	हाई स्पीड सेंट्रीफ्यूज (हाई वॉल्यूम)
5.	हाई स्पीड सेंट्रीफ्यूज (स्माल वॉल्यूम)
6.	यूवी ट्रांसल्यूमिनेटर
7.	हॉरिजॉन्टल जेल इलेक्ट्रोफोरेसिस सिस्टम (पावर सप्लाई फॉर जेल)
8.	तापमान नियंत्रक के साथ वाटर बाथ
9.	37-डिग्री इनक्यूबेटर
10	ट्रिनोकुलर माइक्रोस्कोप
11.	वाटर प्यूरिफिएर (मिलीपोर वाटर सिस्टम)
12.	लेबोरेटरी हुड / कल्चर हुड
13.	वजन संतुलन
14.	वोर्टेक्स मिक्सर
15.	थर्मोमिक्सर
16.	फ्रिज
17.	वैक्यूम कंसंट्रेटर
18.	न्यूटेटर रोक्किंग प्लेटफॉर्म्स, ऑर्बिटल शेकर
19.	इमेजिंग सिस्टम्स (केमिलुमिनेसेंस, फ्लुओरेसेन्स, फोस्फो इमेजेज)
20.	आटोक्लेव
21.	स्टेराइल रूम विथ लमीनार
22.	- 20 डिग्री सेल्सियस फ्रीजर
II.	उपभोग्य वस्तुएं: - ग्लास वेयर केमिकल, रिऐजेंट्स, किट्स और आवश्यकतानुसार अन्य सामान
नोट:	इस अनुसूची में निर्दिष्ट न्यूनतम आवश्यक आवश्यकताएं हैं। हालांकि, विभाग पाठ्यक्रम, शिक्षण, प्रशिक्षण और अनुसंधान की आवश्यकता के अनुसार सभी आवश्यकताओं को बनाए रखेगा।

अनुसूची –VIII

स्नातक कॉलेज में स्नातकोत्तर विभागों के लिए शिक्षण स्टाफ की न्यूनतम आवश्यक आवश्यकताएं

क्रम संख्या	स्नातकोत्तर विभाग	प्रोफेसर	एसोसिएट प्रोफेसर	सहायक प्रोफेसर	अभ्यास के प्रोफेसर या अंशकालिक शिक्षक
(1)	(2)	(3)	(4)	(5)	(6)
1.	संहिता और सिद्धांत	एक	एक	एक	-
2.	रचना शारीर	एक	एक	एक	-
3.	क्रिया शारीर	एक	एक	एक	-
4.	आयुर्वेद-जीव विज्ञान	एक	एक	एक	एक (एम.एससी. जैव सूचना विज्ञान)
5.	द्रव्यगुण विज्ञान	एक	एक	एक	-
6.	रसशास्त्र एवं भैषज्यकल्पना	एक	एक	एक	प्रत्येक (एम.फार्मा-फार्मास्यूटिक्स, एम.एससी-रसायन विज्ञान)
7.	रोगनिदान एवं विकृतिविज्ञान	एक	एक	एक	प्रत्येक (एमडी-पैथोलॉजी, एमडी-रेडियोडायग्नोसिस)
8.	अगदतंत्र	एक	एक	एक	-
9.	स्वस्थवृत्त एवं योग	एक	एक	एक	प्रत्येक (एमपीएच और एम.एससी - डायटीटिक्स)
10.	कौमारभृत्य	एक	एक	एक	एक (एम.एससी - क्लीनिकल साइकोलॉजी)
11.	कायचिकित्सा	एक	एक	एक	एक (एमडी-जनरल मेडिसिन)
12.	पंचकर्म और उपकर्म	एक	एक	एक	एक (एमपीटी-फिजियोथेरेपी)
13.	स्त्री रोग- प्रसूति तंत्र	एक	एक	एक	एक (एमएस - स्त्री रोग और प्रसूति रोग)
14.	शल्य तंत्र	एक	एक	एक	प्रत्येक (एमएस-जनरल सर्जरी, एमडी-एनेस्थीसिया)
15.	शालाक्य - नेत्र रोग चिकित्सा	एक	एक	एक	एक (एमएस-नेत्र विज्ञान)
16.	शालाक्य – कान, नाक और मुख रोग़ चिकित्सा		एक	एक	एक (एमएस-ईएनटी)
17.	मानसरोग एवं मनोविज्ञान	एक	एक	एक	एक (एमडी-मनोचिकित्सा या एम.एससी -नैदानिक मनोविज्ञान)
18.	रसायन और वाजीकरण	एक	एक	एक	एक (एमएस-यूरोलॉजी या एमएस-गायनेकोलॉजी और प्रसूति)
19.	एकीकृत स्वास्थ्य और अनुवादात्मक संबंधी अनुसंधान	एक	-	-	प्रत्येक (एमएससी-बायोकेमिस्ट्री, एमएससी-माइक्रोबायोलॉजी, एम.फार्मा-फार्माकोलॉजी, एमएससी-बायोस्टैटिस्टिक्स)

नोट 1: कॉलम (3) में निर्दिष्ट प्रोफेसर सह विभागाध्यक्ष क्रम संख्या 4, 17, 18 और 19 को छोड़कर, जहां एक विशेष प्रोफेसर उपलब्ध होगा, स्नातक और स्नातकोत्तर दोनों विभागों के लिए सामान्य हो सकता है।

नोट 2: प्रैक्टिस के प्रोफेसर का अर्थ आयुर्वेद मेडिकल कॉलेजों में शिक्षण के अतिरिक्त किसी अन्य क्षेत्र में न्यूनतम दस वर्ष का अनुभव रखने वाले व्यक्ति से है, जैसे कि किसी उद्योग या अनुसंधान संस्थान का व्यक्ति, एक तकनीकी सलाहकार, या एक प्रसिद्ध चिकित्सक।

नोट 3: उच्च संकाय निम्न संकाय को पूर्ति करेगा, परंतु निम्न संकाय उच्च संकाय को पूर्ति नहीं करेगा।

अनुसूची -IX

स्टैंडअलोन स्नातकोत्तर संस्थान में विभागों के लिए शिक्षण स्टाफ की न्यूनतम आवश्यक आवश्यकता

क्रम संख्या	स्नातकोत्तर विभाग	प्रोफेसर	एसोसिएट प्रोफेसर	सहायक प्रोफेसर	अभ्यास के प्रोफेसर या अंशकालिक शिक्षक
(1)	(2)	(3)	(4)	(5)	(6)
1.	संहिता और सिद्धांत	एक	एक	एक	एक (एम. ए.- संस्कृत)
2.	रचना शारीर	एक	एक	एक	-
3.	क्रिया शारीर	एक	एक	एक	-
4.	आयुर्वेद-जीव विज्ञान	एक	एक	एक	एक (एम.एससी - बायोइनफॉर्मेटिक्स)
5.	द्रव्यगुण विज्ञान	एक	एक	एक	-
6.	रसशास्त्र एवं भैषज्यकल्पना	एक	एक	एक	प्रत्येक (एम.फार्मा-फार्मास्यूटिक्स और एम.एससी-केमिस्ट्री)
7.	रोगनिदान एवं विकृतिविज्ञान	एक	एक	एक	प्रत्येक (एमडी-पैथोलॉजी, एमडी-रेडियोडायग्नोसिस)
8.	अगदतंत्र	एक	एक	एक	एक (मेडिकोलीगल विशेषज्ञ)
9.	स्वस्थवृत्त एवं योग	एक	एक	एक	प्रत्येक (एमपीएच और एम.एससी-डायटिटिक्स)
10.	कौमारभृत्य	एक	एक	एक	एक (एम.एससी नैदानिक मनोविज्ञान)
11.	कायचिकित्सा	एक	एक	एक	एक (एमडी-जनरल मेडिसिन)
12.	पंचकर्म और उपकर्म	एक	एक	एक	एक (एमपीटी-फिजियोथेरेपी)
13.	स्त्री रोग- प्रसूति तंत्र	एक	एक	एक	एक (एमएस - स्त्री रोग और प्रसूति)
14.	शल्य तंत्र	एक	एक	एक	प्रत्येक (एमएस-जनरल सर्जरी, एमडी-एनेस्थीसिया)
15.	शालाक्य - नेत्र रोग चिकित्सा	एक	एक	एक	एक (एमएस- ऑफथैल्मोलॉजि)
16.	शालाक्य – कान, नाक और मुख रोग चिकित्सा	एक	एक	एक	एक (एमएस-ईएनटी)
17.	मानसरोग एवं मनोविज्ञान	एक	एक	एक	एक (एमडी-मनोचिकित्सा या एम.एससी -नैदानिक मनोविज्ञान)
18.	रसायन और वाजीकरण	एक	एक	एक	एक (एमएस-यूरोलॉजी या एमएस-गायनेकोलॉजी और प्रसूति)
19.	एकीकृत स्वास्थ्य और अनुवादात्मक संबंधी अनुसंधान	एक	-	-	प्रत्येक एक (एमएससी- बायोकेमिस्ट्री, एमएससी- माइक्रोबायोलॉजी, एम. फार्मा - फार्माकोलॉजी, एमएससी- बायो स्टेटिस्टिक्स)

नोट 1: प्रोफेसर ऑफ प्रैक्टिस आयुर्वेद मेडिकल कॉलेजों में शिक्षण के अतिरिक्त किसी अन्य क्षेत्र में न्यूनतम दस वर्ष का अनुभव रखने वाले व्यक्ति को संदर्भित करता है, जैसे कि किसी उद्योग या अनुसंधान संस्थान से कोई व्यक्ति, एक तकनीकी सलाहकार, या एक प्रसिद्ध चिकित्सक।

नोट 2: यदि संस्थान रचना शरीर, द्रव्यगुण, और रस शास्त्र और भैसज्य कल्पना विभाग में स्नातकोत्तर कार्यक्रम आयोजित नहीं कर रहा है, तो एक अंशकालिक शिक्षक नियुक्त किया जाएगा।

नोट 3: उच्च संकाय निम्न संकाय को पूर्ति करेगा, परंतु निम्न संकाय उच्च संकाय को पूर्ति नहीं करेगा।

अनुसूची-X

स्नातक कॉलेजों के स्नातकोत्तर विभागों में गैर-शिक्षण कर्मचारियों के लिए न्यूनतम आवश्यक आवश्यकताएं।

(एम. ई. एस.-यू. जी. में निर्दिष्ट छात्र प्रवेश क्षमता के अनुसार स्नातक विभागों में गैर-शिक्षण कर्मचारियों के अतिरिक्त)

क्रम संख्या	विभाग	आवश्यक गैर-शिक्षण स्टाफ	आवश्यक संख्या
(1)	(2)	(3)	(4)
1.	आयुर्वेद संहिता एवं सिद्धांत भाषा प्रयोगशाला सहित	मल्टी-टास्किंग स्टाफ	1
2.	आयुर्वेदजीव विज्ञान-		
	(क) विभाग	मल्टी-टास्किंग स्टाफ	1
	(ख) मॉलिक्यूलर जीव विज्ञान प्रयोगशाला	लैब तकनीशियन (बी.एस.सी. जैव प्रौद्योगिकी)	1
		लैब अटेंडेंट	1
3.	रचना शारीर	मल्टी-टास्किंग स्टाफ	1
4.	क्रिया शारीर	मल्टी-टास्किंग स्टाफ	1
5.	द्रव्यगुण विज्ञान	लैब तकनीशियन (बीएससी बॉटनी)	1
		लैब अटेंडेंट	1
		मल्टी-टास्किंग स्टाफ	1
6.	रसशास्त्र एवं भैषज्यकल्पना	मल्टी-टास्किंग स्टाफ	1
7.	रोगनिदान एवं विकृतिविज्ञान सहित - इम्यूनोलॉजी प्रयोगशाला, एवं हिस्टोपैथोलॉजी प्रयोगशाला	लैब तकनीशियन (डीएमएलटी)	1
		मल्टी-टास्किंग स्टाफ	1
8.	अगदतंत्र एवं विधि वैद्यक	मल्टी-टास्किंग स्टाफ	1
9.	स्वस्थवृत्त एवं योग	लैब तकनीशियन (बी.एस.सी. गृह विज्ञान)	1
		मल्टी-टास्किंग स्टाफ	1
10.	कौमारभृत्य	मल्टी-टास्किंग स्टाफ	1
11.	काय-चिकित्सा	मल्टी-टास्किंग स्टाफ	1
12.	पंचकर्म	मल्टी-टास्किंग स्टाफ	1
13.	मानसरोग एवं मनोविज्ञान	ईईजी तकनीशियन	1
		मल्टी-टास्किंग स्टाफ	1
14.	रसायन और वाजीकरण	लैब तकनीशियन	1
		मल्टी-टास्किंग स्टाफ	1
15.	स्त्री रोग- प्रसूति तंत्र	मल्टी-टास्किंग स्टाफ	1
16.	शल्य तंत्र	मल्टी-टास्किंग स्टाफ	1
17.	शालाक्य – नेत्र रोग चिकित्सा	ऑप्टोमेट्रिस्ट	1
		मल्टी-टास्किंग स्टाफ	1
18.	शालाक्य – कर्ण, नासा और मुख रोग चिकित्सा	तकनीशियन (ऑडियोमेट्री)	1
		मल्टी-टास्किंग स्टाफ	1
19.	एकीकृत स्वास्थ्य और अनुवाद अनुसंधान विभाग		
	केंद्रीय अनुसंधान प्रयोगशाला	प्रभारी (किसी भी विभाग का संकाय सदस्य जो प्रयोगशाला और विश्लेषणात्मक उपकरणों से अच्छी प्रकार अवगत हो)	1

		लैब तकनीशियन (बी.एससी. रसायन विज्ञान या बी.एससी. वनस्पति विज्ञान)	1
	पशु घर और प्रयोगशाला	प्रभारी (रसशास्त्र और भैषज्य कल्पना, द्रव्यगुण या अगदतंत्र विभाग के संकाय सदस्य।)	1
		लैब तकनीशियन (बी.एससी. जूलॉजी)	1
	क्लीनिकल अनुसंधान सेल	नैदानिक अनुसंधान समन्वयक (पोस्ट ग्रेजुएशन डिग्री के साथ बीएएमएस या नैदानिक अनुसंधान में डिप्लोमा या एमपीएच)	1
		क्लर्क	1
		मल्टी-टास्किंग स्टाफ	1
नोट : (1) आवश्यकता के आधार पर आउटसोर्सिंग के माध्यम से स्वीपर, अटेंडेंट, डाटा एंट्री ऑपरेटर, सुरक्षा गार्ड, इलेक्ट्रीशियन, प्लंबर, बढ़ई, ड्राइवर, रसोइया और मल्टी-टास्किंग स्टाफ जैसे अतिरिक्त कर्मचारियों को नियुक्त किया जा सकता है।			

अनुसूची-XI

स्टैंडअलोन स्नातकोत्तर संस्थान में विभागों के लिए गैरशिक्षण कर्मचारियों की न्यूनतम आवश्यक आवश्यकताएं-

क्रम संख्या	कर्मचारियों की श्रेणी	न्यूनतम आवश्यकता
(1)	(2)	(3)
	(क) डिजिटल लाइब्रेरी सहित सूचना प्रौद्योगिकी सेल	
1.	सूचना प्रौद्योगिकी अधिकारी (प्रौद्योगिकी स्नातक या कंप्यूटर विज्ञान में इंजीनियरिंग स्नातक या मास्टर ऑफ़ कंप्यूटर एप्लीकेशन)	1
2.	सूचना प्रौद्योगिकी सहायक (कंप्यूटर एप्लीकेशन में बैचलर ऑफ साइंस या कंप्यूटर साइंस में डिप्लोमा)	1
3.	मल्टी-टास्किंग स्टाफ	1
	(ख) प्रशासनिक अनुभाग	
4.	निजी सहायक या प्रिंसिपल के निजी सचिव (सचिवीय प्रशिक्षण के साथ स्नातक)	1
5.	कार्यालय अधीक्षक (पांच वर्ष के प्रशासनिक अनुभव के साथ स्नातक)	1
6.	लिपिक कर्मचारी (कंप्यूटर ज्ञान के साथ स्नातक)	2
7.	एकाउंटेंट (बैचलर कॉमर्स या कंप्यूटर ज्ञान के साथ मास्टर ऑफ कॉमर्स)	1
8.	मल्टीटास्किंग स्टाफ-	2
	(ग) केंद्रीय पुस्तकालय	
9.	लाइब्रेरियन (मास्टर ऑफ़ लाइब्रेरी एंड इनफार्मेशन साइंस या बैचलर ऑफ़ लाइब्रेरी एंड इनफार्मेशन साइंस के साथ पांच वर्ष का अनुभव)	1
10.	सहायक लाइब्रेरियन (बैचलर ऑफ़ लाइब्रेरी एंड इनफार्मेशन साइंस)	1
11.	लाइब्रेरी अटेंडेंट (न्यूनतम 10 वीं कक्षा पास)	1
12.	मल्टी-टास्किंग स्टाफ	1

	(घ) योग्या नैदानिक कौशल या सिमुलेशन प्रयोगशाला -	
13.	प्रभारी – (मैनक्किन और सिमुलेटर के संचालन में प्रशिक्षण या अभिविन्यास के साथ बैचलर ऑफ आयुर्वेदिक मेडिसिन एंड सर्जरी स्नातक)	1
14.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
15.	मल्टी-टास्किंग स्टाफ	1
	(ङ) मानव संसाधन विकास सेल	
16.	प्रभारी (मानव संसाधन प्रबंधन में मास्टर ऑफ बिजनेस एडमिनिस्ट्रेशन के साथ बैचलर ऑफ आयुर्वेदिक मेडिसिन एंड सर्जरी।)	1
17.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
18.	मल्टी-टास्किंग स्टाफ	1
	(च) आयुर्वेद संहिता सिद्धान्त	
19.	क्लर्क (स्नातक कंप्यूटर ज्ञान के साथ)	1
20.	मल्टी-टास्किंग स्टाफ	1
	(छ) रचना शारीर	
21.	क्लर्क (स्नातक कंप्यूटर ज्ञान के साथ)	1
22.	कैडेवर लिफ्टर	1
23.	परिचर (अटेंडेंट) सह संग्रहालय रक्षक	1
24.	मल्टी-टास्किंग स्टाफ	1
	(ज) क्रिया शारीर	
25.	प्रयोगशाला तकनीशियन (चिकित्सा प्रयोगशाला प्रौद्योगिकी में डिप्लोमा)	1
26.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
27.	लैब अटेंडेंट (न्यूनतम 10 वीं कक्षा पास)	1
28.	मल्टी-टास्किंग स्टाफ	1
	(झ) हर्बल गार्डन सहित द्रव्यगुण	
29.	प्रयोगशाला तकनीशियन (बीएससी वनस्पति विज्ञान.)	1
30.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
31.	लैब अटेंडेंट (न्यूनतम 10 वीं कक्षा पास)	1
32.	म्यूजियम और हर्बेरियम कीपर	1
33.	माली	1
34.	मल्टी-टास्किंग स्टाफ	1
	(ञ) शिक्षण फार्मेसी सहित रसशास्त्र और भैषज्य कल्पना	
35.	प्रशिक्षक (बैचलर ऑफ आयुर्वेदिक मेडिसिन एंड सर्जरी)	1
36.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
37.	लैब अटेंडेंट सह म्यूजियम कीपर (न्यूनतम 10 वीं पास)	1
38.	मल्टी-टास्किंग स्टाफ	1
	(ट) रोगनिदान और विकृति विज्ञान	
39.	मेडिकल लेबोरेटरी टेक्नोलॉजी में लैब टेक्नीशियन डिप्लोमा (डीएमएलटी)	1
40.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
41.	लैब अटेंडेंट सह म्यूजियम कीपर (न्यूनतम 10 वीं पास)	1
42.	मल्टी-टास्किंग स्टाफ	1
	(ठ) अगद तंत्र	
43.	लैब तकनीशियन (रसायन विज्ञान के साथ 12 वीं कक्षा पास)	1
44.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
45.	लैब अटेंडेंट सह संग्रहालय कीपर	1
46.	मल्टी-टास्किंग स्टाफ	1

	(ड) स्वस्थवृत और योग-	
47.	लैब तकनीशियन (बीएससी गृह-विज्ञान)	1
48.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
49.	लैब अटेंडेंट सह संग्रहालय कीपर (न्यूनतम 10 वीं कक्षा पास)	1
50.	योग प्रशिक्षक योग में मास्टर ऑफ साइंस के साथ या बैचलर ऑफ आयुर्वेदिक मेडिसिन एंड सर्जरी के साथ योग में डिप्लोमा या बैचलर ऑफ नेचुरोपैथी एंड योगिक साइंसेज। (दो प्रशिक्षकों के प्रकरण में, एक पुरुष और एक महिला नियुक्त की जाएगी)	1
51.	मल्टी-टास्किंग स्टाफ	1
	(ढ) कायचिकित्सा	
52.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
53.	मल्टी-टास्किंग स्टाफ	1
	(ण) पंचकर्म	
54.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
55.	मल्टी-टास्किंग स्टाफ	1
	(त) शल्य तंत्र	
56.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
57.	मल्टीटास्किंग स्टाफ-	1
	(थ) शालाक्य तंत्रनेत्र रोग -	
58.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
59.	मल्टीटास्किंग स्टाफ-	1
	(द) शालाक्य तंत्र -कर्ण, नासा और मुख	
60.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
61.	मल्टी-टास्किंग स्टाफ	1
	(ध) स्त्री रोग एवं प्रसूति तंत्र	
62.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
63.	मल्टी-टास्किंग स्टाफ	1
	(न) कौमारभृत्य	
64.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
65.	मल्टी-टास्किंग स्टाफ	1
	(न) आयुर्वेदजीव विज्ञान-	
66.	लैब तकनीशियन (बीएससी जैव प्रौद्योगिकी)	1
67.	लैब अटेंडेंट	1
68.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
69.	मल्टी-टास्किंग स्टाफ	1
	(प) रसायन और वाजीकरण	
70.	लैब तकनीशियन (डीएमएलटी)	1
71.	मल्टी-टास्किंग स्टाफ	1
	(फ) मानस रोग एवं मनोविज्ञान	
72.	ईईजी तकनीशियन	1
73.	मल्टी-टास्किंग स्टाफ	1
	(ब) एकीकृत स्वास्थ्य और अनुवाद संबंधी अनुसंधान	
74.	केंद्रीय अनुसंधान प्रयोगशाला के लिए लैब तकनीशियन (बैचलर ऑफ साइंस केमिस्ट्री या बैचलर ऑफ साइंस बॉटनी या बीएएमएस)	1
75.	गुणवत्ता परीक्षण प्रयोगशाला	
	(क) प्रभारी (रस शास्त्र और भैषज्य कल्पना या द्रव्यगुण विभाग के संकाय सदस्य)	1

	(ख) एनालिटिकल केमिस्ट (बैचलर ऑफ फार्मेसी या आयुर्वेद में बैचलर ऑफ फ़ार्मेसी)	1
	(ग) फार्माकोग्नोसिस्ट	1
	(घ) लैब अटेंडेंट (न्यूनतम 10 वीं कक्षा पास)	1
	(ङ) क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
	(च) मल्टी-टास्किंग स्टाफ	1
76.	नैदानिक अनुसंधान संयोजक (कोऑर्डनैटर) (पोस्ट ग्रेजुएशन डिग्री के साथ बीएएमएस या नैदानिक अनुसंधान में डिप्लोमा या एमपीएच)	1
77.	पशु घर और प्रयोगशाला में लैब तकनीशियन। (बी.फार्मा)	1
78.	क्लर्क (स्नातक कंप्यूटर ज्ञान के साथ)	1
79.	मल्टी-टास्किंग स्टाफ	1
	(भ) आंतरिक गुणवत्ता आश्वासन सेल	
80.	संयोजक (कोऑर्डनैटर) (एमबीए क्वालिटी मैनेजमेंट क्षेत्र में)	1
81.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
82.	मल्टी-टास्किंग स्टाफ	1
	(म) सह और पाठ्येतर गतिविधियाँ	
83.	शारीरिक शिक्षा प्रशिक्षक (शारीरिक शिक्षा में न्यूनतम स्नातक)	1
84.	मल्टी-टास्किंग स्टाफ	1
	(य) छात्र सहायता कैरियर मार्गदर्शन और प्लेसमेंट सेल	
85.	काउंसलिंग के लिए काउन्सलर (अंशकालिक)	1
	(र) केंद्रीय कार्यशाला या रखरखाव कक्ष	
86.	साइट इंजीनियर (बैचलर ऑफ इंजीनियरिंग या बैचलर ऑफ टेक्नोलॉजी अधिमानतः सिविल में)	1
87.	इलेक्ट्रीशियन	1
88.	प्लम्बर	1
89.	कारपेंटर	1
90.	मल्टी-टास्किंग स्टाफ	1
	(ऱ) स्टोर (कॉलेज)	
91.	क्लर्क (कंप्यूटर ज्ञान के साथ स्नातक)	1
92.	मल्टी-टास्किंग स्टाफ	1
नोटः (1)	एक इलेक्ट्रीशियन, प्लम्बर, माली, परिचारक या चपरासी, रखरखाव कर्मचारी, मल्टीटास्किंग स्टाफ-, और इसी प्रकार की सेवाएं आउटसोर्सिंग के माध्यम से प्राप्त की जा सकती हैं।	

अनुसूची -XII

चिकित्सालय के कर्मचारियों के लिए न्यूनतम आवश्यक आवश्यकताएं

क्रम संख्या	विभाग	आवश्यक कर्मचारी	आवश्यक संख्या
(1)	(2)	(3)	(4)
विभागवार आवश्यकता			
1.	स्वस्थवृत्त एवं योग	पंचकर्म चिकित्सक	चार (दो पुरुष और दो महिलाएं)
2.	कौमारभृत्य	पंचकर्म चिकित्सक	चार (दो पुरुष और दो महिलाएं)
		बाल चिकित्सा फिजियोथेरेपिस्ट	प्रत्येक एक

		व्यावसायिक चिकित्सक भाषण चिकित्सक	
3.	स्त्री रोग – प्रसूति तंत्र स्त्री रोग – प्रसूति तंत्र (ओटी एंड प्रोसीजरल रूम)	ओटी नर्स	दो
		आया	दो
4.	शालाक्य-नेत्र रोग ओटी	ओटी नर्स	एक
		आया	एक
5.	शालाक्य-नेत्र रोग क्रियाकल्प कक्ष	थेरेपिस्ट	दो
6.	शालाक्य-कर्ण, नासा और मुख ओटी	ओटी नर्स	एक
7.	शलक्य-कर्ण, नासा और मुख क्रियाकल्प कक्ष	थेरेपिस्ट	एक
8.	रसायन और वाजीकरण प्रोसीजरल रूम	नर्स और आया	प्रत्येक एक
सामान्य रूप से चिकित्सालय के अतिरिक्त कर्मचारियों की आवश्यकता			
9.	नर्सिंग स्टाफ		प्रत्येक दस बेड पर एक
			आईसीयू बेड के लिए 1:1
10.	क्लिनिकल रजिस्ट्रार या सीनियर रेजिडेंट या रेजिडेंट डॉक्टर		प्रत्येक बीस बेड के लिए एक
11.	आया		प्रत्येक बीस बेड के लिए एक

नोट 1: एक स्नातक कॉलेज में स्नातकोत्तर विभागों के प्रकरण में, न्यूनतम चिकित्सालय कर्मचारियों की आवश्यकता भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों और संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 निर्दिष्ट प्रवेश क्षमता के अनुसार चिकित्सालय के कर्मचारियों के अतिरिक्त होगी।

2. भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग (स्नातकीय आयुर्वेद कॉलेजों और संबद्ध शिक्षण अस्पतालों के लिए न्यूनतम आवश्यक मानक, आकलन एवं रेटिंग) विनियम, 2024 के अनुसार, स्टैंडअलोन स्नातकोत्तर विभागों के प्रकरण में, न्यूनतम चिकित्सालय कर्मचारियों की आवश्यकता साठ की प्रवेश क्षमता के लिए निर्दिष्ट चिकित्सालय कर्मचारियों के अतिरिक्त होगी।

3. स्नातकोत्तर छात्रों को क्लिनिकल रजिस्ट्रार, सीनियर रेजिडेंट या रेजिडेंट डॉक्टर के रूप में नियुक्त किया जा सकता है, बशर्ते छात्रों को वजीफा या वेतन का भुगतान किया जाता हो।

4. सुरक्षा गार्ड, इलेक्ट्रीशियन, प्लंबर, सफाई कर्मचारी, धोबी, माली, ड्राइवर, हाउसकीपिंग स्टाफ, रसोइया, रखरखाव कर्मचारी और बहुउद्देशीय श्रमिक, यदि आवश्यक हो, तो आउटसोर्सिंग द्वारा प्राप्त किए जा सकते हैं।

अनुसूची-XIII

स्नातकोत्तर विभागवार न्यूनतम आवश्यक मानक

नोट 1: स्नातक महाविद्यालय में स्नातकोत्तर विभागों के प्रकरण में, न्यूनतम आवश्यकताएं एम.ई.एस.-यू.जी. द्वारा निर्धारित प्रवेश क्षमता के मानकों के अतिरिक्त होंगी।

नोट 2 : स्टैंड अलोन स्नातकोत्तर विभागों के प्रकरण में, न्यूनतम आवश्यकताएं एम.ई.एस.-यू.जी. द्वारा साठ की प्रवेश क्षमता के लिए निर्धारित मानकों के अतिरिक्त होंगी।

नोट 3 : प्रत्येक विभाग के लिए एक विभागीय पुस्तकालय, कंप्यूटर, प्रिंटर और इंटरनेट सुविधाएं, गैर-शिक्षण कर्मचारियों के लिए बैठने की व्यवस्था और ई-सामग्री (वीडियो, चित्र, सूचना, और इसी प्रकार) प्रदर्शित करने के लिए एक ई-डिस्प्ले सुविधा की आवश्यकता होगी।

क्रम संख्या	मानक या आवश्यकता	आवश्यक संख्या
(1)	(2)	(3)
क. संहिता और सिद्धांत		

1.	कंप्यूटर सिस्टम भाषा प्रयोगशाला	1:1 स्वीकृत प्रवेश क्षमता के अनुसार
ख. रचना शारीर		
1.	3 डी वर्चुअल डिसेक्शन टेबल	एक
ग. क्रिया शारीर		
2.	डिजिटल स्पाईरोमीटर	एक
3.	व्यक्तित्व आकलन पैमाना	आवश्यकता के अनुसार
4.	ट्राइकोस्कोप	एक
5.	डिजिटल स्किनफोल्ड कैलिपर	एक
6.	ऊंचाई, वजन और बीएमआई के लिए ऑटो मेजरिंग टूल	एक
7.	नाडी रिकॉर्डिंग उपकरण	एक
घ. आयुर्वेद-जीव विज्ञान		
1.	आणविक जीव विज्ञान प्रयोगशाला	अनुसूची-VII के अनुसार
ङ. द्रव्यगुण विज्ञान		
1.	स्पेक्ट्रोफोटोमीटर	एक
2.	हाई -परफॉरमेंस लिक्विड क्रोमैटोग्राफी (एचपीएलसी)	एक
3.	गैस क्रोमैटोग्राफी-मास स्पेक्ट्रोमेट्री (जीसी-एमएस)	एक
4.	न्यूक्लियर मैग्नेटिक रेजोनेंस (NMR) स्पेक्ट्रोमीटर	एक
5.	अल्ट्रावायलेट- विज़िबल (UV-VIS) स्पेक्ट्रोफोटोमीटर	एक
6.	सेंट्रीफ्यूज	एक
7.	रोटरी एवापोरेटर	एक
8.	प्रोजेक्शन सिस्टम और सॉफ़्टवेयर के साथ ट्रिनोकुलर माइक्रोस्कोप	एक
9.	डिजिटल पीएच मीटर	एक
10.	आटोक्लेव	एक
11.	मोर्टार और पेस्टल	एक
12.	फ्रीज ड्रायर (लाइओफिलाइजर)	एक
13.	इनक्यूबेटर	एक
14.	शेकर	एक
15.	वाटर बाथ	एक
16.	फ्रैक्शन कलेक्टर	एक
17.	माइक्रोबैलेंस	एक
18.	होमोजेनाइज़र	एक
19.	हीटिंग मेंटल	एक
20.	डिजिटल थर्मामीटर	एक
21.	उपभोग्य वस्तुएं	आवश्यकतानुसार
च. अगद तंत्र		एमईएसयूजी के अनुसार
छ. स्वस्थवृत्त एवं योग		एमईएसयूजी के अनुसार
ज. रसशास्त्र और भैषज्यकल्पना		
1.	पेट्रोग्राफिक माइक्रोस्कोप	एक
2.	प्रोग्रामेबल मफल फर्नेस	एक
झ. रोगनिदान-विकृतिविज्ञान		
1.	कैमिलुमिनेसेंस	एक
2.	हिस्टोपैथोलॉजी सुविधा	आवश्यकतानुसार
ञ. स्त्री रोग एवं प्रसूति तंत्र – बाह्य रोगी विभाग		
1.	वजन मशीन (माप)	एक
2.	स्टेडियोमीटर	एक

3.	सिम्स का स्पेकुलम	एक
4.	थर्मामीटर	दो
5.	कुस्को का स्पेकुलम	पांच
6.	एग्जामिनेशन टेबल	एक
7.	लैंप स्टैंड	एक
8.	टॉर्च	दो
9.	एक्स-रे व्यूइंग बॉक्स	एक
10.	बीपी उपकरण	दो
11.	स्टेथोस्कोप	दो
12.	स्पंज होल्डिंग फोर्सेप्स	चार
13.	एंटीरियर वैजिनल वॉल रिट्रेक्टर	चार
14.	पल्स ऑक्सीमीटर	एक
15.	फीटल डॉपलर	एक
16.	ग्लूकोमीटर	एक
17.	उपभोग्य वस्तुएं	आवश्यकतानुसार
ट. स्त्री रोग एवं प्रसूति तंत्र – मेजर ऑपरेशन थियेटर		
1.	लॉन्ग आर्टरी फोर्सेप्स	दस
2.	शार्ट आर्टरी फोर्सेप्स	दस
3.	एलिस टिश्यू फोर्सेप्स	दस
4.	यूटेरस होल्डिंग फोर्सेप्स	दो
5.	कोचर का फोर्सेप्स	आठ
6.	बैबकॉक का फोर्सेप्स	आठ
7.	ग्रीन आर्मीटेज हेमोस्टैटिक फोर्सेप्स	छह
8.	ओवम फोर्सेप्स	छह
9.	पंच बायोप्सी फोर्सेप्स	दो
10.	लेन्स टिश्यू फोर्सेप्स	चार
11.	यूटेरिन ड्रेसिंग फोरसेप्स	चार
12.	स्पंज होल्डिंग फोर्सेप्स	चार
13.	टिश्यू डिसेक्टिंग फोर्सेप्स विभिन्न आकारों में (सपाट और दांतेदार)	दस
14.	वेक्टिस फोर्सेप्स	दो
15.	एंटीरियर वैजिनल वॉल रिट्रेक्टर	छह
16.	डोयन्स रिट्रेक्टर	दो
17.	डीवर का रिट्रेक्टर	दो
18.	लैंडन्स ब्लैडर रिट्रेक्टर	दो
19.	कुस्कोस सेल्फ रिटेनिंग बायवल्व वैजिनल स्पेकुलम	छह
20.	सिम्स का स्पेकुलम	छह
21.	आउवर्ड्स सेल्फ रिटेनिंग पोस्टीरियर वैजिनल वॉल रिट्रेक्टर	दो
22.	शार्मन क्यूरेट	चार
23.	यूटेरिन क्यूरेट	चार
24.	इलेक्ट्रोकॉटरी	एक
25.	फ्लशिंग क्यूरेट	चार
26.	हेगार्स डिलेटर सेट	दो
27.	दास डिलेटर्स सेट	दो
28.	हॉकिंस एंबलर डिलेटर-	दो
29.	लॉन्ग स्ट्रैट सीज़र्स	पांच

30.	मेयोस सीज़र्स	पांच
31.	मेटज़ेनबॉम्स सीज़र्स	पांच
32.	बोन्नी सीज़र्स	दो
33.	कर्मन प्लास्टिक सक्शन कैन्युला	दो
34.	मैनुअल वैक्यूम एस्पिरेशन सिरिंज	दो
35.	वेंटूज़ कप	दो
36.	एमटीपी सक्शन मशीन	दो
37.	वल्सेलम एकल दंती), बहु (दंती-	चार
38.	यूटेराइन साउंड	दो
39.	ब्लैडर साउंड	दो
40.	एचएसजी कैनुला	चार
41.	आयर्स स्पैचुला और साइटोब्रश	आवश्यकतानुसार
42.	लैरिंजेस्कोप	दो
43.	ईटी ट्यूब	चार
44.	अंबू बैग	दो
45.	पूर्ण रूप से स्वचालित ऑपरेशन टेबल (हेड अप और हेड लो सुविधा)	एक
46.	सक्शन मशीन	दो
47.	ऑपरेशन थियेटर लाइट	एक
48.	बॉयल का अपेरटस	एक
49.	ईसीजी, बीपी, एचआर, पल्स ऑक्सीमीटर के साथ मल्टीचैनल मॉनिटर	एक
50.	एक्स रे व्यू-बॉक्स	एक
51.	रक्तचाप उपकरण	दो
52.	टोर्च	दो
53.	पल्स ऑक्सीमीटर	एक
54.	ग्लूकोमीटर	एक
55.	वेगहिंग मशीन	एक
56.	ट्रॉली के साथ स्ट्रेचर	एक
57.	उपभोग्य वस्तुएं	आवश्यकता अनुसार
ठ. स्त्री रोग एवं प्रसूति तंत्र - प्रक्रिया कक्ष		
1.	कुस्को सेल्फ रिटेनिंग बायवल्व वैजिनल स्पेकुलम	पांच
2.	सिम्स स्पेकुलम	पांच
3.	लॉन्ग आर्टरी फोर्सेप्स	पांच
4.	स्पंज होल्डिंग फोर्सेप्स	दो
5.	एंटीरियर वैजिनल वॉल स्ट्रक्चर	छह
6.	हेगर डाइलेटर्स	आवश्यकतानुसार
7.	वल्सेलम	चार
8.	धूपन ऐपरैटस /हॉट प्लेट	दो
9.	मैकिन्टोश रबर शीट	दो
10.	स्पिरिट लैंप	दो
11.	स्पॉट लाइट	दो
12.	अग्निकर्म शलाका	आवश्यकतानुसार
13.	एग्जामिनेशन टेबल	दो
14.	लाइट सोर्स	दो
15.	यूटेरिन साउंड	दो

16.	उपभोग्य वस्तुएं	आवश्यकता के अनुसार
ड. स्त्री रोग एवं प्रसूति तंत्र - प्रसव कक्ष		
1.	लिथोटॉमी बार के साथ प्रसव टेबल	एक
2.	लाइट सोर्स शैडोलैस लैंप	विभिन्न
3.	एनेस्थीसिया ट्रॉली	एक
4.	इलेक्ट्रोकॉटरि	एक
5.	ऑक्सीजन सिलेंडर और मास्क	दो
6.	ब्लड प्रेशर ऐपरैटस	दो
7.	स्टेरिलाइज़र	दो
8.	ऑटोक्लेव	दो
9.	बेबी ट्रे	आवश्यकतानुसार
10.	फोटोथैरेपी यूनिट	एक
11.	रेडियंट वार्मर	एक
12.	सक्शन मशीन (नवजात)	एक
13.	ड्रेसिंग ट्रे	एक
14.	रोगी ट्रॉली	दो
15.	सामान्य प्रसव सेट (आर्टरी फोर्सेप्स या क्लैंप, स्पंज होल्डिंग फोर्सेप्स, एपिसियोटोमी सीज़र्स, सुई होल्डर, सीधी सीज़र्स, घुमावदार सीज़र्स)	आवश्यकतानुसार
16.	वैक्यूम एक्सट्रैक्टर	दो
17.	लो कैविटी फोर्सेप्स	दो
18.	कोचर का फोर्सेप्स	चार
19.	सिम्स का स्पेकुलम	पांच
20.	कुस्को का स्पेकुलम	दो
21.	एमटीपी सक्शन क्यूरेट	पांच
22.	हीट सोर्स	विभिन्न
23.	ऑक्सीटोसिन इन्फ्यूजन पंप	दो
24.	ब्लैडर साउंड	चार
25.	सीटीजी मशीन	एक
26.	फीटल डॉपलर	एक
27.	फीटोसकोप	एक
28.	रिससिटेशन किट	दो
29.	ऐपरेटस ट्रॉली	दो
30.	सक्शन ऐपरेटस सक्शन ट्यूब के साथ	एक
31.	स्टिच रिमूवल सीज़र्स	दो
32.	पल्स ऑक्सीमीटर	आवश्यकतानुसार
33.	ब्लंट और शार्प क्यूरेट्स	आवश्यकतानुसार
34.	एंडोट्रैकियल ट्यूब	आवश्यकतानुसार
35.	कॉर्ड कटिंग ऐपरैटस	आवश्यकतानुसार
36.	वजन (बाल चिकित्सा)	एक
37.	इन्फेंटोमीटर	एक
38.	फीटोसकोप	आवश्यकतानुसार
39.	नेबुलाइज़र	आवश्यकतानुसार
40.	फ्यूमिगेटर	एक
41.	चीटल फोर्सेप्स	दो
42.	उपभोग्य वस्तुएं	आवश्यकतानुसार

ढ. शल्य तंत्र – बाह्य रोगी विभाग		
1.	एक्स रे व्यू बॉक्स-	एक
2.	बीपी ऐपरेटस	एक
3.	स्टेथोस्कोप	चार
4.	टॉर्च	दो
5.	एग्जामिनेशन टेबल	एक
6.	थर्मामीटर	चार
7.	वजन और ऊंचाई मापने का स्टैंड	एक
8.	मापने का टेप	एक
9.	नी हैमर	दो
ण. शल्य तंत्र – बाह्य रोगी विभाग सहित एग्जामिनेशन रूम कम माइनर ओ.टी.		
1.	इलेक्ट्रिक स्टेरिलाइज़र (बॉयलर)	दो
2.	पोर्टेबल ऑपरेशन थियेटर लाइट	एक
3.	लिथोटॉमी टेबल	एक
4.	फुट स्टेप	एक
5.	उपकरण ट्रॉली	एक
6.	आईवी स्टैंड	दो
7.	ऑटोक्लेव	एक
8.	थर्मल कॉटरि मशीन (छोटी)	एक
9.	विभिन्न आकार के ड्रेसिंग ड्रम	चार
10.	विभिन्न आकार के उपकरण ट्रे	चार
11.	नीडल होल्डिंग फोर्सेप्स (बड़े, मध्यम, छोटे)	चार
12.	चीटल का फोर्सेप्स (विभिन्न आकारों में)	चार
13.	मॉस्क्वीटो आर्टरी फोर्सेप्स (विभिन्न आकारों में)	छह
14.	आर्टरी फोर्सेप्स (घुमावदार और सीधी, विभिन्न आकारों में) -	छह
15.	टिश्यू डिसेक्टिंग फोर्सेप्स (सपाट और दांतेदार, विभिन्न आकारों में)	चार
16.	साइनस फोर्सेप्स (विभिन्न आकारों में)	चार
17.	स्पंज होल्डिंग फोर्सेप्स (विभिन्न आकारों में)	दो
18.	एलिस फोर्सेप्स (विभिन्न आकारों में)	चार
19.	स्टिच रिमूवल सीज़र्स	दो
20.	पंच बायोप्सी फोर्सेप्स	दो
21.	मेट्ज़नबॉम सीज़र्स (विभिन्न आकारों में)	दो
22.	मेयोस सीज़र्स (विभिन्न आकारों में)	दो
23.	स्ट्रैट सीज़र्स (दर्जी)	दो
24.	पल्स ऑक्सीमीटर	एक
25.	प्रकाश या बिना प्रकाश वाले प्रोक्टोस्कोप (बड़े, मध्यम, छोटे)	छह
26.	प्रोब्स (विभिन्न आकारों में)	मिश्रित
27.	एनल डिलेटर- विभिन्न आकार के	मिश्रित
28.	सिम्स का स्पेकुलम (विभिन्न आकारों में)	दो
29.	बाईवाल्व एनल स्पेकुलम	दो
30.	आपातकालीन लाइट	एक
31.	अग्निशामक यंत्र	एक
32.	वर्टिकल बीपी इंस्ट्रूमेंट	एक
33.	फ्यूमिगेटर	एक
34.	वेनसेक्शन सेट	दो

35.	कचरा गाड़ी (पूरी तरह से सुसज्जित)	एक
36.	उपभोग्य वस्तुएं	मिश्रित
त. शल्य तंत्र - मेजर ऑपरेशन थिएटर		
1.	स्पॉट लाइट (शैडो लेस, छत पर फिट की गई)	एक
2.	स्पॉट लाइट (खड़ी)	एक
3.	हाइड्रोलिक ऑपरेशन टेबल	एक
4.	बॉयल्स ऐपरैटस	एक
5.	मल्टी-पैरामीटर मॉनिटर	एक
6.	सक्शन मशीन (इलेक्ट्रिकल या मैनुअल)	एक
7.	उच्च दबाव ऑटोक्लेव (ऊर्ध्वाधर/क्षैतिज)	एक
8.	सर्जिकल डायाथर्मी कॉटरि मशीन	एक
9.	इलेक्ट्रिक स्टेरिलाइज़र (बॉयलर)	दो
10.	विभिन्न आकार के ड्रेसिंग ड्रम	दस
11.	आर्टरी फोर्सेप्स (घुमावदार और सीधी, विभिन्न आकारों में)	पंद्रह
12.	टिश्यू डिसेक्टिंग फोर्सेप्स (सपाट और दांतेदार, विभिन्न आकारों में)	दस
13.	बेबकॉक टिश्यू फोर्सेप्स (विभिन्न आकारों में)	आठ
14.	कोचर का फोर्सेप्स (विभिन्न आकारों में)	छह
15.	साइनस फोर्सेप्स (विभिन्न आकारों में)	छह
16.	स्पंज होल्डिंग फोर्सेप्स (विभिन्न आकारों में)	आठ
17.	एलिस फोर्सेप्स (विभिन्न आकारों में)	आठ
18.	राइट एंगल कोलेसिस्टेक्टॉमी फोर्सेप्स (विभिन्न आकारों में)	छह
19.	स्टोन होल्डिंग फोरसेप्स	चार
20.	पंच बायोप्सी फोर्सेप्स	दो
21.	मैगल्स फोर्सेप्स	मिश्रित
22.	टांका हटाने की सीज़र्स	पांच
23.	मेट्ज़नबॉम सीज़र्स (विभिन्न आकारों में)	पांच
24.	मेयोस सीज़र्स (विभिन्न आकारों में)	पांच
25.	सीज़र्स स्ट्रैट (दर्जी)	चार
26.	बीपी हैंडल (विभिन्न आकारों में)	मिश्रित
27.	स्किन ग्राफ्टिंग नाइफ विथ हैंडल	मिश्रित
28.	एब्डोमिनल का रिट्रेक्टर	छह
29.	प्रकाश या बिना प्रकाश वाले प्रोक्टोस्कोप (बड़े, मध्यम, छोटे)	छह
30.	फिस्टुला प्रोब्स (विभिन्न आकारों में)	मिश्रित
31.	सिम्स का स्पेकुलम (विभिन्न आकारों में)	मिश्रित
32.	बायवाल्व एनल स्पेकुलम	दो
33.	सिग्मोइडोस्कोप (लचीला/कठोर)	एक
34.	बैरन पाइल्स गन	दो
35.	लैरिंजेस्कोप (वयस्क/बाल चिकित्सा)	दो
36.	यूरेथ्रल डिलेटर सेट	एक
37.	अंबु बैग	दो
38.	एंडोट्रैकियल ट्यूब	मिश्रित
39.	बोन कटर	दो
40.	गिगली सॉ	दो
41.	स्कूप	मिश्रित
42.	पेरीओस्टियम एलिवेटर	दो

43.	बोन कटर	दो
44.	बोन नेब्युलर	दो
45.	बोन चिसेल	एक
46.	बोन ओस्टियोटॉम	एक
47.	बोन होल्डिंग फोर्सेप्स	दो
48.	गिगली सॉ	दो
49.	स्कूप	एक
50.	पेरीओस्टियम एलिवेटर	दो
51.	ऑर्थोपेडिक ड्रिल (बैटरी ऑपरेटेड)	एक
52.	के वायर सेट-	एक
53.	बोन मैलेट	एक
54.	स्क्रू ड्राइवर	दो
55.	हुक रिट्रेक्टर	चार
56.	उपभोग्य वस्तुएं	आवश्यकतानुसार
थ. शल्य तंत्र - माइनर ऑपरेशन थिएटर		
1.	एक्स-रे व्यू बॉक्स	एक
2.	वर्टिकल बीपी इंस्ट्रूमेंट	एक
3.	स्टेथोस्कोप	दो
4.	ऑपरेशन टेबल	एक
5.	इलेक्ट्रिक स्टेरिलाइज़र (बॉयलर)	दो
6.	पोर्टेबल ऑपरेशन थियेटर लाइट	एक
7.	इंस्ट्रूमेंट ट्रॉली	एक
8.	ऑटोक्लेव	एक
9.	थर्मल कॉटरि मशीन (छोटी)	एक
10.	ड्रेसिंग ड्रम - विभिन्न आकार के	चार
11.	इंस्ट्रूमेंट ट्रे - विभिन्न आकार के	चार
12.	नीडल होल्डिंग फोर्सेप्स (बड़े, मध्यम, छोटे)	चार
13.	चीटल का फोर्सेप्स - विभिन्न आकारों में	चार
14.	मॉस्कीटो आर्टरी फोर्सेप्स - विभिन्न आकारों में	छह
15.	आर्टरी फोर्सेप्स (घुमावदार और सीधी - विभिन्न आकारों में	छह
16.	टिश्यू डिसेक्टिंग फोर्सेप्स (सपाट और दांतेदार) - विभिन्न आकारों में	चार
17.	साइनस फोर्सेप्स - विभिन्न आकारों में	चार
18.	स्पंज होल्डिंग फोर्सेप्स - विभिन्न आकारों में	दो
19.	एलिस फोर्सेप्स - विभिन्न आकारों में	चार
20.	स्टिच रिमूवल सीज़र्स	दो
21.	पंच बायोप्सी फोर्सेप्स	दो
22.	मेट्ज़नबॉम सीज़र्स (विभिन्न आकारों में)	दो
23.	मेयोस सीज़र्स (विभिन्न आकारों में)	दो
24.	सीज़र्स स्ट्रैट (दर्जी)	दो
25.	बीपी हैंडल (विभिन्न आकारों में)	मिश्रित
26.	किडनी ट्रे (स्टेनलेस स्टील, विभिन्न आकारों में)	मिश्रित
27.	पल्स ऑक्सीमीटर	एक
28.	प्रकाश या बिना प्रकाश वाले प्रोक्टोस्कोप (बड़े, मध्यम, छोटे)	छह
29.	प्रोब्स - विभिन्न आकारों में	मिश्रित
30.	सिम्स का स्पेकुलम - विभिन्न आकारों में	दो

31.	आपातकालीन लाइट	एक
32.	अग्निशामक यंत्र	एक
33.	फ्यूमिगेटर	एक
34.	सक्शन मशीन (इलेक्ट्रिकल या मैनुअल)	एक
35.	वेनसेक्शन सेट	एक
36.	नेबुलाइज़र	एक
37.	कचरा ट्रॉली - (पूरी तरह से सुसज्जित)	एक
38.	उपभोग्य वस्तुएं	मिश्रित
द. शल्य तंत्र - अनुशस्त्र कर्म इकाई		
1.	एग्जामिनेशन और ड्रेसिंग टेबल	एक
2.	पोर्टेबल ऑपरेशन थियेटर लाइट	एक
3.	स्टेथोस्कोप	दो
4.	वर्टिकल बीपी ऐपरैटस	एक
5.	इलेक्ट्रिक स्टेरिलाइज़र (बॉयलर)	दो
6.	उपकरण ट्रॉली	एक
7.	ऑटोक्लेव	एक
8.	थर्मल कॉटरि मशीन (छोटी)	एक
9.	विभिन्न आकार के ड्रेसिंग ड्रम	चार
10.	विभिन्न आकार के ऐपरैटस ट्रे	चार
11.	नीडल होल्डिंग फोर्सेप्स (बड़े, मध्यम, छोटे)	चार
12.	चीटल का फोर्सेप्स - विभिन्न आकारों में	चार
13.	मॉस्क्वीटो आर्टरी फोर्सेप्स - विभिन्न आकारों में	छह
14.	आर्टरी फोर्सेप्स घुमावदार और सीधे) - विभिन्न आकारों में	छह
15.	टिश्यू डिसेक्टिंग फोर्सेप्स (सपाट और दांतेदार) - विभिन्न आकारों में	चार
16.	साइनस फोर्सेप्स - विभिन्न आकारों में	चार
17.	स्पंज होल्डिंग फोर्सेप्स - विभिन्न आकारों में	दो
18.	एलिस फोर्सेप्स - विभिन्न आकारों में	चार
19.	स्टिच रिमूवल सीज़र्स	दो
20.	पंच बायोप्सी फोर्सेप्स	दो
21.	मेट्ज़नबॉम सीज़र्स - विभिन्न आकारों में	दो
22.	मेयोस सीज़र्स - विभिन्न आकारों में	दो
23.	स्ट्रैट सीज़र्स (दर्जी)	दो
24.	बीपी हैंडल - विभिन्न आकारों में	विभिन्न
25.	किडनी ट्रे (स्टेनलेस स्टील) - विभिन्न आकारों में	विभिन्न
26.	पल्स ऑक्सीमीटर	एक
27.	आपातकालीन लाइट	एक
28.	अग्निशामक यंत्र	एक
29.	फ्यूमिगेटर	एक
30.	सक्शन मशीन (इलेक्ट्रिकल या मैनुअल)	एक
31.	लीच टैंक	दो
32.	अग्निकर्म शलाका सेट	दो
33.	कपिंग सेट	दो
34.	वेन सेक्शन सेट	एक
35.	कचरा ट्रॉली (पूरी तरह से सुसज्जित)	एक
36.	उपभोग्य वस्तुएं	मिश्रित

ध. कौमार भृत्य – बाह्य रोगी विभाग		
1.	पीडियाट्रिक ईएनटी किट	एक
2.	कैलिपर फॉर स्कीनफोल्ड थिकनेस	दो
3.	मध्य भुजा परिधि और सिर की परिधि के लिए माप टेप	दो
4.	त्वचा परीक्षण के लिए आवर्धक लेंस	दो
5.	रेक्टल थर्मामीटर	दो
6.	विभिन्न रंगों, आकारों, रोशनी और ध्वनियों के खिलौने	5 से 10
न. कौमार भृत्य - नवजात शिशु गहन देखभाल इकाई (एनआईसीयू)		
1.	मल्टी चैनल मॉनिटर के साथ-ओपन केयर एक्सेस, टाइम सेंसर, हीट सेंसर, ऑक्सीजन और सक्शन सुविधा और अडजस्टेबले बेबी टिल्ट के साथ रेडियंट वार्म	दो
2.	फोटोथैरेपी यूनिट (दो सतहों के साथ, 3 से 4 सतहों तक विस्तार योग्य)	दो
3.	इन्फ्यूजन पंप	दो
4.	आईवी कैन्यूलेशन, ब्लड सैंपलिंग, ड्रिप इन्फ्यूजन की सुविधा	आवश्यकतानुसार
5.	सीपीएपी	एक
6.	वार्म चैन बॉक्स फॉर बेबी ट्रांसपोर्ट	एक
न. शालाक्य – नेत्र रोग – बाह्य रोगी विभाग		
1.	स्लिट लैंप (न्यूनतम 3 से 5 स्टेप्स, छात्र शिक्षा के लिए वीडियो डिस्प्ले सिस्टम सहित)	एक
2.	टोनोमीटर (न्यूनतम Schwartz (1) अप्लनेशन (1) और (1) अतिरिक्त एयर पफ या एनसीटी या हैंडहेल्ड टोनोमीटर वांछनीय हैं।	एक
3.	ऑटो रिफ्रैक्टोमीटर	एक
4.	केराटोमीटर (ऑटो रिफ्रैक्टोमीटर के साथ या बिना)	एक
5.	चेयर यूनिट	एक
6.	ऑटो रिफ्रैक्टोमीटर या टोनोमीटर या अलग से पैचिमीटर	एक
7.	इनडायरेक्ट ऑफ्थल्मोस्कोप	एक
8.	डायरेक्ट ऑफ्थल्मोस्कोप	एक
9.	फंडस फोटोग्राफी सिस्टम	एक
10.	3D ओसीटी	एक
11.	पेरिमीटर	एक
12.	याग लेजर	एक
13.	हरा या पीला लेजर	एक
14.	रेटिनोस्कोपी	एक
15.	कलर विज़न चार्ट - डिजिटल या मुद्रित हार्ड कॉपी के रूप में	एक
प. शालाक्य – नेत्र रोग: ऑपरेशन थियेटर		
1.	ऑपरेटिंग माइक्रोस्कोप विथ को-एक्सियल इल्लुमिनेशन एंड फुट पेडल कंट्रोल्स (इक्विप्ड विथ टीचिंग हेड माइक्रोस्कोप, को -असिस्टेंस हेड या असिस्ट स्कोप)	एक
2.	छात्रों और थिएटर कर्मचारियों द्वारा शल्य चिकित्सा के लाइव देखने के (सर्जरी) लिए स्क्रीन के साथ वीडियो कैमरा और बाद में समीक्षा, प्रशिक्षण या व्यक्तिगत या विभागीय गुणवत्ता सुधार उद्देश्यों के लिए ऑपरेशन को डिजिटल रूप से रिकॉर्ड करने की सुविधा (ऑप्थैल्मिक माइक्रोस्कोप में निर्मित या संलग्न)	एक
3.	नेत्र सर्जरी के लिए डिज़ाइन की गई इलेक्ट्रिक मोटराइज्ड ऑपरेटिंग टेबल	एक
4.	हाइट एडजस्टेबल सर्जन चेयर (हाइड्रोलिक या इलेक्ट्रिक हाइट एडजस्टेबल)	एक
5.	ऑपरेशन थियेटर ट्रॉली (मानक आकार के साथ नेत्र ओटी में न्यूनतम 2 की	एक

	संख्या में)	
6.	मोतियाबिंद शल्य चिकित्सा (सर्जरी) के दौरान जटिलताओं का प्रबंधन करने के लिए फेकोइमल्सीफिकेशन सिस्टम सहित एंटीरियर विट्रेक्टोमी सिस्टम । फेकोइमल्सीफिकेशन सिस्टम में फेको प्रोब, ट्यूबिंग या कैसेट, संगत फेको टिप्स, स्लीव्स, बोल्ट, विट्रोक्टोमी कटर आदि शामिल हैं।	एक
7.	फॉगर फॉर ऑपरेशन थिएटर स्टरलाइजेशन	एक
8.	आटोक्लेव (स्टीम एवं बी क्लास)	एक
9.	ईटीओ मशीन	एक
10.	आटोक्लेविंग प्रक्रियाओं के लिए न्यूनतम 100 वर्ग फुट समर्पित क्षेत्र होगा।	एक
11.	आवश्यक आपातकालीन और एनेस्थीसिया औषधिओं से भरी ड्रग ट्रॉली	एक
12.	सक्शन मशीन (इलेक्ट्रिक - फुट पेडल के साथ)	एक
13.	बॉयल्स मशीन या ऑप्थल्मिक ओटी में एनेस्थीसिया मशीन (जीए मामलों और पूर्व और पश्चात देखभाल आपात स्थिति के प्रबंधन के लिए) कनेक्टर और ब्रांच या न्यूमैटिक सिस्टम के साथ)	एक
14.	मल्टीपारा मॉनिटर (नेत्र ऑपरेशन थियेटर और रिकवरी या आईपीडी में न्यूनतम एक)	एक
15.	ऑक्सीजन और नाइट्रस ऑक्साइड सिलेंडर (ओपीडी, आईपीडी और ओटी क्षेत्रों के लिए भारत सरकार की मानक नीतियों के अनुसार)	एक
16.	सभी मानक आकारों के ईटी ट्यूब्स, लैरिंजेस्कोप (वयस्क और बाल चिकित्सा), अंबु बैग (वयस्क और बाल चिकित्सा) - प्रत्येक में से कम से कम एक।	एक
17.	ओटी लाइट	एक
18.	संपूर्ण मोतियाबिंद सर्जरी सेट (एस.आई.सी.एस. सहित सर्जिकल इंस्ट्रूमेंट सेट) या फेकोइमल्सीफिकेशन मोतियाबिंद सर्जरी इंस्ट्रूमेंट सेट, केस लोड के अनुसार भारत सरकार के मानकों के अनुसार पुन: प्रयोज्य और ऑटोक्लेवेबल।	एक
19.	प्रक्रियाओं की मात्रा और भारत सरकार के मानदंडों के अनुपालन के आधार पर *pterygium, rabeculectomy* और अन्य सर्जरी के लिए अलग सर्जिकल उपकरण सेट।	एक
20.	डीसीटी, डीसीआर जैसी संक्रामक मामलों के लिए अलग सर्जिकल इंस्ट्रूमेंट सेट	एक
फ. शालाक्य - कर्ण, नासा और मुख रोग (बाह्य रोगी विभाग)		
1.	जॉबसन होम प्रॉब विद रिंग एंड कॉटन कैरियर 7'	आवश्यकतानुसार
2.	वैक्स हुक विद सेरेटेड टिप स्टेनलेस स्टील (एस.एस.)	आवश्यकतानुसार
3.	वेक्टिस, स्टेनलेस स्टील) एस.एस (.वायर लूप सरेटिड् के साथ	आवश्यकतानुसार
4.	वेक्टिस विथ क्युरेट, डबल एंडेड, स्टेनलेस स्टील (एस.एस.)	आवश्यकतानुसार
5.	ईयर क्युरेट, एमसी इवेन का वीडियो सीकर, स्टेनलेस स्टील (एस.एस.)	आवश्यकतानुसार
6.	ईयर ड्रेसिंग फोर्सेप्स (विभिन्न आकारों के साथ)	आवश्यकतानुसार
7.	चीटल फोर्सेप्स, स्टेनलेस स्टील (एस.एस.) 10", 8"	आवश्यकतानुसार
8.	ईएनटी ओपीडी यूनिट	आवश्यकतानुसार
9.	हीथ ग्रेनुलेशन फोरसेप्स, स्टाउट, स्टेनलेस स्टील (एस.एस.)	आवश्यकतानुसार
10.	ओटोस्काप, 3 ब्लैक स्पैचुला के साथ	आवश्यकता के अनुसार
11.	ईयर स्पैचुला, स्लॉटेडस, 4 साइज केवल ब्लैक	आवश्यकता के अनुसार
12.	शियाज़ ईयर स्पैचुला, 4 प्रकार का सेट, ब्लैक फिनिश	आवश्यकता के अनुसार
13.	हेंकेल ग्रनुलेशन फोरसेप्स , विद फिनेस्टराइड स्कूप जॉ, क्रोकोडाइल	आवश्यकता के अनुसार
14.	क्रोकोडाइल एक्शन ' ग्रुनवाल्ड्स ' फोरसेप्स टाइप स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
15.	ऑडियो मीटर-एल्कॉन-मिल डिजिटल मॉडल	आवश्यकता के अनुसार
16.	नेज़ल स्पेकुलम, 3 का सेट स्टेनलेस स्टील (एस.एस.) थुडिकम	आवश्यकता के अनुसार
17.	नेज़ल ड्रेसिंग फोर्सेप्स, नेज़ल पैकिंग फोर्सेप्स	आवश्यकता के अनुसार

18.	पोस्ट नेजल मिरर, भारतीय निर्मित 1,2,3	आवश्यकता के अनुसार
19.	सेंट क्लेयरथॉम्सन का नेज़ल op. स्पेकुलम स्टेनलेस स्टील (एस.एस.) 4 प्रकार के साइज का सेट 1 1 or 2, 2, 1 or 2 & 3" ब्लेड	आवश्यकता के अनुसार
20.	हेड मिरर विथ बोर्ड -हेड बैंड विथ स्क्रू	आवश्यकता के अनुसार
21.	हेड लाइट, विभिन्न आकारों के साथ	आवश्यकता के अनुसार
22.	विद्युत ट्रांसफार्मर 10 वोल्ट रेगुलेटर	आवश्यकता के अनुसार
23.	स्पेयर बल्ब, 6 वोल्ट -5 एम्पीयर	आवश्यकता के अनुसार
24.	ईयर ड्रेसिंग फोरसेप्स, टिली स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
25.	लेरिंजियल दर्पण, भारत में निर्मित	आवश्यकता के अनुसार
26.	टंग डिप्रेसर, 3 का सेट लॅक स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
27.	ड्रेसिंग सीज़र्स, (विभिन्न आकारों के साथ)	आवश्यकता के अनुसार
28.	पंक्टम डाइलेटर	आवश्यकता के अनुसार
ब. शालाक्य-कर्ण, नासा और मुख रोग (ओटी)		
1.	यूस्टेशियन कैथेटर	आवश्यकता के अनुसार
2.	मास्टॉयड रिट्रैक्टर	आवश्यकता के अनुसार
3.	मास्टॉयड गॉज	आवश्यकता के अनुसार
4.	मैलेट	आवश्यकता के अनुसार
5.	नेज़ल पैकिंग फोर्सेप्स	आवश्यकता के अनुसार
6.	नज़ल स्पेयर	आवश्यकता के अनुसार
7.	ईएनटी माइक्रोस्कोप	आवश्यकता के अनुसार
8.	ड्रिल मशीन	आवश्यकता के अनुसार
9.	एंडोस्कोपस – 0 30 और 70 डिग्री	आवश्यकता के अनुसार
10.	मॉनिटर	आवश्यकता के अनुसार
11.	प्रकाश स्रोत	आवश्यकता के अनुसार
12.	कैमरा	आवश्यकता के अनुसार
13.	ओटी टेबल	आवश्यकता के अनुसार
14.	चीटल फोर्सेप्स	आवश्यकता के अनुसार
15.	सक्शन मशीन	आवश्यकता के अनुसार
16.	कॉटरी मशीन	आवश्यकता के अनुसार
17.	एडेनोइड क्युरेट	आवश्यकता के अनुसार
18.	टॉन्सिल होल्डिंग फोरसेप	आवश्यकता के अनुसार
19.	यूस्टेशियन ट्यूब 3 साइज, स्टिलेट के साथ - विभिन्न आकारों के साथ	आवश्यकता के अनुसार
20.	ईयर स्पैचुला, 4 का सेट, हीथ या ग्रबर्स, ch.pl	आवश्यकता के अनुसार
21.	वेक्टिस, स्टेनलेस स्टील (एस.एस.) वायर लूप विथ सर्टिड	आवश्यकता के अनुसार
22.	वेक्टिस के साथ क्युरेट, डबल एंडेड, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
23.	मायरिंगोटोम्स नाइफ, एंगल या बेनट शाफ्ट स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
24.	ईअर ड्रेसिंग फोरसेप्स (विभिन्न आकारों के साथ)	आवश्यकता के अनुसार
25.	हीथ का ग्रनुलेशन फोरसेप्स, स्टाउट, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
26.	ईयर स्पैचुला, स्लॉटेड, 4 साइज ओनली ब्लैक	आवश्यकता के अनुसार
27.	शिया का ईयर स्पैचुला, 4 का सेट, ब्लैक फिनिश	आवश्यकता के अनुसार
28.	प्लीस्टर का मास्टॉयड रिट्रैक्टर (विभिन्न आकारों के साथ)	आवश्यकता के अनुसार
29.	मोलिसन्स मास्टॉयड रिट्रैक्टर (विभिन्न आकारों के साथ)	आवश्यकता के अनुसार
30.	ईदर साइड ऑफ़ दी आर्म्स, लेफ्ट या राइट स्टेनलेस स्टील, डल फिनिश	आवश्यकता के अनुसार
31.	'लेम्पर्ट्स ',एंडॉरल बाईवाल्व स्पेक्युलुम, स्टेनलेस स्टील (एस.एस.) स्ट्रैट & कर्व्ड	आवश्यकता के अनुसार

32.	एंडॉरल रिट्रैक्टर,' लेम्पर्ट्स ' विथ 2 पेयर्स ऑफ़ साइड रिमूवेबल ब्लेड्स	आवश्यकता के अनुसार
33.	हेनकेल्स ग्रनुलेशन फोरसेप्स, विथ फेनेस्टरॉएड स्कूप जॉ, क्रोकोडाइल	आवश्यकता के अनुसार
34.	मैक्गी का वायर क्लोजिंग फोरसेप्स, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
35.	क्रोकोडाइल ईअर फोरसेप्स, सरटिड जॉस	आवश्यकता के अनुसार
36.	"विल्सन का निबलिंग फोरसेप्स, स्टेनलेस स्टील (एस.एस.) (अप एंड डाउन)	आवश्यकता के अनुसार
37.	क्रोकोडाइल एक्शन ईअर सीज़र्स कटिंग ब्लेड्स (st या अप या लेफ्ट या राइट स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
38.	क्रोकोडाइल एक्शन ' ग्रुनवाल्ड्स' टाइप फोरसेप्स स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
39.	ग्रोमेट इनसर्टिंग फोरसेप्स स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
40.	मास्टॉयड रौंजर्स (विभिन्न आकारों के साथ)	आवश्यकता के अनुसार
41.	ज़ोलनर्स या बेलुसिल सक्शन कैनुला ओनली	आवश्यकता के अनुसार
42.	उपर्युक्त कन्नुला पर फिट होने के लिए सक्शन टिप्स 16 गेज,18 गेज,20 गेज, 22 गेज	आवश्यकता के अनुसार
43.	लेम्पर्ट्स सक्शन ट्यूब 4 साइज विथ स्क्वायर थम्प	आवश्यकता के अनुसार
44.	सक्शन नीडल्स (कैनुलाज) 12 गेज to 25 गेज 4" लॉन्ग	आवश्यकता के अनुसार
45.	हाउस एडाप्टर फॉर सक्शन कैनुला	आवश्यकता के अनुसार
46.	सक्शन -इरीगेशन कंबाइंड ट्यूब विथ थंब	आवश्यकता के अनुसार
47.	ऑल मेटल बॉक्स विथ परफोरेशन ऑन साइड फॉर ऑटोक्लेविंग, फॉर ऑल माइक्रो	आवश्यकता के अनुसार
48.	मैलेट फॉर चिसेल्स और गूस स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
49.	मास्टॉयड क्युरेट	आवश्यकता के अनुसार
50.	फ़राबेउफ़ एलीवेटर, स्ट्रैट या कर्व्ड	आवश्यकता के अनुसार
51.	ज़ोल्नर्स सेट ऑफ़ 10 टैपॉनोप्लास्टी इंस्ट्रूमेंट्स थंब ग्रिप स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
52.	रैक एवं मेटल केस	आवश्यकता के अनुसार
53.	टेफ्लॉन पिस्टन कटिंग जिग, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
54.	स्ट्रैट या कर्व्ड एंगल, एंगल पिक्स के चयन के लिए, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
55.	एलीवेटर, रोसेन या बील्स, शिया टाइप स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
56.	शिया का सिंगल एंडेड क्युरेटस स्माल या लार्ज एंगल शाफ़्ट, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
57.	हाउसेज डबल एंडेड क्यूरेट्स स्माल या लार्ज साइज स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
58.	फिश हुक स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
59.	शिया का डेप्थ गेज, 3,4,4.5,5 मिलिमीटर स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
60.	डबल एंडेड नाइफ स्माल या लार्ज स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
61.	नेज़ल स्पेकुलम, 3 का सेट, स्टेनलेस स्टील (एस.एस.) थुडिकम	आवश्यकता के अनुसार
62.	किलियन नेज़ल स्पेकुलम, सेल्फ री ट्रेनिंग, स्टेनलेस स्टील (एस.एस.) ब्लेड के आकार 2, s1 or 2, s 3 ½	आवश्यकता के अनुसार
63.	नेज़ल ड्रेसिंग फोरसेप्स, (विभिन्न आकारों के साथ)	आवश्यकता के अनुसार
64.	नेज़ल पैकिंग फोरसेप्स, जेटिलीज़, 3 1 or 4" शाफ़्ट	आवश्यकता के अनुसार
65.	नेज़ल स्प्रेयर, बैलेंस या ग्लेग 's, ch. प्लेटेड (1 पैकेट वायर)	आवश्यकता के अनुसार
66.	पोस्ट नेज़ल मिरर, भारतीय निर्मित 1, 2 और 3 नंबर के आकार में	आवश्यकता के अनुसार
67.	ल्यूक का नेज़ल टर्बिनेट फोरसेप्स, ओवल या हार्ट शेप्ड स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
68.	सेंट क्लेयरथॉम्सन का नेज़ल ऑप स्पेक्युलुम स्टेनलेस स्टील (एस.एस.) 4 आकारों का सेट 1 1 या 2, 2, 1 or 2 & 3" ब्लेड	आवश्यकता के अनुसार

69.	फ्रीर का नाइफ, राउंड एजेस, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
70.	होवराथ का एलीवेटर विथ रूगाइन एन्ड, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
71.	फ्रीर का (कॉथोम्स) डबल एंडेड एलीवेटर, विथ रूगाइन एन्ड, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
72.	फ्रीर का डबल एंडेड एलीवेटर, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
73.	किलन्स (नेज़ल) पेरीकॉन्ड्रिअल एलीवेटर, विथ थंब ग्रिप, स्टेनलेस स्टील (एस.एस.) लेफ्ट या राइट, शार्ट या लॉन्ग ब्लेड	आबश्यकता के अनुसार
74.	बैलेंजर्स स्वीवेल नाइफ, 4 मिलीमीटर, ब्लेड स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
75.	किलन्स नेज़ल गॉज, बेनट शाफ़्ट, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
76.	टिली का "वी" शेप्ड गॉज बेनट, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
77.	मैलेट, उपर्युक्त मानक आकार के लिए	आवश्यकता के अनुसार
78.	नेसल कॉटरी विथ लाइट एवं कॉटरी ट्रांसफार्मर विथ पिस्टल ग्रिप	आवश्यकता के अनुसार
79.	कॉटरी हैंडल एवं कॉटरी पॉइंट्स का सेट, केस में	आवश्यकता के अनुसार
80.	हेजेक का रिट्रक्ट फॉर अपर लिप, (चिक रिट्रेक्टर) स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
81.	सिटेली का एंट्रम पंच फोरसेप्स, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
82.	डबल एंडेड सी.डब्लयू.एल क्यूरेट स्माल या लार्ज रिंग, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
83.	जॉ, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
84.	जानसेन - स्टूकेन सेप्टम फोरसेरप्स, कट -थ्रू जॉ, डबल,	आवश्यकता के अनुसार
85.	एक्टिपन, स्टेनलेस स्टील (एस.एस.) एंगल ऑन शाफ़्ट	आवश्यकता के अनुसार
86.	हेनक्लेल-टिली स्फेनोइड पंच फोरसेप्स , क्रोकोडाइल एक्शन	आवश्यकता के अनुसार
87.	हेमैन टर्बिनेक्टॉमी सीज़र्स	आवश्यकता के अनुसार
88.	नेसल पंच बायोप्सी, कट थ्रू जॉ	आवश्यकता के अनुसार
89.	किल्नर का स्किन हुक रिट्रैक्टर विथ 1 साइड 3 प्रोन्ग & फ्लैट पुट्ठी ऑन अदर	आवश्यकता के अनुसार
90.	जोसेफ का शार्प, कोर्स या फाइन टीथ स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
91.	चिसेल 3,5,9 मिलीमीटर स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
92.	ऑस्टियोटोम, 2,3,4,5 मिलीमीटर स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
93.	मैलेट फॉर चिसेल एवं ऑस्टियोटोम स्टैण्डर्ड टाइप	आवश्यकता के अनुसार
94.	सिल्वर नेसल, चिसेल, विद गार्ड , स्ट्रैट या कर्व्ड	आवश्यकता के अनुसार
95.	बॉल एवं डबल प्रोब विथ मेटल हैंडल	आवश्यकता के अनुसार
96.	मैकिन्डो का नेसल चिसेल कर्व्ड 5,7,9 मिलीमीटर	आवश्यकता के अनुसार
97.	वॉशम सेप्टम फोरसेप्स, (विभिन्न आकारों के साथ)	आवश्यकता के अनुसार
98.	ऐश का सेप्टम फोरसेप्स स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
99.	साइनस्कोपी के लिए नेसल सक्शन	आवश्यकता के अनुसार
100.	विडियन नेसल कॉटरी इंस्ट्रूमेंट्स, कन्सिसटिंग	आवश्यकता के अनुसार
101.	कॉटल एलीवेटर	आवश्यकता के अनुसार
102.	डबल बॉल हुक	आवश्यकता के अनुसार
103.	पेंच सहित बोर्ड-हेड बैंड हेड मिरर के साथ	आवश्यकता के अनुसार
104.	हेड लाइट, "क्लार " 's' रिफ्लेक्टिंग टाइप	आवश्यकता के अनुसार
105.	विद्युत ट्रांसफार्मर 10v रेगुलेटर	आवश्यकता के अनुसार
106.	स्पेयर बल्ब, 6v-5 ऐम्पियर।	आवश्यकता के अनुसार
107.	माउथ गैग, डेविस-बॉयल्स, गैग फ्रेम और 5 प्लैन ब्लेड के सेट के साथ, स्टेनलेस स्टील (एस.एस.) ब्रॉड टाइप	आवश्यकता के अनुसार
108.	माउथ गैग, डेविस-बॉयल्स, विथ गैग फ्रेम एंड सेट ऑफ़ 3 टंग ब्लेड्स, चाइल्ड साइज स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार

109.	माउथ गैग, डेविस-बॉयल्स, विथ गैग फ्रेम एंड सेट ऑफ़ 5 स्लॉटेड टाइप टंग ब्लेड्स,, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
110.	डेविस-बॉयल्स, माउथ गैग, विथ गैग फ्रेम एंड सेट ऑफ़ 3 चाइल्ड साइज स्लॉटेड ब्लेड्स, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
111.	डेविस-बॉयल्स, माउथ गैग, वयस्क या शिशु स्टेनलेस स्टील (एस.एस.) (डॉयन्स)	आवश्यकता के अनुसार
112.	जेनिंग्स माउथ गैग, वयस्क या शिशु, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
113.	ड्राफ्फिन दिप्पड विथ 4 रिंग्स 19" लॉन्ग क्रोमियम प्लेटेड	आवश्यकता के अनुसार
114.	प्लेट विथ ग्रोव्स टू होल्ड ड्राफ्टिंग, बिपॉड	आवश्यकता के अनुसार
115.	टॉन्सिल होल्डिंग फोर्सेप्स, "डेनिसब्राउन्स", स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
116.	टॉन्सिल डिसेक्टर और पिलर रिट्रेक्टर, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
117.	टॉन्सिल डिसेक्शन फोरसेप्स (विभिन्न आकारों के साथ)	आवश्यकता के अनुसार
118.	टॉन्सिल आर्टरी फोरसेप्स (विभिन्न आकारों के साथ)	आवश्यकता के अनुसार
119.	टॉन्सिल सीज़र्स, (विभिन्न आकारों के साथ)	आवश्यकता के अनुसार
120.	टॉन्सिल स्नेयर,"ईव्स" क्रोमियम प्लेटेड (1पैकेट वायर्स)	आवश्यकता के अनुसार
121.	नेगस नॉट टियर, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
122.	पेरिटोनसिलर एब्सेस फोर्सेज बेनट स्टेनलेस स्टील (एस.एस.) 7 1 या 2"	आवश्यकता के अनुसार
123.	एडेनोइड क्युरेट (विभिन्न आकारों के साथ)	आवश्यकता के अनुसार
124.	"यांकनर्स" सक्शन कैनुला (ट्यूब) क्रोमियम प्लेटेड	आवश्यकता के अनुसार
125.	कॉन्कोटोम, सर्कुलर, कट-थ्रू जॉ, स्टेनलेस स्टील (एस.एस.)	आवश्यकता के अनुसार
126.	ट्रेचियल डाइलेटिंग फोरसेप्स, स्टेनलेस स्टील (एस.एस.) ट्रौसेउ	आवश्यकता के अनुसार
127.	डबल एंडेड आर. एंगल फ्लैट पुट्टी टाइप रिट्रैक्टर	आवश्यकता के अनुसार
128.	ट्रेकियोस्टोमी ट्यूब, "सीएच.जैक्सन " सिल्वर प्लेटेड साइज	आवश्यकता के अनुसार
129.	क्रिकॉइड हुक टाइप रिट्रेक्टर, स्टेनलेस स्टील (एस.एस.) डबल एंडेड	आवश्यकता के अनुसार
130.	लैरींगोस्कोप विथ स्लाइडिंग पैनल, वयस्क या बच्चे का आकार	आवश्यकता के अनुसार
131.	"जैक्सन या नेग " टाइप विथ एफ.ओ. कैरियर सिल्वर प्लेटेड	आवश्यकता के अनुसार
132.	लैरींगोस्कोप, एंटीरियर कमिसुरे टाइप " नेगस " या या सीएच.जैक्सन" टाइप, एफ.ओ. कैरियर वयस्क या बच्चे के साइज के लिए	आवश्यकता के अनुसार
भ. मानसरोग एवं मनोविज्ञान		
1.	ईईजी	एक
2.	नशामुक्ति की सुविधा	आवश्यकता के अनुसार
3.	मनोविज्ञान और मानसिक रोग से संबंधित आकलन पैमाना	आवश्यकता के अनुसार
म. रसायन और वाजीकरण		
1.	ट्राईनोकुलर माइक्रोस्कोप विथ वीडियोग्राफी इक्विपमेंट	एक
2.	लाइट एमिटिंग डायोड डिस्प्ले	एक
3.	कंप्यूटर एडेड सीमेन एनालिसिस (सीएएसए)	एक
4.	सेंट्रीफ्यूज	एक
5.	इन्क्यूबेटर	एक
6.	वर्टेक्स मिक्सर	एक
7.	-20 डीप फ्रीजर	एक
8.	उपभोग्य	आवश्यकता के अनुसार

सच्चिदानंद प्रसाद, सचिव
[विज्ञापन-III/4/असा./540/2024-25]

अनुलग्नक -'I'

विभागीय शैक्षणिक सत्यनिष्ठा समिति
साहित्यिक चोरी (प्लैजरिज़म) क्लीयरेंस सर्टिफिकेट जारी करने की अनुशंसा

"विभागीय शैक्षणिक सत्यनिष्ठा समिति ने दिनांक ..... को ..... विभाग से ..... के पर्यवेक्षण या मार्गदर्शन में विश्वविद्यालय पंजीयन संख्या ..... वाले 2024 बैच के अनुसंधान अध्येता, ... द्वारा प्रस्तुत किए गए '.....' शीर्षक प्रारूप (ड्राफ्ट) की साहित्यिक चोरी (प्लैजरिज़म) की जांच पर रिपोर्ट की समीक्षा की है और पाया है कि आवश्यक संशोधन या सुधार किए गए, और प्लैजरिज़म अनुमेय सीमा के भीतर है।"इसलिए, विभागीय शैक्षणिक सत्यनिष्ठा समिति एक प्लैजरिज़म क्लीयरेंस प्रमाण पत्र जारी करने की सिफारिश / अनुशंसा करती है।

अध्यक्ष

विभागीय शैक्षणिक सत्यनिष्ठा समिति
(नाम एवं हस्ताक्षर)

स्थान:
दिनांक:

अनुलग्नक -'II'

साहित्यिक चोरी (प्लैजरिज़म) जांच सेल
साहित्यिक चोरी (प्लैजरिज़म) क्लीयरेंस प्रमाण पत्र

"यह प्रमाणित किया जाता है कि ..... विभाग से ..... के मार्गदर्शन में विश्वविद्यालय पंजीयन संख्या ..... के साथ ..... बैच के ..... द्वारा प्रस्तुत '.....' शीर्षक ड्राफ्ट शोध प्रबंध (डिसर्टेशन) साहित्यिक चोरी (प्लैजरिज़म) से मुक्त है।

समन्वयकर्ता
साहित्यिक चोरी (प्लैजरिज़म) जांच सेल

स्थान:

दिनांक:

अनुलग्नक - III

फार्म- आई
(राज्य सरकार/केंद्र शासित प्रदेश द्वारा जारी किया जाएगा)
नए स्नातकोत्तर आयुर्वेद मेडिकल कॉलेज या स्नातकोत्तर कार्यक्रमों की स्थापना के लिए या मौजूदा स्नातकोत्तर कार्यक्रमों में प्रवेश क्षमता में वृद्धि के लिए अनिवार्यता प्रमाणपत्र ।

संदर्भ संख्या ..... **दिनांक .....**

क्रमांक	आवेदक का मूल विवरण		
1	आवेदक का नाम		
2	पता		
3	संस्था का प्रकार (सरकारी/सहायता प्राप्त/निजी)		
4	अनिवार्यता प्रमाणपत्र (जो लागू हो उस पर निशान लगाएं)		एक नया स्नातकोत्तर आयुर्वेद मेडिकल कॉलेज (स्टैंड-अलोन) स्थापित करना
			स्नातक महाविद्यालय में नये स्नातकोत्तर कार्यक्रम प्रारंभ करना
			मौजूदा स्नातकोत्तर कार्यक्रमों में प्रवेश क्षमता में वृद्धि करना

<table>
<tr><td rowspan="3">5</td><td>संस्थान का नाम और पता</td><td></td></tr>
<tr><td>स्टैंडअलोन के मामले में प्रस्तावित नाम और पता</td><td></td></tr>
<tr><td>मौजूदा स्नातक महाविद्यालय के मामले में प्रस्तावित नाम और पता</td><td></td></tr>
<tr><td>6</td><td>प्रस्तावित स्नातकोत्तर कार्यक्रम और प्रस्तावित प्रवेश क्षमता</td><td><table><tr><th>क्रम संख्या</th><th>स्नातकोत्तर कार्यक्रम का नाम</th><th>प्रस्तावित सेवन क्षमता का नाम</th></tr><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr></table></td></tr>
<tr><td>7</td><td>मौजूदा स्नातकोत्तर कार्यक्रमों में प्रवेश क्षमता में प्रस्तावित वृद्धि</td><td><table><tr><th>क्रम संख्या</th><th>मौजूदा स्नातकोत्तर कार्यक्रम का नाम</th><th>स्वीकृत प्रवेश क्षमता</th><th>प्रस्तावित प्रवेश क्षमता</th></tr><tr><td>1.</td><td></td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td><td></td></tr></table></td></tr>
<tr><td colspan="3">प्रमाणपत्र जारी करने वाले प्राधिकारी द्वारा भरा जाना है</td></tr>
<tr><td>8</td><td>राज्य में पहले से मौजूद आयुर्वेद संस्थानों की संख्या</td><td>स्नातक : ---------
स्नातकोत्तर:- ------</td></tr>
<tr><td>9</td><td>राज्य में डॉक्टर (सभी पद्धतियों के पंजीकृत मेडिकल प्रैक्टिशनर) और जनसंख्या अनुपात</td><td></td></tr>
<tr><td>10</td><td>आयुर्वेद मेडिकल कॉलेज की स्थापना के प्रस्तावित क्षेत्र में नैदानिक सामग्री (रोगियों) की उपलब्धता की गुंजाइश</td><td>ख़राब/पर्याप्त</td></tr>
<tr><td>11</td><td>अस्पताल का पंजीयन क्रमांक</td><td></td></tr>
<tr><td>12</td><td>अस्पताल की मान्यता, यदि कोई हो</td><td></td></tr>
</table>

अनिवार्यता प्रमाणपत्र

स्नातकोत्तर कार्यक्रमों की निम्नलिखित सूची और उनकी स्वीकृत प्रवेश क्षमता के साथ (प्रस्तावित स्नातकोत्तर कॉलेज का नाम)..... (प्रस्तावित कॉलेज का पता)..... की स्थापना के लिए (आवेदक का नाम)..... को एक अनिवार्यता प्रमाण पत्र जारी किया जाता है। यह प्रमाण पत्र उपर्युक्त विवरण, तथ्यों और शर्तों को ध्यान में रखते हुए जारी किया जाता है।

क्रम संख्या	प्रस्तावित स्नातकोत्तर कार्यक्रम का नाम	प्रस्तावित प्रवेश क्षमता
1.		
2.		

यह प्रमाणपत्र प्रमाणपत्र जारी होने की तिथि से लगातार दो शैक्षणिक सत्रों के लिए वैध है।

या

स्नातकोत्तर कार्यक्रमों की निम्नलिखित सूची और प्रस्तावित प्रवेश क्षमताओं के साथ .....(मौजूदा कॉलेज का नाम जहां स्नातक आयुर्वेद पाठ्यक्रम का संचालन किया जा रहा है) .....(कॉलेज के पते पर) स्थित एक नया स्नातकोत्तर कार्यक्रम प्रारंभ करने के लिए .....(आवेदक का नाम) को अनिवार्यता प्रमाण पत्र जारी किया जाता है। यह प्रमाण पत्र उपर्युक्त विवरण, तथ्यों और शर्तों को ध्यान में रखते हुए जारी किया गया है।

1136 –

क्रम संख्या	प्रस्तावित स्नातकोत्तर कार्यक्रम का नाम	प्रस्तावित प्रवेश क्षमता
1.		
2.		

यह प्रमाणपत्र प्रमाणपत्र जारी होने की तिथि से लगातार दो शैक्षणिक सत्रों के लिए वैध है।

या

नीचे उल्लिखित स्नातकोत्तर कार्यक्रम में प्रवेश क्षमता में वृद्धि के लिए ---------- (आवेदक का नाम) को अनिवार्यता प्रमाणपत्र जारी किया जाता है। ---------- (मौजूदा कॉलेज का नाम) ---------- (कॉलेज का पता) यह प्रमाणपत्र उपर्युक्त विवरण/तथ्यों/शर्तों को ध्यान में रखते हुए जारी किया गया है।

क्रम संख्या	मौजूदा स्नातकोत्तर कार्यक्रम का नाम	स्वीकृत प्रवेश क्षमता	प्रवेश क्षमता में प्रस्तावित वृद्धि	कुल प्रस्तावित प्रवेश क्षमता
(1)	(2)	(3)	(4)	(3)+ (4) = (5)
1.				
2.				

यह प्रमाणपत्र जारी होने की तिथि से लगातार दो शैक्षणिक सत्रों के लिए वैध है।

अनिवार्यता प्रमाणपत्र निम्नलिखित नियम और शर्तों पर जारी किया जाता है:

1. कॉलेज भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा स्वीकृत छात्र प्रवेश क्षमता के अनुसार छात्रों को प्रवेश देगा।
2. कॉलेज उसी परिसर में कोई अन्य कॉलेज/पाठ्यक्रम/कार्यक्रम आयोजित नहीं करेगा जब तक कि भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा अनुमति न दी जाए।
3. कॉलेज, भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा निर्दिष्ट बुनियादी ढांचे, मानव संसाधन और कार्यक्षमता के संदर्भ में सभी न्यूनतम आवश्यक मानकों को बनाए रखेगा।
4. कॉलेज भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा समय-समय पर बनाए गए विनियमन/दिशानिर्देश/नीति के अनुसार छात्रों को प्रवेश देगा।
5. संस्थान स्वायत्त बोर्ड/ भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग/भारत सरकार/विश्वविद्यालय द्वारा निर्धारित शर्तों का पालन करेगा।
6. कॉलेज को अन्य सोसायटी/ट्रस्ट को सौंपने के प्रकरण में, राज्य सरकार/केंद्र शासित प्रदेश से पूर्व अनापत्ति प्रमाण पत्र (एनओसी) प्राप्त की जाएगी।
7. यदि कोई आवेदक भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा निर्दिष्ट न्यूनतम मानकों के अनुसार आयुर्वेद मेडिकल कॉलेज के लिए बुनियादी ढांचे, मानव संसाधन और अन्य सुविधाओं को बनाने या बनाए रखने में विफल रहता है, तो भारतीय चिकित्सा पद्धति आकलन एवं रेटिंग बोर्ड द्वारा नए प्रवेश रोक सकता है।
8. आयोग या भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड द्वारा निर्धारित न्यूनतम आवश्यक मानकों के लिए कॉलेज द्वारा अनुपालन न करने के कारण भारतीय चिकित्सा पद्धति आकलन और रेटिंग बोर्ड द्वारा कॉलेज को अनुमति देने से इनकार करने या स्थायी अस्वीकृति जारी करने के प्रकरण में, राज्य सरकार उन छात्रों की जिम्मेदारी लेगी जिनका कॉलेज में दाखिला हो चुका है।

(सक्षम प्राधिकारी के हस्ताक्षर)
कार्यालय सील

तिथि:

अनुलग्नक - IV

फॉर्म- जे

संबद्धता की सहमति

(संबद्ध विश्वविद्यालय द्वारा जारी किया जाएगा)

(नए आयुर्वेद मेडिकल कॉलेज शुरू करने/मौजूदा स्नातक, स्नातकोत्तर कार्यक्रमों में प्रवेश क्षमता बढ़ाने/नए स्नातकोत्तर कार्यक्रम शुरू करने के लिए आवेदन जमा करने के लिए संबद्धता की सहमति पूर्व-आवश्यकता है)

क्रम संख्या	विश्वविद्यालय के विवरण	
1	विश्वविद्यालय का नाम	
2	पता	
3	विश्वविद्यालय का प्रकार	केंद्र/राज्य/मानित-सरकारी/मानित-निजी/निजी राज्य
4	सम्पर्क करने का विवरण	
5	संपर्क व्यक्ति	
	(नाम एवं पदनाम)	
	मोबाइल नंबर	
6	मेल आईडी	
7	स्थापना का वर्ष	
8	मौजूदा संकाय	

संबद्धता की सहमति

विश्वविद्यालय ने स्थानीय जांच समिति की रिपोर्ट के आधार पर, ... सीटों की प्रवेश क्षमता/प्रवेश क्षमता में वृद्धि ..... से ..... तक/कार्यक्रम के प्रारंभ के साथ ..... (कॉलेज का नाम) को संबद्धता की सहमति सैद्धांतिक रूप से प्रदान करने पर सहमति व्यक्त की है। शैक्षणिक वर्ष ..... के लिए संबद्धता की सहमति जारी की जाती है।

संबद्धता की सहमति निम्नलिखित शर्तों पर जारी की जाती है:

1. कॉलेज, भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा निर्दिष्ट बुनियादी ढांचे, मानव संसाधन और कार्यक्षमता के संदर्भ में सभी न्यूनतम आवश्यक मानकों को बनाए रखेगा।
2. कॉलेज, केवल भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा संबंधित नियमों में निर्दिष्ट अनुसार ऑनलाइन काउंसलिंग प्रक्रिया (केंद्रीय/राज्य/केंद्र शासित प्रदेश) के माध्यम से छात्रों को प्रवेश देगा।
3. कॉलेज, केवल भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग द्वारा निर्दिष्ट निर्धारित घंटों के शिक्षण और प्रशिक्षण का संचालन सुनिश्चित करेगा।
4. कॉलेजों को प्रवेश प्रक्रिया प्रारंभ होने से कम से कम तीन माह पहले प्रत्येक वर्ष संबद्धता की निरंतरता की अनुमति प्राप्त करनी होगी।
5. किसी अन्य विश्वविद्यालय से संबद्धता परिवर्तन/डीम्ड स्थिति के लिए आवेदन करने के प्रकरण में वर्तमान संबद्ध विश्वविद्यालय से पूर्व अनापत्ति प्रमाण पत्र प्राप्त किया जाएगा।
6. वर्तमान विश्वविद्यालय से असंबद्धता की स्थिति में, मौजूदा बैच डिग्री प्रदान किए जाने तक वर्तमान विश्वविद्यालय के साथ बने रहेंगे।

रजिस्ट्रार

मुहर सहित हस्ताक्षर

पूरा नाम

स्थान:

तिथि:

नोट 1: इन विनियमों की व्याख्या के संबंध में कोई भी प्रश्न आयोग द्वारा निर्धारित किया जाएगा, और आयोग का निर्णय इस प्रकरण में अंतिम और बाध्यकारी होगा।

नोट 2: यदि नियमों के हिंदी और अंग्रेजी संस्करणों के बीच कोई विसंगति पाई जाती है, तो अंग्रेजी संस्करण को अंतिम माना जाएगा।

THE NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE

NOTIFICATION

New Delhi, the 1st October, 2024

F. No. BOA/2-I/2024.—In exercise of the powers conferred under section 55 of the National Commission for Indian System of Medicine Act, 2020 (14 of 2020), the National Commission for Indian System of Medicine hereby makes the following regulations, namely:—

1. Short title and commencement.— (1) These regulations may be called the National Commission for Indian System of Medicine (Minimum Essential Standards, Assessment and Rating for Postgraduate Institutions and Minimum Standards for Postgraduate Education in Ayurveda) Regulations, 2024.

(2) Save as otherwise provided, they shall come into force on the date of their publication in the Official Gazette.

CHAPTER-I
Preliminary

2. Definitions.— (1) In this regulations, unless the context otherwise requires,—

(a) "Act" means the National Commission for Indian System of Medicine Act, 2020 (14 of 2020);

(b) "Annexure" means an Annexure annexed to these regulations;

(c) "Appendix" means an Appendix appended to these regulations;

(d) "applicant" means an authority representing a society or trust or University or any legal person but does not include the Central Government;

(e) "assessment" of an Institution means, the act of verifying the availability of minimum essential standards as provided in these regulations in terms of the infrastructure, human resources and functionality of an institution and its attached teaching hospital every year;

(f) "attached teaching hospital" means an Ayurveda hospital that offers standard healthcare services, attached to an Ayurveda Medical Institution for the purpose of teaching and training to the students of Ayurveda system of medicine;

(g) "Doctor of Medicine" (MD), means a Postgraduate degree awarded in accordance with these regulations;

(h) "Doctorate of Medicine" (DM), means a super-speciality degree awarded in accordance with these regulations;

(i) "extended permission" means permission extended to fully established Ayurveda medical institutions fulfilling the criteria for extended permission status as laid down in these regulations. The institutions with extended permission are allowed to participate in the counselling process for admitting students to Postgraduate programmes, in accordance with the sanctioned student intake capacity. Such institutions, may get annual permission from the MARBISM, after assessment at any time in the academic session;

(j) "functionality of the Ayurveda hospital" means an attached teaching hospital which shall remain open round the clock, shall be ready to treat or attend any type of patients at any point of time with its humanresources and infrastructure and fulfilling all the minimum essential standards as provided in these regulations; that offers clinical training to medical students and provides medical services at outpatient departments, in-patient departments and public health, including consultation, diagnosis, including clinical and investigational, treatment including surgical, procedural, medical and maternity, preventive, palliative andrehabilitative health care, medical advice, counselling, nursing care, medicine dispensing, public outreach activities with proper documentation and hospital management system and whose related expenses are reflected in official bank account of the hospital;

(k) "functionality" of the Institute means, an Ayurveda institution fulfilling all the minimum essential standards as determined by the Commission that offers teaching and training to students of Ayurveda as per the course curriculum and syllabus provided by the Commission by establishing educational ecosystem and shall be ready to impart education over and above the minimum essential standards as determined by the Commission.

Explanation.—For the purposes of this clause "educational ecosystem" means an ecosystem where in all the stake holders of the institution, all the Departments and other units of the institution function in coordination and collaboration with each other to provide comprehensive education to students in an academic environment;

(l) "fully established institute" means the institute with either extended permission or yearly permission from the year after second renewal of permission;

(m) "letter of intent" means the preliminary approval along with conditions and timelines issued by the MARBISM to the applicant through the procedure provided in these regulations to establish a new Ayurveda medical institute, or to start any new Postgraduate programme recognised by the Commission or to increase student intake capacity in existing Postgraduate programmes;

(n) "letter of permission" means the approval granted to the applicant by the MARBISM through the procedure determined in these regulations to establish Ayurveda medical institution or to start any new Postgraduate programme recognised by the Commission or to increase student intake capacity in existing programme and to admit the students as per the sanctioned intake capacity provided by the MARBISM;

(o) "MARBISM" means the Medical Assessment and Rating Board for Indian System of Medicine;

(p) "MES-UG" means the National Commission for Indian System of Medicine (Minimum Essential standard, Assessment and Rating for Undergraduate Ayurveda colleges and Attached Teaching hospitals) Regulations, 2024;

(q) "Master of Surgery" (MS), means a Postgraduate degree awarded in accordance with these regulations;

(r) "minimum essential standards" means the mandatory minimum requirements in terms of infrastructure, human resources, functionality, quality and standards that are essential;

(s) "Ph.D" means, Doctor of Philosophy degree, or Postgraduate doctoral degree, awarded or granted to a research work carried out for not less than three years duration (after postgraduation), either in the subject concerned or in inter-disciplinary or intra-disciplinary or trans-disciplinary or multi-disciplinary research areas;

(t) "PGNET" means Post-Graduate National Entrance Test;

(u) "Postgraduate education" includes Postgraduate Degree programmes (MD and MS), Postgraduate doctoral degree (Ph.D), and Postgraduate super-speciality degree programme (Doctorate of Medicine-DM);

(v) "Postgraduate Degree" in Ayurveda includes 'Ayurveda Vachaspati (MD Ayurveda) and Ayurveda Dhanvantari (MS Ayurveda)', granted or awarded to the programme of three years' duration after graduation;

(w) "rating" of Postgraduate department means a score or measurement of how good a Postgraduate department is; rating of a fully established Postgraduate department through a rating procedure carried out by the MARBISM or any designated rating agency based on the standards and parameters laid down by the Board of Ayurveda. Rating shall be on the basis of infrastructure, human resources and functionality over and above the minimum essential standards provided in these regulations;

(x) "renewal of permission" means permission for renewal granted by the MARBISM to a new Postgraduate institution or department or speciality or establishment under section 29 of the Act through the procedure provided in these regulations for the academic years, after the issuance of a letter of permission for admitting students as per the sanctioned intake capacity provided by the MARBISM, and such renewal of permission shall

be mandatory until it attains the fully established institution or department or speciality status.

(y) "sanctioned intake capacity" means number of seats sanctioned by the MARBISM to a Postgraduate programme for admission of students based on the infrastructure, human resources and functionality of the institute or department and the attached teaching hospital;

(z) "stand-alone Postgraduate institute" means a teaching institute with attached teaching hospital dedicated for running Postgraduate programme only;

(aa) "Super Speciality Degree" means a three years super speciality programme, Doctorate of Medicine (DM) awarded, after completion of super speciality training in a particular subject after postgraduation;

(bb) "yearly permission" means permission given to fully established medical institutions every year or Postgraduate departments that are not fulfilling the criteria for extended permission status as laid down in these regulations, and participate in the counseling process for admitting students to Postgraduate programmes as per the sanctioned intake capacity only after obtaining permission from the MARBISM every year.

(2) The words and expressions used herein and not defined but defined in the Act, rules or regulations made thereunder shall have the same meanings as respectively assigned to them in the Act, rules or regulation.

CHAPTER-II
General Considerations

3.General considerations.— (1) Every institute shall have to maintain minimum essential infrastructural standards, qualified and skilled human resources with a functional ecosystem as specified in these regulations.

(2) The academic hierarchy of the Postgraduate Degrees shall be in the descending order from DM to Ph.D to MD or MS.

(3) (a) Professor of Practice shall be appointed on part time basis by the institute in the concerned subject as provided in these regulation; such Professor shall not be provided with the unique teacher code by MARBISM;

(b) On and from the date of publication of these regulations, the Postgraduate Diploma programme shall stand abolished and students already admitted in these programme shall continue and complete the course as per the provisions of previous regulations;

(c) The seats in existing Postgraduate Diploma programmes duly permitted by MARBISM shall be converted to MD or MS seats in the parent department in the ratio of 2:1. For two Postgraduate Diploma seats one Postgraduate Degree seat shall be sanctioned, subject to the availability of Postgraduate guides and Postgraduate student ratio, that is., 1:3 for Professor; 1:2 for Associate Professor and 1:1 for Assistant Professor.

(4) (a) The institutions shall install online systems such as Learning Management Systems; HospitalInformation Management System (compatible with Ayushman Bharat Health Account, Health Professional Registry and Unique Health Identification number); Aadhaar Enabled Biometric Attendance System or iris recognition or face recognition attendance system and the like as directed by the Commission for marking attendance of Teaching staff, non-teaching staff, hospital staff and Postgraduate students;

(b) Closed Circuit Television and any other systems as directed by the Commission from time to time, shall be installed and shall be aligned or interface to the Central server as designated by the Commission and shall provide real time data or relevant data to the Commission and its autonomous Boards as required;

(c) the biometric attendance data shall be made available to the concerned regulatory body or the Commission or the Autonomous Boards of the Commission on real time basis throughout the year through any agency as assigned by the Commission;

(d) the Commission or Autonomous Boards shall have the authority to access and analyse online attendance data;

(e) the authentication of the patients shall be made through the Ayushman Bharat Health Account number;

(5) Teachers shall be accommodated in respective departments with adequate space and privacy in separateroom for each teacher. Minimum area shall be 15, 13 and 10 sq.mt. for Professor, Associate Professor and Assistant Professor respectively. Open seating arrangement for multiple teachers in the common hall or department shall not be permitted. Every teacher shall be provided with a computer or laptop, printer and internet facility.

(6) The departments and their Associated units shall have proper ventilation and lighting, with good interiors. Internal partitions shall be good enough to prevent cross disturbance and with good ambience. Each Postgraduate department shall accommodate teaching staff and non-teaching staff, departmental library, departmental computer, printer, internet and e-display facility for display of video, images, charts, information andthe like.

(7) There shall be hostels for girls and boys separately, preferably single accommodation along with a mess facility within the campus provided with adequate furniture, reading room, recreational facility and security services. In case, if the hospital is located in a separate campus, the hostels shall be within the hospital campus.

(8) Each institute shall ensure that all the stakeholders of the institution, departments, sections, and units of the institution, function in coordination and collaboration with each other to provide a comprehensive educational ecosystem to the Postgraduate students for pursuing their studies, training, and research work in an appropriate academic environment.

(9) In order to maintain the quality standards, the instruments, equipment, chemicals, reagents, furniture, electronic appliances, etc. with Bureau of Indian Standards certification may be used to the extent of availability.

(10) Annual intake capacity for any Postgraduate Degree programme shall not be more than twelve seats peryear, subject to availability of student and Postgraduate guide ratio, that, is 3:1 for Professor; 2:1 for Associate Professor and 1:1 for Assistant Professor.

CHAPTER-III
Postgraduate Degree Programmes

4. On and from the date of publication of these regulations, there shall be eighteen Postgraduate Degree programmes in Ayurveda. The list of Postgraduate specialities, nomenclature of Postgraduate Degree programmes, nomenclature of Postgraduate specialists, Postgraduate Departments that conducts the Postgraduate programmes shall be as detailed in the Table -1.

Table-1

Nomenclature of Postgraduate Degrees, Postgraduate Specialists and Postgraduate Departments

Serial Number	Post Graduate Specialty	Nomenclature of Postgraduate Degree Program	Nomenclature of the Postgraduate Specialist including Equivalent Modern Terminology	Department Conducting Postgraduate Programme
(1)	(2)	(3)	(4)	(5)
I. Ayurveda Vachaspati (MD Ayurveda):				
1.	Ayurveda Samhita andSiddhanta (Compendiumand Basic Principles)	MD (Samhita and Siddhanta)	Samhitist	Samhita Siddhanta andSanskrit
2.	Ayurveda-Biology	MD (Ayurveda Biology)	Ayurveda-Biologist	Ayurveda Biology
3.	Rachana Sharira (Human	MD (Rachana Sharira)	Sharira Rachana Tajna	Rachana Sharira

	Anatomy)		(Ayurveda Anatomist)	
4.	Kriya Sharira (Human Physiology)	MD (Kriya Sharira)	Sharira Kriya Tajna (Ayurveda Physiologist)	Kriya Sharira
5.	Dravyaguna Vijnana (Ayurveda Pharmacology)	MD (DravyagunaVijnana)	Dravyaguna Tajna (Ayurveda Pharmacologist-Herbal)	Dravyaguna Vigyana
6.	Rasashastra and Bhaishajya Kalpana (Pharmaceutics and Clinical Pharmacy)	MD (Rasashastra and Bhaishajya Kalpana)	Rasashastra and Bhaishajya Kalpana Tajna (Ayurveda Pharmaceutical Expert)	Rasashastra evum Bhaishajya Kalpana
7.	Roganidana - Vikritivijnana (Pathology and Laboratory Diagnosis)	MD (Roganidana - Vikritivijnana)	Roganidana Tajna (Ayurveda Pathologist)	Roganidana evum Vikritivijnana
8.	Agad Tantra and Vidhi Vaidyaka (Clinical Toxicology and Medical Jurisprudence)	MD (Agada Tantra and Vidhi Vaidyaka)	Agada Tantra Tajna (Ayurveda Clinical Toxicologist)	Agada Tantra
9.	Swasthavritta and Yoga (Public Health, Lifestyle Management and yoga)	MD (Swasthavritta and Yoga)	SwasthaVritta Tajna (Ayurveda Expert - Public Health, Lifestyle Management and Yoga)	Swasthavritta evum Yoga
10.	Kaumarabhritya (Pediatrics)	MD (Kaumarabhritya)	Kaumarabhritya Tajna (Ayurveda Pediatrician)	Kaumarabhritya
11.	Kayachikitsa (Internal Medicine)	MD (Kayachikitsa)	Kayachikitsa Tajna (Ayurveda Specialist - General Medicine)	Kayachikitsa
12.	Panchakarma (Procedural Management)	MD (Panchakarma)	Panchakarma Tajna (Panchakarma Specialist)	Panchakarma
13.	Manasaroga and Manovijnana (Ayurveda Psychology and Psychiatry)	MD (Manasaroga and Manovijnana)	Manasaroga Tajna (Ayurveda Psychiatrist)	Manasaroga
14.	Rasayana and Vajikarana (Rejuvenative and Reproductive Medicine in Ayurveda)	MD Rasayana and Vajikarana	Rasayana and Vajikarana Tajna (Ayurveda Specialist - Rejuvenative and Reproductive Medicine)	Rasayana and Vajikarana
		II. Ayurveda Dhanvantari (MS Ayurveda):		
15.	Stree Roga - Prasuti Tantra (Ayurveda Gynaecology and Obstetrics)	MS (Stree Roga - Prasuti Tantra)	Stree Roga and Prasuti Tantra Tajna (Ayurveda Gynaecologist and Obstetrician)	Stree Roga - Prasuti Tantra
16.	Shalya Tantra (Ayurveda Surgery)	MS (Shalya Tantra)	Shalya Tantra Tajna (Ayurveda Surgeon)	Shalya Tantra
17.	Shalakya – Netra Roga Chikitsa (Ayurveda Ophthalmology)	MS (Shalakya Tantra – Netra)	Shalakya – Netra Roga Tajna (Ayurveda Ophthalmologist)	Shalakya Tantra
18.	Shalakya – Karna, Naasa and Mukha Roga Chikitsa (Ayurveda Oto-Rhino-Laryngology)	MS (Shalakya Tantra – Karna, Naasa and Mukha)	Shalakya – Karna, Naasa and Mukha Roga Tajna (Ayurveda ENT Specialist)	

Note 1:- The nomenclature, namely Prasuti and Stree roga awarded before publication of these regulations and Stree Roga - Prasuti Tantra in these regulations are same and equal.

Note 2. The nomenclature namely Mano Vijnana and Manasaroga awarded before publication of these regulationsand Manasaroga and Manovijnana in these regulations are same and equal.

(2) The nomenclature and equivalent modern terminologies of the Postgraduate Degree programmes under the Indian Medicine Central Council (Postgraduate Ayurveda Medical Education) Regulations, 2016 shall be continued as it is for the batches admitted before the publication of these regulations.

(3) From the academic session 2025-26 and onwards the existing Shalakya Postgraduate departments shall opt either Shalakya-Netra or Shalakya-KNM (Karna, Naasa and Mukha) and the Postgraduate teachers shall be provided unique teacher code accordingly. In case of availability of staff adequately as provided in these regulations, both the Postgraduate programmes may be opted. In such case the teachers shall be bifurcated into two Postgraduate programmes and issued unique teacher code accordingly. The intake capacity either single department or both the departments shall be sanctioned as per the availability of Postgraduate guides for the respective programmes for that academic sessions.

However, in any case the total sanctioned intake capacity shall not exceed the total intake capacity specified in letter of permission.

CHAPTER-IV

Minimum Essential Standards for Postgraduate Institution where UndergraduateProgramme is in Existence

5.General.— (1) To run a Postgraduate Degree programme along with an undergraduate programme, there shall be an independent Postgraduate department in the concerned subject.

(2) The college or institution conducting both undergraduate programme and Postgraduate programmes shall fulfil all minimum essential standards in terms of infrastructure (constructed area, equipment and instruments), human resources and functionality as provided in MES-UG, and additional requirements as providedin these regulations for the concerned Postgraduate department or programme.

(3) In case of any action taken against undergraduate institution under clause (f) of sub-section (1) of section 28 of the Act by MARBISM, similar action shall be applicable to the corresponding Postgraduate department or programme.

(4) If any Postgraduate department fails to maintain the minimum essential standards provided in these regulations, MARBISM may deny permission for admission in the concerned Postgraduate Degree programme or may take such measures as per clause (f) of sub-section (1) of section 28 of the Act.

6.Additional requirements for Postgraduate education.- In addition to the requirement provided underthe MES-UG the following shall be maintained additionally for the Postgraduate departments, namely:—

(1) Postgraduate Seminar Halls; (a) There shall be one seminar hall for each Postgradaute speciality or programme having minimum constructed area of 18 square feet per student (all students of three years of particulardepartment or programme) and with adequate furniture;

(b) one common seminar hall or auditorium with 20% of additional seating capacity (6.5 square feet per student) to the total strength of Postgradaute scholars (all three batches of all Postgraduate specialities or programme) of the Ayurveda Postgraduate teaching institution;

(c) postgraduate seminar halls shall be Information Communication Technology (ICT) enabled with suitable seating arrangement;

(d) there shall be sufficient lockers for all Postgradaute scholars in the respective specialty or department.

(2) Central Library: (a) Additional seating arrangements as per the Postgraduate intake capacity (1:2, one seat for every two Postgraduate students of yearly intake capacity) shall be provided in the central library. The minimumnorms and standards for Central Library shall be as provided in MES-UG;

(b) a minimum of 200 additional books for each Postgraduate department shall be made available. These additional books shall be specific to the Postgraduate department. There shall be at least 10 per cent. of yearly addition of books;

(c) in addition to the journals provided in MES-UG, a minimum of four journals (indexed) specific to each Postgraduate speciality shall be made available.

(3) Departmental Library: a minimum of 100 books shall be made available for each Postgraduate departmental library.

(4) Digital Library: Additional computer systems for Postgraduate students in the ratio of 1:5 i.e., one computer for five students (total annual intake capacity of all Postgraduate programme) shall be provided. Software or Computer Programme such as Grammarly, plagiarism check, statistical programs, citation or bibliography maker or generator and the like shall be made available in digital library.

(5) There shall be additional mannequins or simulators and other teaching technology for training of clinical skills shall be made available in Yogya-Clinical Skill Laboratory or Simulation Laboratory and the details are as provided in Schedule-VI of these regulations.

7.Department wise minimum essential standards.- (1) The minimum required area for each Postgraduate department shall be as provided in schedule-I of these regulations. In addition to the minimum essential standards provided for respective departments in MES-UG, the infrastructural facilities in respect to each Postgraduate department as provided below and as detailed in Schedule II of these regulations shall be made available, namely:—

(a) department of Integrative Health and Translational Research: (i) every Postgraduate institute iresepctiveof the Postgraduate programmes being conducted, shall establish this department. Central Research Laboratory, Quality Testing laboratory, Animal house, Clinical Research Cell and plagiarism scrutiny cell as applicable shall function under this department;

(ii) research commitees such as institutional research committee, institutional ethics committee for human subjects, institutional animal ethics committee and the like shall also function under this department;

(iii)this departnent shall also co-ordinate guide allotment process, alternate guide arrangement in case of emergencies, research monitoring and the like activities.

(b) postgraduate department of Samhita and Siddhanta – Language lab for Sanskrit shall be made available. Additional computer systems to the existing undergraduate language laboratory shall be added, so that the total number of computer systems and Postgraduate scholars (sanctioned intake capacity per year) shall be in the ratio of 1:1;

(c) postgraduate department of Rachana Sharira: 3D virtual dissection table and e-dissection software shall be made available. This department also facilitates practice of surgical techniques through Cadaveric surgery for the Postgradaute scholars of Shalya, Shalakaya and Stree Roga - Prasuti Tantra;

(d) postgraduate department of Kriya Sharira: digital spirometry, personality assessment scales, trichoscope, digital skinfold calliper, auto measuring tool for height, weight, and BMI; naadi recording equipment (advance model) along with relevant software, accessories and the like shall be made available;

(e) postgraduate department of Ayurveda-Biology: Molecular biology laboratory (schedule-VII of these regulations) and the like shall be made available;

(f) postgraduate department of Dravyaguna Vijnana: Pharmacognosy laboratory, phytochemistry laboratory, Green House and the like shall be made available;

(g) postgraduate department of Rasashastra and Bhaishajyakalpana: petrographic microscope programmeable

muffle furnace and the like shall be made available;

(h) postgraduate department of Roganidana-Vikritivijnana: Immunology laboratory, histopathology laboratory and the like shall be made available;

(i) postgraduate department of Agada Tantra: Poison detection facility; exclusive out-patient department and additional in-patient department beds in the ratio of 4:1 (four beds for one student), seating arrangement in the ward; accommodation for night duty Postgradautes shall be made available. Average bed occupancy shall be not less than eighty per cent. in Agada Tantra In-patient Department;

(j) postgraduate department of Swasthavritta and Yoga: exclusive out-patient department, departmental vehicle for field visits, Nutrition laboratory with advance facilities, Panchakarma facility to administer ritusodhana and rejuvenation procedures to healthy individuals with day care facility;

(k) postgraduate department of Kaumarabhritya: (i) exclusive out-patient department; additional in-patient department beds in the ratio of 4:1 (four beds per Postgraduate seat intake capacity), Kaumara-panchakarma facility seating arrangement in the ward; accommodation for night duty Postgradautes shall be made available. Average bed occupancy shall be not less than eighty per cent. in Kaumarabhritya in-patient department;

(ii) Breast Feeding area:- Demarcated area for breast feeding adjacent to OPD shall be made available;

(iii) Play area:- Demarcated area for play alongwith suitable play items shall be made available;

(iv) Neonatal Intensive Care Unit (NICU):- as per schedule-XIII of these regulations;

(v) Navajata Abhyanga and snana Unit with necessary equipments (Tub, Baby holder);

(vi) Pediatric and neonatal Procedure room with necessary equipment's, materials and medications for common pediatric procedures like Intravenous cannulation, naso-gastric tube insertion, stabilization, medication and other possible related procedures;

(vii) Child development clinic: - Each institute with Postgraduate department shall adapt at least two schools with schooling from nursery to 10th standard. The institute shall run child development clinic to assess health, growth and psychological development periodically. At-least two such assessments shall be done per year with proper health records of the child.

(l) postgraduate department of Kayachikitsa: exclusive out-patient department; additional in-patient department beds in the ratio of 4:1 (four beds per Postgraduate seat intake capacity), seating arrangement in the ward; accommodation for night duty Postgraduates shall be made available. Average bed occupancy shall be not less than eighty per cent. in Kayachikitsa in-patient department;

(m) postgraduate department of Panchakarma and Upakarma: exclusive out-patient department; additional in-patient department beds in the ratio of 4:1 (four beds per Postgraduate seat intake capacity); seating arrangement in the ward; accommodation for night duty Postgraduates shall be made available. Average bed occupancy of not less than eighty per cent. in Panchakarma in-patient department;

(n) postgraduate department of Stree Roga - Prasuti Tantra: exclusive two out-patient departments one each for Stree Roga - Prasuti Tantra, exclusive operation theatre to carry out Stree Roga - Prasuti Tantra related surgeries; procedure room or minor Operation Theatre to perform procedures like yonidhvana, yoni pichu and the like; Additional in-patient department beds in the ratio of 4:1 (four beds per Postgraduate seat intake capacity); seating arrangement in the ward; accommodation for night duty Postgraduates shall be made available. Average bed occupancy of not less than eighty per cent. in Stree Roga - Prasuti Tantra in-patient department.; a minimum of 20 deliveries per month shall be the minimum requirement;

(o) postgraduate department of Shalya Tantra: exclusive out-patient department attached with minor operation theatre; additional in-patient department beds in the ratio of 4:1 (four beds per Postgraduates seat intake capacity); seating arrangement in the ward; accommodation for night duty Postgraduates shall be made available. Average bed occupancy of not less than eighty per cent. in Shalya Tantra in-patient department. Major operation theatre, Minor operation theatre and anushastra karma facility shall be common for both undergraduate and Postgraduate departments;

(p) postgraduate department of Shalakya-Netra Roga Chikitsa: exclusive ophthalmic out-patient department having equipped with advance diagnostic facilities; exclusive ophthalmic Operation Theatre with operating microscope; additional in-patient department beds in the ratio of 4:1 (four beds per Postgraduate seat intake capacity); seating arrangement in the ward; accommodation for night duty Postgraduates shall be made available. Separate in-patient department, separate kriyakalpa-netra facility. Average bed occupancy shall be not less than eighty per cent. in Shalakya-Netra beds;

(q) postgraduate department of Shalakya-Karna, Naasaa and Mukha Roga Chikitsa: exclusive Out-patient department having equipped with advance diagnostic facilities; exclusive Operation Theatre for Ear Nose-Throat surgeries; Kriyakalpa facility; additional in-patient department beds in the ratio of 4:1 (four beds per Postgraduate seat intake capacity); seating arrangement in the ward; accommodation for night duty Postgraduates shall be made available. Average bed occupancy shall be not less than eighty per cent. in Shalakya-Kantha Nasa and Mukha beds;

(r) postgraduate department of Manasaroga and Manovijnana: exclusive Out-patient department; cubicles for counselling; de-addiction facility; Electro Encephalo Gram (EEG); In-patient department beds in the ratio of 4:1 (four beds per Postgraduate seat intake capacity); seating arrangement in the ward; accommodation for night duty Postgraduates shall be made available. The in-patient department facility shall be with proper safety measures. Average bed occupancy shall be not less than eighty per cent. in Manasaroga in-patient department;

(s) postgraduate department of Rasayana and Vajikarana: exclusive out-patient department; procedure room, laboratory for carrying out retopariksha and the like, trinocular microscope with videography equipment and Light Emitting Diode display, in-patient department beds in the ratio of 4;1 (four beds per Postgraduate seat intake capacity); procedure room to perform vajikarana related procedures such as uttarbasti and the like; seating arrangement in the ward; accommodation for night duty Postgraduates shall be made available. Average bed occupancy shall be not less than eighty per cent. in Rasayan and Vajikarna in-patient department;

(t) there shall be Central Research Laboratory for carrying out various research experiments by Postgraduate scholars as well as teaching faculty. The minimum infrastructure, facilities, equipment, instruments and human resources and the like shall be as provided in Schedule-I, III, and X of these regulations;

(u) quality testing laboratory (separately or attached to central research laboratory) shall be made available in case of postgraduation in Dravyaguna and or Rasashastra & Bhaishajyakalpana. The minimum infrastructure, facilities, equipment, instruments and human resources and the like shall be as provided in Schedule-I and IV of these regulations;

(v) approved animal house and animal experimentation laboratory shall be made available in case of postgraduation in the departments of Dravyaguna; Rasashastra and Bhaishajya Kalpana; Agada Tantra; Samhita and Siddhanta. The minimum infrastructure, facilities, equipment, instruments and human resources and the like shall be as provided in Schedule-I, V and X of these regulations;

(w) there shall be Clinical Research Cell in the hospital to co-ordinate the clinical research activities of the institutions. The cell shall contain an office with furniture to accommodate research co-ordination staff as well as facilities for document storage, reserach medicines and the like. This cell shall also facilitate randomization of research subjects, blinding of trial durgs, research audit, research drug audit and the like research related activities. The minimum required staff for this cell shall be as provided in Schedule- X of these regulations;

(x) there shall be Plagiarism Scrutiny Cell in every Postgraduate institution. There shall be a coordinator (an Associate Professor of any Postgraduate department), and shall be provided computer, printer, internet and suitable software programme for checking Plagiarism.

8.Minimum essential requirement of human resources.— (1) There shall be minimum of one Professor, one Associate Professor or Reader and one Assistant Professor or Lecturer for each Postgraduate department or programme except for the department of integrative health and translational research. The minimum required teaching staff shall be as provided in Schedule-VIII of these regulations.

(2) Professor cum head of the department may be common for both undergraduate and Postgraduate departments of the concerned subject, provided the Professor is posessing Postgraduate Degree in the concerned subject. In case if the Professor of undergraduate department is not possessing Postgraduate Degree in concerned subject, an additional Professor with Postgraduate qualification and experience as provided in these regulations shall be required for Postgraduate speciality or Programme.

(3) Associate Professor or Reader, Assistant Professor or Lecturer shall be exculsive for Postgraduate departments and in addition to the teaching staff provided for the concerned undergraduate department as laid down in the MES-UG.

(4) Department of Integrative Health and Tanslational Research: there shall be a minimum of one full time regular Professor (Postgraduate Degree holder in Swasthavritta and Yoga preferly with Ph.D) and a biostatistician, biochemist, microbiologist and pharmacologist shall be appointed on part time basis.

(5) For the Postgraduate departments of Manasaroga evam Manovijnana, Rasayana evam Vajikarana and Ayurveda Biology in which departments there is no undergraudation, in such departments there shall be minimum of one Professor, one Associate Professor or reader and one assistant Professor or Lecturer exclusively for respective Postgraduate programme shall be appointed.

(6) In the event of the availability of more than one Professor in a Postgraduate department, the position of head of the department shall be given to each Professor for a period of three years on a rotation basis.

(7) The qualification and experience of teaching staff shall be as provided under regulation 30 of these regulations.

(8) Part-time teachers shall attend a minimal of thirty hours per month with atleast four hours per visit, preferably on fixed days.

(9) Duplication of the faculties between the undergraduate department and Postgraduate department or programmes shall not be accepted in any case.

(10) Each institute shall provide non-teaching staff additionally as provided in Schedule-X of these regulations in the concerned department in which Postgraduate programmes are conducted.

(11) Qualifications and experience for non-teaching staff shall be as per the Schedule-X of these regulations.

(12) Additional hospital staff for Postgraduate programmes shall be as provided in Schedule-XII of these regulations.

9.Time lines to comply minimum essential standards by Postgraduate institutions established before notification of these regulations.— (1) Separate Postgraduate departments shall be established in the departments in which Postgraduate programmes are conducted within twelve months period from the date of notification of these regulations.

(2) The timeline provided in Table-2 is the maximum and no relaxation shall be given thereafter.

Table-2

Time lines to comply minimum essential standards by Postgraduate institutions established before notification of these regulations

Serial Number	Standard or Unit or Section or Facility	Time Line (from the date of publication of these regualtions in Official Gazzette)
(1)	(2)	(3)
1.	Creation of Postgraduate departments	12 months
2.	Central Research Laboratory, instruments, equipement and Human Resources	1 month
3.	Quality testing Laboratory, instruments, equipement and Human Resources	1 month
4.	Clinical Research Cell and Human Resources	18 months
5.	Animal house and animal experimentation laboratory and Human Resources	18 months
6.	Plagiarism scruitiny cell	6 months
7.	OPDs for PG Specialities (as applicable)	12 months
8.	Teaching staff	12 months
9.	Department wise equipment and instruments	6 months

Note 1: The above-mentioned time lines are for developing physical infrastructure and acquiring equipment or instruments. However, constitution of committees and functions of various units or cells shall be started within a month.

Note 2: The Medical Institutions fully established or under establishment before the publication of these regulations may continue with same infrastructure and Human resourses, except for the standards provided in Table-2 which shall be fulfilled as per the time line provided in Table. The time lines provided in the said Table are maximum and no relaxation shall be provided thereafter.

CHAPTER-V

Minimum essential standards of stand-alone Postgraduate Institutions

10. **Land requirement.**- (1)The minimum required land to establish a stand-alone Postgraduate institution or college or centre shall be as provided in Table-3

Table-3
Minimum Required Land

Serial Number	Area category	Minimum Required Land (in acres)
(1)	(2)	(3)
1.	Tier I or Mega and Metro cities *	$
2.	Tier II cities, North-eastern States, Hilly areas and notified tribal areas	3.5
3.	Any other area except the areas provided in Serial Number 1 and 2	5.0

* Mega and Metro cities: Greater Mumbai, Delhi, Kolkata, Chennai, Bangalore, Hyderabad, Ahmedabad, Pune, Surat as per census of India in force.

$ for the land requirements the following conditions need to be adhered;

(a) The land required in Mega and Metro cities shall be calculated on the basis of required constructed area as provided in these regulations and municipal corporation by-laws.

(b) The built-up area has to be approved by the concerned development authority as per the latest building

bye-laws (development controls) in those cities.

(c) A copy of certified building by-laws shall be made available by the applicant institution.

(d) Copy of the approved plan from local statutory body and the completion plan along with completion certificate from the same body, shall be provided.

(e) The provisional occupancy certificate shall be considered only for three consecutive academic years;

(f) Thereafter only completion certificate and completion plan shall be considered for continuance of approval.

(2) The land shall be, not more than two pieces and the distance between the two pieces shall not be more than five kilometres.

(3) If the plots are separated by a road or canal or rivulet but connected with a bridge shall be treated as one piece of land.

(4) Applicant shall either own or possesses the land on lease for not less than thirty years, in the name of applicant body and the same shall be renewed before expiry of lease.

(5) In case of institutions having lease agreement for land, the institute shall not be granted permission for admission for the last three years of lease period unless the institute submit a notarised affidavit every yearmentioning the lease shall be renewed before the expiry of the lease and subsequently submit the renewed lease agreement before expiry of lease period.

(6) Fully established functioning Ayurveda hospital having NABH accreditation, (at least entry level) with minimum of sixty (60) beds, having average bed occupancy not less than 60 per cent. and established with all minimum essential standards as laid down in MES-UG for sixty bedded hospitals shall be the minimum requirment.

11. The Campus in general.- (1)The campus designated for stand-alone Postgraduate institution and attached teaching hospital shall have proper approach road, well-constructed compound wall with proper arrangements for security.

(2) The campus designated for stand-alone Postgraduate institution shall accommodate,—

(a) institute of Postgraduate Studies;

(b) attached teaching hospital;

(c) canteen;

(d) hostels.

(3) All the buildings shall have all relevant permissions from concerned authorities.

(4) There shall be fire safety, sewage treatment plant, pollution control facilities, disaster management measures, and the like with proper permission or approval from concerned authorities.

(5) Institute must provide a barrier-free environment for the independence, convenience, and safety of the physically challenged persons.

(6) The campus shall have an appropriate layout plan for free vehicular movement and demarcated parking area.

(7) The parking area shall be labeled or marked for higher officials, employees, and students.

(8) The campus shall have adequate water supply, proper drainage system and electricity supply including power back-up system.

(9) The Central Workshop, Information Technology Cell, college website, Biometric Attendance System, Closed Circuit surveillence system, Official Contact Details, Official Banck Account Details and the like shall be as provided in MES-UG.

12. **Minimum essential standards for institute of Postgraduate studies.**- (1) Minimum constructed arearequired for various units of administration sections shall be as provided in Table- 4

Table-4

Sub-Units of Administration Section and the Specifications

		Minimum Required
Serial Number	Unit	Area (square meters)
(1)	(2)	(3)
1.	Head of the Postgraduation Institution (Director or Dean or Principal) Office including anteroom and attached toilet	50
2.	Personal Assisstant to head of the institution	10
3.	Pantry	05
4.	Visitors lounge for visitors to head of the institute	10
5.	College Office (seating arrangement to superintendent, clerks, accountants, record room and visitors lounge for office visitors)	50
6.	College Council meeting hall	30
7.	Central store	30
Total		185
Note: The Medical Institutions fully established or under establishment before the publication of these regulations may continue with same infrastructure, except for the infrastructural standards provided in Table - 5 which shall be fulfilled as per the time line provided in Table-5.		

(2) The minimum essential standards required for each Postgraduate department and their Associated unitsshall be as detailed below:

(a) the minimum constructed area required for each Postgraduate department and their Associatedunits shall be as provided in Schedule-II attached to these regulations;

(b) the department of Integrative Health and Translational Research is the mandatory department and it shall be established in all Postgraduate institutions;

(c) seating arrangements and other facilities for teaching staff in each Postgraduate department shall be as provided in sub-regulation (6) regulation 3.

(3) (a)There shall be one seminar hall for each Postgraduate speciality or programme to accomodate all students of three years, having constructed area at the rate of 18 square feet per student with adequate seating arrangement;

(b) one common seminar hall or auditorium to accommodate all three batches of all Postgraduate specialities or programmes with twenty per cent. of additional seating capacity at the rate of 6.5 square feet per student;

(c) postgraduate seminar halls shall be information communication technology (ICT) enabled with suitable seating arrangement.

(4) There shall be sufficient lockers for all Postgraduate scholars in the respective specialty or department.

(5) (a) The area of the central library shall not be less than one hundred and fifty square metres, and the minimum number of books and other specifications, requirements, library functioning and facilities in the centrallibrary shall be as provided in the MES-UG for sixty student intake capacity;

(b) a minimum of two hundred additional books for each Postgraduate department shall be made available;

these additional books shall be specific to the Postgraduate specialty or programme or department; there shall be yearly addition of books;

(c) in addition to ten common research journals a minimum of four journals specific to each Postgraduate subject or speciality shall be made available in the central library;

(d) departmental Library with minimum of one hundred books shall be made available in each Postgraduate department.

(6) digital library shall have the total constructed area not less than forty square metres and computer systems for Postgraduate students in the ratio of 1:5 that is, one computer system for five students of annual intake capacity shall be installed. Software or programmes such as plagiarism check, statistical programs, citation or bibliography maker or generator etc. shall be made available in the digital library.

(7) Yogya-Clinical Skill Laboratory or Simulation Laboratory shall have the facilities as provided in Schedule-VI of these regulations.

(8) (a) Examination or Multipurpose or Yoga Hall having area of two square metres per Postgraduate student with additional area of twenty per cent. of the total Postgraduate students of three years, with appropriate seating arrangement shall be made available;

(b) the multi-purpose hall shall be used for conducting of programmes such as meetings, seminars, conferences, examinations, yoga training and shall be provided with audio-visual facility, closed - circuit television and toilet facility.

(9) Every stand-alone Postgraduate institute shall have a Central Research Laboratory with advance research facilities for carrying out various research experiments by students. The minimum equipment and instruments for Central Research Laboratory shall be as provided in Schedule-III of these regulations.

(10) Quality Testing Laboratory with the minimum equipment and instruments as provided in Schedule- IV of these regulations shall be made available in case of Postgraduate programme in Dravyaguna and Rasashastra evam Bhaishajyakalpana.

(11) (a) Animal House and Animal Experimentation Laboratory as provided in Schedule-V of these regulations shall be made available in case of Postgraduate Degree programme in Dravyaguna, Rashashastra evam Bhaisjyakalpana, Agadtantra and Ayurveda Samhita evam Siddhanta;

(b) in case, the college is located in university campus and if the animal house is located in the same campusas a common facility, in such case the same facility may be utilised for Ayurveda college.

(12) (a) Clinical Research Cell in the hospital shall be made available to co-ordinate the clinical researchactivities of the institutions. The Cell shall contain an office with furniture to accommodate research co-ordinationstaff as well as facilities for document storage, Reserach medicines and the like;

(b) the Cell shall also facilitate randomization research subjects and blinding of trial drugs, conduct research audit, research drug audit and the like research related activities. The minimum required staff for this cell shall beat provided in Schedule-XI of these regulations.

(13) (a) Plagiarism Scrutiny Cell shall be made available in every Ayurveda Postgraduate teaching institution, that function under the department of Integrative Health and Translational Research. There shall be a Coordinator appointed out of any of the faculty member at the level of Associate Professor and above from any Postgraduate department;

(b) the Cell shall be provided computer, printer, internet and suitable software programme for checking plagiarism.

(14) (a) Each stand-alone Postgraduate institution shall have attached hospital having minimum sixty in- patient beds, that shall fulfil all the minimum essential standards in terms of infrastructure, human resources, functionality, facilities including equipment and instruments and the like as provided in MES-UG;

(b) in addditon to the facilities available in the hospital, department wise essential requirements in those departments in which Postgraduate porgrammes are being conducted shall be made available as detailed in regulations 7 and 8.

(15) Canteen facility shall be made available with adequate space and seating arrangements in accordance with total student strength of the institute.

(16) Hostel accommodation separately for girls and boys preferably single accommodation shall be made available. There shall be mess facility, adequate furniture, reading room, recreational facility and security services. In case if the hospital is located in a separate campus, the hostels shall be within the hospital campus.

(17) Adequate facilities shall be provided for conduction of co-curricular and extra-curricular activities as under, namely:—

(a) physical educational facility;
(b) recreational facility;
(c) club activities such as fine-arts club, sports club, science club, language club, journal club, Photography club, animal lover club and other clubs as per the requirement;
(d) Student amenities like transportation, Bank or Automated Teller Machine, playground for both indoor and outdoor games, gymnasium or fitness centre, cafeteria and the like are to be made available;
(e) adequate number of toilets at appropriate and easily accessible places separately for male and female students shall be provided;
(f) sanitary napkin dispenser and incinerator shall be provided in female toilets;
(g) common room with accommodation capacity of minimum twenty per cent. of total annual intake capacity for male and female students separately with adequate area, furniture and attached toilet facilities shall be provided;
(h) each institute shall establish a herbal garden with an area of two thousand and five hundred square metres within the institute campus and shall accommodate minimum of two hundred and fifty medicinal plant species labelled with Quick Response Codes;
(i) closed-circuit television shall be installed at biometric attendance system area, classrooms, library, digital library, practical laboratories, clinical skill or simulation laboratory, corridors, multi-purpose hall and other areas as required by the institution.

(18) Human Resource Development Cell shall be established in each institute and function as laid down in MES-UG and the area required for the Human Resource Development Cell shall not be less than fifty square metres.

(19) The college council shall be established and function as per the specifications prescribed in MES-UG. The space for the college council room shall be a minimum of thirty square metres with adequate seating arrangements and records-keeping facilities.

(20) Each institute shall establish Student Support and Guidance Cell to support, guide, and encourage the students in academic, scholastic, social, emotional, personal, and career developments. It shall be constituted and function as per the university guidelines; if such guidelines are not available, it shall be as per the institution policy and procedures. The room for the Student Support and Guidance Cell shall be provided with space not less than twenty square metres with proper seating arrangements including a record-keeping facility and other related facilities.

(21) Each institute shall establish Grievance Redressal Cell to address the grievances of the students. The committee shall be constituted and function as per the institution's policies and procedures. The room allotted for the Student Support and Guidance Cell can be utilised by the Grievance Redressal Cell for their meetings and maintaining related records.

(22) Each institute shall have a Committee Against Sexual Harassment constituted and functioning as per the institution's policies and procedures for the creation of a safe, equitable and inclusive campus environment. Thecommittee shall create awareness about sexual harassment and shall deal with complaints or grievances pertaining to sexual harassment, sexual misconduct and sexual assault committed by the students, staff, and visitors on campus. It is the responsibility of the committee to ensure that the confidential procedures are followed. The room allotted for the Student Support and Guidance Cell can be utilised by the Committee Against Sexual Harassment Committeefor their meetings and maintaining related records.

(23) Each institute shall have an internal quality assurance cell for planning, guiding, and monitoring quality assurance and quality enhancement activities of the institute. The constitution and function of the cell shall be as laid down in MES-UG. A room with a minimum space of thirty square metres with proper seating arrangements and record-keeping facilities shall be provided;

(24) (a) Two common rooms for non-teaching staff one for males and one for females, shall be provided with adequate furniture, seating arrangements, attached toilets, drinking water and refreshment facilities;

(b) adequate number of toilets at appropriate and easily accessible places for teaching staff and non- teaching staff shall be provided in each floor of the building;

(c) there shall be separate toilet facility for male and female staff;

(d) sanitary napkin dispenser and incinerator shall be provided in female toilets.

13. Minimum Requirement of Human Resourses. - (1) Minimum requirement of Teaching Staff, non- teaching staff shall be as detailed in schedule-IX and XI of these regulations respectively.

(2) Qualification and experience of teaching staff shall be as provided in regulation 30 of these regulations.

14. Time lines to comply minimum essential standards by stand-alone Postgraduate institutions established before publiction of these regulations.—(1) The stand-alone Postgraduate institutions established before publiction of these regulations shall comply these regulations as detailed in Table-5.

(2) The timeline provided in Table-5 is the maximum and no relaxation shall be given thereafter.

Table-5

Time lines to comply minimum essential standards by stand-alone Postgraduate institutions established before notification of these regulations

Serial Number	Standard or Unit or Section or Facility	Time Line from the date of publication of these regulations in official gazette
(1)	(2)	(3)
1.	Central Workshop or Maintenance cell	18 months
2.	Digital Library	18 months
3.	Information Technology Cell	6 months
4.	Central Research Laboratory	1 month
5.	Quality testing Laboratory	1 month
6.	Clinical Research Cell	18 months
7.	Animal house and animal experimentation laboratory	18 months
8.	Plagiarism scruitiny cell	6 months
9.	Yogya – Clinical Skill or Simulation Lab	18 months
10.	Human Resource Development Cell	18 months
11.	College Council Meeting Room	18 months
12.	Students Council Room	18 months
13.	Academic Committee	1 month
14.	Student Support, Career guidance and placement cell	18 months
15.	Grievance redressal cell	18 months
16.	Committee Against Sexual Harassment (CASH)	1 month
17.	Internal Quality assurance Cell (IQAC)	18 months

18.	Co-Curriculum and extra-curricular activity	18 months
	Hospital	
19.	Screening OPD	1 month
20.	Medical Record Room	18 months
21.	Visha Chikitsa OPD	1 month
22.	Visha Chikitsa Ward	1 month
23.	Clinical Classrooms	24 months
24.	Ward attached procedural rooms	24 months
25.	Anushastra karma section	18 months
26.	Kriyakalpa (Shalakya)	18 months
27.	Yoga Hall	24 months
28.	Pathya Diet Centre	18 months
29.	Doctors Lounge	24 months
30.	Hospital Staff Room	24 months
31.	Hospital Meeting Hall	24 months
32.	Garbhsanskara	18 months
33.	Pharmacovigilance cell	18 months
	Other new standards or additions or expansions	
34.	Construction	18 months
35.	Department wise equipment and instruments	06 months
36.	Human resources	12 months

Note 1: the above-mentioned time lines are for developing physical infrastructure and acquiring equipment or instruments. However, constitution of committees and functions of variousunits or cells shall be started within a month.

Note 2: The Medical Institutions fully established or under establishment before the publication of these regulations may continue with same infrastructure, except for the infrastructural standards provided in Table-5 which shall be fulfilled as per the time line provided in the Table-5 .

CHAPTER-VI
Inspection or Visitation or Assessment

15. (1) The *suo-moto* inspection, visitation, or assessment of Postgraduate departments where undergraduate programme is in existence and stand-alone Postgraduate medical institutions shall be carried out by the MARBISM every year under section 28 of the Act.

(2) In case of Postgraduate institutions where an undergraduate programme is in existence, the inspection, visitation, or assessment shall be carried out either simultaneously or seperately at different time having exclusive visitors or inspectors or assessors for Postgraduate departments.

(3) The Postgraduate institution shall be inspected, visited, or assessed individually by MARBISM. The assessment shall be carried out Postgraduate department or programme wise.

(4) Fully established Postgraduate departments shall be categorised into two categories, based on the following criteria, namely:—
(a) extended pemission; and
(b) yearly permission.

(5) Fully established Postgraduate department or specialty under section 28 that has been permitted by MARBISM consecutively for the preceeding three years shall be considered under "Extended Permission" category.

(6) Postgraduate department or specialty under the category of "extended permission" is eligible to participate in the counseling process and admit students every year as per the sanctioned student intake capacity without obtaining permission from the MARBISM unless otherwise denied by MARBISM as a result of *suo-moto* visitation or assessment. The provision of "extended permission" status shall not be applicable for the

Postgraduatedepartments or specialties under the following conditions, namely:—

(a) if the Postgraduate department or specialty acted upon by MARBISM under clause (f) of sub- section (1) of section 28 of the Act;

(b) if there are any pending legal issues or disciplinary actions against the Postgraduate department, specialty, or institution;

(c) if the college or institute violated the provisions of regulations on admission of Postgraduate students as provided in these regulations and violated the counseling and admission guidelines issued by the Commission from time to time;

(d) if the Postgraduate departments are under section 29 of the Act; however, in case of multiple Postgraduate programmes in a single department, the Postgraduate programme that is already in extended category shall be continued in extended permission status;

(e) if the institution has not deposited the annual inspection or visitation fee for the year of extended permission.

(7) Fully established Postgraduate departments or specialties under section 28 that are not fulfilling the criteria provided in sub-regulation (4) and the Postgraduate departments under section 29 shall be categorised under the "Yearly Permission" category.

(8) the Postgraduate department or specialty of Postgraduate medical institutions under the "yearly permission" category shall participate in counseling process and admit students every year only after receiving permission for admission from the MARBISM.

(9) (a) Inspection, visitation, or assessment carried out by the MARBISM shall be for continuation of extended permission or granting of yearly permission or for taking such measures under clause (f) of sub-section (1) of section 28 of the Act;

(b) all the medical institutes, irrespective of category, either extended permission or yearly permission, shall keep uploading real time or periodical datum on the Commission online portal in the format provided by MARBISM;

(c) all the Institutes, shall deposit the annual inspection or visitation fee of rupees one lakh per Postgraduate programme along with digitization fee of rupees fifty thousands per posrgraduate programme with applicable taxes within the time period in to the bank account of the Commission;

(d) for the Postgraduate departments or specialties categorised under the 'Extended Permission' category, the institutes shall submit an affidavit as per the format and period of submission provided by MARBISM;

(e) the MARBISM shall conduct inspection, visitation or assessment, in the manner and mode as decided by the MARBISM, every year at any time during the academic year to assess the fulfilment of the minimum essential standards;

(f) the period of assessment shall be of twelve months that is from preceding month of visitation, inspection or assessment; the data disclosed by the institute under clause (b) for the said twelve-month period shall be taken up for the assessment;

Illustration: If an institution is being assessed, inspected or visited in the month of August 2024, then the period of assessment shall be from August 1, 2023, to July 31, 2024;

(g) after assessment, MARBISM shall communicate the decision of the assessment, inspection, or visitation to the institutions under "Yearly Permission" category, ordinarily sixty days before the counselling for admission every year;

(h) if the Postgraduate department or specialty under the "Extended Permission" category did not receive any communication from MARBISM ordinarily sixty days before the commencement of counseling process of Ayush Admissions Central Counseling Committee for admission for that particular academic year, then it is presumed that the Postgraduate department or specialty holds its status of extended permission for that particular academic year and shall be allowed to participate in counseling and admission processes as per the provisions of the relevant regulations;

(i) (i) during the process of assessment or visitation or inspection if any deficiency found either in the documents or in the data or in the fulfilment of minimum essential standards or in the functionality of Postgraduate department or specialty of the Postgraduate institutes under the 'Extended Permission" category and based on this, observation if MARBISM initiates any action due to non-fulfilment of minimum essential standards under clause (f) of sub-section (1) of section 28 of the Act, such decision shallbe communicated by MARBISM to the respective college or institute ordinarily sixty days before the commencement of counseling for admission by Ayush Admissions Central Counseling Committee;

(ii) in such case, the extended permission status shall stand withdrawn for such Postgraduate department or specialty and all rules and regulations related to the 'Yearly Permission' category shall be applicable; such institutes may attain 'Extended Permission' status only after fulfilling the conditions provided in this regulation;

(j) MARBISM shall have the power to re-visit the Institutions at any time and any number of times during the academic year for assessment, inspection or visitation;

(k) (i) the institutes seeking permission for not admiting students consecutively for three academic sessions or the Postgraduate department, specialty, or institute that has been denied permission to admit students consecutively for three academic sessions by MARBISM, shall be treated as deemed to be closed and MARBISM shall recommend the closure of such institutions to the Commission;

(ii) if such institute or Postgraduate department would like to restart, it shall undergo the processof new establishment under section 29 of the Act.

(l) (i) the provision to "rectify the defects" shall not be applicable to the existing fully establishedInstitutions;

(ii) these are the minimum essential standards, no chance to "rectify the defects" shall be given to the fully established existing medical institutions or Postgraduate departments under section 28.

CHAPTER-VII

Minimum standards of education of Postgraduate Degree programme, Doctor of Medicine(M.D.) and Master of Surgery (M.S.)

16. Postgraduate Degree programmewise specific competencies—

(1) Ayurveda Samhita evum Siddhanta:
- (a) ability to read and understand the Samhitas;
- (b) ability to apply Tantra yukthies appropriately;
- (c) ability to understand and apply Anukta and Leshokta;
- (d) ability to understand commentaries and apply appropriately in understandingSamhita;
- (e) ability to establish principles described in Samhitas, considering them as hypothesis and generate a proof on the contemporary scientific lines; and
- (f) the Postgraduate in Samhita evum Siddhanta shall be the specialist in the 'Critical Appraisal of Samhita and its application in clinical practice.

(2) Ayurveda-Biology:
- (a) ability to understand and apply knowledge of Ayurveda Biology, Ayurinformatics and Ayurgenomics;
- (b) ability to establish ayurveda fundamental principles on the lines of advance scientific methods or parameters;

(c) ability to demonstrate principles of Ayurveda through experiments of molecular biology, biotechnology, genetics etc.;
(d) ability to understand and demonstrate molecular mechanisms in physiological and pathological process;
(e) ability to understand and demonstrate Bija and Bija dosha on the lines of genetics;
(f) ability for genetic counselling; and
(g) the Postgraduate in Ayurveda-Biology shall be the specialist in Ayurveda-Biology, Ayurinformatics and Ayurgenomics.

(3) Rachana Sharira:
(a) detailed understanding of structure of Human body;
(b) ability to dissect the human body systematically;
(c) ability to understand Sapta dhatu in terms of tissues of human body;
(d) ability to locate Marma in human body;
(e) ability to demonstrate surgical anatomy;
(f) ability for embalming and preparation of organs and sections of specimens for anatomy museum;
(g) ability for plastination of organs;
(h) ability to understand and demonstrate advance anatomy aids like 3D anatomy table and other e-dissection software;
(i) the Postgraduate in Rachana Sharira shall be the specialist of 'Rachana Sharira'.

(4) Kriya Sharira:
(a) ability to understand and demonstrate physiological functions of human body in detail;
(b) ability to assess and demonstrate Ayurvedic physiological entities like Prakrit, Saara, Samhanana, Dosha, KshayaVridhi and other Ayurvedic physiological concepts in detail;
(c) ability to conduct and demonstrate physiological tests and experiments;
(d) the Postgraduate in Kriya Sharira shall be the specialist of 'Kriya Sharira'.

(5) DravyagunaVijnana:
(a) ability to understand and demonstrate Rasapanchaka;
(b) ability to identify and authenticate Vanaspatikdravya (medicinal plants);
(c) ability to conduct and demonstrate pharmacognosy experiments;
(d) ability to apply Grahya and Agrahya lakshana including quality control issues of raw drugs (herbal);
(e) ability to clear controversy and suggest substitute drugs;
(f) ability to define Ayurveda pharmacological properties for new herbs;
(g) ability to conduct and demonstrate pharmacological experiments including animal studies;
(h) knowledge of tissue culture, bio-informatics, network pharmacology, stem cell experiments etc., and other emerging area related to dravyaguna;
(i) the Postgraduate in DrvyagunaVijnana shall be the specialist of 'Identification and Biological Actions of Herbs'.

(6) Rasashastra evum Bhaishajy Kalpana:
(a) fundamental and applied knowledge in Rasashastra and Bhaishajya Kalpana in detail;
(b) ability to understand the processes described in Rasashtra in the light of chemistry & chemical technology;
(c) classical and contemporary knowledge on drug manufacturing including newer dosage forms and drug development;
(d) ability to identify the need and areas of research in Rasashastra and Bhaishajyakalpana;
(e) familiar with the drug standardisation and quality control as well as quality assurance methods and related equipment;
(f) knowledge of standard databases pertaining to drug and ability for preparation of drug dossier; Familiar with drugs & cosmetic and other relevant acts;
(g) knowledge of pharmacovigilance along with its need, scope and objectives;
(h) ability to authenticate raw materials of Rasashastra;
(i) understanding and application of material and operational management, clinical pharmacy and pharmacy practice;

(j) the Postgraduate in Rasashastra and Bhaishajyakalpana shall be the specialist in 'Ayurvedic Pharmaceutics and Pharmaceuticals'.

(7) Roganidana - Vikritivijnana:

(a) ability to understand samprapti and Pancha lakshana nidana;
(b) ability for understand basic pathology, systemic pathology and pathological process and interpret or apply in Ayurveda perspective;
(c) ability to carry-out appropriate investigations, biochemical, microbiological, imaging techniques, histopathology and the like for confirmation of clinical diagnosis;
(d) Postgraduates of Roganidana-Vikritivijnana are authorized to sign and authenticate diagnostic investigations or tests to the extent of teaching and training;
(e) Postgraduates of Roganidana-Vikritivijnana are authorized to establish and manage diagnostic laboratory with the diagnostic facilities to the extent of teaching and training;
(f) the Postgraduate in Roganidana-Vikritivijnana shall be the specialist of 'Pathology and Laboratory Diagnosis'.

(8) Agad Tantra evum Vidhi Vaidyaka:

(a) ability to diagnose poisonous conditions and its medical management;
(b) ability to identify dushivisha, garavisha in present context and suggest remedial measures;
(c) ability to deal with the clinical conditions and their complications caused due to poisons and allergens;
(d) ability to deal with Medical Jurisprudence;
(e) the Postgraduate in Agada Tantra shall be the specialist of 'Visha Chikitsa & Medical Jurisprudence'.

(9) Swasthavritta evum Yoga:

(a) ability for Lifestyle Management (Dinacharya, Ritucharya) as per ayurveda in clinical practice;
(b) ability to administer Yoga for healthy and diseased individuals;
(c) ability for Dietetic practices;
(d) ability for Public Health measures;
(e) the Postgraduate in Swasthavritta evum Yoga shall be the specialist of 'Lifestyle Management & Public health'.

(10) Kaumarabhritya:

(a) ability to manage clinical conditions in general in children up to the age of 18 years;
(b) ability to understand 'normal child';
(c) implementation of immunization schedule including Swarnaprashan;
(d) ability to administer Panchakarma procedures in children up to the age of 18 years;
(e) he or she shall be the specialist in 'Management of 'Balroga'.

(11) Kayachikitsa:

(a) ability to diagnose clinically;
(b) interpret and correlate diagnostic investigational reports and arrive to diagnosis and treat the patient accordingly;
(c) ability to give appropriate treatment in acute & chronic clinical conditions;
(d) ability to manage clinical conditions in general & the referrals in particular;
(e) ability to ascertain the fitness for Panchkarma, Shalya, Shalakya, Stree roga- Prasuti Tantra procedures and give certificate for the same;
(f) ability to advise appropriate investigations, biochemical, microbiological, imaging techniques, biopsy and the like for confirmation of the diagnosis for the benefit of the patients;
(g) the Postgraduate in Kayachikitsa shall be the specialist of 'Kayachikitsa'.

(12) Panchakarma evum Upakarma:

(a) ability to identify disease conditions appropriate for any of the Panchakarma or upakarma;
(b) ability to select, plan and administer panchakarma procedures suitable to the clinical condition;
(c) ability to certify the fitness for Panchakarma;
(d) ability to administer Panchakarma Procedures;

(e) ability to manage complications of Panchakarma procedures;
(f) the Postgraduate in Panchakarma shall be the specialist of 'Panchakarma Procedural Management'.

(13) Stree roga - Prasuti Tantra:
(a) ability to Manage gynaecological conditions;
(b) ability to perform gynaecological & obstetric surgeries as per the teaching & training, and other therapeutic procedures like Uttarabasti etc., related to the speciality;
(c) ability for antenatal care and conduction of deliveries;
(d) ability to conduct diagnostic tests related to the speciality;
(e) ability to undertake conception and contraception measures as per teaching & training received;
(f) the Postgraduate in Streeroga - Prasuti Tantra shall be the specialist of 'Streeroga - Prasuti Tantra'.

(14) Shalya Tantra:
(a) ability to Perform surgeries as per the teaching & training received;
(b) ability to diagnose surgical conditions and suggesting and carrying our necessary diagnostic tests specific to the speciality and interpret the results of diagnostic tests;
(c) ability to perform surgeries as listed below:-

(i) Lekhana or Chhedana of Dushta Nija Vrana (Debridement or fasciotomy or Curettage);
(ii) bhedana of Vidradhi (Incision and Drainage of abscess), Gudavidradhi, Stana vidradhi (Perianal abscess, breast abscess, Axillary abscess, cellulitis, etc.);
(iii) sandhan Karma (all types of skin Grafting i.e., SSG, EEG, Cross Flaps) Karna Pali Sandhan (ear lobe repair), etc;
(iv) chhedan Karma of Granthi, Arbuda, (Excision of simple cyst, Sebaceous cyst, Dermoid cyst, mucosal cyst, retention cyst etc. or benign tumours (lipoma, fibroma, schwannomata of Non vital Organs);
(v) chhedan Karma of Sira-Snayu Kotha. (Excision or amputation of gangrene);
(vi) sadyo-vrana management (traumatic wound management):

(A) sivan karma (all types of suturing, Haemostatic ligatures);
(B) sandhan Karma of Sira-Kandara-Snayu (Ligation and repair of tendon and muscles):

(I) Pranashta Shalya Nirharan (Removal of metallic and non-metallic foreign bodies from non vital organs);
(II) Bhagna Chikitsa- Aanchhan- Pidan – Sankshep – Kusha Bandhan (close reduction, immobilization, splints or cast);
(III) Correction of Sandhimoksha (reduction of dislocation and subluxation);
(IV) Udara roga chikitsa, or Dakodar Visravan (Laparotomy or paracentesis);
(V) Arsha – Kshara karma, Chhedan (various methods of haemorrhoidectomy, rubber band Ligation, Sclerotherapy, IRC, Radio frequency or Laser ablation, etc.);
(VI) Parikartika, Sanniruddha Guda (Fissure in Ano – Anal Dilatation, Sphincterotomy, Anoplasty)
(VII) Bhagandara Chhedan, Ksharsutra (Fistulectomy, Fistulotomy);
(VIII) Nadivrana Chhedan, Ksharsutra (Excision of pilonidal sinus);
(IX) Guda-bhransha- Sandhan Karma (various Rectopexies);
(X) Ashmari- Nirharan (suprapubic cystostomy or cystolithotomy);
(XI) Mutragraha or Mutrakrichha- Mutramarg Vivardhan (Urethral Dilatation, meatotomy);
(XII) Niruddha Prakash (Phimosis), Parivartika (Paraphimosis Circumcision.);
(XIII) Vriddhi Roga Chikitsa, Sandhan Karma (Congenital or Inguinal or Umbilical or Epigastric or Femoral or Incisional Hernia, Herniotomy, Herniorrhaphy, Hernioplasty);
(XIV) Mutra vriddhi-Vedhan (Hydrocele Eversion of Sac);
(XV) Intercostal Drain for thoracic trauma;
(XVI) Ligation of Haemangioma, Vascular ligation, Ligation of varicocele, varicose veins or stripping surgery;
(XVII) Stan Granthi or Arbuda Chhedan. Excision of benign lesions, cyst or tumour of breast, Lump biopsy;
(XVIII) Ashukari Udarshool shastra karma-Udarpatan (Exploratory laparotomy);
(XIX) Foreign body removal from stomach (Pyloromyotomy);

(XX) Use of Advanced Nadiyantra for strotodarshanarth-kriyasaukarya. (Video proctoscopy, Sigmoidoscopy);
(XXI) Ileostomy, colostomy, Resection anastomosis in emergency;
(XXII) Sigmoidoscopic biopsies, polypectomy;
(XXIII) UnddukapuchhaShothshastrakarma (Appendicectomy);
(XXIV) Vedhan-Visravan of AbhyantarVidradhi (appendicular abscess etc.);
(XXV) Pittashmari Nirharan-chhedan (Cholecystectomy);
(XXVI) Laryngeal Mask Airway, Intubation, Bag or Mask Ventilation;
(XXVII) Supra-pubic Cystostomy;
(XXVIII) Supra-pubic Cystolithotomy;
(XXIX) Excision of Calcified Plaque Peyronie's Disease;
(XXX) Orchidopexy;
(XXXI) Orchidectomy;
(XXXII) Varicocele High Ligation;
(XXXIII) Spermatocele, Chylocele, Pyocele, Haematocele Drainage.

(d) ability to Manage surgical complications;
(e) ability to perform anushashtra karma and to manage their complications;
(f) ability to perform parasurgical procedures and to manage their complications;
(g) ability to perform diagnostic surgeries;
(h) the Postgraduate in Shalya Tantra shall be the specialist of 'Shalya Tantra & Shalya Chikitsa'.

(15) Shalakya – Netra:
(a) ability to diagnose and manage clinical conditions related to eye;
(b) ability to operate advance diagnostic tools related to ophthalmology;
(c) ability to perform routine and advance diagnostic procedures related to ophthalmology and interpret the results;
(d) ability to perform various therapeutic procedures related to eye;
(e) ability to perform surgeries related to speciality to the extent of teaching and training;
(f) ability to perform surgeries as listed below:

(i) Vartmagataroga (Diseases of Eyelids): -
(A) vatahatvartma shastra karma (surgery for ptosis i.e. sling surgery);
(B) vartmavikruti- shastra karma (Ectropion & Entropion – correction surgery);
(C) lagana-bhedan & lekhana shastra karma (Chalazion – Incision and drainage or curettage);
(D) vartma arbud chhedan karma (Benign Lid tumour – Excision Surgery).

(ii) Shuklagata Rog:
(A) Arma – Chhedana Shastrakarma (pterygium- excision & conjunctival limbal autograph or amniotic membrane graft).

(iii) Krishnagat Rog:
(A) Ajakajat – Chhedan Karma (Iris Prolapse-excision surgery).

(iv) Sarvagata Rog:
(A) Adhimantha – Bhedan Shastrakarma (Glaucoma-trabeculectomy).

(v) Nayanabhighat (Trauma to eye): Bhroo, Vartma, Shukla manadal, Krushna mandalabhighat –Sandhan Shastrakarma. (Injury to the eye brow, lid, conjunctiva, sclera and cornea- trauma repair surgery);
(vi) Tiryaknetra: Prakruta Netrasthapan Shastrkarma (Squint surgery- Esotropia, Exotropia, Horizontalmuscle resection and recession);
(vii) Puyalas: – Bhedan or Chhedana shastr karma (Dacrocystitis- DCT or Dacryocystorhinostomy [DCR]);
(viii) Linganash (Kaphaj) Shastrakarma- cataract surgery- cataract extraction with IOL implantationsurgery:-
(A) intracapsular cataract extraction (ICCE);
(B) extra capsular cataract extraction (ECCE);
(C) small incision cataract surgery (SICS);
(D) phacoemulsification;
(E) Types of IOL: - PCIOL; ACIOL; Iris Fixated IOL.

(ix) Sthanika sangyaharan (Local Anaesthesia) in eye. (ophthalmology): - peribulbar; retrobulbar; para bulbar; intra Cameral.

(g) the Postgraduate in Shalakya-Netra shall be the specialist of 'Netra Rogachikitsa'.

(16) Shalakya – Karna, Naasaa, evum Mukha Roga:

(a) ability to diagnose and manage clinical conditions related to karna, naasa and Mukha (KNK);

(b) ability to operate advance diagnostic tools related to karna, naasa and Mukha;

(c) ability to perform routine and advance diagnostic procedures related to karna, naasa and Mukha and interpret the results;

(d) ability to perform various therapeutic procedures related to karna, naasa and Mukha to the extent of teaching and training;

(e) ability to perform surgeries related to speciality to the extent of teaching and training;

(f) ability to perform surgeries as listed below:

(i) Karnapali sandhan shastrakarma (torn ear lobule- lobuloplasty);

(ii) Karnasrava or Ashukarimadhya karnashoth – Bhedan shastrakarma (acute supurative otitis media or glue ear or secretory or serous otitis media- Myringotomy);

(iii) Knowledge of Jirna Madhya karna Shothashastra karma (Chronic Suppurative Otitis Media- safe- tympanoplasty unsafe- mastoidectomy).

(g) Nasa (Nose):

(i) Nasanaha or Nasajavanika vakrata – shastrakarma (deviated nasal septum surgery- septoplasty or SMR);

(ii) Nasarsh – Chhedan Shastrakarma (Nasal polyp polyoectomy);

(iii) FESS surgery – Functional endoscopic sinus surgery;

(iv) nasavikruti – nasa sandhan (deformed nose – rhinoplasty).

(h) Mukha roga-

(i) Gala Roga (Throat diseases): -

A. Pharynx:

I. Ashukari Gilayu vruddhi – Bhedana Shastra karma (peritonsillar abscess – Quincy) – incisionand drainage;

II. Jirna Gilayu shotha – Gilayu Nirharana Shastrakarma (Chronic Tonsillitis – Tonsillectomy).

B. Oshthagat – Oshthabhed – Sandhan Karma (hare lip repair).

(ii) the Postgraduate in Shalakya-KNM shall be the specialist of 'Karna, Naasa and MukhaChikitsa'.

(17) Manasaroga and Manovijnana:

(a) ability to diagnose and manage Manasaroga;

(b) ability to conduct counselling;

(c) ability to manage de-addition cases and centre;

(d) ability to conduct specialised investigations related to the speciality;

(e) the Postgraduate in Manasaroga and Manovijnana shall be the specialist of 'Manasaroga Chikitsa'.

(18) Rasayana & Vajikarana:

(a) ability to diagnose and manage infertility;

(b) ability to diagnose and manage sexual dysfunctions;

(c) ability to undertake measures for Susantaan;

(d) ability to select and administer Rasayana-urjaskara in respect to health promotion and rejuvenation;

(e) ability to conduct the diagnostic procedures like doppler for varicocele, penile doppler study, Retopariksha, computer aided semen analysis (CASA), cervical mucus examination, post coital test, sperm function tests, etc., related to speciality and interpret results;

(f) ability to administer therapeutic procedures like uttarabasti (both male and females), intra uterine insemination etc., related to the speciality;

(g) the Postgraduate in Rasayana & Vajikarana shall be the specialist of rejuvenation and reproductive medicine.

17. Medium of Instruction.— The medium of instruction shall be Sanskrit or Hindi or English or any recognised

regional language included under 8th Schedule to the Constitution. In case of Postgraduation department is admitting students from different States, in such case, common language such as Sanskrit, Hindi or English shall be adopted.

18. **Mode of admission in to Postgraduate Degree programme.**- (1) Eligibility criteria for admission in to Postgraduate programme shall be the following, namely:—

(a) a graduate of Ayurvedacharya - Bachelor of Ayurvedic Medicine and Surgery from a recognized Institution;
(b) registered medical practitioner, registered in State or Union territory or Central register;
(c) qualified in Postgraduate National Entrance Test.

(2) There shall be a uniform entrance examination namely, Postgraduate National Entrance Test for admission in to Postgraduate Degree programmes in each academic year and shall be conducted by an authority designated by the Commission: Provided that the said Postgraduate National Entrance Test shall not be applicablefor foreign national candidates.

(3) Temporary registration shall be required for the entire duration of Postgraduate programme in case of admission in State or Union teritory other than the State or Union teritory of permenant registration.

(4) In order to be eligible for admission to Postgraduate degree programme for an academic year, it shall be necessary for a candidate to obtain minimum of marks at 50th percentile in the 'Postgraduate National EntranceTest' held for the said academic year:

Provided that in respect of—

(a) candidates belonging to the Scheduled Castes, Scheduled Tribes and Other Backward Classes, the minimum marks shall be at 40th percentile;
(b) candidates with benchmark disabilities specified under the Rights of Persons with Disabilities Act, 2016 (49 of 2016), the minimum marks shall be at 40th percentile.

(5) The seat matrix for admission in the Government, Government-aided Institution and Private Institution shall be fifteen per cent. for All-India Quota and eighty-five per cent., for the State and Union territoryquota:

Provided that,—

(a) the All-India Quota for the purpose of admission in all the deemed universities (both Government and private established under central act) shall be hundred per cent.;
(b) the university and institute which are already having more than fifteen per cent. All-India Quota seats shall continue to maintain that quota;
(c) five per cent. of the sanctioned intake capacity in Government and Government-aided Institution shall be filled up by candidate with disability in accordance with the provisions of the Rights of Persons with Disabilities Act, 2016 (49 of 2016).

(6) The designated authority for counselling of State and Union territory quota for admissions to Postgraduate programme in all Ayurveda Educational Institutions in the States and Union territories including institutions established by the State Government, University, Trust, Society, Minority Institution, Corporation or Company shall be the respective State or Union Territory inaccordance with the relevant rules and regulations of the concerned State or Union territory, as the case may be.

(7) Online counselling for admission to Postgraduate Programmes for hundred percent of seats in Deemed Universities established by Government, Private deemed universites established under central act and the National institutes shall be conducted by the authority designated by the Commission.

(8) Online counselling for admission to postgraduate Programmes for seats under All-India Quota of Government and Government aided institutions shall be conducted by the authority designated by the Commission.

(9) All seats including management quota except foreign nationals shall be admitted through online counselling. Direct admission by any means other than online counselling shall be considered invalid.

(10) The institutions shall submit the list of students admitted in the format provided by the Commission on or before 6

pm on the cut-off date for admissions provided by the Commission for verification. Failing which a penalty upto rupees one lakh per day shall be imposed by MARBISM on recommendation by the examination cell.

(11) The counselling authorities shall submit the data of allotted students in the format, mode and timeline as provided by the Commission.

(12) (a) No authority or institution shall admit candidate to the Postgraduate programme in contravention to the criteria or procedure laid down in these regulations;

(b) any admission made in contravention of the criteria or procedure shall be invalid and the same shall be cancelled by the Commission.

19. Annual student intake capacity and student-guide ratio.—(1) Annual student intake capacity in each Postgraduate Degree programme shall not be more than twelve seats in a academic year.

(2) Subject to availability of student-Postgraduate guide in the ratio of 3:1, for three students for one Professor; in case of Associate Professor 2:1 two students for one Associate Professor; and in case of Assistant Professor the ration is 1:1 one student for one Assistant Professor.

20. Duration of course and attendance.— (1) The student shall have to undergo study for a period of three years including examination or assessment process.

(2) The student shall have to attend minimum eighty per cent. of total academic activities to become eligible for appearing in the University examination such as lectures, practical or clinical, online and offline workshops, seminars, journal clubs, clinical case presentations, group discussions and the like as scheduled by therespective Postgraduate department or institution.

(3) The student shall have to attend the hospital, department or laboratories and other duties as assigned during the course of study.

(4) The maximum duration for completion of the course shall not exceed six years from the date of commencement of the academic course as per the academic calendar issued by the Commission for that particular batch.

(5) The below provided Leave policy shall be applicable for Postgraduate scholars:
(b) casual leaves up to 12 per academic year;
(c) academic activites such as attending seminar, workshops, training programme, orientation programme, symposium including days of travelling shall be considered as 'on duty';
(d) maternity, paternity and other leaves as per respective State Government or contract rules as applicable.

(6) Acquiring requisite attendance shall be the responsibility of the Postgraduate students:

Provided that, in case of deficiency of attendance, the duration of the course shall be extended proportionately.

(7) There shall be no provision for vacation or preparatory holidays in Postgraduate Degree programme.

21. Pattern of study and subjects.- (1) (a) the programme shall be for three years structured into six semesters;
(b) the Postgraduate programme shall ordinarily start on the first working day of August every year;
(c) the Postgraduate programme shall start with an orientation programme (common andspecialty-specific) as determined by the Commission from time to time.

(2) (a) each semester shall be of six months of duration;
(b) the Notional learning hours in each semester shall not be less than 750 hours that are devoted to teaching, practical or clinical training, experiential learning and carrying out dissertation research activities;
(c) the method of teaching and training shall be detailed in the curriculum and syllabus;

(d) there will be mandatory core subjects and electives in each semester as detailed in Table-6.

(3) (a) 750 Notional Learning Hours are structured in to 25 credits of 30 hours each;
(b) the total Notional learning hours of the Postgraduate programme shall not be less than 4500 hours (750*6) divided in to 150 credits (25*6) for the entire duration of the programme;
(c) each credit will have teaching, practical training and experiential learning in the form of 1:2:3 such credit will have 5 hours of teaching, 10 hours of practical training and 15 hours of experiential learning.

(4) (a)the core subjects will be taught in the form of modules;
(b) each module may contain one or more credits;
(c) at the end of each module students have to undergo formative assessment.

(5) (a) there will be two categories of electives namely :-
(i) Domain Specific Electives; and
(ii) Capacity Enhancement Electives.
(b) student have to qualify one elective from Domain Specific and one elective from capacity enhancement category in each semester;
(c) a student has to qualify minimum of 12 electives (6 domain specific and 6 capacity enhancement) during the entire Postgraduate programme;
(d) elective courses shall be conducted online within the timeframe as provided by the Commission in the course curriculum.

(6) (a) at the end of every module there will be assessment;
(b) at the end of each semester, "Semester Grade Point Average (SGPA)" will be calculated;
(c) acquiring 60% of SGPA will be the eligibility criteria for appearing summative assessment;
(d) first semester SGPA for first assessment; second semester SGPA for second assessment and cumulative SGPA of 3rd, 4th, 5th, and 6th semesters will be considered for third summative assessment.

(7) (a) considering the present assessment structure and to facilitate the students for conduction of dissertation research, clinical exposure, industrial exposure and other outside postings summative assessment has been proposed at the end of 1st, 2nd and 6th semester;
(b) semester 3rd, 4th, 5th and 6th have been kept as one block period so that above activities may beperformed without interruption;
(c) the entire Postgraduate programme structure shall be as provided in the Table-6.

Table-6

Semester wise subjects and activities

Serial Number	Course	Number of Credits
(1)	(2)	(3)
	Semester-1 (1-6 months)	
1.	Samskara Orientation Program – Common	3
	Specific to Speciality	1
2.	Research Methodology (modules)	9
3.	Biostatistics (modules)	8
4.	Elective – Domain Specific	2
	Elective – Capacity Enhancement	2
	Sub Total	**25**
		Summative Assessment-1
	Semester-2 (7-12 months)	
5.	Synopsis	5
6.	Applied Basics of Concerned Speciality (modules)	16
7.	Elective – Domain Specific	2

	Elective – Capacity Enhancement	2
	Sub Total	25
		Summative Assessment-2
	Semester-3 (13-18 months)	
8.	Dissertation Activity	5
9.	Mandatory Core Subjects (Modules)	16
10.	Elective – Domain Specific	2
	Elective – Capacity Enhancement	2
	Sub Total	25
	Semester-4 (19-24 months)	
11.	Dissertation Activity	5
12.	Mandatory Core Subjects (Modules)	16
13.	Elective – Domain Specific (any one)	2
	Elective – Capacity Enhancement (any two)	2
	Sub Total	25
	Semester-5 (25-30 months)	
14.	Dissertation Activity	5
15.	Mandatory Core Subjects (Modules)	16
16.	Elective – Domain Specific	2
	Elective – Capacity Enhancement	2
	Sub Total	25
	Semester-6 (31-36 months)	
17.	Dissertation Activity	5
18.	Mandatory Core Subjects (Modules)	16
19.	Elective – Domain Specific	2
	Elective – Capacity Enhancement	2
	Sub Total	25
	Grand Total	150
		Summative Assessment-3

22. Examination and assessment.- (1) Assessment shall be carried out in terms of formative assessment and summative assessment.

(2) The Postgraduate Degree course shall have three summative assessments or examinations conducted by the University.

(3) The University shall conduct summative examinations as detailed below:—
(a) first summative assessement at the end of the first semester for first semester syllabus;
(b) second summative assessment at the end of second semester for the second semester syllabus; and
(c) third summative assessment at the end of sixth semester for the third, fourth, fifth, and sixth semester syllabus.

(4) Before appearing for the second summative assessment at the end of second semester, it is mandatory for the student to submit the synopsis within specified period.

(5) Before appearing for the third summative assessment at the end of the sixth semester,- (a) the studentshall have been passed all core subjects of the first and second semesters of the Postgraduate Degree programme;
(a) the student shall have been qualified the number of electives as provided in the curriculum;
(b) the student shall have submitted the dissertation;
(c) the student shall have published at least one preprint out of the dissertation in preprint repository servers such as bioRxiv or medRxiv or publish or get accepted minimum one research paper in anyone of the reputed indexed (UGC-CARE, PubMed, Web of Science, Science Citation Index or Scopus); research journals; and
(d) the student shall have been presented at least one paper in a National or international level seminar.

(6) The university shall conduct summative examinations ordinarily in the months of January and July every year.

(7) Formative assessments (modular based) shall be carried out by the concerned Postgraduate department at the end of each module as provided in the curriculum.

(8) Securing a minimum of 60 per cent. of the Semester Grade Point Average (SGPA) shall be the eligibilitycriteria for appearing in summative assessments conducted by the university as provided below-

(a) minimum sixty per cent. Semester Grade Point Average of the first semester for appearing in the first summative assessment;

(b) minimum sixty per cent. Semester Grade Point Average of the second semester for appearing in the second summative assessment;

(c) average of third, fourth, fifth and sixth semesters 'Semester Grade Point Average' shall be minimum sixty per cent. to become eligible for appearing in the third summative assessment conducted by the University; and

(d) the ineligible students due to the shortage of Semester Grade Point Average as provided in (a), (b) and (c) shall become eligible for appearing in subsequent examination only after acquiring the required Semester Grade Point Average by attending the teaching and training of the same semester in such case the duration of the programme shall be extended proportionally.

(9) The total number of subjects or papers for summative assessment and distribution of marks shall be asprovided in the Table -7.

Table-7

Summative Assessments, Semester, Subjects, Number of Papers and Distribution of Marks

Subjects	Semester	Number of Papers	Maximum Marks	
			Theory	Practical or Clinical including Viva-Voce
(1)	(2)	(3)	(4)	(5)
Research Methodology	First	One	100	---
Biostatistics	First	One	100	---
Applied Basics of the Specialty	Second	One	100	200
Specialty specific subject	Sixth	Four	400	400

(10) The calculation method of Semester Grade Point Average for each semester shall be as follow- Step 1: Calculation of Module Grade Point (MGP):—

$$\frac{\text{(Number of Notional learning hours attended in a module) X (Marks obtained in the modular assessment)}}{\text{(Total number of Notional learning hours in the module) X (Maximum marks of the module)}} \times 100$$

Step 2: Calculation of Semester Grade Point Average for each subject: Average of all Module Grade Points in a Semester

(11) For being declared successful:—

(a) in the first and second summative examinations, the student shall have to secure minimum fifty per cent. in theory and fifty per cent. in practical or clinical, including viva-voce, wherever applicable;

(b) in third summative examinations, the student shall have to secure agreegate of fifty percent of all papersand a minimum of forty percent in each paper of theory examinations and fifty percent in practical or clinical including viva-voce.

(12) A candidate obtaining sixty-five per cent. and above marks shall be awarded first class in the subject and

seventy-five per cent., and above marks shall be awarded distinction in the subject.

(13) A student fails in any component (either in theory or practical or clinical or both) in any of the summative assessments, the student shall have to appear all component of the examinations.

(14) The failed students shall appear for subsequent examinations conducted every six months by the University.

(15) The Postgraduate Degree shall be conferred after the dissertation has been accepted and the student has passed the third summative assessment

(16) There shall be no provision for grace marks in postgraduate examinations

23. **Appointment of examiners.**- (1) For each subject in semester-I and semester-II, the summative examination or assessment shall be conducted by two examiners, one of whom shall be an external examiner fromany other medical institution or University and the other from the same institution as the internal examiner.

(2) There shall be double valuation for theory answer-scripts of the first and second summative assessments and the implementation of double valuation system shall be as per the guidelines issued by the Commission.

(3) The sixth semester or third summative assessment or examination shall be conducted by a team of four examiners as detailed below:—

(a) two external examiners from other Universities out of which at least one shall be from other state;

(b) two internal examiners shall be from the same institution or same university out of which at leastone shall be from same institution.

(4) The theory answer-scripts of third summative assessment shall be evaluated by all four examiners, and the average of all four evaluations shall be considered as the final mark, and similarly the practical or clinical examinations including viva-voce shall be conducted by all four examiners and the average marks of all four examiners shall be considered as final mark of practical or clinical including viva-voce.

(5) There shall not be any provision for reevaluation of the answer-scripts.

24. **Eligible Postgraduate examiner.**— (1) A Postgraduate teacher with a minimum of five years of Postgraduate teaching in the concerned specialty and who has guided at least one Postgraduate dissertation and the dissertation has been accepted shall be considered eligible as a Postgraduate examiner for theory evaluation, conducting practical or clinical including viva voce.

(2) The eligible Postgraduate examiner shall also be eligible for evaluation of the synopsis, and dissertation.

(3) Same examiner shall not be appointed as examiner at same examination centre for not more than three consecutive examinations.

25. **Dissertation.**- (1) Each Postgraduate student shall carry out a dissertation work on research topic under the supervision of an eligible Postgraduate guide of the department and submit dissertation in partial fulfilment forthe award of degree of postgraduation.

(2) (a) every Postgraduate institute shall have an approved Postgraduate guide allotment policy, and the policy shall facilitate fair allotment of Postgraduate guides for dissertation activities;

(b) the institute shall notify thrust areas of research as provided for the respective Postgraduate department, pecialty, or programme in these regulations for each approved Postgraduate guide, and he or she shall continue guiding allotted Postgraduate students in the same areas of research;

(c) the guide allotment shall be within the student-guide ratio in the department as provided in these regulations;

(d) in case of inter-departmental, inter-disciplinary and trans-disciplinary research, a co-guide with minimum Postgraduate Degree shall be co-opted from the concerned or collaborative specialty or unit;

(e) co-guide shall not be allowed from the same department;
(f) co-guide shall be allowed from other department only in case collaborative research activity;
(g) co-guide shall be a Postgraduate in the concerened specility of collaborative research activity.

(3) (a) the dissertation shall be innovative and translational addition to the science and helpful for the promotion of the Ayurveda system; and
(b) the topic shall be within the scope of the subject specialty and shall be from the thrust areas of theresearch of the respective department as provided in these regulations.

(4) (a) the synopsis developed as per the specifications shall be subjected to departmental review; after departmental review, the completed synopsis shall be submitted to the head of the respective department;
(b) the head of the department shall forward all synopsis of the department to the head of the institution;
(c) the head of the institution in turn forwards all the synopsis to the institutional research committee for review and approval;
(d) corrections or modifications suggested by the aforesaid committee shall be forwarded to the respective heads of departments;
(e) the synopsis corrected or modified by incorporating the suggestions shall be re-submitted by the student to the respective heads of departments and from the head of the department to the head of the institute;
(f) the head of the institute shall forward the synopsis that requires ethical clearance (clinical studies or animal studies) to the respective Institutional Ethics Committees for human subjects or the Institutional Animal Ethics Committee for animal studies, as the case may be;
(g) corrections or modifications suggested by the aforesaid committees shall be forwarded to the respective departments;
(h) the synopsis corrected or modified by incorporating the suggestions of the concerned committee by the student shall be re-submitted to the respective departmental head, who in turn forwards it to the head of the institute;
(i) submission of synopsis at all stages shall be in soft copy; one hard copy of the final synopsis duly signed by the student, guide, head of the department and head of the institute shall be retained in the concerned department.

(5) (a) soft copy of the synopsis, completed in all aspects and obtaining approval from relevant institutionalresearch and ethics committees, shall be forwarded to the University by the head of the institute on or before the last working day of the 9th month of the Postgraduate Degree programme during the semester-II for registration;
(b) submission of synopsis within the prescribed time is a mandatory criterion to appear for the second semester summative examination conducted by the University;
(c) if the student fails to submit the title of the dissertation and synopsis within the period provided under clause (a), his term for the second semester of the Postgraduate Degree programme shall be extended for six months, and the synopsis shall be submitted before appearing for the second summative examination. Failing which he or she shall not be eligible to appear for the second summative examination, and the second semester shall be extended for another six months and so on;
(d) once the student submitted the synopsis, it is mandatory for the institutes to complete the approval process in stipulated time;
(e) Institutes shall not charge any additional fees for synopsis approval process.

(6) (a) upon receipt of the dissertation title and synopsis, the University shall register the title of the dissertation and synopsis by allotting registered number;
(b) the University shall intimate the registered list of dissertation titles and synopsis to the concerned Postgraduate institute and display the same on the University website; the same shall be displayed on the respective college website by the institute;
(c) once the title of the dissertation is registered by the University, the student shall not be allowed to change the title of the dissertation without the permission of the University.

(7) (a) dissertation research activity shall be started only after registration of title and synopsis by the University;
(b) after receiving the registration notification from the University, the student, under the guidance of the respective guide, prepares a calendar of events of research activity and submits it to the head of the

department; the same shall be verified by the institutional research committee while reviewing the progress of the study;

(c) the institutional research committee shall periodically monitor the dissertation activity in terms of:-

(i) progress of research activity with respect to the calendar of research activity submitted by the scholar;

(ii) quality of research and adherence to the methods and standards as per the approved synopsis.

(8) (a) on completion of research or dissertation activity with the recommendation of a guide through the head of the department, pre-submission of the dissertation shall be arranged from the 30th to the 32nd month of the Postgraduate Degree programme, wherein the institutional research research committee reviews the entire study;

(b) the institutional research committee may approve or suggest corrections or modifications, and the same shall be communicated to the student through the head of the department;

(c) after incorporating the modifications or corrections suggested by the institutional research committee the draft dissertation shall be forwarded by the student to the plagiarism scrutiny cell as provided in the regulation 27 through the guide and head of the department;

(d) after plagiarism checking, if the plagiarism scrutiny cell finds the plagiarism is within the permissible limits of not more than fifteen per cent., the plagiarism scrutiny cell shall issue a plagiarism clearance certificate in Annexure-I;

(e) in case, the plagiarism is more than fifteen per cent. the draft dissertation shall be referred back to the concerned department with a plagiarism check report;

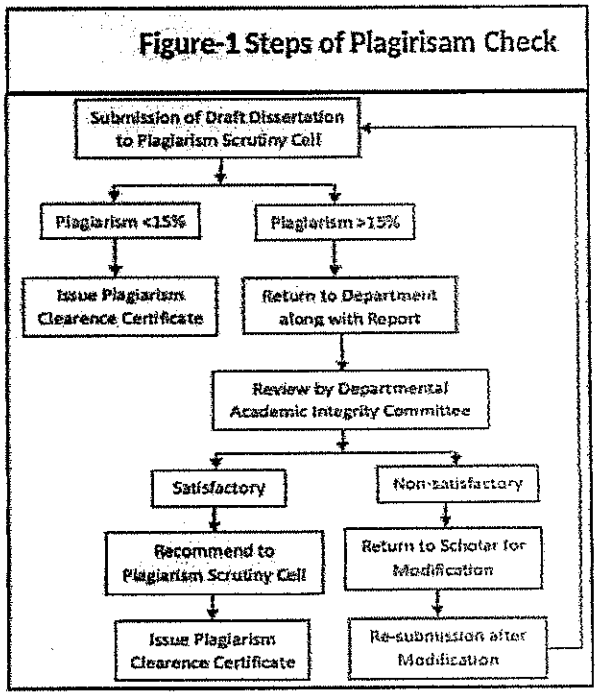
(f) the plagiarism check report shall be reviewed by the departmental academic integrity committee comprising the head of the department as chairman of the committee, one faculty member from the concerned department, and one faculty member from another department and if satisfied, the committee shall recommend to the plagiarism scrutiny cell in Annexure-II to issue a plagiarism clearance certificate; if the committee is not satisfied, the student shall be directed to modify and resubmit the draft dissertation to plagiarism scrutiny cell;

(g) the resubmitted draft dissertation shall undergo the same process specified in clause (f);

(h) the final dissertation, with certificates including a plagiarism clearance certificate, shall be submitted to the head of the institute through the head of the department in soft copy, between 31st and 32nd month of the Postgraduate Degree programme;

(i) one hard copy of the dissertation signed by the student, guide, head of the department, and head of the institute shall be retained in the department; and

(j) the plagiarism related procedures are specified in Figure- 1,-



(9) The format and specifications in terms of pages, words, font type, line spacing, shall be as per the guidelines provided in the curriculum specified by the Commission.

(10) (a) all the dissertations approved by the institutional research review committee, institutional research committee, or institutional scientific committee, as the case may be, shall be forwarded in soft copy to the University by the head of the institute;

(b) dissertations shall be submitted to the University during the 33rd month of the Postgraduate Degree programme during the sixth semester and the 33rd month shall be counted from the month of commencement of the course as per the academic calendar issued by the Commission;

(c) the head of the institute shall notify the dates for the below-provided events well in advance, namely:—

(i) dates for pre-submission;

(ii) date of submission of the dissertation to the department;

(iii) date of submission by departments to the head of the institution; and

(iv) date of submission by the head of the institute to the affiliated university;

(d) no student shall be allowed to submit the dissertation before the thirty-first month of the course or programme and the student shall continue his or her regular study at the institution after the submission of the dissertation to complete three years of the course.

(11) (a) the dissertation shall be evaluated or assessed by three examiners;

(b) the evaluation results of the dissertation shall be declared in terms of Accepted or Rejected as provided in the Table-8.

Table-8

Evaluation of Dissertation and Results

Evaluator-I	Evaluator-II	Evaluator-III	Results and Remarks
(1)	(2)	(3)	(4)
Accepted	Accepted	Accepted	Accepted
Accepted	Accepted	Rejected	Accepted
Accepted	Rejected	Rejected	Referred to the Fourth Evaluator (If accepted by the fourth evaluator, then the dissertation shall be considered accepted. If rejected, then the dissertation shall be considered rejected and need resubmission of dissertation)
Rejected	Rejected	Rejected	Rejected (Need resubmission of the dissertation)

(12) Submission of the dissertation shall be the pre-requisite for the students to appear in the third university summative examination conducted at the end of the sixth semester. In the event of a delay in submission by the student, the student shall not be eligible to appear in third summative assessment or examination until submission of the dissertation.

(13) In case of a delay in the evaluation process of the dissertation, the examination results of those students shall be withheld until the approval of their dissertation.

(14) All the approved dissertations shall be displayed either as titles or as complete dissertations on the institutional website, the university website, and other related databases such as Shodhaganga.

(15) Once the portal for synopsis as well as the dissertation management system of the National Commission for Indian System of Medicine is operational, the process of synopsis submission and approval, research progress monitoring, dissertation submission and evaluation, and the like shall be through the Commission portal.

26. Postgraduate guide eligibility.- (1) A Postgraduate teacher after three years of Postgraduate teaching shall be eligible to guide Postgraduate students of respective speciality for dissertation work provided:

(a) undergone postgraduate guide orientation programme "Scientific Writing, Publication Ethics and Research Integrity" conducted by Commission or by any designated agency or any other equivalent programme as recommended by the Commission from time to time.

(b) the affiliating university issued Postgraduate guide approval letter.

(2) The maximum number of students including Postgraduate students and Postgraduate doctoral students such as Doctor of Philosopy and Doctorate of Medicine to be guided by a Postgraduate guide shall not exceed ten at any given point of time.

(3) Co-guide if required shall be a Postgraduate in the concerned research area of collaboration.

(4) The teaching staff engaged on contractual basis shall not be eligible to guide the students for their dissertation.

(5) A deputed teacher shall not be allotted students to guide postgraduation dissertation unless the duration of the deputation is not less than three years from the date of allotment of students for guiding.

27. **Research committees.**- (1) All Postgraduate institutes shall constitute the below provided research committees as per requirement,-

(a) every Postgraduate institute shall constitute Institutional Research Committee. There shall be a common Institutional Research Committee upto five Postgraduate programmes. In case of postgraduation programme more than five, there shall be two institutional Research Commitees, namely:-

(i)institutional Research Committee for Conceptual and Experimental Studies;

(ii) institutional Research Committee for Clinical Studies.

(b) the committee shall perform the activities, namely:—

(i)screen the dissertation proposals and monitor dissertation or research activities;

(ii) ensure that the selected topics are within the listed thrust areas of research as provided by the Commission in these regulations;

(iii) in case of inter-disciplinary or trans-disciplinary studies, ensure the co-guide from the collaborating department, institute, or organisation;

(iv) all activities of the Institutional Research Committee, shall be coordinated by the Department of Integrative Health and Translational Research;

(v) the composition of the committee shall be as provided in Table -9.

Table-9

Composition of the Institutional Research Committee

Serial Number	Name of the officials	Designation
(1)	(2)	(3)
1	Head of the Institution	Chairman
2	Postgraduate Coordinator or Dean-Postgraduate studies or Dean-Research	Member
3	Heads of Postgraduate Departments	Members
4	Biostatistician	Member
5	Two external members (one from basic sciences and one from medical sciences) from Research Councils or other Medical or Ayurveda or Pharmacy institutions	Members
6	Head of the Department of Integrative Health and Translational Research	Member secretary
Note: 1. Representation from each Postgraduate department shall be ensured. 2. The external members shall be experts in relevant fields of Postgraduate departments.		

(2) Every Postgraduate institute shall constitute institutional research committee (IRC) and institutional Ethics committee (IEC) for human subjects as per Central Council for Research in Ayurvedic Sciences (CCRAS) or Indian Council of Medical Research (ICMR), norms.

(3) Institutional Animal Ethics Committee for Animal Studies: Institutional Animal Ethics Committee shall be constituted as per the Committee for Purpose of Control and Supervision of Experiments on Animals guidelines and should be approved by the Committee for the Purpose of Control and Supervision of Experiments on Animals.

(4) All the constituted committees shall have clearly defined Standard Operating Procedures. The committees apart from reviewing and approving the research proposals shall also monitor the studies and ensure the adherence to standards of research.

28. Areas of Reaseach.- (1) Areas of Research listed below under each department or specialty shall be the thrust areas of research for that concerned speciality. The dissertation topics shall be relevant to any one of the thrust areas of research provided for that particular speciality. This facilitates longitudinal research in selected areas and may lead to translational research and innovation. A guideline may be issued by the Commission from time to time to incorporate the newer emerging areas of research.

(2) The same shall be adopted by all Postgraduate institutes or colleges—

(a) Ayurveda Sahita and Siddhanta:

(i) critical analysis of different commentaries;

(ii) compilation and comparison of literature available on a particular concept in different Samhita and creation of hypothesis and its validation;

(iii) review and assessment of Manuscripts;

(iv) validation of basic concepts or hypothesis with the help of different scientific tools;

(v) development of demonstrative methods or techniques for fundamental principles of Samhitas;

(vi) development of tools or scores or methods for assessment of different Ayurvedic concepts;

(vii) applications of ancient tools such as tantrayukti etc. to understand Ayurvedic texts;

(viii) critical study of research methodology used to understand Indian Knowledge with special reference to Samhitas and creating instrumentation or tools for the same;

(ix) applications of Pramana;

(x) development of Research Methods for Ayurveda;

(xi) use of mathematical thinking, computational thinking for understanding basic principles of Ayurveda; and

(xii) development of Samhita based Teaching methods, Teaching technology and Teaching tools for Ayurveda.

(b) Rachana Sharira:

(i) clinical applications of unique Ayurvedic concepts such as Marma, Kala, Srotas, Anguli and Anjali Pramana;

(ii) understanding Garbha-Sharira in the context of contemporary embryology;

(iii) mrita Sharira Samshodhan (as per Sushruta) and Mrita Sharira Samrakshana (preservation method of human cadaver);

(iv) studies related to applied anatomy in relation to surgical anatomy, Panchakarma, Anushastra karma, kriyakalpa etc.;

(v) studies related to dhatus and tissues, Srotas, controversial organs like kloma etc.;

(vi) histological studies of dhatus; and

(vii) development of teaching methods, teaching technology and teaching tools for Rachana Sharira.

(c) Kriya Sharira:

(i) elucidation of Dhatu-Poshana theories;

(ii) association between maintenance of health and process of AharaParinama;

(iii) Understanding Dosha – Dhatu – Mala in the context of contemporary sciences and advanced techniques like multi-omics;

(iv) exploring concepts of Mana and Indriya and their role in cognition;
(v) role of Srotas-Vichara in understanding functions of various systems in human body;
(vi) development and validation of scales or instruments or tools for various concepts like Agni, Koshtha, Sara, Samhanana, Prakriti etc.;
(vii) application of prakriti in various professions; and
(viii) development of teaching methods, teaching technology and teaching tools for Kriya Sharir.

(d) Ayurveda-Biology:
(i) exploring ayurveda fundamentals in terms of contemporary scientific tools;
(ii) studies on fundamental principles of ayurveda on the lines of biological tools;
(iii) integration of fundamental principles and biological process of human body in physiological and pathological state;
(iv) development of demonstrative and assessment tools for guna;
(v) studies on bija in terms of genes;
(vi) exploration and validation of bijadusti;
(vii) studies related to atulyagotriya;
(viii) Application of mathematical thinking and computational thinking in Ayurveda;
(ix) dhatu concepts on the lines of stem cells; and
(x) development of teaching methods, teaching technology and teaching tools for Ayurveda-Biology.

(e) Dravyaguna Vigyan:
(i) development of tools to estimate or assess Rasapanchaka;
(ii) determination of Rasa, Guna, Veerya, Vipaka and Prabhava of new drugs;
(iii) Traditional vis-à-vis conventional methods of drug identification;
(iv) clinical Pharmacology: Aushada Prayoga (Marga or Gamitwa, Kalpana, Matra, Anupana, Sevan Kala etc.)-experimental studies;
(v) agrya Sangraha- Experimental studies;
(vi) anuktha Dravya, abhavapratinidhi Dravya, ethnopharmacology;
(vii) addition of new drugs:
(viii) in silico studies- Network pharmacology;
(ix) quality, safety and efficacy testing (experimental) using Charakokta Bheshaja Pariksha;
(x) good cultivation, collection practices and storage practices;
(xi) pharmacovigilance of Ayurveda, Siddha and Unani drugs;
(xii) efficacy testing: in vitro or animal;
(xiii) Effect of new cultivation technologies on the medicinal properties of medicinal and aeromatic plants;
(xiv) Pharmacoepidemiology; and
(xv) development of teaching methods, teaching technology and teaching tools for Dravyaguna.

(f) Rasa Shastra and Bhaishajya Kalpana:
(i) advanced methods of Bhasma Nirmana (Shodhana and Marana procedures);
(ii) characterization of different Bhasma;
(iii) safety and efficacy evaluation of different Bhasma;
(iv) stage-wise understanding chemistry and chemical technology of Rasa-Bhasma preparations;
(v) creation of new Rasaushadhis and Bhasmas. Hypothesis and experimentation including mathematical modeling;
(vi) exploring concept of Bhaishajya Kala through experimental studies;
(vii) exploring new dosage forms through experimental studies;
(viii) establishment of Bhasma Pariksha and development of technique and technology for Bhasma pariksha including advanced microscopy and image processing;
(ix) development of pharmaceutical technology; and
(x) development of teaching methods, teaching technology and teaching tools for Rasashastra and Bhaishajya kalpana.

(g) Agadatantra evum Vidhi Vaidyaka:

(i) contemporary approaches to Garavisha and Dushi visha –food adulterations;
(ii) concept of Viruddhahar and the time taken for its adverse effects on health by using biochemical parameters;
(iii) JanapadodhvansaVyadhi in context of air pollution, water pollution, soil pollution, etc. and their management;
(iv) chathurvinshati Upakrama (24 management procedures) and their practical utility;
(v) management of food poisoning;
(vi) general and Emergency medical management of poisoning – Ayurvedic aspects;
(vii) diagnosis and management of dermatological manifestations of Visha or contact poisons - Ayurvedic aspects;
(viii) experimental and clinical studies on different Agada;
(ix) experimental studies on herbal or mineral chelating agents; and
(x) development of teaching methods, teaching technology and teaching tools for Agadatantra.

(h) Swasthavritta and Yoga:

(i) relevance of Dinacharya, Ratricharya and Ritucharya in Health Promotion;
(ii) development of objective parameters for determination of Ritu and Desha;
(iii) clinical impact of suppressible and non-suppressible urges;
(iv) conceptual and clinical studies of Diet and Nutrition in Ayurveda;
(v) concept of Bala and Ojas in relation to health& creation of objective parameters for the same along with the tools or scales;
(vi) role of Ritusodhana and Rasayana in promotion of health and prevention of diseases;
(vii) scope of Rasayana in Geriatrics and Reproductive and Child Health;
(viii) role of Swasthavritta in communicable and non-communicable diseases and life style disorders;
(ix) integration of Ayurveda and Yoga – as preventive as well as curative aspects for management of various lifestyle disorders;
(x) epidemiological surveys to understand prevalence of diseases as defined by Ayurveda e.g., obesity ≠ BMI as per Ayurveda;
(xi) epidemiological studies to understand prevalence of Doshas in the prevalent diseases;
(xii) relationship between Nidra and various lifestyle or psycho-somatic disorders or immunity;
(xiii) Development of Ayurveda based fitness parameters;
(xiv) development of assessment scales like assessment of Nidra etc; and
(xv) development of teaching methods, teaching technology and teaching tools for Swasthavritta and yoga.

(i) Roganidana - Vikritivijnana:

(i) understanding of Samprapti of diseases in Nidana Sthana of different classics in contemporary context:
(ii) ama- understanding the concept, its impact and developing objective parameters for its assessment;
(iii) shotha-understanding the concept, objective parameters including different inflammatory markers, recent advances and its association with Samprapti;
(iv) newer etiological factors and their impact e.g., continental food, commuting ways etc;
(v) understanding concept of Avarana and developing diagnostics for avarana;
(vi) understanding Shatkriyakala in different diseases;
(vii) application of concepts like Upadrava and Arishta in prognosis and development of objective parameters;
(viii) development of tools for Deha Bala, Roga Bala, Agnibala and Chetas Bala;
(ix) development of diagnostic tools based on Ayurvedic principles;
(x) development of methodology for interpretation or study of contemporary diagnostic test reports in terms of ayurveda principles; and
(xi) development of teaching methods, teaching technology and teaching tools for Roganidana.

(j) Panchakarma:

(i) development of instruments or equipment for Panchakarma - possible modifications;
(ii) defining endpoints of Panchakarma procedures and its objective parameters;

(iii) applications of Panchakarma in preventive health, promotive health, curative health, rehabilitative health and geriatric health;
(iv) elucidating mechanisms of the procedures;
(v) contemporary modifications in procedures;
(vi) standardisation of panchakarma and upakarma procedures;
(vii) biochemical parameters to ascertain the effect of different shodhana procedures:
(viii) exploration and establishment of various medicinal, preparations explained for panchakarma;
(ix) development of fitness system of each procedure and SOPs for procedures;
(x) development of integrative approach with physiotherapy, sports medicine etc.; and
(xi) development of teaching methods, teaching technology and teaching tools for Panchakarma.

(k) Kayachikitsa:
(i) emergency management of the acute clinical conditions;
(ii) ayurvedic medical management of terminally ill patients;
(iii) infections with respect to strengthning of host, strotas, dhatu, mala and the like;
(iv) clinical management of systemic diseases or disorders like nervous system, musculoskeletal system, cardiovascular system, gastro-intestinal system, urogenital system etc;
(v) palliative care;
(vi) degenerative conditions;
(vii) genetic diseases or disorders;
(viii) metabolic diseases;
(ix) geriatric problems;
(x) Gastrointestinal tract (GIT) disorders;
(xi) neurological conditions;
(xii) auto-immune disorders;
(xiii) endocrine disorders;
(xiv) Noncommunicable diseases (NCDs) prevention;
(xv) vyadiharana Rasayana; and
(xvi) development of teaching methods, teaching technology and teaching tools for Kayachikitsa.

(l) Shalya Tantra:
(i) development of instruments or equipment for different procedures;
(ii) standardization of different procedures;
(iii) standardisation of surgical procedures;
(iv) modifications in existing surgical practices;
(v) exploration and establishment of classical procedures not in practice;
(vi) exploration of new methods, technology etc. for various Anushastra karmas;
(vii) expansion of scope of ksharasutra; and
(viii) development of teaching methods, teaching technology and teaching tools for shalya tantra.

(m) Shalakya Tantra- Netra:
(i) development of instruments or equipment for different procedures;
(ii) development of diagnostic technology;
(iii) standardization of different procedures;
(iv) standardisation of surgical procedures;
(v) modifications in existing surgical practices;
(vi) exploration and establishment of classical procedures not in practice;
(vii) exploration of new methods, technology, tools etc. for various kriyakalpa procedures; and
(viii) development of teaching methods, teaching technology and teaching tools for Shalakya-Netra.

(n) Shalakya Tantra- Karna, Nasa and Mukha Roga:
(i) development of instruments or equipment for different procedures;
(ii) development of diagnostic technology;
(iii) standardization of different procedures;

(iv) standardisation of surgical procedures;
(v) modifications in existing surgical practices;
(vi) exploration and establishment of classical procedures not in practice;
(vii) exploration of new methods, technology, tools etc. for various kriyakalpa procedures; and
(viii) development of teaching methods, teaching technology and teaching tools for Shalakya-Karna Nasa and Mukha.

(o) Kaumarabhritya:
(i) growth and development;
(ii) parameters of 'normal child' in India;
(iii) recurrent infections;
(iv) nutrition, malnutrition and childhood obesity;
(v) general immunity, dietary allergies;
(vi) stanyadushti and diseases occurring in infants;
(vii) gadget addiction, Behavioural problems;
(viii) autism, attention deficit hyperactivity disorder (ADHD) etc;
(ix) cerebral palsy;
(x) vaccine adjuvants;
(xi) svarnaprashan and other samskaras;
(xii) medhya Rasayana& cognitive functions;
(xiii) kaumara panchakarma
(xiv) prakriti, saara etc. assessment in children
(xv) genetic, congenital diseases& congenital anomalies;
(xvi) anaemia, worm infestation etc.; and
(xvii) development of teaching methods, teaching technology and teaching tools for Balaroga.

(p) Streeroga - Prasuti Tantra:
(i) female Infertility;
(ii) issues related to fallopian tubes;
(iii) preconceptional care;
(iv) prenatal, natal and post- natal care;
(v) endometriosis and other uterine disfunctions;
(vi) menstrual irregularities, ovulatory issues, Polycystic Ovary Syndrome or Polycystic Ovarian Disease;
(vii) intra Uterine Growth Retardation;
(viii) anaemia in pregnancy, Gestational Diabetise, eclampsia etc,
(ix) speciality related endocrine problems;
(x) cervicitis, leucorrhoea etc.
(xi) premenstrual syndrome;
(xii) Menopausal syndrome;
(xiii) female sexual dysfunctions;
(xiv) ante natal care;
(xv) garbhasanskara; and
(xvi) development of teaching methods, teaching technology and teaching tools for Stree Roga - Prasuti Tantra.

(q) Manasaroga evum Manovijnana:
(i) development of assessment scales for satva, kaya and other Manobhavas;
(ii) Manasarogas and its Ayurvedic management;
(iii) establishing Samprapti and Sampraptighataka for the newly emerging mental conditions;
(iv) developing counselling techniques;
(v) studies related to Management of Manasaroga;
(vi) studies related to Manasikaswasthya, Nidra etc; and
(vii) development of teaching methods, teaching technology and teaching tools for Manasaroga evum Manovijnana.

(r) Rasyana and Vajikarana:

(i) development of assessment scales for various vajikarana bhava;

(ii) studies related to Retopariksha, cervical mucus, post coital tests;

(iii) studies related to management of infertility, sexual dysfunctions;

(iv) studies related to Susantaan (in collaboration with Stree Roga - Prasuti Tantra)

(v) standardisation of procedures like Uttarbasti etc.;

(vi) exploring various unexplored Vajikarana drugs and formulations;

(vii) intra uterine insemination and role of prajasthapana drugs;

(viii) collaborative studies with techniques of invitro fertilisation and role of vajikarana;

(ix) exploration of various panchakarma procedures for Vajikarana issues (in collaboration with panchakarma department); and

(x) development of teaching methods, teaching technology and teaching tools for Rasayana and Vajikarana.

(3) only one student per year out of all Postgraduate departments shall be allowed to select dissertation topic in the thrust area of "development of teaching methods, teaching technology and tools for teaching".

29. Stipend for Postgraduate students.— For Postgraduate students belonging to the Central Government, State Government, and Union territory Institutions, the stipend shall be paid on par with other medical systems under the respective Governments and there shall be no discrepancy between medical systems.

30. Qualifications and experience of the Postgraduate teaching faculty.- (1) Possessing Postgraduate Degree in the concerned specialty or subject obtained from a recognised University, and included in Second Schedule of Indian Medicine Central Council Act, 1970 (48 of 1970) or recognised under section 35 and section 36 of the Act.

(2) A valid registration with concerned State Board or Council or a valid Central or National registration certificate issued by the Board of Ethics and Registration for Indian System of Medicine; however, the registration certificate is not applicable for the teachers of non-medical qualifications.

(3) For the post of Professor.- (a) teacher having ten years of regular teching experience in Postgraduate teaching in the concerned subject or five years of teaching experience in Postgraduate teaching as Associate Professor on regular basis in the concerned subject; or

(b) total ten years of research experience as full-time researcher after possessing Postgraduate Degree qualification in the concerned subject on regular appointment in Research Institutions or Councils of Central Government or State Government or Union Territory Administration or University or National institutes or Research Laboratories having accredition by National Accreditation Board for Testing and Calibration Laboratories (NABL), provided on fulfilling the below determined criteria:

(i) qualified in the National Teachers Eligibility Test conducted by the Commission; and

(ii) minimum five research papers published in indexed journals (indexed in UGC-CARE, PubMed, Web of Science, Science Citation Index, Scopus); or two published books or manuals relevant to Ayurveda; or

(iii) investigator for any major research project with a duration of the project three years and above.

(4) for the post of Associate Professor: (a) total teaching experience of five years as regular teacher in Postgraduate teaching in the concerned subject; or

(b) total five years of research experience as full-time researcher after possessing Postgraduate Degree qualification in the concerned subject on regular appointment in Research Institutions or Councils of Central Government or State Government or Union Territory Administration or University or National institutes or Research Laboratories having accredition by National Accreditation Board for Testing and Calibration Laboratories (NABL), provided on fulfilling the below determined criteria:

(i) qualified in the National Teachers Eligibility Test conducted by the Commission; and

(ii) minimum three research papers published in indexed journals (indexed in UGC-CARE, PubMed, Web of Science, Science Citation Index, Scopus); or one published book or manual relevant to Ayurveda;

or

(iii) investigator for any research project with a duration of the project not less than three years.

(5) Research experience shall not be considered for appointment as a teaching faculty in the Postgraduate departments of Shalya Tantra, Shalakya -Netra, Shalakya- Karna Nasa and Mukha; and Streeroga - Pasuti Tantra.

(6) For holding the post of Assistant Professor a person shall have been qualified in the National Teachers Eligibility Test conducted by the Commission.

(7) Qualifying in National Teachers Eligibility Test is mandatory irrespective of cadre who would like to enter in to Teaching profession in Ayurveda.

(8) The actual research experience acquired during a regular full-time Doctor of Philosophy programme, from the date of joining to the date of submission of the thesis and not more than three years shall be considered as teaching experience and Ph.D seat allotment letter, proof of joining to full-time Ph.D programme and proof of submission of thesis to the University shall be considered as evidence in this regard.

(9) Department of Integrative Health and Tanslational Research, there shall be a minimum of one full time regular Professor having Postgraduate Degree holder in Swasthavritta and Yoga preferly with Ph.D and a biochemist, microbiologist, pharmacologist and Biostatistician shall be appointed on part time basis.

(10) (a) Temporary appointments or contractual appointments shall not be allowed. However, in case of Government Institutions contractual appointments may be allowed with following conditions, namely:—

(i) shall be as stop gap arrangement;

(ii) shall not be more than two years for a particular post in particular department;

(iii) shall be qualified in National Teachers Eligibility test.

(b) temporary promotion or promotion without salary benefits in accordance to respective cadre shall not be allowed.

(11) Qualification and experience for the post of head of the institution, Principal or Dean or Director shall be of the same qualification and experience prescribed for the post of Professor in these regulations with minimum three years of administrative experience viz. vice principal or head of the department or deputy medical superintendentor medical superintendent:

(a) shall have been attended, the capacity bulding programme on 'Educational Administration' conducted by the Commission or any other equivalent programme approved by the Commission or shall attend within six months period from the date of joining as head of the institution;

(b) the successful completion of the orientation programme on educational administration is a mandatory requirement for holding the post of the head of the institution;

(c) failing which, the incumbent shall not be considered for the post of head of the institution by MARBISM.

(12) (a) Every eligible teacher as per these regulations shall be provided unique teacher code by MARBISM;

(b) the procedure of obtaining unique teacher code and the details on withdrawal of unique teacher code shall be as per the provisions in the MES-UG.

(13) Age of superannuation of the teacher:— The age of superannuation of teachers shall be as per the order of the Central, State, or Union territory administration and retired teachers fulfilling the eligibility norms may be re-employed up to the age of sixty-five years as full-time regular teachers.

(14) Attendance of teacher:-(a) each teacher shall have not less than seventy-five per cent. of attendance during the working days of every calendar year or assessment year as applicable.

(b) the attendance shall be calculated in terms of Teacher days.

Explanation.—For the purposes of these regulations, "Teacher Days' means total number of days, a full-time regular teacher attended or performed duty in twelve-month period, in the college and its teaching hospital wherein appointed, based on the attendance system implemented by the Commission.

(15) the regulations on relieving and replacement of teaching staff, deputation of teaching staff and experience of consultants and teaching staff before issuing of Letter of Permission shall be as per the provisions provided in the MES-UG.

(16) each teaching faculty shall undergo "Medical Education Technology or Quality Improvement Programme or Faculty Development Programme" once in three years.

31. Tuition Fee.-The tuition Fee as laid down and fixed by the respective Fee Fixation Committee or Fee Regulatory Committee or Governing Committee constituted by the State government or Union territory administration or University shall be charged only for three years of course period and no tuition fee shall be charged for extended duration of the study in case of failing in examination or by any other reasons.

32. Course Commencement and cut-off date of admission.- (1) The first year Postgraduate programme shall ordinarily starts from first working day of August every year and the cut-off date of admission in Postgraduate Degree programme shall be ordinarily on the 31st July of each academic session or as laid down by the Commission from time to time.

(2) Each institute shall conduct the academic activities or events as per the academic calendar laid down in Table-10.

Table-10

Tentative Academic Calendar for Postgraduate Degree Programmes
(Doctor of Medicine-MD or Master of Surgery-MS)
(Total Duration of the Programme - 36 Months)

Serial Number	Academic Activity or Event	Timelines
(1)	(2)	(3)
1	Programme Commencement	First Working Day of August
2	Postgraduate Orientation Programme	Fifteen to twenty Working Days
3	Guide Allotment for Postgraduate Dissertation Activity	October (third month)
4	First Summative Assessment by the University	Third or fourth week of January (sixth month) (at the end of first semester)
5	Submission of Synopsis	April (ninth month)
6	Second Summative Assessment by the University	Third or fourth week of July (twelth month) (at the end of second semester)
7	First Progress Review	Eighteenth month (January)
8	Second Progress Review	Twenty fourth month (July)
9	Third Progress Review	Thirtieth month (January)
10	Pre-Submission of Dissertation Work	January-March (thirtieth to thirty-second months)
11	Submission of Dissertation	January-March (thirtieth to thirty-second months)
12	Submission of Dissertation to the University by the Head of theInstitution	April (thirty-third month)
13	Third Summative Assessment by the University	Third or fourth week of July (thirty-sixth month) (at the end of sixth semester)

Note:- Last day of third summative assessment (theory or practical or clinical as the case may be) may be treated as last working day of the programme.

CHAPTER VIII

Starting of New Postgraduate Programmes (Doctor of Medicine-MD or Master of Surgery-MS) and Increase in Student Intake Capacity in Existing Postgraduate Programmes

33. Starting of New Postgraduate Programmes, etc.—(1) Starting of a new medical institution or increase student intake capacity or starting of any Postgraduate programme shall be after obtaining permission in writing from the

MARBISM in response to an application in this regard.

(2) The starting of new medical institutions, the starting of Postgraduate Degree programmes and the increase in student intake capacity shall be as per section 29 of the Act.

34. General considerations.— (1) The last date for the receipt of application for new schemes shall be as displayed by the MARBISM on the Commission website every year.

(2) Applications shall be submitted by a person university, society, trust, or any other body (but does not include the Central Government).

(3) Applications shall be submitted online or offline as provided by the MARBISM from time to time shall be submitted for starting a new Postgraduate programme or for increase in intake capacity.

(4) Applications shall be submitted along with the prescribed application fee and processing fee as provided in Table-11 of these regulations.

(5) There is no provision for withdrawal of applications after the last date.

(6) In case of withdrawal of application before the last date, the application fee shall not be refunded.

(7) Any document in the local language shall be submitted in a transcript of Hindi and or English;

(8) It is understood that, before submission of the application, the applicant should have gone through and understood the Act and the concerned regulations.

35. Pre-requisites.-(1) An essentiality certificate from the respective State government or Union territory administration shall be submitted at the time of application in the prescribed format annexed to these regulations for establishing a Postgraduate medical institution or starting of new Postgraduate programmes or increase in the seats or student intake capacity (Annexure-III).

(2) The consent of affiliation from the respective university clearly mentioning the academic year or years of affiliation in the prescribed format (Annexure-IV)

(3) The radial distance between any two Ayurveda medical colleges run by the same trust, society or university shall not be less than twenty-five kilometres.

(4) (a) in case of a stand-alone Postgraduate institution, at the time of submission of an application, proposal, or scheme, it shall have a fully functional sixty-bed Ayurveda hospital that has been completed a minimum of twenty-four months (i.e., two years of functionality) of existence after establishment with proper registration;

(b) the hospital shall have fulfilled all the minimum essential standards in terms of infrastructure, human resources, functionality, facilities, including equipment and instruments and the like as provided in the MES-UG at the time of submission of an application.

(5) The following shall be considered for the two years of functionality of the hospital:
(a) bank transactions depicting the salary of consultants and other hospital staff in a nationalised bank in an independent account in the name of the hospital;
(b) the bank transactions indicating the functionality of the hospital, such as periodic purchases of medicines and hospital consumables, payment of relevant taxes, hospital income, and the like;
(c) well documented (physical or electronic as prescribed by MARBISM) hospital records, including patient attendance in Out-Patient Departments and In-Patient Departments, documents showing maintenance of the hospital, and renewal of the necessary permissions from local or concerned authorities;
(d) the hospital shall have at least entry-level National Accreditation Board for Hospitals certification at the time of application.

36. For making application to start Postgraduate Degree programme in an undergraduate college.— The college shall fulfil the following:–

(1) fully established undergraduate college or institution under section 28 of the Act;
(2) the undergraduate college with intake capacity of hundred (100), one hundred fifty (150), two hundred (200) and rated grade 'A' or 'B' by MARBISM shall be eligible to start Postgraduate programme.

37. Department wise eligibility: (1) The undergraduate departments in which Postgraduate programme is proposed shall fulfil the following eligibility criteria:-

(a) no deficiency in terms of infrasturctre, human resources and functionality in the departments in which Postgraduate programme is proposed shall have been observed by MARBISM during the last three academic session including the year of application;
(b) the department has not been acted upon by MARBISM under the clause (f) of sub section (1) of section 28 the Act;
(c) the in-patient bed occupancy shall not be less than eighty per cent. in the departmental inpatient wards in which postgraduation programme is proposed; and
(d) minimum of twenty deliveries per month for the department of Stree Roga - Prastui.

38. Eligibility for making an application to establish for Stand-alone Postgraduate institute.– (1) For making an application under these regulations, a person or society or trust or university or institute or any other body shall be eligible if,—

(a) the applicant's objectives shall be to impart education in the Indian System of Medicineor Ayurveda;
(b) the minimum required land and other specifications shall be as provided in regulation 10 in these regulations;
(c) in case of institutions having lease agreement for land, the institute shall not be granted permission for admission for the last three years of lease period unless the institute submits a notarised affidavit every year mentioning the lease shall be renewed before the expiry of the lease and subsequently submits the renewed lease agreement before expiry of lease period;
(d) fully established functioning Ayurveda hospital having at least entry-level accreditation of the National Accreditation Board for Hospitals (NABH) with sixty beds having bed occupancy not less than sixty per cent. and established with all minimum essential standards provided for teaching hospital attached to under-graduate college or institution with sixty student intake capacity as provided in the MES-UG;
(e) able to produce documentary evidences in support of additional financial resources, staff, space, equipment and other infrastructure as per the Commission norms;
(f) furnishes an affidavit that, the land and buildings designated for Postgraduate departments shall be maintained exclusively for the Postgraduate departments or Speciality and no other courses or colleges or programmes shall be conducted;
(g) furnishes an affidavit that the only those students who qualified in Postgraduate National Entrance Test shall be admitted through Central or State or Union territory online counselling strictly on the merit basis except foreign nationals;
(h) furnishes an affidavit that the nomenclature of Postgraduate Degree and teacher-student ratio shall be maintained as per the specifications laid down in these regulations, shall be in a position to establish infrastructure and manpower in such manner as provided in these regulations.

39. Eligibility for making an application for increase in student intake capacity in the existing Postgraduate programmes.—(1) For making an application, a person or society or trust or university or instituteor any other body shall be eligible if,—

(a) the Postgraduate department or specialty having rated grade "A" or "B" in the rating process carried out by the MARBISM or designated authority at the time of submission of application or proposal or scheme;
(b) fulfilled the pre-requisites provided in the sub-regulation (1) and (2) under regulation 35 of these regulations;
(c) furnishes an affidavit that Postgraduate National Entrance Test qualified students only shall be admitted only through Central or State or Union territory online counselling strictly on the merit basis except foreign nationals, Government of India sponsored candidates;

(d) furnishes an affidavit that the teacher-student ratio shall be maintained as per the specificationslaid down in these regulations for increasing number of seats;

(e) shall be in a position to establish infrastructure and manpower in such manner as provided in these regulations.

40. Method of application.- (1) Applicant fulfilling the pre-requisite and eligibility criteria as provided in these regulations, may submit the application or proposal or scheme as per the mode (online or offline or both) and timeline as provided by the MARBISM from time to time.

(2) Individual applications for each Postgraduate specialty or programme shall be submitted.

(3) Non-refundable Application fee and Processing fee with applicable taxes as shown in Table-11 shall be paid through online mode (National Electronic Fund Transfer or Real Time Gross Settlement) to the Commissionaccount in favour of "National Commission Fund for Indian System of Medicine".

Table-11

Application Fee and Processing Fee for establishment of Postgraduate programmes and increase in intake capacity

Particulars	Fee Details	
	Application Fee	**Processing Fee**
(1)	(2)	(3)
To start Postgraduate Degree programme in existing undergraduate college	Rs.2,00,000/- per Postgraduate programme	Rs.10,00,000/- per Postgraduate programme
To start stand-alone Postgraduate Institution	Rs.2,00,000/-	Rs.10,00,000/- per Postgraduate programme
To start additional Postgraduate Degree programme	Rs.2,00,000/- per Postgraduate programme	Rs.10,00,000/- per Postgraduate programme
To increase student intake capacity	Rs.2,00,000/- per postgradaute programme	Rs.5,00,000/- per seat

(4) Application with all necessary documents as provided in these regulations shall be submitted within thetime frame and mode (online or offline or both) as provided by the MARBISM from time to time.

41. Processing of application.- All the received applications shall be subjected to scrutiny by the MARBISM as per the following criteria:

(1) Applicant eligibility;
(2) Pre-requisites;
(3) Fulfilment of Minimum Essential Standards as provided in these regulations;
(4) Application fee and Processing fee with applicable taxes;
(5) Supportive documents;
(6) Hospital data;
(7) Transactions in official bank accounts (separate account for hospital and college) in nationalised banks;
(8) Any other as provided by the MARBISM from time to time.

42. Issue of letter of intent.- (1) After the scrutiny, the applications shall be grouped under following categories namely:–

(a) The applications fulfilling minimum essential standards and other requisites;
(b) The applications with shortcomings;
(c) The applications with non-rectifiable shortcomings;

(a) The applications fulfilling minimum essential standards and other requisites:

(i) such institutes shall be inspected or visited by the MARBISM.

(ii) the MARBISM shall verify the data submitted by the institute along with the application and the observations made by the visitors during the inspection or visitation and if found satisfied, the institute will be issued Letter of Intent under Section 29 of the Act;

(iii) in case any shortcomings noticed during inspection or visitation, the same shall be communicated and an opportunity shall be given for rectification except for the shortcomings provided in item (a) of sub- clause (v) of the regulations;

(iv) the compliance report along with necessary supporting documents submitted by the institutes that have been given an opportunity for rectification, will be subjected for scrutiny for the shortcomings provided;

(v) if found satisfied the application is approved and Letter of Intent will be issued; and

(vi) if not found satisfied or the compliance report if not received within the due date as provided by the MARBISM the application shall be disapproved and rejected:

(b) The applications with shortcomings: (i) The applications found with shortcomings will be communicated to the applicant for rectification;

(ii) the compliance report along with supporting documents submitted by the institutions within the provided duration, will be scrutinised once again by the MARBISM; if found satisfactory, the institution shall be inspected or visited;

(iii) the MARBISM will examine the compliance report submitted by the college and the observations made by the visitors; if found satisfactory, the institute shall be issued Letter of Intent; if not found satisfactory the application shall be disapproved and rejected.

(c) The applications with non-rectifiable shortcomings: However, shortcomings of serious nature like deficiencies in minimum essential standards as provided in these regulation such as functionality of the hospital, land availability or dispute of land, insufficient time duration of functioning hospital, non-availability of essentiality certificate from state government, non-availability of consent of affiliation from the university, deficiency in constructed area of college and hospital etc. an opportunity to rectify the defects shall not be given and such applications shall stand disapproved.

(2) The relaxation policy applicable to the existing colleges shall not be applicable for new applications unless otherwise provided by the MARBISM; and

(3) Letter of Intent issued shall be valid for that particular academic session only.

43. Issue of letter of permission.- (1) The institutes that have received Letter of Intent shall submit the compliance report by fulfilling all the minimum essential standards; details of teaching staff, non-teaching staff and hospital staff appointed as provided in these regulations and security deposit to the Commission within the duration as provided by the MARBISM.

(2) the security deposit shall be—

(a) for starting of a new Postgraduate course or programme: rupees fifty lakhs per programme;

(b) for increase in number of seats: rupees five lakhs per seat:

Provided that it shall not apply to the colleges or institutes governed by Central or State or Union territory if they give an undertaking to provide funds in their plan budget regularly till requisite facilities are fully provided as per time bound programme indicated by them.

(3) The security deposit amount shall be returned to the college or institution account without interest after three years of commencement of concerned Postgraduate programme provided there shall not be any financial grievance pending against the college or institute or pending penalty amount due to disciplinary action taken by the MARBISM or the Commission.

(4) The applicant shall be communicated either approval or disapproval of the application or proposal or scheme

by the MARBISM within six months from the last date of submission of application or proposal or scheme.

(5) The MARBISM shall be the authority to transform the above-mentioned system for application, verification, assessment and rating through Artificial Intelligence based online system for transparency.

44. Appeal.—(1) Under section 29 of the Act, aggrieved applicants may prefer an appeal in the followingsituations in the manner provided below:—

(a) in case of denial of permission by the MARBISM, or no order is passed within six months of submitting a scheme, the aggrieved applicant may prefer first appeal to the Commission within fifteen days ofcommunication of disapproval or within fifteen days after lapse period of six months as the case may be;
(b) the first appeal may be submitted by online or offline mode or as provided by the Commission from time to time;
(c) upon receipt of appeal, the Commission shall examine the appeal and the aggrieved applicant shall be given an opportunity for hearing;
(d) in case if the Commission found that, the applicant is fulfilling all the minimum essential standard requirements, the Commission may direct the MARBISM to consider the application;
(e) in case if the applicant is not fulfilling the minimum essential standards, the Commission shall disapprove and reject the application;
(f) in any case the Commission shall communicate the decision to the applicant within fifteen days of receipt of the appeal.
(g) in case of disapproval by the Commission or no order has been passed by the Commission within fifteen days from the date of receipt of such an appeal, the aggrieved applicant may prefer a second appeal to the Central Government (Ministry of Ayush) within seven days.

45. Renewal of permission.- (1) Letter of Permission issued once shall be valid for that particular academicsession and shall be renewed on yearly basis until the institute achieves fully established status as provided in Table-12.

Table-12

Permission and Category of Postgraduate Department or Programme

Serial Number	Section of NCISM Act, 2020	Permission or Renewal of Permission	Category	Batch
(1)	(2)	(3)	(4)	(5)
1	29	Letter of Intent	Under consideration	No admission
2		Letter of Permission	Institution under Establishment	First batch
3		First Renewal of Permission		Second batch
4		Second Renewal of Permission		Third batch
5	28	Extended Permission or Yearly Permission	Fully Established Postgraduate Department or Specialty. Entitled for Rating	Fourth batch

(2) The institutes issued Letter of Permission shall submit the compliance (Postgraduate department orspecialty or programmewise) in respect to the fulfilment of minimum essential standards as provided in these regulations. The compliance report shall be submitted by the institution prior to six months to the expiry of Letter of Permission.

(3) The MARBISM shall conduct inspection or visitation and examine the compliance report submitted by the college and the observations made by the visitors during inspection or visitation and on fulfilment of minimum essential standards, the institute shall be issued the first renewal of permission.

(4) The same method followed for first renewal, shall be followed for second renewal of permission.

(5) After second renewal, the Postgraduate department or specialty shall be treated as 'Fully Established Postgraduate department or specialty' under section 28 of the Act 2020, unless otherwise acted upon by the MARBISM as per the clause (f) of sub-section (1) of section 28 of the Act.

(6) In case of non-fulfilment of minimum essential standards and not attaining annual targets at any phase of

establishment of the institution, in such case the MARBISM shall deny permission for admission for a particular Postgraduate department or specialty for that particular academic session.

(7) The fully established Postgraduate department or specialty is eligible for rating by the MARBISM.

CHAPTER-IX

Rating of Postgraduate Departments in Postgraduate Medical Institutions where Undergraduate Course is in Existence and Stand-Alone Postgraduates Institutions

46. (1) The Postgraduate department possessing "extended permission" status either in undergraduate college or stand-alone Postgraduate medical institution shall be rated every year.

(2) In case of Postgraduate institutions where undergraduate course is in existence, the rating shall be carried out for fully established undergraduate institution and fully established Postgraduate departments separately.

(3) Fully established Postgraduate departments shall be rated individually (Postgraduate department or specialty or program wise rating).

(4) The following Postgraduate institute or Postgraduate department or specialty shall not be eligible forrating:
(a) undergoing establishment under section 29 of the Act;
(b) categorised under the "yearly permission" category;
(c) denied permission by MARBISM;
(d) measures taken by the MARBISM under clause (f) of sub section (1) of section 28 of the Act.

(5) The rating process shall be carried out by the MARBISM, or by any designated agency through the procedure based on the key areas and standards (qualitatively and quantitatively) determined by Board of Ayurved.

(6) The Postgraduate departments or specialties shall be rated based on the standards maintained by the institutions over and above the minimum essential standards provided in these regulations.

(7) The data uploaded periodically (on or before tenth of every month for the data pertaining to preceding month) by the institutions (self-disclosure) on the Commission's online platform shall be considered for rating and other purposes.

(8) The proportion of weightage between online data verification and physical verification or assessment for rating shall be in ratio of 70:30 (that is seventy per cent online data verification and thirty per cent physical verification or assessment).

(9) After the assessment for rating, the individual Postgraduate department or specialty or programme under the extended permission category shall be graded into Grade 'A', Grade 'B', Grade 'C', or Grade 'D' based on the assessment score obtained by the Postgraduate department or specialty.

(10) The result of the rating process shall be made available on the Commission's web site or in the public domain before the commencement of counselling for admission.

(11) The Postgraduate department awarded Grade 'A' is entitled to charge five percent development fee over and above the prescribed fee by the concerned fee fixation authority from the students admitted during the years of possessing Grade 'A'.

(12) To start any new Postgraduate programme, all existing Postgraduate programmes shall have been rated 'A' or 'B'.

(13) The Postgraduate departments having grades of 'A' or 'B' shall only be eligible to apply for an increase in student intake capacity.

(14) Any Postgraduate department or programme of any grade, if acted upon by MARBISM under clause (f) of sub section (1) of section 28 of the Act, shall be deemed to have been withdrawn the grade, and no communication will be sent for the withdrawal of the grade; if such college, institute, or department continues to use the grade, such institutes shall be subjected to disciplinary action by the MARBISM under clause (f) of sub section (1) of section 28 of the Act.

(15) Medical institutions or Postgraduate departments shall be graded based on the rating score obtained by the institute, as provided in Table-13

Table-13

Rating Score and Grades

Rating Score	Grade
(1)	(2)
75 and above	A
50-74	B
25-49	C
Up to 24	D
Others: Not Eligible for Rating	

(16) Annual rating fee as detailed in Table-14 shall be paid along with applicable taxes through online (National Electronic Fund Transfer or Real Time Gross Settlement) to the Commissions for account within the period prescribed by the MARBISM.

Table-14

Fee for Rating of Ayurvedic Institutions

Institution	Amount of fee (in rupees) as per undergraduate intake capacity and number of Post Graduate Programmes			
	Upto 5	6-10	11-15	16-20 and above
(1)	(2)	(3)	(4)	(5)
Postgraduate departments in undergraduate institution	Rs.1,00,000/-	Rs. 2,00,000/-	Rs. 3,00,000/-	Rs. 4,00,000/-
Stand-alone Post Graduate institution	Rs.3,50,000/- (2,50,000*+1,00,000)	Rs.4,50,000/- (2,50,000*+2,00,000)	Rs.5,50,000/- (2,50,000*+3,00,000)	Rs.6,50,000/- (2,50,000*+4,00,000)
* for 60 beded hospital in standalone Postgraduate institutions				

CHAPTER- X

Minimum essential standards for Postgraduate Doctoral Degree (Ph.D.) Doctorate of Philosphy

47. General consideration.- (1) Ph.D. programme shall be for a minimum duration of three years and a maximum of six years. Extension beyond the above limits will be governed by the relevant clauses as stipulated in the Statute or Ordinance of the degree awarding Institutions or Universities, but shall not be more than two years.

(2) Women candidates and Persons with Disabilities (more than 40% disability) may be allowed a relaxation of two more years for a Ph.D. in the maximum duration. In addition, women candidates may be provided Maternity Leave or Child Care Leave for up to 240 days once in the entire duration of Ph.D.

(3) The Ph.D. programme shall be a full-time research programme.

(4) Ph.D. programme shall not be recognised in case if
(a) The Ph.D scholar and the Ph.D supervisor are at different places during the research period;
(b) the working place of Ph.D scholar and the research place registered for Ph.D are different.

(5) Those who have registered for Ph.D. programme before notification of these regulations shall continue with the

provisions prevailed at the time of their registration.

(6) Admission to Ph.D. shall be through the entrance examination conducted by the university.

(7) The research place for Ph.D. programme shall be an Ayurveda institute having independent Postgraduate department or a research laboratory or national institutes or Institutes of national Importance or research centres of Central Council for Research in Ayurvedic Sciences. An undergraduate teaching institute shall not be considered as a research place for Ph.D programme

(8) For inter-disciplinary, trans-disciplinary and multi-disciplinary research, a Postgraduate institute of the concerned subject recognised by the concerned university or an Institute of National Importance or any centreof excellence established by a state or central government or a research institute run by the state or central government or research institutes of autonomous organisations established by state or central governments and the like shall be considered as a research place.

(9) Ph.D awarded for research work carried out either in the concerned subject or in discipline or intra- disciplinary or inter-disciplinary or trans-disciplinary or multi-disciplinary research areas shall be considered equal.

CHAPTER-XI

Minimum essential Standards and Minimum Standards of Education for Institution or Department offering Super Speciality Programme - (DM Ayurveda)

48. General considerations.— Super speciality Programme (DM Ayurveda) are intended to produce super specialists with deep understanding in Ayuveda classics with updated knowledge in contemporary sciences in relevant speciality area, who can conduct relevant diagnostic tests and interpret the results of diagnostic tests; diagnose precisely, able to analyse amshamasa kalpana; administer medical as well as procedural management; able to plan, suggest and administer preventive, promotive, palliative, rehabilitative care related to speciality, but on the lines of holistic health care; able to identify, assess and manage complications (related to speciality); able to communicate effectively with the patients; able to lead the medical teams in conducting diagnostic tests or procedures; administering therapeutic or surgical or para-surgical procedures and able to conduct public awarenessactivities.

(1) Structure of the DM programme:- (a) The DM programme shall be of three years duration;

(b) the DM programme shall be based on super speciality training for diagnosis and treatment;

(c) the DM programme shall include dissertation and case studies as mentioned in these regulations in addition to the training;

(d) the pattern of the training, thesis work, and case studies shall be such that the candidate shall develop all competencies required to practice as a super specialist of Ayurveda in a concerened subjects or speciality or diagnosis and treatment.

(2) Super Speciality programme (DM Ayurveda) shall be conducted in exclusive department as shown in Table -15. Various DM programmes and the respectivedepartments shall be as shown in Table-15.

Table-15
Nomenclature of DM Course

Serial Number	Name of the Programme	Department	Nomenclature of the Specialist
(1)	(2)	(3)	(4)
1.	DM Manasaroga (Ayurveda Psychiatry)	Manasaroga evum Manovijnana	Manasaroga Visheshajna (Ayurveda Psychiatrist)
2.	DM Vajikarana (Reproductive Medicine and Epigenetics in Ayurveda)	Vajikarana	Vajikarana Visheshajna (Reproductive Medicine Specialist and Epigenecist in Ayurveda)
3.	DM Asthi and Sandhi (Orthopedics and Arthrology in Ayurveda)	Asthi and Sandhi	Asthi and Sandhi Roga Visheshajna (Orthopedist and Arthrologist in Ayurveda)
4.	DM Arbuda Vijnana (Ayurveda Oncology)	Arbuda Vijnana	Arbuda Visheshajna (Ayurveda Oncologist)

5.	DM Jara Chikitsa (Ayurveda Gerontology)	Rasayana	Jara Chikitsa Visheshajna (Ayurveda Gerontologist)
6.	DM Yakrit Vikara (Ayurveda Hepatology)	Yakrit	Yakrit Roga Visheshajna (Ayurveda Hepatologist)

(3) Eligibility Criteria for Admission in to Super Specialty Programmes: Postgraduate Degree holders of Ayurveda as detailed in Table-16 for respective super speciality programme shall be eligible for admission in. to DM Ayurveda programme.

Table-16

Eligibility Criteria for Admission in to Super Specialty Programmes (DM Ayurveda)

Serial Number	Name of the Super Specialty	Prior Requirement for Admission
(1)	(2)	(3)
1.	DM Manasaroga (Ayurveda Psychiatry)	MD Manasaroga evum Manovijnana MD Kayachikitsa MD Swasthavritta & Yoga MD Kaumarabhritya
2.	DM Vajikarana (Reproductive Medicine and Epigenetics in Ayurveda)	MD Rasayana and Vajikarana MD Kayachikitsa MD Panchakarma MS Stree Roga - Prasuti Tantra
3.	DM Asthi and Sandhi (Orthopedics and Arthrology in Ayurveda)	MD Kayachikitsa MS Shalya Tantra MD Panchakarma
4.	DM Arbuda (Ayurveda Oncology)	MD Kayachikitsa MS Shalya Tantra MD Panchakarma MD Agada Tantra
5.	DM Jara Chikitsa (Ayurveda Gerontology)	MD Kayachikitsa MD Panchakarma MD Swasthavritta & Yoga
6.	DM Yakrit Vikara (Ayurveda Hepatology)	MD Kayachikitsa MD Panchakarma MD Kaumarabhritya MD Agada Tantra

49. Mode of admission in to super-specialty programmes.- (1) Admission into super speciality programme shall be on the basis of merit obtained in the entrance examination conducted by the Commission from time to time. The reservation policy in this shall be as specified in regulation 18 (4) of these regulations.

(2) The annual intake capacity for all super specialty programme (DM Ayurveda) shall be maximum of four seats subject to availability of student teacher ratio as provided in these regulations 52.

(3) Minimum requirements for starting of super specialty programmes:

a. fully established Postgraduate institute (either existing in undergraduate college or stand-alone Postgraduate college) under section 28 of the Act;
b. obtained permission to admit the students consecutively for the last five preceding academic sessions;
c. rated 'A' grade by MARBISM consecutively for the last three preceding academic sessions.

(4) Department wise minimum requirements:

a. DM Manasaroga (Psychiatry in Ayurveda):-
   (i) the institutes having independent Manasaroga Out-patient department functioning for not less than two years shall be eligible to start Manasaroga super specialty programme;

(ii) it shall be under an exclusive department of Manasaroga evum Manovijnana. The minimum required teaching staff and other facilities shall be:

(A) Fulltime Regular Teachers: (I) One Professor and one Associate Professor shall be required for the super speciality programme in Manasaroga.

(II) for the post of Professor: DM Manasaroga with minimum 5 years of teaching experience in super speciality programme in Manasaroga or MD Manasaroga evam Manovijnana or MD Kayachikitsa or MD Panchakarma with minimum 10 years of Postgraduate teaching, out of which 5 years of teaching shall be in Manasaroga Postgraduation shall be required.

(III) for the post of Associate Professor: MD Manasaroga evam Manovijnana or MD Kayachikitsa or MD Panchakarma with minimum 5 years of Postgraduate teaching, out of which at least two years of teaching in Manasaroga Postgraduation or DM Manasroga shall be required.

(B) In case of non-availability of teachers with DM Manasaroga: out of two teachers one teacher shall beMD Manasaroga evam Manovijnana or MD Kayachikitsa and another from MD Panchakarma.

(C) Part-time Teachers:

(I)Clinical Psychologist with Postgraduation in clinical psychology;

(II) Psychiatrist with MD or DM in Psychiatry or Mental illness.

(D) Exclusive Manasa Out-patient department; De-addiction centre; In-patient department facility with ten beds; a minimum of two well equipped panchakarma therapy rooms; EEG; facility for daiva-vyapashraya chikitsa (spiritual therapy); facility for satwavajay chikitsa (yoga, meditation room and counselling facility) shallbe required.

(E) Other staff: Panchakarma therapists (two male and two female), EEG technician, yoga demonstrator, office assistant and MTS.

b. DM Vajikarana (Reproductive Medicine & Epigenetics in Ayurveda):-

(i)Institute with established Vajikarana Out-patient department for not less than two years shall be eligible to start Vajikarana super specialty programme. It shall be under an exclusive department of Vajikarana. The minimum required teaching staff and other facilities shall be:

(A) Fulltime Regular Teachers: - (I) One Professor and one Associate Professor shall be required for the super speciality programme in DM Vajikarana.

(II) For the post of Professor:- DM Vajikarana with minimum 5 years of teaching experience in super speciality programme in Vajikarana or MD Rasayana & Vajikarana with minimum10 years of teaching experience or MD Kayachikitsa or MD Panchakarma with minimum 10 years of Postgraduate teaching, out of which 5 yrs of teaching shall be in Rasayana & Vajikarana Postgraduation or MS Stree Roga - Prasuti Tantra with 10 years of Postgraduate teaching shall be required.

(III) For the Post of Associate Professor:- MD Rasayana & Vajikarana with minimum 5 years of teaching experience or MD Kayachikitsa or MD Panchakarma with minimum 5 years of Postgraduate teaching, out of which at least 2 yrs of teaching shall be in Rasayana & Vajikarana Postgraduation or MS Stree Roga - PrasutiTantra with 5 years of Postgraduate teaching or DM Vajikarana shall be required.

(B) In case of non-availability of teachers with DM Vajikarana: out of two teachers one shall be MD Rasayana & Vajikarana or MD Kayachikitsa or MD Panchakarma and one shall be MS Stree Roga - PrasutiTantra.

(C) Part-time Teachers:-

(I) Gynaecologist & Obstetrician;

(II) Specialist in Reproductive Medicine or Urologist;

(III) Specialist in Medical Genetics.

(D) separate OPD one each for male partner evaluation and one for female partner evaluation; retopariksha laboratory with CASA (computer aided semen analysis); trinocular microscope with videography equipment and display unit, facility to carryout sperm function tests, cervical mucus examination, post coital test, a minimum oftwo well equipped panchakarma rooms for panchkarma; procedural room for uttaravasti, intrauterine insemination and the like procedures; IPD facility with 10 beds; penile doppler for varicocele diagnosis shall be required;

(E) other staff: Panchakarma therapists (two male and two female), lab technician, nursing staff in procedural room, office assistant and MTS.

c. DM Asthi and Sandhi (Orthopedics and Arthrology in Ayurveda):-(i) Institute with established Asthi & Sandhi OPD for not less than two years shall be eligible to start super specialty programmein Asthi and sandhi. It shall be under an exclusive department of Asthi and sandhi. The minimum required teaching staff and other facilities shall be:

(ii) Fulltime Regular Teachers:- (I) One Professor and one Associate Professor shall be required for thesuper speciality programme DM Asthi & Sandhi.

(II) For the post of Professor: DM Asthi & Sandhi with minimum 5 years of teaching experience in super speciality programmein Asthi & Sandhi or MD Kayachikitsa or MD Panchakarma or MS Shalya Tantra with minimum 10 years of Postgraduate teaching shall be required.

(III) For the Post of Associate Professor: MD Kayachikitsa or MD Panchakarma or MS Shalya Tantra with minimum 5 years of Postgraduate teaching or DM Asthi & Sandhi shall be required.

(iii) In case of non-availability of teachers with DM asthi & Sandhi: out of two teachers one shall be MD Kayachikitsa or MD Panchakarma and another shall be MS Shalya Tantra.

(iv) Part-time Teachers:-
(I) One Orthopaedist;
(II) One physiotherapist with MPT qualification.

(v) Separate OPD for asthi & Sandhi; a minimum of two well equipped panchakarma rooms; anushastra karma facility; IPD facility with 10 beds;

(vi) Other staff: Panchakarma therapists (two male and two female), nursing staff in procedural room, office assistant and MTS.

d. DM Arbuda (Ayurveda Oncology):- Institute with established Arbuda OPD for not less than two yearsshall be eligible to start super specialty programme in DM Arbuda. It shall be under an exclusive department of Arbuda. The minimum required teaching staff and other facilities shall be:

(ii) Fulltime Regular Teachers:- (I) One Professor and one Associate Professor shall be required;

(II) For the post of Professor:- DM Arbuda with minimum 5 years of teaching experience in super speciality programme in Arbuda or MD Kayachikitsa or MD Panchakarma or MS Shalya Tantra with minimum 10 years of Postgraduate teaching shall be required;

(III) For the Post of Associate Professor:- MD Kayachikitsa or MD Panchakarma or MS Shalya Tantra withminimum 5 years of Postgraduate teaching or DM Arbuda shall be required.

(iii) In case of non-availability of teachers with DM Arbuda: out of two teachers one shall be MD Kayachikitsa or MD Panchakarma and another shall be MS shalya Tantra.

(iv) Part-time Teachers:-
(I) Agada Tantra Specialist with MD Agada Tantra;
(II) One Medical Oncologist.

(v) Separate OPD for Arbuda; a minimum of two well equipped panchakarma rooms; anushastra karma facility; IPD facility with 10 beds;

(vi) Other staff: Panchakarma therapists (two male or two female), nursing staff in procedural room, office assistant and MTS.

e. DM Jara Chikitsa (Ayurveda Gerontology):- Institute with established Jara Chikitsa OPD for not less than two years shall be eligible to start super specialty programme in DM Jara Chikitsa. It shall be under an exclusive department of Rasayana. The minimum required teaching staff and other facilities shall be:

(ii) Fulltime Regular Teachers: (I) One Professor and one Associate Professor shall be required for the super speciality programme DM Jara Chikitsa;

(II) For the post of Professor:- DM Jara Chikitsa with minimum 5 years of teaching experience in super speciality programme in Jara Chikitsa or MD Rasayan and Vajiakarana or MD Kayachikitsa or MD Panchakarma with minimum 10 years of Postgraduate teaching shall be required;

(iii) For the Post of Associate Professor :- MD Rasayana and Vajiakarana or MD Kayachikitsa or MD Panchakarma with minimum 5 years of Postgraduate teaching or DM Jara Chikitsa shall be required.

(iv) In case of non-availability of teachers with DM Jara Chikitsa: out of two teachers one shall be MD Rasayana and Vajiakarana or MD Kayachikitsa and another shall be MD Panchakarma.

(v) Part-time Teachers:-
(I) Physiotheripst;
(II) Yoga Demonstrator;

(vi) Separate OPD for Jara Chikitsa; a minimum of two well equipped panchakarma rooms; yoga and physiotherapy facility; IPD facility with 10 beds;

(vii) Other staff: Panchakarma therapists (two male and two female), nursing staff in procedural room, office assistant and MTS.

f. DM Yakrit Vikara (Hepatology in Ayurveda):-Institute with established Yakrit Vikara OPD for not less than two years shall be eligible to start super specialty programme in DM Yakrit Vikara. It shall be under an exclusive department of Yakrit. The minimum required teaching staff and other facilities shall be:

(i) Fulltime Regular Teachers:- (I) One Professor and one Associate Professor shall be required for the super speciality programme DM Yakrit Vikara.

(II) For the post Professor:- DM Yakrit Vikara with minimum 5 years of teaching experience in super speciality programme in Yakrit Vikara or MD Kayachikitsa or MD Panchakarma with minimum 10 years ofPostgraduate teaching shall be required.

(III) For the Post of Associate Professor:- MD Kayachikitsa or MD Panchakarma with minimum 5 years of Postgraduate teaching or DM Yakrit Vikara shall be required.

(ii) In case of non-availability of teachers with DM Yakrit Vikara: out of two teachers one shall be MD Kayachikitsa and another shall be MD Panchakarma.

(iii) Part-time Teachers:-

(I) MS Shalya Tantra;

(II) One Hepatologist or Gastro-enterologist or Internal Medicine specialist.

(iv) Separate OPD for Yakrit Vikara; a minimum of two well equipped panchakarma rooms; anushastra karma facility; IPD facility with 10 beds;

(v) Other staff: Panchakarma therapists (two male and two female), nursing staff in procedural room, office assistant and MTS.

50. Dissertation activity.— (1) All the scholars of super speciality programme (DM Ayurveda) shall have to conduct clinical research and submit a dissertation.

(2) The synopsis for the dissertation shall be submitted during first three months of the programme and the final dissertation shall be submitted between 25th and 30th month of the programme.

(3) The dissertation shall be evaluated by three examiners.

(4) There shall be open defence for dissertation.

(5) Submission of dissertation shall be the pre-requisite for appearing in university examination.

(6) Acceptance of dissertation shall be the pre-requisite for announcing the results of university examinations.

(7) The dissertation shall have "super speciality" component.

51. Case studies.— (1) Apart from dissertation, each scholar of super speciality shall submit a minimum of thirty case studies pertaining to the speciality.

(2) Each case shall be studied in detail for history, examination, interpretation of clinical findings and investigations, construct the pathophysiology or panchalakshana nidana of that particular patient with the help of classical knowledge, analyse amshaamsha kalpana and discuss the treatment administered in the context of pathophysiology and clinical outcome.

52. Student Guide Ratio for super speciality programme shall be 2:1 for Professor (two students for Professor) and 1:1 for Associate Professor or reader.

53. Examination.— at the end of third year during 36th month of the programme there shall be university examination. Number of papers and marks shall be as detailed in Table-17.

Table -17

S.No	Examination	Number of papers	Marks	Passing criteria
(1)	(2)	(3)	(4)	(5)
	Theory	4	400 (4*100)	Aggregate of 200 with paper minimum 40%
	Practical/ Clinical	-	300	
	Viva	-	100	Aggregate of 200

54. Pass criteria.- Obtaining 50% and above marks independently in theory and practical (clinical and viva-voce) examination shall be criteria to declare pass. 65% and above shall be declared as first class and 75% and above shall be declared as distinction.

55. Examiners.- Professors of concerned super speciality programme shall be the eligible examiners. Thereshall be two examiners (one internal and one external). There shall be double valuation for theory examination and there shall not be revaluation.

56. Log book.- every student of super speciality shall maintain a logbook of all activities related to the concerned super speciality, attended or participated or organised by the scholar.

57. Starting of Super-speciality (DM Ayurveda) Programmes.- (1) Starting of super speciality programme shall be as per section 29 of the Act.

(2) Super speciality programme may be started in an undergraduate college having postgraduation or stand- alone Postgraduate college.

(3) Super speciality programme shall be permitted in the colleges rated 'A' grade consecutively for at least three years including the year of application.

(4) Concerned speciality OPD (as provided in these regulations for each super speciality programme) shall be functioning for not less than twenty-four months.

(5) Application for starting of super speciality programme shall be in prescribed form, online or offline as provided by MARBISM from time to time.

(6) Application along with Annexures and requisite fee shall be submitted during the period as displayed by MARBISM in Commissions website.

(7) A separate application for each super speciality programme shall be submitted.

(8) The application fee (rupees two lakhs per application) and processing fee (rupees five lakhs per programme) shall be paid into the official bank account of the Commission through NEFT or RTGS payment mode.

(9) The scrutiny of applications, issue of LOI, LOP, LOR and appeal process shall be same as to that of starting of Postgraduate programme as detailed in Chapter-VIII

CHAPTER-XII

Discipline Maintaninence

58. General considerations.— (1) Compliance with the regulations, directions, instructions and adherence to the time-line issued by the MARBISM or National Commission for Indian System of Medicine shall be the responsibility of the institutions.

(2) Non-compliance action includes the follpwing, namely:—

(a) non-compliance with regulations, notifications, circulars, guidelines, and any other types of communication issued by Autonomous boards or National Commission for Indian system of Medicine fromtime to time;
(b) any activities of the institutions, that are not in accordance with the objectives of Postgraduate Ayurveda medical education and practices like exploitation of students on fees, mal practices of attendance etc;
(c) non-fulfilment of infrastructure, human resources, clinical material, practical material, research facilities and other institutional functionality etc that are not in accordance with these regulations;
(d) non-cooperation or any sort of disturbance to inspection or visitation process for assessment and rating or any other activities of the MARBISM or the National Commission for Indian System of Medicine;
(e) providing falsified information or fabricated data or information or evidence to Autonomous boards or to the National Commission for Indian System of Medicine;
(f) any attempt to influence, pressurise, bribe or threaten assessors or officials of the National Commission for Indian System of Medicine or officials designated by the National Commission for IndianSystem of Medicine.

(3) For any of the non-compliance as provided in sub-regulation (2) or intentional attempt of non-complianceact or ommission by the medical institution, the MARBISM shall either penalise the medical institution or take such

measures as provided in the clause (f) of sub-section (1) of section 28 of the Act or conduct further enquiry into such incidence, namely:—

(a) impose monetary penalty not exceeding rupees one crore per every non-compliance committed by the medical institution;
(b) issuance of warning;
(c) withholding processing of application for any new scheme for that academic year or for a such number of years as may be determined;
(d) reducing the number of seats to be admitted by the medical institution in the next academic year;
(e) stoppage of admission to one or more of the courses in the next or subsequent academic years;
(f) recommending the National Commission for Indian System of Medicine for the withdrawal of recognition;
(g) withholding and withdrawal of rating of the medical institutions for a period up to five academic years.

(4) If any attempt from the institution side to pressurise the MARBISM or the Commission through individuals or agency shall lead to immediate halt of the processing the application or request by the medical institution or withdrawal of permission, reduction in student intake capacity or monetary penalty.

(5) The MARBISM or the Commission may also initiate criminal proceedings for furnishing false information or fabrication of false documents as per the criminal law applicable from time to time.

(6) Where the Commission finds that a Postgraduate Student, who is required to undertake three years of study with physical presence in the concerned institution, is obtaining Postgraduation degree by fraud or misrepresentation or by physically absent without fulfilling the requisite attendance or by providing false information in this behalf either in collusion with respective institution or otherwise or without fulfilling the requirements as specified under these regulations or any such guidelines notified in this regard by the Commission from time to time, such Postgraduate Student shall be penalised with temporary suspension of his Postgraduationstudies and temporary suspension of State Registration or National registration for not less than one year and impose a minimum penalty of five lakh rupees; in the event of second conviction temporary suspension of his Postgraduation studies for not less than two years and temporary suspension of State Registration or National registration for not less than two year and impose a minimum penalty of ten lakh rupees, and in the event of thirdand subsequent conviction there shall be permanent cancellation of his or her admission from Postgraduation studies along with suspension of State or National registration for not less than five years shall imposed.

Appendix "A"

(See regulation 18)

SCHEDULE relating to "SPECIFIED DISABILITY" referred to in clause (zc) of section 2 of the Rights of Persons with Disabilities Act, 2016(49 of 2016), provides as under:-

1. Physical disability.—

(A) Loco motor disability a person's inability to execute distinctive activities Associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including—

(a) "leprosy cured person" means a person who has been cured of leprosy but is suffering from—

(i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
(ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
(iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly;

(b) "cerebral palsy" means a Group of non-progressive neurological condition affecting body movements and muscle

coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;

(c) "dwarfism" means a medical or genetic condition resulting in an adult height of 4feet 10 inches (147 centimeters) or less;

(d) "muscular dystrophy" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterized by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue; (e) "acid attack victims" means a person disfigured due to violentassaults by throwing of acid or similar corrosive substance.

(B) Visual impairment—2

(a) "blindness" means a condition where a person has any of the following conditions, after best correction—

(i) total absence of sight; or
(ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or
(iii) limitation of the field of vision subtending an angle of less than 10 degree.

(b) "low-vision" means a condition where a person has any of the following conditions, namely:—

(i) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200(Snellen) in the better eye with best possible corrections; or
(ii) limitation of the field of vision subtending an angle of less than 40 degree up to10 degree.

(C) Hearing impairment -
(a) "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears;
(b) "hard of hearing" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;

(D) "speech and language disability" means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

2. Intellectual disability, a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior which covers a range of every day, social and practical skills, including—
(a) "specific learning disabilities" means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematic calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia;
(b) "autism spectrum disorder" means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently Associated with unusual or stereotypical rituals or behaviours.

3. Mental behaviour,— "mental illness" means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognize reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterized by sub normality of intelligence.

4. Disability caused due to—

(a) chronic neurological conditions, such as—
(i) "multiple sclerosis" means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other;
(ii) "parkinson's disease" means a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people Associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.

(b) Blood disorder—
(i) "haemophilia" means an inheritable disease, usually affecting only male but transmitted by women to their male

children, characterised by loss or impairment of the normal clotting ability of blood so that a minor would may result in fatal bleeding;

(ii) "thalassemia" means a group of inherited disorders characterized by reduced or absent amounts of haemoglobin.

(iii) "sickle cell disease" means a hemolytic disorder characterized by chronic anemia, painful events, and various complications due to Associated tissue and organ damage; "hemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of hemoglobin.

5. Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

6. Any other category as may be notified by the Central Government from time to time.

Appendix "B"

(See regulation 18)

Guidelines regarding admission of students, with "Specified Disabilities" under the Rights of Persons with Disabilities Act, 2016 (49 of 2016), in MD Ayurveda or MS Ayurveda

1. The "Certificate of Disability" shall be issued in accordance with the Rights of Persons with Disabilities Rules, 2017, published in the Gazette of India, Extraordinary, Part II, Section 3, Sub-section (i), vide number G.S.R. 591 (E), dated the 15th June, 2017.

2. The extent of "specified disability" in a person shall be assessed in accordance with the "guidelines for the purpose of assessing the extent of specified disability in a person included under the Rights of Persons with Disabilities Act, 2016 (49 of 2016)", published in the Gazette of India, Extraordinary, Part II, Section 3, Sub-section (ii), vide number S.O. 76 (E), dated the 4th January, 2018.

3. The minimum degree of disability should be 40% (Benchmark Disability) in order to be eligible for availing reservation for persons with specified disability.

4. The term 'Persons with Disabilities' (PwD) is to be used instead of the term 'Physically Handicapped' (PH).

Table

Sl. No.	Disability category	Type of Disabilities	Specified Disability	Disability Range (5)		
				Eligible for MD Ayurveda or MS Ayurveda Course, Not Eligible for PwD Quota	Eligible for MD Ayurveda or MS Ayurveda Course, Eligible for PwD Quota	Not Eligible for MD Ayurveda or MS Ayurveda Course
(1)	(2)	(3)	(4)			
1.	Physical Disability	(A) Locomotor Disability, including Specified Disabilities (a to f).	(a) Leprosy cured person*	Less than 40% disability	40-80% disability Persons with more than 80% disability may also be allowed on case to case basis and their function a incompetency will be determined with the aid of assistive devices, if it is being used, to see if it is brought below 80% and whether they possess sufficient motor ability as	More than 80%
			(b) Cerebral Palsy**			
			(c) Dwarfism			
			(d) Muscular Dystrophy			
			(e) Acid attack Victims			
			(f) Others*** such as			

			Amputation, Poliomyelitis, etc.		required to pursue and complete the course satisfactorily.	
			* Attention should be paid to loss of sensations in fingers and hands, amputation, as well as involvement of eyes and corresponding recommendations be looked at. ** Attention should be paid to impairment of vision, hearing, cognitive function etc. and corresponding recommendations be looked at. *** Both hands intact, with intact sensations, sufficient strength and range of motion are essential to be considered eligible for MD Ayurveda or MS Ayurveda course			
		(B) Visual Impairment (*)	(a) Blindness (b) Low vision	Less than 40% disability (i.e. Category '0 (10%)', 'I (20%)' & 'II (30%')	-	Equal to or More than 40% Disability (i.e. Category III and above)
		(C) Hearing impairment@	(a) Deaf (b) Hard of Hearing	Less than40% Disability	-	Equal to or more than 40%Disability
			(*) Persons with Visual impairment / visual disability of more than 40% may be made eligible to pursue Post-graduate Programme, MD Ayurveda or MS Ayurveda. Education and may be given reservation, subject to the condition that the visual disability is brought to a level of less than the benchmark of 40% with advanced low vision aids such as telescopes / magnifier etc. @ Persons with hearing disability of more than 40% may be made eligible to pursue Post-graduate Programme, MD Ayurveda or MS Ayurveda. Education and may be given reservation, subject to the condition that the hearing disability is brought to a level of less than the benchmark of 40% with the aid of assistive devices. In addition to this, the individual should have a speech discrimination score of more than 60%.			
		(D) Speech & language disability$	Organic/ neurological causes	Less than 40% Disability	-	Equal to or more than 40% Disability
			$ It is proposed that for admission to MD Ayurveda or MS Ayurveda programme the Speech Intelligibility Affected (SIA) score shall not exceed 3 (Which will correspond to less than 40%) to be eligible to pursue the MD Ayurveda or MS Ayurveda programme.The individuals beyond this score will not be eligible for admission to the MD Ayurveda or MS Ayurveda programme. Persons with an Aphasia Quotient (AQ) upto 40% may be eligible to pursue MD Ayurveda or MS Ayurveda programme but beyond that they will neither be eligible to pursue the MD Ayurveda or MS Ayurveda programme nor will they have any reservation.			
2.	Intellectual disability		(a) Specific learning disabilities (Perceptual	# currently there is no Quantification scale available to assess the severity of SpLD, therefore the cut-off of 40% is arbitrary and more evidence is needed.		
			disabilities, Dyslexia, Dyscalculia, Dyspraxia & Developmental aphasia)#	Less than 40% Disability	Equal to or more than 40% disability But selection will be based on the learning competency evaluated with the help of the remediation/ assisted technology/ aids/ infrastructural changes by the Expert Panel	More than 80% or severe nature or significant cognitive/ intellectual disability

			(b) Autism spectrum disorders	Absence or Mild Disability, Asperger syndrome (disability of 40-60% as per ISAA) where the individual is deemed fit for MD Ayurveda or MS Ayurveda programme by an expertpanel	Currently not recommended due to lack of objective method to establish presence and extent of mental illness. However, the benefit of reservation / quota may be considered in future after developing better methods of disability assessment.	Equal to or more than 60% disability or presence of cognitive/intellectual disability and/or if the person is deemed unfit for pursuing MD Ayurveda or MS Ayurveda programme by an expertpanel
3.	Mental behaviour		Mental illness	Absence or mild Disability: less than 40% (under IDEAS)	Currently not recommended due to lack of objective method to establish presence and extent of mental illness. However, the benefit of reservation/ quota may be considered in future after developing better methods of disability assessment.	Equal to or more than 40% disability or if the person is deemed unfitto perform his/her duties. Standards may be drafted for the definition of "fitness to practice medicine", as are used by several institutions of countries other thanIndia.
4.	Disability caused due to	(a) Chronic Neurological Conditions	(i) Multiple Sclerosis	Less than 40% Disability	40-80% disability	More than 80%
			(ii) Parkinsonism			
		(b) Blood Disorders	(i) Haemophilia	Less than 40% Disability	40-80% disability	More than 80%
			(ii) Thalassemia			
			(iii) Sickle cell disease			
5.	Multiple disabilities including deaf blindness		More than one of the above specified disabilities	Must consider all above while deciding in individual cases recommendations with respect to presence any of the above, namely, Visual, Hearing, Speech & Language disability, Intellectual Disability, and Mental Illness as a component of Multiple Disability. Combining Formula as notified by the related Gazette Notification issued by the Govt. of India $\frac{a + b(90-a)}{90}$ (where a=higher value of disability % and b=lower value of disability % as calculated for different disabilities) Is recommended for computing the disability arising when more than one disabling condition is present in a given individual. This formula may be used in cases with multiple disabilities, and recommendations regarding admission and/or reservation made as per the specific disabilities present in a given individual.		
Note: For selection under PwD category, candidates will be required to produce Disability Certificate before their scheduled date of counselling from one of the disability assessment boards as designated by concerned Authority of Government of India						

Schedule –I

Additional Constructed Area (minimum) required for Postgraduate Departments in undergraduate college

Serial	Departments and unit	Minimum RequiredArea (sq.mt.)
(1)	(2)	(3)
1.	Samhita Siddhanta and Sanskrit including Language lab	50
2.	Rachana Sharir Department	50
3.	Kriya Sharir Department	50
4.	Dravyaguna Department	50
5.	Rasashastra and Bhaishajya Kalpana Department	50
6.	Roganidana - Vikritivijnana Department including Immunology laboratory, histopathology laboratory	100
7.	Agada Tantra Department along with Poison testing Facility	50
8.	Swasthavritta and Yoga Department	25
	Nutrition Laboratory	
9.	Kayachikitsa Department	25
10.	Panchakarma Department	25
11.	Shalya Tantra Department	25
12.	Shalakya Tantra-Netra Department	25
13.	Shalakya Tantra-Karna Nasa Mukha Department	25
14.	Stree Roga - Prasuti Tantra Department	25
15.	Kaumarabhritya Department	25
Exclusive departments or units to be established for postgraduation		
16.	Department of Integrative Health and Translational Research	50
	(a) Central Research Laboratory	150
	(b) Quality testing laboratory	100
	(c) Animal house and animal experimentation laboratory	250
	(d) Clinical research cell (shall be located in hospital)	50
17.	Ayurveda-Biology Department including Molecular biology laboratory	150
18.	Manasaroga evam Manovignana	50
19.	Rasayana and Vajikarana	50
Note- Working tables of all the laboratories should be of hard stone or stainless steel and there should be arrangement of proper shelves and running water taps in wash basins.		

Schedule -II

Minimum constructed area required for Postgraduate departments and other Associated units in Standalone Postgraduate institution

Serial number	Departments or unit	Minimum Constructed Area in Sq. Mt
(1)	(2)	(3)
1.	Integrative Health and Transitional Research	50
	(a) Central Research Laboratory	150
	(b) Quality testing laboratory	100
	(c) Animal house and animal experimentation laboratory	250
	(d) Clinical research cell (shall be located in hospital)	50
2.	Ayurveda Samhita evum Siddhanta including Language laboratory	75
3.	Ayurveda-Biology including Molecular biology laboratory	150
4.	Rachana Sharira including dissection hall	150
5.	Kriya Sharira including physiology laboratory	150

– 1200

6.	Dravyaguna Vijnana including Pharmacognosy laboratory and Phytochemistry laboratory	150
7.	Rasashastra and Bhaishajya Kalpana including Teaching Pharmacy	250
8.	Roganidana – Vikritivijnana	50
9.	Agad Tantra and Vidhi Vaidyaka	100
10.	Swasthavritta and Yoga including nutrition laboratory	150
11.	Kaumarabhritya	50
12.	Kayachikitsa	50
13.	Panchakarma	50
14.	Manasaroga evam Manovignana	50
15.	Rasayana and Vajikarana	50
16.	Stree Roga - Prasuti Tantra	50
17.	Shalya Tantra	50
18.	Shalakya – Netra Roga Chikitsa	50
19.	Shalakya – Karna, Naasa and Mukha Roga Chikitsa	50
Note: The list of instruments, equipment, chemical, reagents etc. in the laboratories and museums of the concerned department shall be as per the concerned schedules specified in MES-UG.		

Schedule –III

Minimum required facilities for Central Research Laboratory

	Phytochemical test facility
1.	**Qualitative**
	1.Organic tests
	2.Inorganic tests
	3.Fluorescence analysis of powders
	4.Chromatography
	i. TLC (Thin Layer Chromatography)
	ii. NPST (Namboori Phased Spot Test)
	iii. Column Chromatography
2.	**Pharmacognostic**
	(a) Authentication
	(b) Macroscopic
	(c) Section microscopy
	(d) Powder microscopy
	(e) Microtome section
	(f) Multiple staining and permanent slide preparation
	(g) Digital microscopy
	(h) Quantitative microscopy (Stomata number, Stomatal Index, Palisade number, Vein islet number)
3.	**Microbiological**
	(a) Microbial limits
	i. Total bacterial count
	ii. Total Fungal count
	iii. Tests for specific pathogens
	(b)Antimicrobial study (Cup Plate method, MIC and MBC)
	i. Antibacterial
	ii. Antifungal
	(c) Microbial culture
	i. Water
	ii. Clinical Swab

4.	**Invitro Studies:**
	(a) Antioxidant
	(b) Immunomodulatory
	(c) Antimicrobial
	Quantitative
1.	Flame photometry – Calcium, Sodium, Potassium,
2.	UV – Spectrophotometry
	(a) Phenols, Flavonoids, Carbohydrate, Proteins, Sugar, Iron etc

Schedule –IV

Minimum requirements for Quality Testing Laboratory

Serial number	Particulars
(1)	(2)
1.	Florescence inverted Microscope with software
2.	UV-VIS Spectrophotometer
3.	Micro Controller Based Flame Photometer
4.	Rota Evaporator
5.	Stability Chamber
6.	Freeze dryer
7.	Trinocular Microscope with software, camera and projection facility
8.	Polarimeter
9.	Muffle furnace
10.	Orbital Shaking Incubator
11.	Co 2 Incubator
12.	Tablet Disintegration Apparatus
13.	Optic Abbe Refractometer
14.	Friability Test Apparatus
15.	Digital Melting Point Apparatus
16.	Laminar Air Flow
17.	Water still
18.	Rotary Microtome and Microtome Object Holder
19.	Digital pH Meter
20.	Moisture analyzer Balance
21.	Orbital Shaker
22.	Mechanical Stirrer with Hot Plate
23.	Magnetic Stirrer
24.	Dissolution Test Apparatus
25.	Hardness tester
26.	Mohs hardness scale
27.	Tablet counter–small size
28.	Dissolution Test Apparatus
29.	Bulk Density Apparatus
30.	Ostwald's Viscometer
31.	Analytical Balance Digital High precision (0.0001g – 220g)
32.	Incubator
33.	Clarity test apparatus
34.	Humidity Control Oven
35.	Karlfischer Apparatus
36.	Sieve Shaker
37.	Granulating sieve set
38.	Thermometers
39.	Centrifuge

40.	Filtration equipment
41.	Water bath 12 holes
42.	Suction Pump
43.	Sonicator
44.	Heating Mantle different capacity
45.	,Distillation Apparatus Glass (Ark Yantra)
46.	Soxhlet apparatus
47.	Rheometer
48.	Nephelo Turbidity meter
49.	Potentiometer
50.	Conductivity meter
51.	Clevenger's apparatus
52.	Glass ware, reagents and chemicals as required
Note :- In case of Postgraduate departments in existing undergraduate college, the instruments or equipment or facilities other than specified in MES-UG shall be made available.	

Schedule –V

Minimum requirements for animal house and animal experimentation laboratory

Serial Number	Facility and equipment
(1)	(2)
1.	Safety and Toxicity studies facility
2.	Behavioral and Neuro pharmacological studies facility
3.	Anti-convulsive studies facility
4.	Anti-inflammatory and Analgesic studies facility
5.	Anti-asthmatic, Anti-allergic and Anti-histamine studies facility
6.	Immuno-modulatory study facility
7.	Wound healing studies facility
8.	Antidiabetes studies facility
9.	Antiobesity studies facility
10.	Antipyretic studies facility
11.	Assay with Organ/Tissue bath
12.	Organ Protective studies (Cardioprotective, Hepatoprotective, Nephroprotective etc.) facility
13.	Digital Elecrtro convunsimeter
14.	Metobolic cages (as required)
15.	Histamine Chamber
16.	Digital rotarod with software
17.	Digital Actimeter with software (Activity cage)
18.	Plethysmograph

Schedule -VI

Minimum essential requirement of Yogya-clinical skill laboratory for Postgraduate departments

Serial number	Name of the mannequin or simulator
(1)	(2)
1.	Computer, internet with printer
	A. Common to all departments
2.	Chest auscultation trainer
3.	Nursing trainer for decubitus
4.	CPR Trainer

5.	Blood sampling
6.	Ryle's tube insertion trainer
7.	Blood transfusion trainer
8.	Oxygen therapy
9.	Urinary catheterization – male
10.	Urinary catheterization – female
	B. Roga Nidana
11.	Chest auscultation trainer
12.	Nursing trainer for decubitus
13.	Spirometry
14.	Blood sampling
15.	Lumber Puncture Trainer
	C. Agadatantra
16.	Documentation and certification of trauma
17.	Diagnosis and certification of death
18.	Legal documentation related to emergency cases
19.	Certification of medico legal cases (for example- age estimation, sexual assault)
20.	Establishing communication in medico legal cases with police, public health authorities, other concerned departments
21.	Autopsy simulator or Digital Autopsy
	D. Kayachikitsa
22.	Injections (intra-muscular, intra-venous, intra-dermal, subcutaneous)
23.	Aerosol therapy or nebulization
24.	Lumber Puncture Trainer
25.	Paracentesis trainer
26.	Plural tapping trainer
27.	Setting up intra-venous infusion and calculation of drip rate – basic life support
	E. Shalya Tantra
28.	Paracentesis trainer
29.	Plural tapping trainer
30.	Early management of trauma and trauma life support
31.	Endotracheal intubation trainer
32.	Cautery – chemical and thermal or electrical
33.	Basic incision and suture trainer
34.	Basic wound care
35.	Basic bandaging including compression bandage
36.	Incision and drainage trainer
37.	Basic fracture and dislocation management trainer
38.	Examination of breast lump
39.	Examination of swelling
40.	Prostate examination trainer
	F. Stree Roga - Prasuti Tantra
41.	Per speculum and per vaginal examination trainer
42.	Birthing simulator
43.	Breast examination trainer
44.	Intra uterine contraceptive device insertion and removal trainer
45.	Episiotomy trainer
46.	Intra uterine insemination trainer (same to be used for intra uterine uttaravasti)
47.	Lumber Puncture Trainer
48.	Endotracheal intubation trainer
49.	Obstetric examination trainer
50.	Visual inspection of cervix

G. Shalakya Tantra-Netra Roga	
51.	Refraction trainer
52.	Visual acuity testing
53.	Digital tonometry
54.	Epilation
55.	Eye irrigation
56.	Instillation of eye medication
57.	Ocular bandaging
58.	Mannequin head (3D model) for training tarpana
H. Shalakya Tantra- Karna Nasa Mukha Roga	
59.	Otoscopy
60.	Mannequin head (3D model) for training Karnapurana
I. Kaumarabhritya	
61.	Neonatal resuscitation
62.	Childs CPR and air way management
63.	Infant auscultation trainer
64.	Setting up paediatric intra-venous infusion and calculating drip rate
65.	Lumber Puncture Trainer
66.	Psychological test batteries for assessing IQ, Autism, ADHD, Concentration, depression, anxiety, Mental retardation.
67.	Full body (Pediatric) mannequin and 3D head mannequin for practicing/performing Panchakarmas like nasya, pichu, abhyanga, basti, veshthana, lepa
J. Panchakarma	
68.	Full body mannequin (for demonstration of abhyanga, udvartana, utsadana, lepa, patrapottalisweda, sthanikavasti)
69.	Enema trainer for vasti administration
70.	Catheterization (male and female) for uttaravasti
K. Manasroga	
71.	Psychometric scales and tools
L. Rasayan and Vajikaran	
72.	Catheterization (male and female) for uttaravasti
Note:- In case of Postgraduate departments in existing undergraduate college the mannequins and simulators other than specified in MES-UG shall be made available in respective Postgraduatedepartments.	

Schedule-VII

Minimum essential requirements for molecular biology laboratory

Serial Number	Equipment, Instruments, Chemicals and Reagents
(1)	(2)
I. Equipment and Instruments	
1.	Micropipettes (Different capacities)
2.	Realtime PCR machine
3.	UV Spectrophotometer
4.	High speed centrifuge (high volume)
5.	High speed centrifuge (small volume)
6.	UV transilluminator
7.	Horizontal gel electrophoresis system (Power supply for gel)
8.	Water bath with temperature controller
9.	37-degree incubator
10	Trinocular Microscope
11.	Water purifier (Millipore water system)

12.	Laboratory Hood/ culture Hood
13.	Weigh balance
14.	Vortex mixture
15.	Thermomixer
16.	Refrigerator
17.	Vaccum concentrator
18.	Nutator, Rocking platforms, Orbital shaker
19.	Imaging systems (Chemiluminescence, fluorescence, phosphoimages)
20.	Autoclave
21.	Sterile room with laminar
22.	- 20 degree Celsius freezer
II. Consumables: - Glassware, Chemicals, reagents, kits and other accessories as required	
Note: The items specified in this schedule are minimum essential requirements. However, the department shall maintain all requirements as per the need of the syllabus, teaching, training, andresearch.	

Schedule –VIII

Minimum Essential requirement of Teaching Staff for Postgraduate departments in undergraduate college

Serial Number	Postgraduate Department	Professor	Associate Professor	Assistant Professor	Professor of practice or Part time teachers
(1)	(2)	(3)	(4)	(5)	(6)
1.	Samhita and Siddhanta	One	One	One	-
2.	Rachana Sharira	One	One	One	-
3.	Kriya Sharira	One	One	One	-
4.	Ayurveda-Biology	One	One	One	One (M.Sc. Bioinformatics)
5.	Dravyaguna Vijnana	One	One	One	-
6.	Rasashastra and Bhaishajya Kalpana	One	One	One	One each (M.Pharma-Pharmaceutics, M.Sc-Chemistry)
7.	Roganidana – Vikritivijnana	One	One	One	One each (MD-Pathology, MD-Radiodiagnosis)
8.	Agada Tantra	One	One	One	-
9.	Swasthavritta and Yoga	One	One	One	One each (MPH and M.Sc Dietitics)
10.	Kaumarabhritya	One	One	One	One (M.Sc Clinical Psychology)
11.	Kayachikitsa	One	One	One	One (MD-General Medicine)
12.	Panchakarma and Upakarma	One	One	One	One (MPT-Physiotherapy)
13.	Stree Roga - Prasuti Tantra	One	One	One	One (MS-Gynaecology and

					Obstetrics)
14.	Shalya Tantra	One	One	One	One each (MS-General Surgery, MD-Anasthesia)
15.	Shalakya-Netra Roga Chikitsa	One	One	One	One (MS-Opthalmology)
16.	Shalakya-Karna, Naasaa and Mukha Roga Chikitsa		One	One	One (MS-ENT)
17.	Manasaroga evam Manovijnana	One	One	One	One (MD-Psychiatry or M.Sc Clinical Psychology)
18.	Rasayana and Vajikarana	One	One	One	One (MS-Urology or MS-Gynaecology and obstetrics)
19.	Integrative Health and Translational Research	One	-	-	One each (M.Sc-Biochemistry, M.Sc-Microbiology, M.Pharma-Pharmacology, M.Sc-Biostatistics)

Note 1: Professor cum Head of the Department specified in column (3) may be common for both undergraduate and Postgraduate departments except sr. no. 4, 17,18 and 19 wherein exclusive Professor shall be available.

Note 2: Professor of practice means a person having a minimum of ten years of experience in the field other than teaching in Ayurveda medical colleges, like a person from an industry or research institute, a technical consultant, a renowned practitioner.

Note 3: Higher Faculty shall compensate lower faculty, but lower faculty shall not compensate higher faculty.

Schedule –IX

Minimum Essential requirement of Teaching Staff for departments in standalone Postgraduate institute

Serial Number	Postgraduate Department	Professor	Associate Professor	Assistant Professor	Professor of practice or Part time teachers
(1)	(2)	(3)	(4)	(5)	(6)
1.	Samhita and Siddhanta	One	One	One	One (MA- Sanskrit)
2.	Rachana Sharira	One	One	One	-
3.	Kriya Sharira	One	One	One	-
4.	Ayurveda-Biology	One	One	One	One (M.Sc. Bioinformatics)
5.	Dravyaguna Vijnana	One	One	One	-
6.	Rasashastra and Bhaishajya Kalpana	One	One	One	One each (M.Pharma-Pharmaceutics and M.Sc-Chemistry))
7.	Roga Nidana – Vikritivijnana	One	One	One	One each (MD-Pathology, MD-Radiodiagnosis)

8.	Agada Tantra	One	One	One	One (Medicolegal expert)
9.	Swasthavritta and Yoga	One	One	One	One each (MPH and M.Sc Dietitics)
10.	Kaumarabhritya	One	One	One	One (M.Sc Clinical Psychology)
11.	Kayachikitsa	One	One	One	One (MD-General Medicine)
12.	Panchakarma and Upakarma	One	One	One	One (MPT-Physiotherapy)
13.	Stree Roga - Prasuti Tantra	One	One	One	One (MS-Gynaecology and Obstetrics)
14.	Shalya Tantra	One	One	One	One each (MS-General Surgery, MD-Anasthesia)
15.	Shalakya-Netra Roga Chikitsa	One	One	One	One (MS-Opthalmology)
16.	Shalakya-Karna, Naasaa and Mukha Roga Chikitsa	One	One	One	One (MS-ENT)
17.	Manasaroga evam Manovijnana	One	One	One	One (MD-Psychiatry or M.Sc Clinical Psychology)
18.	Rasayana and Vajikarana	One	One	One	One (MS-Urology or MS-Gynaecology and obstetrics)
19.	Integrative Health and Translational Research	One	-	-	One each M.Sc-Biochemistry, M.Sc-Microbiology, M.Pharma- Pharmacology, M.Sc-Biostatistics)

Note 1: Professor of practice means a person having a minimum of ten years of experience in the field other than teaching in Ayurveda medical colleges, like a person from an industry or research institute, a technical consultant, a renowned practitioner.

Note 2: In-case the institute is not conducting the Postgraduate programmes in the department of Rachana Sharira, Dravyaguna and Rasa Shastra & Bhaishajya Kalpana the teacher on part-time basis shall be appointed

Note 3: Higher Faculty shall compensate lower faculty, but lower faculty shall not compensate higher faculty.

Schedule –X

Minimum Essential Requirements of Non-Teaching Staff for Postgraduate departments in undergraduate college

(In addition to the non-teaching staff in undergraduate departments as per student intake capacity specified in MES-UG)

Serial number	Department	Required Non-Teaching Staff	Required Numbers
(1)	(2)	(3)	(4)
1.	Ayurveda Samhita evum Siddhanta including Language laboratory	Multitasking Staff	1

2.	Ayurveda-Biology		
	(a) Department	Multitasking Staff	1
	(b) Molecular biology laboratory	Lab Technician (B.Sc. Biotechnology)	1
		Lab Attendant	1
3.	Rachana Sharira	Multitasking Staff	1
4.	Kriya Sharira	Multitasking Staff	1
5.	Dravyaguna Vijnana	Lab Technician (B.Sc. Botany)	1
		Lab Attendant	1
		Multitasking Staff	1
6.	Rasashastra and Bhaishajya Kalpana	Multitasking Staff	1
7.	Roganidana - Vikritivijnana including Immunology laboratory, histopathology laboratory	Lab Technician (DMLT)	1
		Multitasking Staff	1
8.	Agad Tantra ad Vidhi Vaidyaka	Multitasking Staff	1
9.	Swasthavritta and Yoga	Lab Technician (B.Sc. Home science)	1
		Multitasking staff	1
10.	Kaumarabhritya	Multitasking Staff	1
11.	Kayachikitsa	Multitasking Staff	1
12.	Panchakarma	Multitasking Staff	1
13.	Manasaroga evam Manovijnana	EEG Technician	1
		Multitasking Staff	1
14.	Rasayana and Vajikarana	Lab Technician	1
		Multitasking Staff	1
15.	Stree Roga – Prasuti Tantra	Multitasking Staff	1
16.	Shalya Tantra	Multitasking Staff	1
17.	Shalakya – Netra Roga Chikitsa	Optometrist	1
		Multitasking Staff	1
18.	Shalakya – Karna, Naasa and Mukha Roga Chikitsa	Technician (audiometry)	1
		Multitasking Staff	1
19.	Department of In Integrative Health and Translational Research		
	(a) Central Research Laboratory	In-Charge (Faculty member of any department well-versed with laboratory and analytical equipment)	1
		Lab Technician (B.Sc. Chemistry or B.Sc. Botany)	1
	(b) Animal house and experimentation Laboratory	In-Charge (Faculty member of department of Rasashastra and Bhaishajya Kalpana or Dravyaguna or Agadtantra)	1
		Lab Technician (B.Sc. Zoology)	1
		Clinical Research Coordinator (BAMS with	1

	(c) Clinical Research Cell	Post graduation degree or Diploma inClinical Research or MPH)	
		Clerk	1
		Multitasking Staff	1
Note: (1) Additional staff like sweeper, attendant, data entry operator, security guards, electrician, plumber, carpenter, driver, cook, multi-tasking staff, etc may be appointed by outsourcing based on the requirement.			

Schedule-XI

Minimum essential requirements of non-teaching staff for departments in standalone Postgraduate institute

Serial Number	Category of staff	Minimum requirement
(1)	(2)	(3)
A.	Information technology cell including digital library	
1.	Information Technology Officer (Bachelor of Technology or Bachelor of Engineering in Computer Science or Master of Computer Application)	1
2.	Information Technology Assistant (Bachelor of Science in Computer Application or Diploma in Computer Science)	1
3.	Multi-tasking staff	1
B.	Administrative section	
4.	Personal Assistant or Personal Secretary to Principal (graduation with secretarial training)	1
5.	Office Superintendent (graduation with five years of administrative experience)	1
6.	Clerical Staff (graduation with computer knowledge)	2
7.	Accountants (Bachelor of Commerce or Master of Commerce with computer knowledge)	1
8.	Multi-tasking staff	2
C.	Central library	
9.	Librarian (Master of Library and Information Science or Bachelor of Library and Information Science with five years of Library experience)	1
10.	Assistant Librarian (Bachelor of Library and Information Science)	1
11.	Library Attendant (minimum 10th standard pass)	1
12.	Multi-tasking staff	1
D.	Yogya – Clinical Skill or Simulation laboratory	
13.	In-charge (Bachelor of Ayurvedic Medicine and Surgery graduate with training or orientation on handling of mannequinsand simulators)	1
14.	Clerk (graduation with computer knowledge)	1
15.	Multi-tasking staff	1
E.	Human resource development cell	
16.	In-charge (Bachelor of Ayurvedic Medicine and Surgery withMaster of Business Administration in Human Resource Management)	1
17.	Clerk (graduation with computer knowledge)	1
18.	Multi-tasking staff	1

F.	Ayurveda Samhita Siddhant	
19.	Clerk (graduate with computer knowledge)	1
20.	Multi-tasking staff	1
G.	Rachana Sharira	
21.	Clerk (Graduate with computer knowledge)	1
22.	Cadaver lifter	1
23.	Attendant cum museum keeper	1
24.	Multi-tasking staff	1
H.	Kriya Sharira	
25.	Lab Technician (Diploma in Medical Laboratory Technology)	1
26.	Clerk (graduate with computer knowledge)	1
27.	Lab Attendant (minimum 10th Standard pass)	1
28.	Multi-tasking staff	1
I.	Dravyaguna including Herbal Garden	
29.	Lab Technician (B.Sc Botany)	1
30.	Clerk (Graduate with computer knowledge)	1
31.	Lab Attendant (minimum 10th standard)	1
32.	Museum and Herbarium Keeper	1
33.	Gardener	1
34.	Multi-tasking staff	1
J.	Rasashastra and Bhaishajya Kalpana including teaching pharmacy	
35.	Instructor (Bachelor of Ayurvedic Medicine and Surgery)	1
36.	Clerk (graduate with computer knowledge)	1
37.	Lab Attendant cum Museum Keeper (Minimum 10th standard pass)	1
38.	Multi-tasking staff	1
K.	Roga Nidana – Vikritivijnana	
39.	Lab Technician Diploma in Medical Laboratory Technology (DMLT)	1
40.	Clerk (Graduate with computer knowledge)	1
41.	Lab Attendant cum Museum Keeper (Minimum 10th standard)	1
42.	Multi-tasking staff	1
L.	Agada Tantra	
43.	Lab Technician (12th standard with Chemistry)	1
44.	Clerk (Graduate with computer knowledge)	1
45.	Lab Attendant cum Museum keeper	1
46.	Multi-tasking staff	1
M.	Swasthavritta and Yoga	
47.	Lab Technician (B.Sc Home-science)	1
48.	Clerk (Graduate with computer knowledge)	1
49.	Lab Attendant cum Museum Keeper (Minimum 10th standard)	1
50.	Yoga Instructor with Master of Science Yoga or Bachelor of Ayurvedic Medicine and Surgery with Diploma in Yoga or Bachelor of Naturopathy and Yogic Sciences (In case of two instructors, one male and one female shall be appointed)	1
51.	Multi-tasking staff	1
N.	Kayachikitsa	
52.	Clerk (Graduate with computer knowledge)	1
53.	Multi-tasking staff	1
O.	Panchakarma	
54.	Clerk (graduate with computer knowledge)	1
55.	Multi-tasking staff	1

P.	Shalya Tantra	
56.	Clerk (graduate with computer knowledge)	1
57.	Multi-tasking staff	1
Q.	Shalakya Tantra-Netra Roga	
58.	Clerk (graduate with computer knowledge)	1
59.	Multi-tasking staff	1
R.	Shalakya Tantra- Karna Nasa Mukha Roga	
60.	Clerk (graduate with computer knowledge)	1
61.	Multi-tasking staff	1
S.	Stree Roga - Prasuti Tantra	
62.	Clerk (graduate with computer knowledge)	1
63.	Multi-tasking staff	1
T.	Kaumarabhritya	
64.	Clerk (graduate with computer knowledge)	1
65.	Multi-tasking staff	1
U.	Ayurveda-Biology	
66.	Lab Technician (B.Sc. Biotechnology)	1
67.	Lab Attendant	1
68.	Clerk (graduate with computer knowledge)	1
69.	Multi-tasking staff	1
V.	Rasayana and Vajikarana	
70.	Lab Technician (DMLT)	1
71.	Multi-tasking staff	1
W.	Manasaroga evam Manovijnana	
72.	EEG Technician	1
73.	Multi-tasking staff	1
X.	Integrative Health and Translational Research	
74.	Lab Technician for Central Research Laboratory (B.Sc. Chemistry or B.Sc. Botany or BAMS)	1
75.	Quality Testing Laboratory	
	(a) In-charge (Faculty member of department of Rasa Shastra and Bhaishajya Kalpana or Dravyaguna)	1
	(b) Analytical Chemist (Bachelor of Pharmacy or Bachelor of Pharmacy in Ayurveda)	1
	(c) Pharmacognosist	1
	(d) Lab attendant (Minimum 10th standard pass)	1
	(e) Clerk (graduate with computer knowledge)	1
	(f) Multi-tasking staff	1
76.	Clinical Research Coordinator (BAMS with Post graduation degree or diploma in Clinical Research or MPH)	1
77.	Lab Technician in Animal House and experimentation laboratory (B.Pharma)	1
78.	Clerk (graduate with computer knowledge)	1
79.	Multitasking Staff	1
Y.	Internal Quality Assurance Cell	
80.	Coordinator (MBA in Quality Management)	1
81.	Clerk (graduate with computer knowledge)	1
82.	Multi-tasking staff	1
Z.	Co and extra-Curricular activities	
83.	Physical Education Instructor (minimum Bachelor in Physical Education)	1
84.	Multi-tasking staff	1

AA. Student support career guidance and placement Cell		
85.	Councillor for counselling (part time)	1
BB. Central Workshop or Maintenance Cell		
86.	Site Engineer (Bachelor of Engineering or Bachelor of Technology preferably in civil)	1
87.	Electrician	1
88.	Plumber	1
89.	Carpenter	1
90.	Multi-tasking staff	1
CC. Store (College)		
91.	Clerk (graduate with computer knowledge)	1
92.	Multi-tasking staff	1
Note: (1) Services of electrician, plumber, gardener, attendant or peon, maintenance staff, Multi-tasking staff and the like may be obtained by outsourcing.		

Schedule- XII

Minimum Essential Requirements of Hospital Staff

Serial number	Department	Required Staff	Required Numbers
(1)	(2)	(3)	(4)
1. Department wise requirement			
1.	Swasthvritta	Panchakarma therapists	Four (Two males and Two females)
2.	Kaumarabhritya	Panchkarma therapists	Four (Two males and Two females)
		Pediatric Physiotherapist, Occupational Therapist, Speech Therapist	One each
3.	Stree Roga - Prasuti Tantra (OTand Procedural Room)	OT Nurse	Two
		Ayah	Two
4.	Shalakya-Netra Roga OT	OT Nurse	One
		Ayah	One
5.	Shalakya-Netra Roga Kriyakalpa room	Therapists	Two
6.	Shalakya-Karna, Naasaa and Mukha OT	OT Nurse	One
7.	Shalakya-Karna, Naasaa and Mukha Kriyakalpa room	Therapist	One
8.	Rasayana and Vajikarana procedural room	Nurse and Ayah	One each
2. Additional Hospital staff requirement in general			
9.	Nursing staff		One for every ten beds
			1:1 for ICU beds
10.	Clinical Registrar or Senior Resident or Resident Doctor		One for every twenty beds
11.	Ayah		One for every twenty beds
Note: 1. In case of Postgraduate departments in an undergraduate college minimum hospital staff requirementshall be in addition to the hospital staff specified as per intake capacity as per MES-UG 2.In case of standalone Postgraduate departments, minimum hospital staff requirement shall be in			

addition tothe hospital staff specified for sixty intake capacity as per MES-UG.

3. Post Graduate Students may be appointed as Clinical Registrar or Senior Resident or Resident Doctor provided the students shall be paid stipend or salary.
4. Security guards, electrician, plumber, sanitation workers, washer man, gardener, driver, housekeeping staff, cook, maintenance staff, multipurpose worker, if additionally needed, may be obtained by out-sourcing.

Schedule-XIII

Postgraduate department-wise minimum essential standards

Note: 1 In case of Postgraduate departments in an undergraduate college minimum requirement shall be in addition to the standards specified as per intake capacity as per MES-UG.

Note: 2 In case of standalone Postgraduate departments, minimum requirement shall be in addition to the standards specified for sixty intake capacity as per MES-UG.

Note: 3 Departmental library, computers, printers and internet facility, seating arrangement for non-teaching staff, E-display facility to display e-content (videos, images, information and the like) shall be required for each department

Serial number	Standard or requirement	Required number
(1)	(2)	(3)
A.	Samhita and Siddhanta	
1.	Language lab, Computer systems	1:1 as per sanctioned intake capacity
B.	Rachana Sharira	
1.	3D virtual dissection table	One
C.	Kriya Sharira	
1.	Digital spirometry	One
2.	Personality assessment scales	As required
3.	Trichoscope	One
4.	Digital skinfold caliper	One
5.	Auto measuring tool for height, weight, and BMI	One
6.	Naadi recording equipment	One
D.	Ayurveda-Biology	
1.	Molecular biology laboratory	As per Schedule-VII
E.	Dravyaguna Vijnana	
1.	Spectrophotometer	One
2.	High-Performance Liquid Chromatography (HPLC)	One
3.	Gas Chromatography-Mass Spectrometry (GC-MS)	One
4.	Nuclear Magnetic Resonance (NMR) Spectrometer	One
5.	Ultraviolet-Visible (UV-VIS) Spectrophotometer	One
6.	Centrifuge	One
7.	Rotary Evaporator	One
8.	Trinocular Microscope with projection system and software	One
9.	Digital pH Meter	One
10.	Autoclave	One
11.	Mortar and Pestle	One
12.	Freeze Dryer (Lyophilizer)	One
13.	Incubator	One
14.	Shaker	One
15.	Water Bath	One
16.	Fraction Collector	One
17.	Microbalance	One
18.	Homogenizer	One

19.	Heating Mantle	One
20.	Digital Thermometer	One
21.	Consumables	As required
F.	Agadatantra	As per MES UG
G.	Swasthvrita and Yoga	As per MES UG
H.	Rasashastra and Bhaishajyakalpana	
1.	Petrographic microscope	One
2.	Programmable muffle furnace	One
I.	Roga Nidana and Vikritivijnana	
1.	Chemiluminescence	one
2.	Histopathology facility	As required
J.	Stree Roga - PrasutiTantra :- OPD	
1.	Weighing machine	One
2.	Stadiometer	One
3.	Sims's speculum	Five
4.	Thermometer	Two
5.	Cusco's speculum	Five
6.	Examination Table	One
7.	Lamp stand	One
8.	Torch	Two
9.	X-Ray Viewing Box	One
10.	BP Apparatus	Two
11.	Stethoscope	Two
12.	Sponge holding Forceps	Four
13.	Anterior Vaginal wall Retractor	Four
14.	Pulse oximeter	One
15.	Fetal Doppler	One
16.	Glucometer	One
17.	Consumables	As Required
K.	Stree Roga - PrasutiTantra :- Major OT	
1.	Long Artery Forceps	Ten
2.	Short Artery Forceps	Ten
3.	Allis Tissue Forceps	Ten
4.	Uterus Holding Forceps	Two
5.	Kochers Forceps	Eight
6.	Babcocks Forceps	Eight
7.	Green Armytage Haemostatic Forceps	Six
8.	Ovum Forceps	Six
9.	Punch Biopsy Forceps	Two
10.	Lanes Tissue Forceps	Four
11.	Uterine Dressing Forceps	Four
12.	Sponge Holding Forceps	Four
13.	Tissue Dissecting Forceps(Plain & Toothed) Different Sizes	Ten
14.	Vectis Forceps	Two
15.	Anterior Vaginal Wall Retractor	Six
16.	Doyens Retractor	Two
17.	Deaver's Retractor	Two
18.	Landons Bladder Retractor	Two
19.	Cuscos self retaining bivalve vaginal speculum	Six
20.	Sims Speculum	Six
21.	Auvards Self Retaining Posterior Vaginal Wall Retractor	Two

22.	Sharmans Curette	Four
23.	Uterine Curette	Four
24.	Electro cautery	One
25.	Flushing Curette	Four
26.	Hegars Dilator set	Two
27.	Das Dilators set	Two
28.	Hawkin- Ambler Dilator	Two
29.	Long Straight Scissors	Five
30.	Mayos Scissors	Five
31.	Metzenbaums Scissor	Five
32.	Bonney Scissor	Two
33.	Karmans Plastic Suction Cannula	Two
34.	ManualVaccume Aspiration Syringe	Two
35.	Ventouse Cups	Two
36.	Mtp Suction Machine	Two
37.	Vulsellum – Single Toothed, Multiple Toothed	Four
38.	Uterine Sound	Two
39.	Bladder Sound	Two
40.	HSG Cannula	Four
41.	Ayres Spatula and Cytobrush	As required
42.	Laryngoscope	Two
43.	Et Tube	Four
44.	Ambu Bag	Two
45.	Fully Automatic OT Table – Head up and Head low facility	one
46.	Suction Machine	Two
47.	OT Light	One
48.	Boyel's Apparatus	One
49.	Multichannel monitor with ECG, BP, HR, Pulse oxymeter	One
50.	X- ray View Box	One
51.	Blood Pressure Apparatus	Two
52.	Torch	Two
53.	Pulse oximeter	One
54.	Glucometer	One
55.	Weighing Machine	One
56.	Stretcher with Trolley	One
57.	Consumables	As required
L. Stree Roga - PrasutiTantra :- Procedure Room		
1.	Cuscos self retaining bivalve vaginal speculum	Five
2.	Sims Speculum	Five
3.	Long artery Forcep	Five
4.	Sponge holding Forceps	Two
5.	Anterior Vaginal wall Retractor	Six
6.	Hegars Dilator	As Required
7.	Vulsellum	Four
8.	Dhoopan Apparatus/ Hot Plate Induction Stove	Two
9.	Spot Light	Two
10.	Agnikarma shalaka	As Required
11.	Examination Table	Two
12.	Light Source	Two
13.	Uterine Sound	Two
14.	Consumables:	As Required
M. Stree Roga - PrasutiTantra :- Labor Room		

1.	Labour table with lithotomy bars	One
2.	Shadowless Lamp	Two
3.	Anesthesia Trolley	One
4.	Electrocautery	One
5.	Oxygen Cylinder and Mask	Two
6.	Blood Pressure Apparatus	Two
7.	Sterilizer	Two
8.	Autoclave	Two
9.	Baby Tray	As required
10.	Phototherapy Unit	One
11.	Radiant Warmer	One
12.	Suction Machine (Neonatal)	One
13.	Dressing Tray	One
14.	Patient Trolley	Two
15.	Normal Delivery Set (Artery Forceps or Clamp, Sponge Holding Forceps,Episiotomy Scissor,Needle Holder,Straight Scissor,Curved Scissor)	As Required
16.	Vaccum Extractor	Two
17.	Low Cavity Forceps	Two
18.	Kocher's forceps	Four
19.	Sims's speculum	Five
20.	Cusco's speculum	Two
21.	MTP Suction Curette	Five
22.	Light Source	Assorted
23.	Heat Source	Assorted
24.	Oxytocin Infusion Pump	Two
25.	Bladder Sound	Four
26.	Cardiocotography (CTG) Machine	One
27.	Fetal Doppler	One
28.	Fetoscope	One
29.	Resuscitation Kit	Two
30.	Instrument Trolley	Two
31.	Suction Apparatus with suction tube	One
32.	Stitch Removal Scissor	Two
33.	Pulse oximeter	As required
34.	Blunt and sharp curettes	As required
35.	Endotracheal Tubes	As required
36.	Cord Cutting appliances	As required
37.	Weighing (Paediatric)	One
38.	Infantometer	One
39.	Fetoscope	As required
40.	Nebulizer	As required
41.	Fumigator	One
42.	Cheatle Forcep's	Two
43.	Consumables	As required
N.	Shalya Tantra :- OPD	
1.	X-Ray view Box	One
2.	BP apparatus	One
3.	Stethoscope	Four
4.	Torch	Two
5.	Examination Table	One
6.	Thermometer	Four

7.	Weight and height measuring stand	One
8.	Measuring tape	One
9.	Knee hammer	Two
O.	Shalya Tantra : OPD attacehed Examination room cum minor OT	
1.	Electric sterilizer (boilers)	Two
2.	Portable OT light	One
3.	Lithotomy table	One
4.	Foot step	One
5.	Instrument trolley	One
6.	IV stand	Two
7.	Autoclave	One
8.	Thermal cautery machine-small	One
9.	Dressing drums - different sizes	Four
10.	Instrument tray – different sizes	Four
11.	Needle holding forceps (big- medium-small)	Four
12.	Cheatle's forceps - different sizes	Four
13.	Mosquito artery forceps – different sizes	Six
14.	Artery forceps (curved & straight) – different sizes	Six
15.	Tissue dissecting forceps (plain & toothed) – different sizes	Four
16.	Sinus forceps – different sizes	Four
17.	Sponge holding forceps – different sizes	Two
18.	Allis forceps – different sizes	Four
19.	Stitch removal scissors	Two
20.	Punch biopsy forceps	Two
21.	Metzenbaum scissors – different sizes	Two
22.	Mayo's scissors – different sizes	Two
23.	Scissors straight (Tailor)	Two
24.	Pulse oximeter	One
25.	Proctoscopes with or without illumination (large-medium-small)	Six
26.	Probes – different sizes	Assorted
27.	Anal dilators – different sizes	Assorted
28.	Sim's speculum – different sizes	Two
29.	Bivalve anal speculum	Two
30.	Emergency light	One
31.	Fire Extinguisher	One
32.	Vertical BP instrument	One
33.	Fumigator	One
34.	Venesection set	Two
35.	Trash cart (fully equipped)	One
36.	Consumables	Assorted
P.	Shalya Tantra :- Major Operation Theatre	
1.	Spot light (Shadow less ceiling fitted)	One
2.	Spot light (Standing)	One
3.	Hydraulic operation table	One
4.	Boyle's apparatus	One
5.	Multi-parameter monitor	One
6.	Suction machine - Electrical or manual	One
7.	High pressure autoclave-horizontal/vertical	One
8.	Nitrous oxide cylinder	One
9.	Electric sterilizer (boilers)	Two
10.	Dressing drums - different sizes	Ten

11.	Artery forceps (curved & straight) – different sizes	Fifteen
12.	Tissue dissecting forceps (plain & toothed) – different sizes	Ten
13.	Babcock tissue forceps – different sizes	Eight
14.	Kocher's forceps – different sizes	Six
15.	Sinus forceps – different sizes	Six
16.	Sponge holding forceps – different sizes	Eight
17.	Allis forceps – different sizes	Eight
18.	Right angle cholecystectomy forceps – different sizes	Six
19.	Stone holding forceps	Four
20.	Punch biopsy forceps	Two
21.	Maggles forceps	Assorted
22.	Stitch removal scissors	Five
23.	Metzenbaum scissors – different sizes	Five
24.	Mayo's scissors – different sizes	Five
25.	Scissors straight (tailor)	Four
26.	BP handle of different size	Assorted
27.	Skin grafting knife with handle	Assorted
28.	Abdominal retractors	Six
29.	Proctoscopes with or without illumination (large-medium-small)	Six
30.	Fistula probes – different sizes	Assorted
31.	Sim's speculum – different sizes	Assorted
32.	Bivalve anal speculum	Two
33.	Sigmoidoscope -rigid/flexible	One
34.	Barron pile's gun	Two
35.	Laryngoscope- paediatric/adult	Two
36.	Urethral dilators set	One
37.	Ambu bag	Two
38.	Endotracheal Tube	Assorted
39.	Bone cutter	Two
40.	Gigli saw	Two
41.	Scoop	Assorted
42.	Periosteum elevator	Two
43.	Bone cutter	Two
44.	Bone nebular	Two
45.	Bone chisel	One
46.	Bone osteotome	One
47.	Bone holding forceps	Two
48.	Gigli saw	Two
49.	Scoop	One
50.	Periosteum elevator	Two
51.	Orthopaedic drill (battery operated)	One
52.	K-wire Set	One
53.	Bone mallet	One
54.	Screw driver	Two
55.	Hook retractor	Four
56.	Consumables	As required
Q.	Shalya Tantra :- Minor Operation Theatre	
1.	X-Ray View Box	One
2.	Vertical BP instrument	One
3.	Stethoscope	Two
4.	OT table	One

5.	Electric sterilizer (Boilers)	Two
6.	Portable OT light	One
7.	Instrument trolley	One
8.	Autoclave	One
9.	Thermal cautery machine-small	One
10.	Dressing drums - different sizes	Four
11.	Instrument tray – different sizes	Four
12.	Needle holding forceps (big- medium-small)	Four
13.	Cheatle's forceps - different sizes	Four
14.	Mosquito artery forceps – different sizes	Six
15.	Artery forceps (curved & straight) – different sizes	Six
16.	Tissue dissecting forceps (plain & toothed) – different sizes	Four
17.	Sinus forceps – different sizes	Four
18.	Sponge holding forceps – different sizes	Two
19.	Allis forceps – different sizes	Four
20.	Stitch removal scissors	Two
21.	Punch biopsy forceps	Two
22.	Metzenbaum scissors – different sizes	Two
23.	Mayo's scissors – different sizes	Two
24.	Scissors straight (tailor)	Two
25.	BP handle of different size	Assorted
26.	Kidney tray S.S. – different sizes	Assorted
27.	Pulse oximeter	One
28.	Proctoscopes with or without illumination (large-medium-small)	Six
29.	Probes – different sizes	Assorted
30.	Sim's speculum – different sizes	Two
31.	Emergency light	One
32.	Fire extinguisher	One
33.	Fumigator	One
34.	Suction machine - Electrical or manual	One
35.	Venesection set	One
36.	Nebulizer	One
37.	Trash cart (fully equipped)	One
38.	Consumables	Assorted
R.	Shalya Tantra :- Anu Sastra Unit	
1.	Examination and dressing table	One
2.	Portable OT light	One
3.	Stethoscope	Two
4.	Vertical BP Apparatus	One
5.	Electric sterilizer (boilers)	Two
6.	Instrument trolley	One
7.	Autoclave	One
8.	Thermal cautery machine-small	One
9.	Dressing drums - different sizes	Four
10.	Instrument tray – different sizes	Four
11.	Needle holding forceps (Big- medium-small)	Four
12.	Cheatle's forceps - different sizes	Four
13.	Mosquito artery forceps – different sizes	Six
14.	Artery forceps (curved & straight) – different sizes	Six
15.	Tissue dissecting forceps (plain & toothed) – different sizes	Four
16.	Sinus forceps – different sizes	Four

17.	Sponge holding forceps – different sizes	Two
18.	Allis forceps – different sizes	Four
19.	Stitch removal scissors	Two
20.	Punch biopsy forceps	Two
21.	Metzenbaum scissors – different sizes	Two
22.	Mayo's scissors – different sizes	Two
23.	Scissors straight (tailor)	Two
24.	BP handle of different size	Assorted
25.	Kidney tray S.S. – different sizes	Assorted
26.	Pulse oximeter	One
27.	Emergency light	One
28.	Fire extinguisher	One
29.	Fumigator	One
30.	Suction machine - electrical or manual	One
31.	Leech Tank	Two
32.	Agnikarma Shalaka set	Two
33.	Cupping set	Two
34.	Venesection set	One
35.	Trash cart (fully equipped)	One
36.	Consumables	Assorted
S.	Kaumarabhritya :-OPD	
1.	Pediatric ENT Kit	One
2.	Caliper for skinfold thickness	Two
3.	Tape for Mid arm circumference and Head circumference	Two
4.	Magnifying lens for skin examination	Two
5.	Rectal thermometer	Two
6.	Consumables	Five to ten
T.	Kaumarabhritya :-NICU	
1.	Radiant warm with Open care access with multi-channel monitor, time sensor,heat sensor, oxygen and suction facility and adjustable baby tilt	2
2.	Photo therapy unit with two surface expandable to 3 to 4 surfaces	2
3.	Infusion Pump	2
4.	Facility for IV cannulation, blood sampling, drip infusion	As required
5.	CPAP	One
6.	Warm chain box for baby transport	One
U.	Shalakya-Netra Roga :- (OPD)	
1.	Slit Lamp Minimum (3 step to 5 steps with video display system for education of students	One
2.	Tonometer (Minimum Schwartz minimum 1, Applanation 1,Additional Air Puff or NCT or Handheld Tonometer are desirable	One
3.	Auto refractometer	One
4.	Keratometer (with or without auto refractometer)	One
5.	Chair Unit	One
6.	Pachymeter along with Auto refractometer or tonometer or separate	One
7.	Indirect Ophthalmoscope	One
8.	Direct Ophthalmoscope	One
9.	Fundus Photography System	One
10.	3 D OCT	One

11.	Perimeter	One
12.	Yag Laser	One
13.	Green or Yellow Laser	One
14.	Retinoscopy	One
15.	Colour vision chart Digital or Printed Hard Copy	One
V.	Shalakya-Netra Roga :- (OT)	
1.	Operating Microscope with co-axial illumination and foot pedal controls (equipped with teaching head microscope, co- assistance head or assist scope).	One
2.	Video camera with screen for live viewing of surgery by Students and theatre staff and the facility to record the operation digitally for later review, training or personal ordepartmental quality improvement purposes (built in or attached to ophthalmic microscope).	One
3.	Electric Motorised Operating Table Designed for Ophthalmic Surgeries	One
4.	Hight Adjustable Surgeon Chair (Hydraulic or Electric Hight Adjustable)	One
5.	Operation Theatre Trolley (minimum 2 in Ophthalmic OT with Standard Size)	One
6.	Phacoemulsification System with Anterior Vitrectomy System to manage complications during cataract surgery. (Phacoemulsification System Includes Phaco Probe, Tubbingor Cassette, Compatible Phaco Tips, Sleeves, Bolt, Vitrectomy Cutter, Etc)	One
7.	Fogger For Operation Theatre Sterilization	One
8.	Autoclave (Steam & B Class)	One
9.	ETO Machine	One
10.	There should be dedicated separate area Minimum 100 Sq. ft for autoclaving procedures.	One
11.	Drug Trolly Loaded with Essential Emergency and Anaesthesia Medicines	One
12.	Suction Machine (Electric with Foot Pedal)	One
13.	Boyles Machine or Anaesthesia Machine in Ophthalmic OT for GA Cases & Handling Emergencies during, Pre, Post Care (with Connector and Branch or Pneumatic System).	One
14.	Multipara Monitor (minimum separate 1 in Ophthalmic Operation Theatres and Recovery or IPD)	One
15.	Oxygen and Nitrous Oxide Cylinder's (As per Requirement of Standard Policies of Govt Of India in OPD, IPD & OT Areas)	One
16.	E.T. Tube's of All Standard Sizes, Laryngoscope (Adult & Paediatric), Ambo Bag (Adult & Paediatric) Minimum Each One, etc	One
17.	O.T. Light	One
18.	Complete Cataract Surgery Set (Surgical Instrument Set including S.I.C.S. & or or Phacoemulsification Cataract Surgery Instrument Set, Reusable &Autoclavable as per Standard of Govt of India Norms according to load of cases)	One
19.	Separate Surgical Instrument Set for Pterygium, Trabeculectomy, etc surgeries according to load of	One

	surgeriesand as per Government of India Norms and load of cases).	
20.	Separate Surgical Instruments Set's for Infective Cases eg. For DCT, DCR	One
W.	Shalakya-Karna, Naasaa and Mukha Roga (OPD)	
1.	Jobson home probe with ring & cotton carrier 7'	As required
2.	Wax hook, with serrated tip, s. s	As required
3.	Vectis, s.s. wire loop with serrated	As required
4.	Vectis with curette, double ended, s. s	As required
5.	Ear currete, mc ewen'swith seeker, s. s	As required
6.	Ear dressing forceps – different sizes	Assorted
7.	Cheatle forceps, s.s. 10", 8"	As required
8.	Ent opd unit	As required
9.	Heith's granulation forceps, stout, s. s	As required
10.	Otoscope, with 3 black specula	As required
11.	Ear specula, slotted,4 size only black	As required
12.	Shea's ear speculla, set of 4, black finish	As required
13.	Henckels granulation forceps, with fenestrated scoop jaws, crocodile	As required
14.	Crocodile action 'grunwalds' type forceps s. s	As required
15.	Audio meter-elcon-mill digital model	As required
16.	Nasal speculum, set of 3 s.s.thudicums	As required
17.	Nasal dressing forceps, Nasal packing forceps	As required
18.	Post nasal mirrors, indian 1,2,3	As required
19.	St. clairthomson's nasal op. speculum s.s. set of 4 sizes 1 1 or 2, 2, 1 or 2 & 3" blades	As required
20.	Head mirror with board-head band with screw	As required
21.	Head light with different types	As required
22.	Electrical transformer 10v regulator	As required
23.	Spare bulbs, 6v-5 amp.	As required
24.	Heith's granulation forceps, stout, s. s	As required
25.	Laryngeal mirrors, indian make	As required
26.	Tongue depressors, set of 3. lack's s.s.	As required
27.	Dressing scissors with different sizes	As required
28.	Punctum dilator	As required
X.	Shalakya-Karna, Naasaa and Mukha Roga (OT)	
1.	Eustachiamn catheter	As required
2.	Mastoid retractor	As required
3.	Mastoid gouge	As required
4.	Mallet	As required
5.	Nasal packing forceps	As required
6.	Nasal snare	As required
7.	Ent microscope	As required
8.	Drill machine	As required
9.	Endoscopes – 0 30 and 70 degrees	As required
10.	Monitor	As required
11.	Light source	As required
12.	Camera	As required
13.	Ot table	As required
14.	Chetelforcep	As required
15.	Suction machine	As required
16.	Cautery machine	As required
17.	Adenoid curette	As required

18.	Tonsil holding forcep	As required
19.	Eustechian catheter with stillette – different sizes	As required
20.	Ear specula, set of 4, health's or grubers, ch.pl	As required
21.	Vectis, s.s. wire loop with serrated	As required
22.	Vectis with curette, double ended, s. s	As required
23.	Myringotomes, knife, angled or bayonet shaft, s.s.	As required
24.	Ear dressing forceps with different sizes	As required
25.	Heith's granulation forceps, stout, s. s	As required
26.	Ear specula, slotted,4 size only black	As required
27.	Shea's ear speculla, set of 4, black finish	As required
28.	Pleasters mastoid retractors – with different sizes	As required
29.	Mollisons mastoid retractor – with different sizes	As required
30.	Either side of the arms, left or right stainless steel (s.s), dull finish	As required
31.	Lemperts, enduralbivaleve speculum, stainless steel (s.s) straight and curved	As required
32.	Endural retractors,'lemperts' with 2 pairs of side removable blades	As required
33.	Henckels granulation forceps, with fenestrated scoop jaws, crocodile	As required
34.	Mcgee's wire closing forceps, stainless steel (s.s)	As required
35.	Crocodile ear forceps, serreted jaws	As required
36.	wilson's nibbling forceps, stainless steel (s.s)	As required
37.	Crocodile action ear scissors cutting blades, stainless steel (s.s)	As required
38.	Crocodile action 'grunwalds' type forceps stainless steel (s.s)	As required
39.	Gromet inserting forceps stainless steel (s.s)	As required
40.	Mastoid roungers – with different sizes	As required
41.	Zollners or belluccil suction cannula only	As required
42.	Suction tips to fit on above cannula,16g,18g,20g,22g	As required
43.	Lemperts suction tubes 4 sizes with square thump	As required
44.	Suction needles (cannulas) 12g to 25g 4" long	As required
45.	House's adaptor for suction cannulas	As required
46.	Suction-irrigation combined tube with thumb	As required
47.	All metal box with perferation on side for autoclaving, for all micro	As required
48.	Mallet for chisels & gouses stainless steel (s.s)	As required
49.	Mastoid currettes	As required
50.	Farabeuf elevator, straight or curved	As required
51.	Zollners set of 10 tampanolastry instruments thump grip stainless steel (s.s)	As required
52.	Rack & metal case	As required
53.	Teflon piston cutting jig, stainless steel (s.s)	As required
54.	Straight or curved angle to obtuse angle picks, stainless steel (s.s)	As required
55.	Elevator, rosen's or beales, shea's type stainless steel (s.s)	As required
56.	Shea's single ended currettes, small or large angled shaft, stainless steel (s.s)	As required
57.	Houses double ended currettes small or large size stainless steel (s.s)	As required
58.	Fisch hook stainless steel (s.s)	As required
59.	Shea's depth guage,3,4,4.5,5 mm stainless steel (s.s)	As required

60.	Double ended knife small or large stainless steel (s.s)	As required
61.	Nasal speculum, set of 3 stainless steel (s.s) thudicums	As required
62.	Killians nasal speculums, self retraining, s.s sizes of blades 2, s1 or 2, s 3 ½	As required
63.	Nasal dressing forceps – with different sizes	As required
64.	Nasal packing forceps,jtilleys, 3 1 or 4" shaft	As required
65.	Nasal snare, balances or glegg's, ch. plated (1 pkt. wires)	As required
66.	Post nasal mirrors, indian 1,2,3	As required
67.	Luc,s nasal turbinate forceps, oval or heart shaped s.s	As required
68.	St. clairthomson's nasal op. speculum s.s. set of 4 sizes 1 1 or 2, 2, 1 or 2 & 3" blades	As required
69..	Freer's knife, rounded edges, s.s.	As required
70.	Howrath'seelevator with rugine end, s.s.	As required
71.	Freer's (cawthomes) double dned elevator, with rugine end, s.s.	As required
72.	Freer's double ended elevator, s.s.	As required
73.	Killans (nasasl) parichondrial elevator, with thumb grip, s.s left or right, short or long blades	As required
74.	Ballangers swivel knife, 4mm, blade s.s.	As required
75.	Killans nasal gouge, bayonet shaft, s.s.	As required
76.	Tilley's "v" shaped gouge, bayonet, s.s	As required
77.	Mailet, for above standard size	As required
78.	Nasal caute4ry with light & cautery transformer with pistol grip	As required
79.	Cautery handle & set of 3 cautery points, in case	As required
80.	Hjek's retract for upper lip, (cheek retractor) s.s	As required
81.	Citelli's antrum punch forceps, s.s.	As required
82.	Double ended c.w.l. curette, small or larage ring s.s.	As required
83.	Jaws, s.s.	As required
84.	Jansen-struycken septum forcerps, cut-through jawas, double,	As required
85.	Actipn, s.s. angle on shaft	As required
86.	Henclel-tilley sphenoidal punch foraceps, crocodile action	As required
87.	Heymanturbinectomey scissor	As required
88.	Nasal punch biopsy,cut through jaw	As required
89.	Kilner's skin hook retractor with 1 side 3 prong & flat putti on other	As required
90.	Joseph's rhasp,coarse or fine teeth s.s	As required
91.	Chisel's 3,5,9 mm s.s	As required
92.	Osteotomes, 2,3,4,5 mm s.s	As required
93.	Mallet for chisels &osteotome standard type	As required
94.	Silver nasal,chisels,withguard,straight or curved	As required
95.	Ball & double probe with metal handle	As required
96.	Mcindoe's nasal chisel's curved 5,7,9 mm	As required
97.	Walsham septum forceps – with different shapes	As required
98.	Ash's septum forceps s.s	As required
99.	Nasal suction for sinuscopy	As required
100.	Vidian nasal cautery instruments, consisting	As required
101.	Cottle elevator	As required
102.	Double ball hook	As required
103.	Head mirror with board-head band with screw	As required
104.	Head light	As required
105.	Electrical transformer 10v regulator	As required

106.	Spare bulbs, 6v-5 amp.	As required
107.	Mouth gag, davis-boyles, with gag frame and set of 5 plain blades, s.s. broad type	As required
108.	Mouth gag, davis-boyles, with gag frame and set of 3 tongue blades, child size s.s.	As required
109.	Mouth gag, davis-boyles, with gag frame and set of 5 slotted type tongue blades, s.s.	As required
110.	Davis-boyles, mouth gag, with gag frame and set of 3 child size slotted blades, s.s.	As required
111.	Davis-boyles, mouth gag, adult or child s.s. (doynes)	As required
112.	Jennings mouth gag, adult or child, s.s.	As required
113.	Draffinbipped with 4 rings, 19" long, ch. plated	As required
114.	Plate with groves to hold drafting, bipod	As required
115.	Tonsil holding forceps, "dennisbrownes", s.s.	As required
116.	Tonsil dissector and pillar retractor, s.s.	As required
117.	Tonsil dissection forceps, – with different sizes	As required
118.	Tonsil artery forceps – with different sizes	As required
119.	Tonsil scissors, – with different sizes	As required
120.	Tonsil snare,"eve's" ch.plated (1pkt.wires)	As required
121.	Negus knot tier,s.s	As required
122.	Peritonsillar abscess forces baynot, s.s. 7 1 or 2"	As required
123.	Adenoid curreette – with different types	As required
124.	"yankaners" suction cannula (tube), ch plated	As required
125.	Conchotome, circuler, cut-through jaws, s.s.	As required
126.	Trancheal dilating forceps, s.s. trousseau's	As required
127.	Double ended r. angled flat putti type retractor	As required
128.	Tracheostomy tubes, "ch.jacksons" the silver plated sizes	As required
129.	Cricoid hook type retractor, s.s. double ended	As required
130.	Laryngoscopes with sliding panel, adult or child size.	As required
131.	"jackson or negue" type with f.o. carrier ch.plated	As required
132.	Laryngoscopes, anteriercommisure type "negus" or ch.jackson" type f.o. carrier adult or Child size	As required
Y.	Manasaroga evam Manovijnana	
1.	EEG	One
2.	De-addiction facility	As required
3.	Assessment scales related to psychology and mental illness	As required
Z.	Rasayana and Vajikarana	
1.	Trinocular microscope with videography equipment Foloroscence and Dark field faculty	One
2.	Light Emitting Diode display	One
3.	Computer aided semen analysis (CASA)	One
4.	Centrifuge	One
5.	Incubator	One
6.	Vertex mixer	One
7.	-20 Deep freezer	One
8.	Consumables: - Glassware, Chemicals, reagents, kits and other accessories	As required

SACHIDANAND PRASAD, Secy.

[ADVT.-III/4/Exty./540/2024-25]

Annexure- I

DEPARTMENTAL ACADEMIC INTEGRITY COMMITTEE

Recommendation to issue Plagiarism Clearence Certificate

The Departmental Academic Integrity Committee has reviewed the report on the plagiarism check ofthe draft dissertation entitled.....submitted by Dr..... (research scholar) of .... batch bearing University registration number ..... under the supervision or guidance of Dr..... from..... Department on.....(date) and found that necessary modifications or corrections were made, and the plagiarism is within the permissible limits. Hence, the Departmental Academic Integrity Committee recommends to issue plagiarism clearance certificate.

Chairman,

Departmental Academic Integrity Committee

(Name and Signature)

Place:
Date:

Annexure-II

PLAGIARISM SCRUTINY CELL

Plagiarism Clearance Certificate

This is to certify that the draft dissertation entitled .... submitted by Dr .....of .....batch with university registration number.....under the guidance of Dr. ..... from .....Department, is free from plagiarism.

Coordinator
Plagiarism Scrutiny Cell

Place:
Date:

Annexure-III

FORM-I

(To be issued by State Government/UT)

ESSENTIALITY CERTIFICATE FOR THE ESTABLISHMENT OF NEW POST-GRADUATE AYURVEDA MEDICAL COLLEGE OR POSTGRADUATE PROGRAMMES OR FOR INCREASE IN INTAKE CAPACITY IN EXISTING POSTGRADUATE PROGRAMMES

Ref. No..... Dated.....

Serial Number	Basic Details of Applicant		
1	Name of the Applicant		
2	Address		
3	Type of institution (Govt./Aided/Private)		
4	Essentiality Certificate (Tick whichever is applicable)		To Establish a New Postgraduate Ayurveda Medical College (Stand-alone)
			To start new Postgraduate programmes in undergraduate college
			To increase in intake capacity in existing Postgraduate programmes
5	Name and address of the institute		
	Proposed name and address in case of standalone		
	Proposed name and address in case of existing undergraduate college		
6	Proposed postgraduate programmes and proposed intake capacity		

Serial number	Name of postgraduate programme	Name of proposed intake capacity
1.		
2.		

7	Proposed increase in intake capacity in existing postgraduate programmes		

Serial number	Name of existing postgraduate programme	Sanctioned intake capacity	Proposed intake capacity
1.			
2.			

To be filled by the certificate issuing authority		
8	Number of Ayurveda institutions already existing in the State	UG:- ------ PG:- ------
9	Doctors (Registered Medical Practitioners of all Systems) and population ratio in the State	
10	Scope of availability of clinical material (patients) in the proposed area of establishment of Ayurveda Medical college	Poor/Adequate
11	Registration Number of the hospital	
12	Accreditation of hospital, if any	

ESSENTIALITY CERTIFICATE

Essentiality certificate is issued to (name of the applicant) for the establishment of ---------- (name of the proposed Postgraduate college) at ---------- (address of the proposed college) with the given below list of postgraduate programmes and sanctioned intake capacity. This certificate is issued in consideration of above details/facts/conditions.

Serial number	Name of the proposed postgraduate programme	Proposed intake capacity
1.		
2.		

This certificate is valid for two consecutive academic sessions from the date of issue of the certificate.

OR

Essentiality certificate is issued to ---------- (name of the applicant) To start new Postgraduation Programme in ---------- (name of the existing college where Undergraduate Ayurveda course is running) at ---------- (address of the college) with the given below list of postgraduate programmesand proposed intake capacity. This certificate is issued in consideration of above details/facts/conditions.

Serial number	Name of the proposed postgraduate programme	Proposed intake capacity
1.		
2.		

This certificate is valid for two consecutive academic sessions from the date of issue of the certificate.

OR

Essentiality certificate is issued to ---------- (name of the applicant) to increase in intake capacity in below mentioned postgraduation programme in ---------- (name of the existing college) at ---------- (address of the college). This certificate is issued in consideration of above details/facts/conditions.

Serial number	Name of existing postgraduate programme	Sanctioned intake capacity	Proposed increase in intake capacity	Total Intake Capacity
(1)	(2)	(3)	(4)	(3) + (4) =(5)
1.				
2.				

This certificate is valid for two consecutive academic sessions from the date of issue of the certificate.

The Essentiality Certificate is issued on the following term and conditions:

1. College shall admit the students as per the student intake capacity sanctioned by the Medical Assessment and Rating Board for Indian System of Medicine.
2. College shall not conduct any other colleges/courses/programs in the same premises unless otherwise permitted by the Medical Assessment and Rating Board for Indian System of Medicine.
3. College shall maintain all the minimum essential standards in terms of infrastructure, human resources and functionality as specified by National Commission for Indian System of Medicine.
4. College shall admit the students as per the regulation/guidelines/policy framed by National Commission for Indian System of Medicine from time to time.
5. The institute shall abide by the conditions laid down by the Autonomous Boards/National Commission for Indian System of Medicine/Government of India/University.
6. In case of handing over the college to other society/trust, prior NOC shall obtained from the state government/ Union Territory.
7. In case, if the applicant fails to create or maintain infrastructure, human resources and other facilities for the Ayurveda Medical College as per the minimum standards specified by National Commission for Indian System of Medicine, fresh admissions are stopped by the Medical Assessment and Rating Board.
8. In case of denial of permission or issued permanent disapproval to the college by MARBISM due to non-compliance of the college for Minimum Essential Standards as prescribed by the Commission or MARBISM, the State Government shall take over the responsibility of the students who have already been admitted in the College.

(Signature of the Competent Authority)

Office Seal

Date:

Annexure-IV

FORM- J

CONSENT OF AFFILIATION

(To be issued by Affiliating University)

(Consent of affiliation is the pre-requisite for submission of application for starting of new Ayurvedamedical college/increase intake capacity in existing undergraduate, postgraduate programs/ starting of new postgraduate programs)

Sl.No.	University Details	
1	Name of the University	
2	Address	
3	Type of University	Central/State/Deemed-Govt./Deemed-Private/Private State
4	Contact Details	
5	Contact Person (Name & Designation)	
	Mobile Number	
	Mail ID	
6	Year of Establishment	
7	Existing Faculties	
8	Accreditation if any	

CONSENT OF AFFILIATION

The university on the basis of local enquiry committee report is agreed upon in principle to issue consent of affiliation to..... **(Name of the college)**..... with intake capacity of ..... seats/ increase in intake capacity from..... to...../starting of .....programs. The consent of affiliation is issued for the academic year.....

Consent of affiliation is issued on the following conditions:

1. The college shall maintain all the minimum essential standards in terms of infrastructure, human resources and functionality as specified by National Commission for Indian System of Medicine.
2. The college shall admit the students through online counselling process (Central/State/UT) only as specified by National Commission for Indian System of Medicine in concerned regulations.
3. The college shall ensure the conduction of stipulated hours of teaching and training as specified by National Commission for Indian System of Medicine.
4. The colleges shall obtain continuation of affiliation every year at least three months before the commencement of admission process.
5. Prior No Objection Certificate shall be obtained from the present affiliating university in case of change of affiliation to other university/applying for Deemed status.
6. In case of disaffiliation with the present university, the existing batches shall continue with the present university till award of degree.

Registrar
Signature with seal
Full Name

Place:
Date:

Note 1: Any question as to the interpretation of these regulations shall be decided by the Commission and its decision shall be final and binding in the matter.

Note 2: If any discrepancy is found between Hindi and English version of the regulations, the English version will be treated as the final

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ANNEXURE-21

MSM Institute of Ayurveda

Bhagat Phool Singh Mahila Vishwavidyalaya

A State University Established under Haryana Legislature Act 31 of 2006 & recognised by UGC under section 2 (f) and 12 (b) of UGC act, 1956.
KhanpurKalan (Sonepat), Haryana-131305, Phone No. – 01263-283629, Email – principalmsmbpsmv@gmail.com

Ref. No. MSM/Inst./Ayu/24/.....

Date: - 13-08-2024

MINUTES OF THE MEETING

A meeting of the Staff / College Council was held on 10-08-2024 at 02:15 p.m. in the office of Principal to discuss the following agendas.

1. Introduction and approval to start a New 02 years Diploma Course in Panchkarma Department.
2. Regarding to discuss and approve to consider as 'duty leave' instead of 'on duty' for the Visitation and Hearing Work of NCISM.

The following members were present in the meeting –

1.	Dr. Satya Prakash Gauttam	Chairperson & HOD Kayachikitsa
2.	Dr. Vishnu Gautam	Member & HOD Ras Shastra
3.	Dr. Bhoopal Chander Arya	Member & HOD Shalya Tantra
4.	Dr. Mukesh Dubey	Member & HOD Agad / In-charge D.G.
5.	Dr. Vivek Agarwal	Member & HOD Rog Nidan Department
6.	Dr. Veena H. Sharma	Member & HOD Shalakya Tantra
7.	Dr. Madhavi Seetha	Member & HOD Panchkarma
8.	Dr. Govind Gupta	Member & HOD Kriya Sharir

The agendas were discussed in details and the following decisions were taken unanimously-

1. The agenda to start a new 02 years Diploma Course in Panchkarma Department namely "***Diploma in Panchkarma Technician cum Therapist course (DPTTC)***" is approved in the meeting with the following amendments in the proposal submitted by the Head of Department Dr. Madhavi Seetha.
    a. The fee for the DPTTC Course will be remain as 7500/- (Seven Thousand Five Hundred only) per semester (i.e. 30,000/- [Thirty Thousand only] for complete course).
    b. The Eligibility point 3 of the proposal of ordinance will be rectified as upper age limit of 35 will be considered instead of 30 as recommended by HOD Panchkarma.
    c. The Eligibility point 3(a) of the proposal of Ordinance will be rectified as at least 40% aggregate marks (at par the SKAU, Kurukshetra) will be considered instead of at least

MSM Institute of Ayurveda

Bhagat Phool Singh Mahila Vishwavidyalaya

A State University Established under Haryana Legislature Act 31 of 2006 & recognised by UGC under section 2 (f) and 12 (b) of UGC Act, 1956

KhanpurKalan (Sonepat), Haryana-131305, Phone No. – 01263-283629, Email – [redacted]

Ref. No.- MSM/Inst./Ayu/24/...44...

Date: -12./02/2024

MINUTES OF THE BOARD OF STUDY (BOS) MEETING HELD ONLINE MODE ON 10.02.2024 AT 07:00 P.M. THROUGH GOOGLE MEET

An online meeting of U.G. Board of Study (BOS) was called on dated 10/02/2024 at 07:00 PM through google meet by Prof. S.P. Gauttam, Principal / Dean / Convener BOS, regarding to discuss the following agenda-

Agenda - **To approve the Syllabus and Scheme of examination for start new P.G. courses in MSM institute of Ayurveda, upcoming in the Department of Dravyaguna and Kayachikitsa, and applied for Rog Nidan, PTSR & Ras Shastra department.**

All the members of the committee were informed through email & telephonically for the online meeting.

Following members were presents in the meeting –

1.	Dr. S.P. Gauttam Dean / Principal, MSMIOA	-	Convener
2.	Dr. Sanjay Goswami, Associate Professor, MSMIOA	-	Member
3.	Dr. Vishal Sharma, Assistant Professor, MSMIOA	-	Member
4.	Dr. Naresh Kumar, Registrar SKAU, KUK	-	Member as Outside Expert
5.	Dr. Sonam, Associate Professor, SBNM Uni. Rohtak	-	Member as Alumni

The following was discussed and approve unanimously –

Dr. S P Gauttam emphasized that the syllabus and scheme of examination would strictly adhere to the guidelines prescribed by NCISM, without any additions or deletions. Opinions and suggestions were invited from the attendees. Dr. Naresh Bhargava expressed his approval with the stipulation that the syllabus and scheme maintain alignment with the standards set by NCISM. Dr. Vishal Sharma and Dr. Sanjay Goswami concurred, expressing their agreement and approval. Dr. Sonam Rohilla also concurred and approved of the proposed syllabus and scheme of examination.

Dr. S P Gauttam concluded the meeting by extending gratitude to all present for their valuable inputs & approval, and the meeting was ended with the vote of thanks to the Chair.

Convener, BOS

Principal
M.S.M. Institute of Ayurveda
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Dist. Sonepat (Hr.)

MSM Institute of Ayurveda

Bhagat Phool Singh Mahila Vishwavidyalaya

A State University Established under Haryana Legislature Act 31 of 2006 &recognized by UGC under section 2 (f) and 12 (b) of UGC act, 1956.
Khanpur Kalan (Sonepat), Haryana-131305, Phone No. – 01263-298899, Email – 1973ayu0037@bpswomenuniversity.ac.in

Ref. No.- MSM/Inst./Ayu/24/655 Date: - 16/12/2024

MINUTES OF THE MEETING OF FACULTY OF AYURVEDIC MEDICINE

A meeting of the Faculty of Ayurvedic Medicine was held on **12th December 2024 at 11:30 a.m. (Thursday)** through google meet link https://meet.google.com/mir-pzeg-irn as virtual from the residence of Principal, MSM Institute of Ayurveda regarding to discuss the following agendas -

1. **Approval of new Gazette Notification of PG Course in Ayurveda published by National Commission for Indian System of Medicine (NCISM) on 1st October 2024 for MSM Institute of Ayurveda.**
2. **Approval for implementation of outcome based dynamic Course Curriculum for the subjects (Research Methodology & Biostatistics) for First semester MD/MS Programs in MSM Institute of Ayurveda, BPSMV, Khanpur Kalan as forwarded by NCISM vide letter reference no. BOA/Syllabus/31/3/2024 dated 24.10.2024.**
3. **Approval of ordinance for starting a new course of Diploma in Panchkarma Technician cum Therapist (DPTTC) in MSM Institute of Ayurveda from the Academic Year 2025-26.**

The following members were present:-

1. Dr. Satya Parkash Gauttam, Dean/ Principal, MSMIOA - Chairperson
2. Dr. Veena H. Sharma, Associate Professor, MSMIOA - Member
3. Dr. Deepmala U. Yadav, Assistant Professor, MSMIOA - Member
4. Registrar, BPSMV - Secretary

The following was resolved unanimously –

1. **The Institute should follow the Regulations in toto of new Gazette Notification of PG Course in Ayurveda published by National Commission for Indian System of Medicine (NCISM) on 1st October 2024.**
2. **The Institute should also implement the syllabus for outcome based dynamic Course Curriculum for the subjects (Research Methodology & Biostatistics) for First semester MD/MS (Ayurveda) Programs in toto as forwarded by NCISM vide letter reference no. BOA/Syllabus/31/3/2024 dated 24.10.2024.**
3. **The ordinance for starting a new course of Diploma in Panchkarma Technician cum Therapist (DPTTC) in MSM Institute of Ayurveda from the Academic Year 2025-26 is also approved.**

All the above three agendas were discussed in this meeting of Faculty of Ayurvedic Medicine and approved unanimously.

The meeting ended with a vote of thanks to the chair.

16/12/24

Dr. Satya Parkash Gauttam,
Dean/ Principal (Chairperson)

60% in Senior Secondary Certificate Examination (10+2), Board of School Education, Haryana.

2. The "On duty days" for the NCISM Visitation and Hearing work will be deducted from the "Duty leaves" total 30 already allowed by the university authority in an academic year.

The meeting was ended with the vote of Thanks to the chair.

Dr. Satya Prakash Gautam Dr. Vishnu Gautam Dr. Bhoopal Chandra Arya Dr. Mukesh Dubey

on leave
Dr. Vivek Agarwal Dr. Veena H. Sharma 13/8/24. Dr. Madhavi Seetha Govind Dr. Govind Gupta

I Strongly Disagree with point no. (1), (a), (b) related to DPTTC as the course fee of DPT Course in 2010 was 12500/- for 6 months, after 14 yrs. later it cannot be possible to propose the fee 75000/- per 6 months.

The upper Age limit was proposed as per qualification of the courses.

Since 50% passing Marks are [illegible] therefore 60% Marks are being proposed for the courses which are Average now a days.

Further it is also suggested that Course Coordinator Dr. Amit Kumar was Course Coordinator of DPT. 14/08/24

Please depute him as a Course Co-ordinator of this Course.

— 1234

ANNEXURE- 22

DEPARTMENT OF COMMERCE
BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA

Minutes of the Meeting of PGBoS-Commerce held on 05/12/2024

Proceedings of the meeting of the Post Graduate Board of Studies (PGBOS) of the Department of Commerce held on 05/12/2024 at 11.05 a.m. at B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat in a Online mode.

The following members were present in the meeting:-

Dr. Bhavna Sharma	:	Chairperson, Commerce
Prof. (Dr.) Luxmi Malodia	:	Outside expert
Dr. Seema Malik	:	Member (Supervisor)
Dr. Ishani Patharia	:	Member (Supervisor)
Dr. Satish Kumar	:	Member
Dr. Vandana Nassa	:	Member

The following decisions were taken:-

1) The committee discussed in depth the synopsis of Ms. Seema Rani, Ph.D. Scholar, Registration no. 2022041100042091 and approved the title ***"Antecendents and Consequences of Technology Assisted Mindfulness Meditation"*** and recommended for the upcoming meeting of the Academic Council.

2) The committee discussed indepth the synopsis of Ms. Ashu, Ph.D. Scholar, Registration no. 2022041100042102 and approved the title *An Empirical Study of Customer Behaviour: Exploring Awareness and Purchase Intention of Organic Farmers' Products* and recommended for the upcoming meeting of the Academic Council.

3) The committee member discussed the agenda no 02 (six monthly progress report of Ms. Mahak Jain & Ms. Tanu) and it was not supposed to be discussed in PGBoS (as per Ph.D. ordinance).

4) It was resolved that a letter is need to be emailed to candidate (Ph.D. Scholar Ms. Anshu) for submitting a response regarding cancellation of Ph.D. registration and a time of 15 days will be given for submitting her response. If no response is received from the candidate in 15 days from the issue of letter then the registration of the candidate will be cancelled.

Meeting ended with a vote of thanks.

Dr. Ishani Patharia — Dr. Seema Malik — Dr. Bhavna Sharma

Dr. Luxmi Malodia — Dr. Satish Kumar — Dr. Vandana Nassa

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

response was:

```
52 4.2.2 The recipient's inbox is out of storage space. Please direct the recipient to
ttps://support.google.com/mail/?p=OverQuotaTemp a640c23a62f3a-aab95fc984esor150366266b.1 -
gsmtp
```

——— Forwarded message ———
From: "Dr. Bhavna Sharma" <dr.bhavnasharma@bpswomenuniversity.ac.in>
To: Luxmi Malodia <luxmimalodia@outlook.com>, luxmimalodia@yahoo.com, luxmi <luxmi@pu.ac.in>, dr.hawasingh.2013@gmail.com, Jagdeep Singla <jagdeepsingla@gmail.com>, Seema Malik <seema.malik2306@gmail.com>, Ishani Patharia <ishani@bpswomenuniversity.ac.in>, Vandana Nassa <Vnassa123@gmail.com>
Cc:
Bcc:
Date: Sun, 15 Dec 2024 09:06:43 +0530
Subject: Agenda for approval by circulation
—— Message truncated ——

Mail Delivery Subsystem <mailer-daemon@googlemail.com> Tue, 17 Dec 2024 at 09:39
To: dr.bhavnasharma@bpswomenuniversity.ac.in

Delivery incomplete

There was a temporary problem delivering your message to **dr.hawasingh.2013@gmail.com**. Gmail will retry for 23 more hours. You'll be notified if the delivery fails permanently.

LEARN MORE

The response was:

```
452 4.2.2 The recipient's inbox is out of storage space. Please direct the recipient to
https://support.google.com/mail/?p=OverQuotaTemp a640c23a62f3a-aab9635a780sor254103466b.18 -
gsmtp
```

[Quoted text hidden]

Mail Delivery Subsystem <mailer-daemon@googlemail.com> Wed, 18 Dec 2024 at 12:55
To: dr.bhavnasharma@bpswomenuniversity.ac.in

Recipient inbox full

Your message couldn't be delivered to **dr.hawasingh.2013@gmail.com**. Their inbox is full, or it's getting

[Quoted text hidden]

Malik <seema.malik2306@gmail.com> Sun, 15 Dec 2024 at 18:06
Bhavna Sharma <dr.bhavnasharma@bpswomenuniversity.ac.in>

Approved.

[Quoted text hidden]

Ishani Patharia Chopra <ishani@bpswomenuniversity.ac.in> Sun, 15 Dec 2024 at 19:07
To: Dr. Bhavna Sharma <dr.bhavnasharma@bpswomenuniversity.ac.in>

Approved
[Quoted text hidden]
--

Dr Ishani Patharia Chopra,
Associate Professor in Commerce,
Department of Commerce,
Deputy Director, Public Relations,
Nodal officer, ERP
BPS Women University, Haryana, India.
https://orcid.org/0000-0002-3322-8525

Ishani Patharia Chopra <ishani@bpswomenuniversity.ac.in> Sun, 15 Dec 2024 at 19:34
To: Dr. Bhavna Sharma <dr.bhavnasharma@bpswomenuniversity.ac.in>

Dear Madam

Please share the minutes approved by DRC.

On Sun, Dec 15, 2024 at 9:06 AM Dr. Bhavna Sharma <dr.bhavnasharma@bpswomenuniversity.ac.in> wrote:
[Quoted text hidden]

[Quoted text hidden]

Mail Delivery Subsystem <mailer-daemon@googlemail.com> Mon, 16 Dec 2024 at 12:18
To: dr.bhavnasharma@bpswomenuniversity.ac.in

Delivery incomplete

There was a temporary problem delivering your message to **dr.hawasingh.2013@gmail.com**. Gmail will retry for 44 more hours. You'll be notified if the delivery fails permanently.

LEARN MORE

Dashishat

Department of Commerce
Khanpur Kalan Sonepat

...da for approval by circulation

...nessages

...Bhavna Sharma <dr.bhavnasharma@bpswomenuniversity.ac.in> Sun, 15 Dec 2024 at 09:06
To: Luxmi Malodia <luxmimalodia@outlook.com>, luxmimalodia@yahoo.com, luxmi <luxmi@pu.ac.in>, dr.hawasingh.2013@gmail.com, Jagdeep Singla <jagdeepsingla@gmail.com>, Seema Malik <seema.malik2306@gmail.com>, Ishani Patharia <ishani@bpswomenuniversity.ac.in>, Vandana Nassa <Vnassa123@gmail.com>

Respected PGBOS members,

Greetings of the day!

This is to inform you that there is an urgent need to approve only one agenda regarding approval of synopsis for registration in Ph.D programme.

The approved synopsis by DRC members is enclosed herewith for your ready reference.

Kindly go through it and you are hereby requested to consider the same and suggest the changes if required and approve the same by circulation in the interest of student.

Luxmi Malodia <luxmimalodia@yahoo.com> Sun, 15 Dec 2024 at 10:09
Reply to: Luxmi Malodia <luxmimalodia@outlook.com>
To: Dr. Bhavna Sharma <dr.bhavnasharma@bpswomenuniversity.ac.in>

Dear Madam
I approve the same

Dr. Luxmi Malodia

Sent from Yahoo Mail on Android
[Quoted text hidden]

Jagdeep Singla <jagdeepsingla@gmail.com> Sun, 15 Dec 2024 at 11:24
To: Dr. Bhavna Sharma <dr.bhavnasharma@bpswomenuniversity.ac.in>

Approved
[Quoted text hidden]

Vandana Nassa <vnassa123@gmail.com> Sun, 15 Dec 2024 at 11:51
To: Dr. Bhavna Sharma <dr.bhavnasharma@bpswomenuniversity.ac.in>

Approved.

[Quoted text hidden]

Dr. Bhavna Sharma <dr.bhavnasharma@bpswomenuniversity.ac.in> Sun, 15 Dec 2024 at 17:13
To: Satishkumar1111974@gmail.com

Respected PGBOS members,

Greetings of the day!

This is to inform you that there is an urgent need to approve only one agenda regarding approval of synopsis for registration in Ph.D programme.

The approved synopsis by DRC members is enclosed herewith for your ready reference.

Kindly go through it and you are hereby requested to consider the same and suggest the changes if required and approve the same by circulation in the interest of student

[Quoted text hidden]

-1238- Bhavna Sharma

Satish Kumar <satishkumar1111974@gmail.com> Sun, 15 Dec 2024 at 17:17
To: Dr. Bhavna Sharma <dr.bhavnasharma@bpswomenuniversity.ac.in>

...Khanpur Kalan (Sonepat)

DEPARTMENT OF COMMERCE
BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA

Minutes of the Meeting of PGBoS Commerce held on 05/12/2024

Proceedings of the meeting of the Post Graduate Board of Studies (PGBOS) of the Department of Commerce held on 05/12/2024 at 11.05 a.m. at B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat in a Online mode.

The following members were present in the meeting:-

Dr. Bhavna Sharma	Chairperson, Commerce
Prof. (Dr.) Luxmi Malodia	Outside expert
Dr. Seema Malik	Member (Supervisor)
Dr. Ishani Pathania	Member (Supervisor)
Dr. Satish Kumar	Member
Dr. Vandana Nassa	Member

The following decisions were taken:-

1) The committee discussed in depth the synopsis of Ms. Deepika, Ph.D. Scholar, Registration no. 2022041100042091 and approved the title *"Antecedents and Consequences of Technology Assisted Mindfulness Meditation"* and recommended for the upcoming meeting of the Academic Council.

2) The committee discussed indepth the synopsis of Ms. Ashu, Ph.D. Scholar, Registration no. 2022041100042102 and approved the title *"An Empirical Study of Customer Behaviour: Exploring Awareness and Purchase Intention of Wearable Payment Devices"* and recommended for the upcoming meeting of the Academic Council.

3) The committee member discussed the agenda no. 02 (six monthly progress report of Ms. Mahak Jain & Ms. Tanu) and it was not supposed to be discussed in PGBoS (as per Ph.D. ordinance).

4) It was resolved that a letter is need to be emailed to candidate for submitting a response regarding cancellation of Ph.D. registration and a time of 15 days will be given for submitting her response. If no response is received from the candidate in 15 days from the issue of letter then the registration of the candidate will be cancelled.

Meeting ended with a vote of thanks.

Dr. Ishani Pathania	Dr. Seema Malik	Dr. Bhavna Sharma
Dr. Luxmi Malodia	Dr. Satish Kumar	Dr. Vandana Nassa

-1239-

Bhavna Sharma

Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat

DEPARTMENT OF COMMERCE

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan
(Sonepat) Haryana – 131305

Minutes of the meeting of Departmental Research Committee(DRC) held on 18/11/2024.

Meeting of the Departmental Research Committee (DRC) was held on (18/11/2024 at 10.00a.m.(Blended mode) in the room of Chairperson,(315) of Department of Commerce, Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan, Sonepat.

The following members were present:

- Dr. Bhavna Sharma : Chairperson
- Prof.Tejinder Sharma : Outside Expert
- Prof. DeepaMangla : Outside Expert (Online)
- Prof. JagdeepSingla : Member
- Dr. Seema Malik : Member
- Dr. IshaniPatharia : Member (Online)

The following decisions were taken:-

The Committee evaluated research proposals of following research scholars and approved the same for consideration of PGBoS.

Sr. No.	Name of Supervisor	PRN No.	Name of Scholar	Title of Synopsis
1.	Dr. Bhavna Sharma	2022041100042091	*Ms. Seema Rani*	*Antecedents and Consequences of Teclinology Assisted Mindfulness Meditation: A study of Haryana and Delhi-NCR*
2.	Dr. Seema Malik	2022041100042102	*Ms. Ashu*	*An Empirical Study of Customer Behaviour: Exploring Awareness and Purchase Intention of Wearable Payment Devices.*

3) The committee considered the six monthly progress reports of the following candidates and found them satisfactory:

PRN No.	Name of the candidate	Supervisor
2022041100030712	*Ms. Mahak Jain*	Dr. Seema Malik
2022041100028117	*Ms. Tanu*	Dr. Ishani Patharia

5) The committee considered the cases of the following candidate, by their respective supervisors and also perused their past six monthly progress reports:

Name of Candidate	Supervisor
Ms. Madhulata	Dr. Seema Malik
Ms. Anshu	Dr. Ishani Patharia

The admission of the above candidate is recommended for cancellation from Ph.D programme.

Prof Tejinder Sharma 18/11/24 Dr. Deepa Mangla Prof Jagdeep Singla 18/11/24

Dr. Bhavna Sharma 18/11/24 Dr. Seema Malik Dr. Ishani Patharia

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

			Sharma	
2	Ms. Neha Soni	Dr. Seema Malik	Sh. Vijay Soni	GEN
3	Ms. Kritika	Dr. Ishani Patliaria	Sh. Hari Parkash	GEN
4	Ms. Yogita	Prof. Jagdeep Singla	Sh. Hariom	BC-B
Waiting List				
1	Ms. Preeti	Sh. Naresh Kumar		
2	Ms. Ankita	Sh. Ramesh		
3	Ms. Reena	Sh. Suresh		
4	Ms. Gurvinder	Sh. Tejbeer Singh		
5	Ms. Kavita	Sh. Krishan		
6	Ms. Bhavna	Sh. Ramesh		
7	Ms. Nargis	Sh. Narender Kumar		

2. The Committee evaluated research proposals of following research scholars and approved the same for consideration of PGBoS:

Sr. No.	Name of Supervisor	PRN No.	Name of Scholar	Title of Synopsis
1.	Dr. Bhavna Sharma	202204110004213 3	Ms. Aarti Bhoker	Empowering Sustainable Choices: Harnessing Emotional Intelligence for Informed Consumption

Prof. Tejinder Sharma

Dr. Deepa Mangla

Prof Jagdeep Singla

Dr. Bhavna Sharma

Dr. Seema Malik

Dr

Department of Commerce
Baghat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan Sonepat

DEPARTMENT OF COMMERCE
Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan
(Sonepat) Haryana – 131305

Minutes of the meeting of Departmental Research Committee (DRC) held on 14/12/2024

Meeting of the Departmental Research Committee (DRC) was held on (14/12/2024 at 10.15 a.m. (Blended mode) in the room of Chairperson (315)

The following members were present:

- Dr. Bhavna Sharma : Chairperson
- Prof. Tejinder Sharma : Outside Expert (Online)
- Prof. Deepa Mangla : Outside Expert (Online)
- Prof. Jagdeep Singla : Member
- Dr. Seema Malik : Member

The following decisions were taken:-

1. All the invited candidates presented their research proposals in the last DRC meeting held on 18/11/2024. Based on their scores as per the laid down criteria as per the ordinance. following is the final merit list for admissions in Ph.D programme:

Exempted (JRF) Candidates				
	Name of the Candidate	Supervisor	Father Name	Category
1	Ms. Asha	Dr. Seema Malik	Sh. Rishipal	GEN
2	Ms. Tanvi Babbar	Dr. Ishani Patharia	Sh. Naresh Babbar	GEN (EWS)
3	Ms. Divya	Dr. Ishani Parharia	Sh. Sanjay	BC-A
4	Ms. Anju	Prof. Jagdeep Singla	Sh. Maman Singh	PWD
5	Ms. Kirti Saroha	Dr. Seema Malik	Sh. Balkishan	SC
Waiting List				
1.	Ms. Shikha Mittal	Sh. Ashok Mittal		
2.	Ms. Seema	Sh. Kulbeer		
Non Exempted Category				
	Name of the Candidate	Supervisor	Father Name	Category
1	Ms. Swati Sharma	Dr. Bhavna Sharma	Sh. Suresh	GEN

1242

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya

DEPARTMENT OF COMMERCE

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan
(Sonepat) Haryana – 131305

Minutes of the meeting of Departmental Research Committee(DRC) held on 18/1/2024.

Meeting of the Departmental Research Committee (DRC) was held on (18/1/2024 at 10.00a.m(Blended mode) in the room of Chairperson(CS) of Department of Commerce, Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan, Sonepat.

The following members were present:

- Dr. Bhavna Sharma — Chairperson
- Prof Tejinder Sharma — Outside Expert
- Prof. Deepa Munjal — Outside Expert (Online)
- Prof. Jagdeep Singh — Member
- Dr. Seema Malik — Member
- Dr. Ishani Pathania — Member (Online)

The following decisions were taken:-

The Committee evaluated research proposals of following research scholars and approved the same for consideration of RCBoS.

Sr. No.	Name of Supervisor	PRN No.	Name of Scholar	Title of Synopsis
1	Dr. Bhavna Sharma	20220411000042091	Ms. Seema Rani	*Attachment and Consequences of Technology Assisted Mediation: A Study of J&K and Delhi-NCR*
2	Dr. Seema Malik	20220411000042102	Ms. Ashi	*An Empirical Study of Customer Behaviours: Exploring Awareness and Purchase Intention of Wearable Payment Devices*

3) The committee considered the six monthly progress reports of the following candidates and found them satisfactory.

PRN No.	Name of the candidate	Supervisor
20220411000030712	*Ms. Mahak Jain*	Dr. Seema Malik
20220411000028117	*Ms. Tanu*	Dr. Ishani Pathania

5) The committee considered the cases of the following candidate, by their respective supervisors and also perused their past six monthly progress reports.

Name of Candidate	Supervisor
Ms. Madhulata	Dr. Seema Malik
Ms. Anshu	Dr. Ishani Pathania

The admission of the above candidate is recommended for continuation from Ph.D programme.

Prof Tejinder Sharma — Dr. Deepa Munjal — Prof Jagdeep Singh

Dr. Bhavna Sharma — Dr. Seema Malik — Dr. Ishani Pathania

18/1/24

Khanpur Kalan (Sonepat)

DEPARTMENT OF COMMERCE

BhagatPhool Singh Mahila Vishwavidyalaya, KhanpurKalan

Date: 28/08/2024

Minutes of the Meeting

Proceedings of the meeting of Staff Council of Department of Commerce, B.P.S. Mahila Vishwavidyalaya held on 28/08/2024 at 01:30 p.m. in the room of Chairperson (room no. 315) Department of Commerce, B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan.

The following members attended the meeting:

1)	Dr. Bhavna Sharma	: Chairperson, DOC
2)	Prof. Jagdeep Singla	: Professor, Member
3)	Dr. Seema Malik	: Associate Professor, Member
4)	Dr. Ishani Patharia	: Associate Professor, Member Secretary
5)	Dr. Anjana Pandey	: Assistant Professor (T), Member
6)	Ms. Swati Sharma	: Assistant Professor (T), Member
7)	Ms. Neha Soni	: Assistant Professor (T), Member
8)	Ms. Ankita Mehra	: Assistant Professor (T), Member

The following decisions were taken: -

1) Time table was revised as Prof. Jagdeep Singla has joined the department.
2) Synopsis of Ms. Ashu, Research Scholar (Supervisor: Dr. Seema Malik) was approved.

Prof. Jagdeep Singla 28/8/24

Dr. Seema Malik 28/8/24

Dr. Anjana 28/08/24

Ms. Swati Sharma 28/08/24

Ms. Neha Soni 28/08/24

Ms. Ankita Mehra 28/08/2024

Dr. Ishani Patharia 28/08/24
Member Secretary

Dr. Bhavna Sharma 28/8/24
Chairperson, DOC

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya

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DEPARTMENT OF COMMERCE

Minutes of the Meeting of Departmental Staff Committee (DSC) held on 14/12/2024

Meeting of the ***Departmental Staff Committee(DSC)*** was held on 14/12/2024 at 09.15 a.m. in the room of Chairperson, (315) of Department of Commerce, Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan, Sonipat.

The following members were present:-

• Dr. Bhavna Sharma	:	Chairperson
• Prof. Jagdeep Singla	:	Member
• Dr. Seema Malik	:	Member
• Dr. Anjana Pandey	:	Member
• Ms. Swati Sharma	:	Member
• Ms. Neha Soni	:	Member
• Ms. Ankita Mehra	:	Member

The Following decision were taken:-

1) Synopsis of Ms. Arti was evaluated, approved and recommended for consideration of DRC.

14/12/24
(Dr. Bhavna Sharma)
Chairperson,Commerce

Ankita 14/12/2024
Ms. Ankita Mehra
Member

Neha 14/12/24
Ms. Neha Soni
Member

Swati 14/12/24
Ms. Swati Sharma
Member

Dr. Anjana Pandey
Member

Seema 14/12/2024
Dr. Seema Malik
Member

Prof. Jagdeep Singla 14/12/2024
Member

14/12/24
Dr. Bhavna Sharma
Chairperson,Commerce

—1245—

Chairperson
Department of Commerce
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat

DEPARTMENT OF COMMERCE

Minutes of the Meeting of Departmental Staff Council (DSC) held on 12/11/2024

Meeting of the *Departmental Staff Council (DSC)* was held on 12/11/2024 at 11:00 a.m. in the room of Chairperson, (315) of Department of Commerce, Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan, Sonipat in a blended mode.

The following members were present :-

Dr. Bhavna Sharma	Chairperson
Prof. Jagdeep Singla	Member
Dr. Seema Malik	Member
Dr. Ishani Pathania	Member
Dr. Anjana Pandey	Member
Ms. Swati Sharma	Member
Ms. Neha Soni	Member
Ms. Ankita Mehra	Member

The following decisions were taken:-

1) Synopsis of Ms. Seema Rani was evaluated, approved and be recommended for consideration of DRC.

2) Six monthly progress report of Ms. Mahak Jain (JRF) was discussed and found to be satisfactory.

3) Six monthly progress report of Ms. Tanu Jain was discussed and found to be satisfactory.

4) The case of Ms. Anshu (registered since 2018 with Dr. Ishani Pathania) was discussed and is recommended for cancelation of registration from Ph.D. programme.

5) The case of Ms. Madhulata (admitted under Dr. Seema Malik in Ph.D. programme in 2016) was discussed in detail. She has not been able to submit her synopsis since last eight years. Hence, it is recommended that her admission may be cancelled and the same may be requested for approval of DRC.

(Dr. Bhavna Sharma)
Chairperson, Department of Commerce

12/11/24

ANNEXURE-23

Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpswomenuniversity.ac.in

Ref. No. BPSMV/ FET/25/ 62 Date:- 23/01/25

Proceeding of the meeting of Faculty of Engineering and Technology held on 23.01.2025 at 11:00 am. in the office of Dean, Faculty of Engineering and Technology, BPSMV, Khanpur Kalan. The following members were present:-

1. Dr. Vijay Nehra, Dean FET, BPSMV, Khanpur Kalan
2. Dr. Priyanka, Chairperson, ECE, BPSMV, Khanpur Kalan, Sonipat
3. Mrs. Sonal, Chairperson, CSE&IT, BPSMV, Khanpur Kalan,Sonipat
4. Mr. Ashish Hooda, In-Charge, Deptt of FT, BPSMV, Khanpur Kalan, Sonipat
5. Dr. Sudesh Nandal, Associate Professor, Deptt of ECE
6. Dr. Manju Saroha, Assistant Professor, Deptt of CSE&IT, Khanpur Kalan
7. AR, Secretary, BPSMV, Khanpur Kalan

After detailed discussion and deliberation, the following decisions were taken:-

Agenda No.1: To consider the registration of Ph.D (ECE) Research Scholars in the Department of Electronics and Communication Engineering.

Considered and approved the registration and addition of co-supervisor of Ph.D (ECE) Research Scholars in Electronics and Communication Engineering as recommended by Departmental Research Committee (DRC), and PGBOS in the meeting held on 10/12/2024 and 15/01/2025 respectively as per the details tabulated below:-

Candidate	Research Topic	Supervisor	Co-Supervisor
Ms. Anupriya (Roll no 23141001),	Design, Analysis and Performance Evaluation of Low Power, Energy Efficient Multi-Valued Logic Circuits	Dr. Rajender Kumar	Dr. Vikram Singh, Associate Professor, SoECE at SMVD University, Katra
Ms. Nidhi (Roll no 23141002)	Performance Analysis of Optical Millimeter Wave Generation Scheme for Future Communication Network	Dr. Sandeep Dahiya	---------
Ms. Rekha (Roll no 23141003)	Intelligent Modeling and Design of Hybrid Renewable Energy System Ensuring Sustainable Green Energy Solution	Dr. Priyanka	Dr. Krishan Kumar, Assistant Professor, Deptt of ECE, BPSMV, Khanpur Kalan, Sonipat

However, as per clause 5.20 of applicable Ph.D ordinance the case of Ph.D registration is not required mandatory to be routed through Faculty Board.

Agenda No. 2: To consider the minor revision of scheme and syllabus of Pre-Ph.D (ECE) course work in Department of Electronics and Communication Engineering.

Considered and approved the minor revision of scheme and syllabus of Pre-Ph.D (ECE) course work as recommended by PGBOS in its meeting held on 15/01/2025.

Agenda No. 2: To consider the change in ordinance of M.Tech (Functional Technology) regarding eligibility for admission in the programme in the department of Fashion Technology.

In view of interest of B.Design (Four year Course) students to pursue M.Tech in Fashion Technology and decline student's admission in the PG programme in the Department of Fashion Technology. The PGBOS in its meeting held on 22/08/2024 recommended the inclusion of B.Design as eligibility in addition to the existing for admission in PG Programme with effect from forth coming academic session.

Prof. (Dr) Vijay Nehra
Dean, FET 23/1/25

Dr. Priyanka 23.01.2025
Chairperson, ECE

Mrs. Sonal 23/1/25
Chairperson, CSE&IT

Mr. Ashish Hooda 23/1/25
In-Charge, FT

Dr. Sudesh Nandal 23/01/25
Member

Dr. Manju Saroha 23/1/25
Member

23.01.2025
Assistant Registrar
(Academic Branch)

BPS Women University

Chairperson, ECE <doece@bpswomenuniversity.ac.in>

Intimation regarding meeting of P.G Board of Studies of Department of Electronics and Communication Engineering scheduled to be held on 15/01/2025 at 11:00 am.

9 messages

Chairperson, ECE <doece@bpswomenuniversity.ac.in> Thu, Jan 9, 2025 at 10:30 AM
To: munish.vashishath@gmail.com, Vijay Nehra <nehra_vijay@yahoo.com>, anand_priyanka10@yahoo.co.in, sudesh kharb <sudesh_30@rediffmail.com>, Rajender Kumar <rajender.mtech@gmail.com>, krishan kumar <krishan.bpsmv@gmail.com>, sonal punia <sonalpunia8687@gmail.com>, ankit.pi@in.panasonic.com, Naresh Mehandia <naresh_uiet@yahoo.com>, naresh_uiet@pu.ac.in
Cc: Vice Chancellor <vc@bpswomenuniversity.ac.in>, Registrar BPSMV <registrar@bpswomenuniversity.ac.in>

Respected sir/Madam
Please find attached herewith the Intimation regarding meeting of P.G Board of Studies of Department of Electronics and Communication Engineering scheduled to be held on 15/01/2025 at 11:00 am.

Regards

O/o
Deptt of ECE

PG BOS meeting.pdf
161K

Chairperson, ECE <doece@bpswomenuniversity.ac.in> Wed, Jan 15, 2025 at 10:55 AM
To: munish.vashishath@gmail.com, sonal punia <sonalpunia8687@gmail.com>, ankit.pi@in.panasonic.com

Respected sir/Madam

Please find attached herewith the PG BOS meeting link is as under below:-

meet.google.com/ovv-pdnx-vdp
Dial-in: (US) +1 219-21

Regards

O/o
Deptt of ECE
[Quoted text hidden]

PG BOS meeting.pdf
161K

Chairperson, ECE <doece@bpswomenuniversity.ac.in> Wed, Jan 15, 2025 at 2:34 PM
To: munish.vashishath@gmail.com, sonal punia <sonalpunia8687@gmail.com>, ankit.pi@in.panasonic.com

Respected sir/Madam

Please find attached herewith the minutes of meeting of PG Board of Studies of Electronics and Communication Engineering and receipt of honorarium.
[Quoted text hidden]

—1249—

3 attachments

PG BOS meeting.pdf

PGBOS 15-01-2025 Final.docx
49K

TA DA Form present.pdf
377K

onal punia <sonalpunia8687@gmail.com> Wed, Jan 15, 2025 at 3:40 PM
To: "Chairperson, ECE" <doece@bpswomenuniversity.ac.in>

Respected Sir/Madam
It is ok with me.

Enclosed plz find the TA bill.

[Quoted text hidden]

Adobe Scan 15 Jan 2025.pdf
483K

Chairperson, ECE <doece@bpswomenuniversity.ac.in> Thu, Jan 16, 2025 at 9:36 AM
To: munish.vashishath@gmail.com, sonal punia <sonalpunia8687@gmail.com>, ankit.pi@in.panasonic.com

Respected sir/Madam
Please Ignore
[Quoted text hidden]

3 attachments

PG BOS meeting.pdf
161K

PGBOS 15-01-2025 Final.docx
49K

TA DA Form present.pdf
377K

Chairperson, ECE <doece@bpswomenuniversity.ac.in> Thu, Jan 16, 2025 at 9:46 AM
To: munish.vashishath@gmail.com, ankit.pi@in.panasonic.com, sonal punia <sonalpunia8687@gmail.com>

Respected sir/Madam

Kindly consider the email minutes of meeting of PG Board of Studies of Electronics and Communication Engineering.

Regards

O/o
Deptt of ECE

---------- Forwarded message ---------
From: Chairperson, ECE <doece@bpswomenuniversity.ac.in>
Date: Thu, Jan 9, 2025 at 10:30 AM
Subject: Intimation regarding meeting of P.G Board of Studies of Department of Electronics and Communication Engineering scheduled to be held on 15/01/2025 at 11:00 am.
To: <munish.vashishath@gmail.com>, Vijay Nehra <nehra_vijay@yahoo.com>, <anand_priyanka10@yahoo.co.in>, sudesh kharb <sudesh_30@rediffmail.com>, Rajender Kumar <rajender.mtech@gmail.com>, krishan kumar <krishan.bpsmv@gmail.com>, sonal punia <sonalpunia8687@gmail.com>, <ankit.pi@in.panasonic.com>, Naresh Mehandia <naresh_uiet@yahoo.com>, <naresh_uiet@pu.ac.in>
Cc: Vice Chancellor <vc@bpswomenuniversity.ac.in>, Registrar BPSMV <registrar@bpswomenuniversity.ac.in>

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2 attachments

PG BOS meeting.pdf
161K

PGBOS 15-01-2025 Final.docx
49K

sonal punia <sonalpunia8687@gmail.com> Thu, Jan 16, 2025 at 9:52 AM
To: "Chairperson, ECE" <doece@bpswomenuniversity.ac.in>
Cc: munish.vashishath@gmail.com, ankit.pi@in.panasonic.com

Respected sir/ madam
It is ok with me.

With regards
Dr. (Er.) Sonal
AE, HPGCL, PTPS, Panipat
[Quoted text hidden]

Ankit Pi <Ankit.PI@in.panasonic.com> Fri, Jan 17, 2025 at 12:29 PM
To: "Chairperson, ECE" <doece@bpswomenuniversity.ac.in>, "munish.vashishath@gmail.com" <munish.vashishath@gmail.com>, sonal punia <sonalpunia8687@gmail.com>

Respected sir/Madam

Good Day

Thanks for your strong support.

I confirm & acknowledge the minutes of meeting of PG Board of Studies of Electronics and Communication Engineering and receipt of honorarium.

Since I have joined online so I voluntary would not like to apply for TA/DA for the meeting.

Best Regards

Ankit

From: Chairperson, ECE <doece@bpswomenuniversity.ac.in>
Sent: 15 January 2025 14:35
To: munish.vashishath@gmail.com; sonal punia <sonalpunia8687@gmail.com>; Ankit Pi <Ankit.Pi@in.panasonic.com>
Subject: Fwd: Intimation regarding meeting of P.G Board of Studies of Department of Electronics and Communication Engineering scheduled to be held on 15/01/2025 at 11:00 am.

CAUTION: This email has originated from outside the organization. Do not click on any links or open attachments unless you recognize the sender and know that the content is safe.

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[Quoted text hidden]
Disclaimer: The contents of this e-mail message and any attachments are confidential and are intended solely for the addressee. If you have received this transmission in error, please immediately notify the sender by return e-mail and

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Fri, Jan 17, 2025 at 2:13 PM

ih@gmail.com>
enuniversity.ac.in>

PM, Ankit Pi <Ankit.Pi@in.panasonic.com> wrote:

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151-
10/12/2024

Department of Electronics and Communication Engineering
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
Office No. 01263-283124, www.bpsmv.ac.in

eeting of Department Research Committee (DRC) of Department of Electronics and Communication neering was held on 10/12/2024 at 11.00 AM in the office of Chairperson. Following members were ent.

1. Prof. Purnima Mittal, Department of Electronics and Communication Engineering, DTU, Delhi — **Outside Expert**
2. Prof. Vijay Nehra, Department of Electronics and Communication Engineering, BPSMV, Khanpur Kalan, Sonipat. — **Dean, FET**
3. Dr. Priyanka, Department of Electronics and Communication Engineering, BPSMV, Khanpur Kalan, Sonipat. — **Chairperson, ECE**
4. Dr. Sandeep Dahiya, Associate Professor, Department of Electronics and Communication Engineering, BPSMV, Khanpur Kalan, Sonipat. — **Member**
5. Dr. Rajender Kumar, Associate Professor, Department of Electronics and Communication Engineering, BPSMV, Khanpur Kalan, Sonipat. — **Member**
6. Dr. Krishan Kumar, Associate Professor, Department of Electronics and Communication Engineering, BPSMV, Khanpur Kalan, Sonipat. — **Member**
7. Research supervisors and all faculty members, Department of Electronics and Communication Engineering, BPSMV, Khanpur Kalan — **Special Invitee**

The agenda item was discussed in detail and after deliberation & discussion, following decision was taken:

Agenda item No. 1:-To carry out the admission in Ph.D (ECE) for academic session 2024-25.

Resolution: - The following candidates appeared for the interview for admission in Ph.D (ECE) for the academic session 2024-25.

1. Ms. Priyanka Rathee D/o Sh. Ved Pal Singh — Entrance Test Category

The committee interviewed the above said candidate as per provision contained in the Ph.D ordinance and the the final merit of the candidate is prepared on the basis of academic weightage and interview as under:

				Entrance Test Category				
Sr. No	Application No.	Name	Father's Name	Category	Entrance test wtg. (Out of 70)	Marks awarded by DRC (Out of 30)	Total (100)	Allotment of Supervisor
1	20472	Ms. Priyanka Rathee	Mr. Rajvir Singh	Gen	37.10	23	60.10	Dr. Vijay Nehra (Supervisor) Dr. Sudesh (Co-supervisor)

Agenda item No. 2:- To consider the synopsis of Ph.D Research Scholars namely Ms. Anupriya (Roll no 23141001), Ms. Nidhi (Roll No 23141002) and Ms. Rekha (Roll no 23141003) for registration in Ph.D.

The Departmental Research Committee recommends the following candidates with the topics and supervisors for further course of action as tabulated below:-

Sr. No	Name of the Candidate	Research Topic	Name of the Supervisor
1	Ms. Anupriya (Roll no 23141001),	Design, Analysis And Performance Evaluation Of Low Power, Energy Efficient Multi-Valued Logic Circuits	Dr. Rajender Kumar
2	Ms. Nidhi (Roll no 23141002)	Performance Analysis of Optical Millimeter Wave Generation Scheme For Future Communication Network	Dr. Sandeep Dahiya
3	Ms. Rekha (Roll no 23141003)	Intelligent Modeling and Design of Hybrid Renewable Energy System Ensuring Sustainable Green Energy Solution	Dr. Priyanka

Further, on the basis of request given by the following candidates and further, recommendations by supervisor and chairperson, the DRC recommended the addition of following co-supervisor as per the details tabulated below.

Sr. No	Name of the Candidate	Research Topic	Name of adding the Co-Supervisor
1	Ms. Anupriya (Roll no 23141001)	Design, Analysis and Performance Evaluation of Low Power, Energy Efficient Multi-Valued Logic Circuits	Dr. Vikram Singh
3	Ms. Rekha (Roll no 23141003)	Intelligent Modeling and Design of Hybrid Renewable Energy System Ensuring Sustainable Green Energy Solution	Dr. Krishan Kumar

The meeting ended with a vote of thanks of the chair

Prof. Purnima Mittal
(Outside Expert)

Prof. Vijay Nehra.
(Dean, FET)

Dr. Sandeep Dahiya
(Member)

Dr. Rajender Kumar
(Member)

Dr. Krishan Kumar
(Member)

Dr. Sudeep Nandal
(Special Invitee)

Dr. Priyanka
Chairperson

Copy to:-
1. PS to Vice chancellor (for kind information of Hon'ble Vice-Chancellor) BPSMV, Khanpur Kalan.
2. Assistant Registrar (Acad) for information and necessary action.
3. Dean, Faculty of Engineering and Technology, for information

Department of Electronics and Communication Engineering
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
Office No. 01263-283124, www.bpswomenuniversity.ac.in

Proceedings of the meeting of PG Board of Studies of Electronics and Communication Engineering:-

A meeting of the PGBOS of Electronics and Communication Engineering was held on 15/01/2025 at 11:00 am in the office of chairperson, Department of Electronics and Communication Engineering. The following members were present:-

1. Prof. Munish Vashishath Department of Electronics and Communication Engineering, YMCA, University of Science and Technology, Faridabad Contact: 9416397567	Outside expert
2. Prof. Naresh Kumar, Department of Electronics and Communication Engineering, UIET, Panjab University, Chandigarh,	Outside expert
3. Prof. Vijay Nehra, Professor, Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, sonipat	Dean, FET
4. Dr. Priyanka, Associate Professor, Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, sonipat	Chairperson
5. Dr. Sudesh Nandal, Associate Professor, Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, sonipat	Member
6. Dr. Rajender Kumar, Associate Professor, Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, sonipat	Member
7. Dr. Krishan Kumar, Assistant Professor, Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, sonipat	Member
8. Dr. Sonal Punia, Assistant Enginee XEN/Fuel, Panipat Thermal Power Plant, Panipat	Alumni
9. Mr. Ankit Manager in (R&D) Panasonic Smart Factory solutions, Jhajjar, Haryana	Industry

The members of PGBOS deliberated & discussed at length the proposed agenda item and resolved the following:

Agenda 1: - To consider the recommendation of DRC for registration of Ph.D (ECE) Research Scholars

Considered and approved the recommendation of DRC for registration and addition of co-supervisor of Ph.D (ECE) Research Scholars as per the details tabulated below:-

Sr. No	Candidate	Research Topic	Supervisor	Co-Supervisor
1	Ms. Anupriya (Roll no 23141001),	Design, Analysis and Performance Evaluation of Low Power, Energy Efficient Multi-Valued Logic Circuits	Dr. Rajender Kumar	Dr. Vikram Singh, Associate Professor, SoECE at SMVD University, Katra
2	Ms. Nidhi (Roll no 23141002)	Performance Analysis of Optical Millimeter Wave Generation Scheme for Future Communication Network	Dr. Sandeep Dahiya	----------
3	Ms. Rekha (Roll no 23141003)	Intelligent Modeling and Design of Hybrid Renewable Energy System Ensuring Sustainable Green Energy Solution	Dr. Priyanka	Dr. Krishan Kumar, Assistant Professor, Deptt of ECE, BPSMV, Khanpur Kalan, Sonipat

Agenda 2: - To consider minor revision of scheme and syllabus of Pre-Ph.D (ECE) course work.

Considered and approved minor revision of scheme and syllabus of Pre-Ph.D (ECE) course work.

Prof. Munish Vashishath
Outside expert
(Joined Online)

Prof. Naresh Kumar
Outside expert

Prof. Vijay Nehra
Dean, FET

Dr. Sudesh Nandal
Member

Dr. Rajender Kumar
Member

Dr. Krishan Kumar
Member

Dr. Sonal Punia
Alumni
(Joined Online)

Mr. Ankit
Industry
(Joined Online)

Chairperson 15.01.2025

Endst. No. BPSMV/ECE/25/38 **Dated:- 15/01/2025**

Copy to:-

1. P.S to VC for kind information of the Vice-Chancellor, BPSMV, Khanpur Kalan.
2. All members of PG BOS for information.

ANNEXURE – 24

information regarding cancellation of the proposed DRC meeting scheduled on 09 August 2024

...iversity.ac.in>

4M/258
5/9/24

DEPARTMENT OF HOTEL MANAGEMENT

BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA, SONEPAT

Date: 30.09.2024

Proceeding of Research Advisory Committee (RAC) meeting of the Department of Hotel Management held on 30.09.2024 at 2.00 pm at B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat.

The following members were present in the meeting:

Dr. Pankaj Misra	- Chairperson
Dr. Ishani Patharia	- Member

The following decisions was taken:

Item No.1: The RAC approved the synopsis entitled "Factors Affecting Customer's Impulse Buying Behaviour towards Food and Beverage Products in the Hospitality Industry" of Ms. Ritu Dahiya with minor suggestions. The RAC further recommends the synopsis for consideration and approval of Departmental Research Committee (DRC)

Meeting ended with a vote of thanks.

Ishani 30/09/24
Dr. Ishani Patharia

Pankaj 30/9/2024
Dr. Pankaj Misra

DEPARTMENT OF HOTEL MANAGEMENT

BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA, SONEPAT

Date: 07.10.2024

Proceeding of the Departmental Research Committee (DRC) meeting (organized by blending mode) of Ms. Ritu Dahiya (Roll No. 2317100I) for Ph.D Registration in the Department of Hotel Management held on 07.10.2024 at 12:00 noon at B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat.

The following members were present in the meeting:

Dr. Pankaj Misra	- Chairperson-DHM
Prof. (Dr.) Shweta Singh	- Dean -FCM
Prof. (Dr.) Majula Chaudhary	- Outside expert
Prof. (Dr.) Ran Singh Dhaliwal	- Outside expert

The following decisions was taken:

Item No.1: The Departmental Research Committee approved the synopsis of Ms. Ritu Dahiya entitled "Factors Affecting Customer's Impulse Buying Behaviour towards Food and Beverage Products in the Hospitality Industry" with minor suggestions. The DRC recommends the synopsis Ms. Ritu Dahiya to PGBoS for recommended and approval.

Meeting ended with a vote of thanks.

Prof. (Dr.) Ran Singh Dhaliwal

7.10.24
Prof. (Dr.) Majula Chaudhary

07.10.24
Prof. (Dr.) Shweta Singh

7/10/2024
Dr. Pankaj Misra

DEPARTMENT OF HOTEL MANAGEMENT

BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA

Date: 07.10.2024

Proceeding of the Post Graduate Board of Studies (organized by on blended mode) to discuss the synopsis of Ms. Ritu Dahiya for Ph.D. registration in the office of Chairperson - Department of Hotel Management held on 07.10.2024 at 2.00 pm at B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat.

The following members were present in the meeting:

Dr. Pankaj Misra	- Chairperson-DHM
Prof. (Dr.) Shweta Singh	- Dean -FCM
Prof. (Dr.) Majula Chaudhary	- Outside expert
Prof. (Dr.) Ran Singh Dhaliwal	- Outside expert

The following decision was taken:

Item No.1: The PGBoS approved the synopsis of Ms. Ritu Dahiya for Ph.D. registration in the academic session 2024-25 in the Department of Hotel Management as recommended and proposed by the DRC.

Meeting ended with a vote of thanks.

Prof. (Dr.) Ran Singh Dhaliwal

7.10.24

Prof. (Dr.) Majula Chaudhary

07.10.24

Prof. (Dr.) Shweta Singh

7/10/2024

Dr. Pankaj Misra

ANNEXURE-25

Department of Physics
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpswomenuniversity.ac.in

Ref. No. BPSMV/PHY/24/215A Date:- 9/11/24

Minutes of Meeting

A Meeting of RAC of Ms. Madhu and Ms. Sanju was held on 09/11/2024 at 10:00 am in the office of Chairperson, Department of Physics.

Following was discussed.

The synopsis on the topic

1. "Microstructural, Thermal and Electrical Characterization and Application of Polyaniline and its Composites" (Ms. Madhu, Roll No. 23122207)
2. "Impact of Composite formation on Structural, Thermal and Electrical Characterization and Application of Conducting Polymer" (Ms. Sanju, Roll No.23122209)

Were discussed in detail and necessary suggestions were given to the candidates. After making suggested changes the synopsis is recommended to present in DRC. Moreover, Dr. Sheela Devi, Associate Professor Department of Physics, BPSMV was allocated as co guide to both the candidates by RAC on the request of candidates.

Sheela 9.11.24
Dr. Sheela Devi
(Member)

9/11/24
Dr. Asha
(Convener)

Department of Physics
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpswomenuniversity.ac.in

Ref. No. BPSMV/PHY/24/187 Date:- 30/9/24

Minutes of Meeting

A Meeting of RAC of Ms. Samiksha and Ms. Pushpal was held on 30/09/2024 at 10:00 am in the office of Chairperson, Department of Physics.

Following was discussed.

The synopsis on the topic

1. Investigation of fusion dynamics of stable nuclei in medium mass regions. (Ms. Samiksha, Roll No. 23122205).
2. Dynamics of fusion process and quasi-elastic scattering process. (Ms. Pushpal, Roll No.23122208).

were discussed in detail and necessary suggestion were given to the students. After making necessary change the synopsis is recommended to present in DRC.

30/9/24
Dr. Asha
(Member)

30/9/24
Dr. Sheela Devi
(Member)

30/9/24
Dr. Suman B. Kuhar
(Convener)

30/9/24
Dr. Asha

Chairperson,Physics

Department of Physics
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpswomenuniversity.ac.in

Ref. BPSMV/PHY/24/234 Date: 26/11/24

MINUTES OF THE MEETING OF DEPARTMENTAL RESEARCH COMMITTEE (DRC).

A meeting of the Departmental Research Committee in Dept. of Physics held in office of Chairperson, Department of Physics on 26.11.2024 at 10: 00 am.

The following were present:

1. Dr. Asha, Chairperson, Department of Physics — Convener
2. Dr. Sunil Sangwan, Department of Mathematics — Dean Faculty of Science
3. Dr. Poonam Silotia, Deptt. of Physics & Astrophysics, University of Delhi — Outside Expert
4. Dr. Sanjay Dahiya, Department of Physics MDU Rohtak — Outside Expert
5. Dr. Sheela Devi, Department of Physics, BPSMV — Special Invitee

PROCEEDINGS:

1. To approve the Synopsis for registration to Ph.D. programme in Physics.
The following Research Scholars of the Department of Physics had presented their synopsis before the Departmental Research Committee in Physics for Registration.

Sr. No.	Name of Candidate	Name of Supervisor	Name of Co-Supervisor	Topic of Research
1.	Ms. Madhu Rani	Dr. Asha, Associate Professor, Dept. of Physics	Dr. Sheela Devi, Associate Professor, Dept. of Physics	"Microstructural, Thermal, Electrical Characterization and Application of Polyaniline and its Composites"
2.	Ms. Sanju	Dr. Asha, Associate Professor, Dept. of Physics	Dr. Sheela Devi, Associate Professor, Dept. of Physics	"Impact of Composite Formation on Structural, Thermal, Electrical Characterization and Application of Conducting Polymer"

After detail deliberation & discussion, the DRC recommends the synopsis for registration to Ph.D. Programme in Physics of the above candidates and same will be put up before the PGBOS in Physics. Moreover, Co- Supervisor also allotted to both the candidates on the request of Candidates.

2. **To select the candidates for Ph.D. Course work (Physics) for the academic session 2024-25 and also to assign the supervisor/ Co- supervisor to the selected candidates.**
No. of sheets advertised in PhD prospectus and as per roster register for this year are 2 (1 Gen & 1 BC-A).No of Candidate had applied in BC Category and as per availability of the candidate seat of BC Category is offered to General Category candidate.
Moreover, Dr. Asha and Dr. Sheela Devi, Associate Professor, Department of Physics has requested to increase 01 seat each. Thus on the request of faculties 2 seats were increased for academic session 2024-25. So total seats availability for this session will be 04.

(A) The merit list for Exempted Category (JRF).

Sr. No.	Name of Candidate	Father's Name	Academic Record (Out of 70)	Marks awarded by DRC (Out of 30)	Total	Supervisor Allotted
1	ANNU	BALRAJ	55.632	24	79.632	Dr. Asha
2	PRATIBHA	DINESH SINGH	52.072	16	68.072	Dr. Sheela Devi

26.11.24

- 1262 -

26/11/24

(B) The merit list for Entrance Test:

Sr. No.	Name of Candidate	Father's Name	Academic Record (Out of 70)	Marks awarded by DRC (Out of 30)	Total	Supervisor Allotted
1	SAKSHI GOYAL	MOHAN LAL GOYAL	48.3	26	74.3	Dr. Sheela Devi
2	ADITI DESWAL	KULDEEP SINGHS	49.70	24	73.7	Dr. Sheela Devi

Decision: DRC recommended above 04 Candidates for admission on basis of merit and allotted the supervisor.

The meeting ended with a vote of thanks to the chair.

Asha 26/11/24

Sunil Sangwan 26.11.24

Poonam Silotia

Sanjay Dahiya 26/11/24

Sheela Devi 26/11/24

Department of Physics
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
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Ref. BPSMV/PHY/24/934 Date: 26/11/24

MINUTES OF THE MEETING OF DEPARTMENTAL RESEARCH COMMITTEE (DRC).

A meeting of the Departmental Research Committee in Dept. of Physics held in office of Chairperson, Department of Physics on 26.11.2024 at 10: 00 am.

The following were present:

1. Dr. Asha, Chairperson, Department of Physics — Convener
2. Dr. Sunil Sangwan, Department of Mathematics — Dean Faculty of Science
3. Dr. Poonam Silotia, Deptt. of Physics & Astrophysics, University of Delhi — Outside Expert
4. Dr. Sanjay Dahiya, Department of Physics MDU Rohtak — Outside Expert
5. Dr. Sheela Devi, Department of Physics, BPSMV — Special Invitee

PROCEEDINGS:

1. To approve the Synopsis for registration to Ph.D. programme in Physics.
The following Research Scholars of the Department of Physics had presented their synopsis before the Departmental Research Committee in Physics for Registration.

Sr. No.	Name of Candidate	Name of Supervisor	Name of Co-Supervisor	Topic of Research
1.	Ms. Madhu Rani	Dr. Asha, Associate Professor, Dept. of Physics	Dr. Sheela Devi, Associate Professor, Dept. of Physics	"Microstructural, Thermal, Electrical Characterization and Application of Polyaniline and its Composites"
2.	Ms. Sanju	Dr. Asha, Associate Professor, Dept. of Physics	Dr. Sheela Devi, Associate Professor, Dept. of Physics	"Impact of Composite Formation on Structural, Thermal, Electrical Characterization and Application of Conducting Polymer"

After detail deliberation & discussion, the DRC recommends the synopsis for registration to Ph.D. Programme in Physics of the above candidates and same will be put up before the PGBOS in Physics. Moreover, Co- Supervisor also allotted to both the candidates on the request of Candidates.

2. **To select the candidates for Ph.D. Course work (Physics) for the academic session 2024-25 and also to assign the supervisor/ Co- supervisor to the selected candidates.**
No. of sheets advertised in PhD prospectus and as per roster register for this year are 2 (1 Gen & 1 BC-A).No Candidate had applied in BC Category and as per availability of the candidate seat of BC Category is offered to General Category candidate.
Moreover, Dr. Asha and Dr. Sheela Devi, Associate Professor, Department of Physics has requested to increase 01 seat each. Thus on the request of faculties 2 seats were increased for academic session 2024-25. So total seats availability for this session will be 04.

(A) The merit list for Exempted Category (JRF).

Sr. No.	Name of Candidate	Father's Name	Academic Record (Out of 70)	Marks awarded by DRC (Out of 30)	Total	Supervisor Allotted
1	ANNU	BALRAJ	55.632	24	79.632	Dr. Asha
2	PRATIBHA	DINESH SINGH	52.072	16	68.072	Dr. Sheela Devi

(B) The merit list for Entrance Test:

Sr. No.	Name of Candidate	Father's Name	Academic Record (Out of 70)	Marks awarded by DRC (Out of 30)	Total	Supervisor Allotted
1.	SAKSHI GOYAL	MOHAN LAL GOYAL	48.3	26	74.3	Dr. Sheela Devi
2	ADITI DESWAL	KULDEEP SINGHS	49.70	24	73.7	Dr. Sheela Devi

Decision: DRC recommended above 04 Candidates for admission on basis of merit and allotted the supervisor.

The meeting ended with a vote of thanks to the chair.

Asha 26/11/24

Sunil Sangwan

Poonam Silotia 26.11.2024

Sanjay Dahiya

Sheela Devi 26/11/24

Department of Physics
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
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Ref. No. BPSMV/PHY/24/213 Date:- 6/11/24

MINUTES OF THE MEETING OF DEPARTMENTAL RESEARCH COMMITTEE (DRC).

A meeting of the Departmental Research Committee in Physics held in office of Chairperson, Department of Physics on 06.11.2024 at 11: 00 am.

The following were present:

1. Dr. Asha, Chairperson Deptt. of Physics, BPSMV, Khanpur Kalan (Convener)
2. Dr. Sunil Sangwan, Department of Mathematics, BPSMV, Khanpur (Dean Faculty of Sci.)
3. Dr. Poonam Silotia, Department of Physics & Astrophysics, University of Delhi. (Outside Expert)
4. Dr. Sanjay Dahiya, Department of Physics, MDU, Rohtak (Outside Expert)
5. Dr. Sheela Devi, Deptt. of Physics, BPSMV, Khanpur Kalan (Special Invitee)
6. Dr. Suman B. Kuhar, BPSIHL, BPSMV, Khanpur Kalan (Special Invitee)

Departmental Research Committee considered the following agenda item:

Agenda: -I To approve the Synopsis for registration to Ph.D. programme in Physics.

The following Research Scholars of the Department of Physics had presented their synopsis before the Departmental Research Committee in Physics for Registration.

Sr. No.	Name of Candidate	Name of Supervisor	Name of Co-Supervisor	Topic of Research
1.	Ms. Samiksha	Dr. Suman, Associate Professor, BPSIHL	Dr. Manjeet Singh, Assistant Professor, G.C. , Alewa, Jind	Investigations on Fusion Dynamics of Stable Nuclei in Medium Mass Regions
2.	Ms. Pushpal Ruhal	Dr. Suman, Associate Professor, BPSIHL	Dr. Manjeet Singh, Assistant Professor, G.C. , Alewa, Jind	Dynamics of Fusion Process and Quasi-elastic Scattering Process

After detail deliberation & discussion, the committee recommends the synopsis for registration to Ph.D. Programme in Physics of the above candidates and same will be put up before the PGBOS in Physics. Moreover, Co- Supervisor also allotted to both the candidates on the request of Candidates.

The meeting ended with a vote of thanks to all the chair.

Asha 6/11/24

Sunil Sangwan 6/11/24.

Poonam Silotia 6.11.2024

Sanjay Dahiya 06/11/24

Sheela Devi 06/11/2024

Suman B. Kuhar 6/11/24

Department of Physics
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
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Ref. No. BPSMV/PHY/25/272 Date:- 14/1/25

Minutes

Proceedings of the Meeting of PGBOS of Department of Physics, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 14/01/202 at 11:00 am (Online mode).

The following were present:

1. Dr. Sheela Devi, Dept. of Physics, BPSMV (Officiating Chairperson)
2. Prof R.S. Kundu, Dept. of Physics, GJUS&T, Hisar (Outside Expert)
3. Prof. Sanjay Dahiya, Dept. of Physics, MDU, Rohtak (Outside Expert)
4. Dr. M. Senthil Kumar, Principal Scientist, Sensor Devices & Metrology Group, CSIR-National Physics Laboratory, Delhi (Outside Expert)
5. Dr. Anil Kaushik, Asstt. Prof., GCW, Gohana (Outside Expert)
6. Madhu, Research Scholar, IIT Hyderabad, Kundi (Alumni)

All the items of the agenda were circulated vide letter no.PHY/25/269 dated 11/01/2025 and discussed in held on 14/01/2025 at 11:00 am in the meeting. After detailed deliberation & discussion following were resolved and approved.

1. **Item No. 1:** Registration for Ms. Madhu Rani Roll No. 23122207, Ms. Sanju Roll No. 23122209, Ms. Samiksha Roll No. 23122205 & Ms. Pushpal Ruhal Roll No. 23122208.

Ms. Madhu Rani Roll No. 23122207, Ms. Sanju Roll No. 23122209, Ms. Samiksha Roll No. 23122205 & Ms. Pushpal Ruhal Roll No. 23122208 Ph.D. Physics was discussed in detail and recommended for the registration for Ph.D. Physics.

Item No. 2: Any other item.

No other item was discussed.

With this the meeting ended with a vote of thank to the chair.

Prof R.S. Kundu | Prof. Sanjay Dahiya | Dr. Anil Kaushik

M. Senthil Kumar
Dr. M. Senthil Kumar

Sheela 14.1.25
Dr. Sheela Devi

A copy of the above is forwarded to the following for information:

1. All the members of PG Board of Studies.
2. AR (Academic) for information and necessary action.

Department of Physics
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpswomenuniversity.ac.in

Ref. No. BPSMV/PHY/25/272 Date:- 14/1/25

Minutes

Proceedings of the Meeting of PGBOS of Department of Physics, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 14/01/202 at 11:00 am (Online mode).

The following were present:

1. Dr. Sheela Devi, Dept. of Physics, BPSMV (Officiating Chairperson)
2. Prof R.S. Kundu, Dept. of Physics, GJUS&T, Hisar (Outside Expert)
3. Prof. Sanjay Dahiya, Dept. of Physics, MDU, Rohtak (Outside Expert)
4. Dr. M. Senthil Kumar, Principal Scientist, Sensor Devices & Metrology Group, CSIR-National Physics Laboratory, Delhi (Outside Expert)
5. Dr. Anil Kaushik, Asstt. Prof., GCW, Gohana (Outside Expert)
6. Madhu, Research Scholar, IIT Hyderabad, Kundi (Alumni)

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Item No. 2: Any other item.

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Prof R.S. Kundu | Prof. Sanjay Dahiya | Dr. Anil Kaushik

Dr. M. Senthil Kumar | Dr. Sheela Devi 14.1.25

A copy of the above is forwarded to the following for information:

1. All the members of PG Board of Studies.
2. AR (Academic) for information and necessary action.

Department of Physics
Bhagat Phool Singh Mahila Vishwavidyalaya,
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Ref. No. BPSMV/PHY/25/272

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3. Prof. Sanjay Dahiya, Dept. of Physics, MDU, Rohtak (Outside Expert)
4. Dr. M. Senthil Kumar, Principal Scientist, Sensor Devices & Metrology Group, CSIR-National Physics Laboratory, Delhi (Outside Expert)
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Prof R.S. Kundu — Prof. Sanjay Dahiya 14/01/25 — Dr. Anil Kaushik

Dr. M. Senthil Kumar — Dr. Sheela Devi 14.1.25

A copy of the above is forwarded to the following for information:

1. All the members of PG Board of Studies. — 1269 —
2. AR (Academic) for information and necessary action.

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ANNEXURE-26

Department of Management Studies

MINUTES OF THE MEETING OF DEPARTMENTAL RESEARCH COMMITTEE (DRC) HELD ON 20-09-2024 AT 11.00 AM IN THE OFFICE OF CHAIRPERSON, DEPARTMENT OF MANAGEMENT STUDIES.

The following were present in the meeting:-

1. Dr. Krishan Kumar — Chairperson
2. Prof. Shweta Singh, Dean - FCM — Member
3. Prof. Anil Mittal — Outside expert
4. Prof. Ipshita Bansal — Member
5. Prof. Sanket Vij — Member
6. Dr. Anshu Bhardwaj — Special Invitee Member
7. Dr. Meenakshi Katyal — Special Invitee Member

The following decisions were taken in the meeting:-

1. The DRC discussed and approved the final synopsis of the student who have qualified the Pre Ph.D course work including Ms. Niku (2022-23 session) for registration in Ph.D. programme. The detail of the same is as below -

Name of scholar	Roll No.	Supervisor name	Approved title
Ms. Niku	22021006	Prof. Ipshita Bansal	Impact of Psychological Contract on Organisational Citizenship Behaviour and Work Centrality in Higher Education Institutes in NCR
Ms. Sunita	23021001	Prof. Shweta Singh	Impact of Microfinance on Political, Social and Economic Empowerment of Women in Rural Haryana
Ms. Rimpy	23021002	Prof. Ipshita Bansal	Transformative HRM Role of AI in Improving Employee Experience and Work Performance
Ms. Prachi Nirwal	23021003	Dr. Anshu Bhardwaj	Sustainable Business Practices as Antecedent of Firm Performance: A Study of MSMEs
Ms. Himanshi	23021004	Dr. Kapil Kumar	Factors Affecting Green Gap between Purchase Intention and Purchase Decisions
Ms. Aarti Dagar	23021005	Dr. Krishan Kumar	Role of Remote Work on Employer Branding and Employee Retention
Ms. Sonia	23021006	Dr. Meenakshi Katyal	The Impact of Social Media Influencers on Shaping Online Impulse Buying Behaviour
Ms. Pinki	23021007	Dr. Meenakshi Katyal	Customer Perception towards Private Label Electronics Brands: A Comparative Study of Offline and Online Retail Market
Ms. Ritu	23021008	Dr. Krishan Kumar	Financial Implications of Venturing into EV Segment: A Study of Indian Auto Firms and Consumers
Ms. Preety Devi	23021009	Dr. Anshu Bhardwaj	Role of Effectuation in Shaping the Relationship Between Entrepreneurial Orientation and Performance: A Study of MSME sector
Ms. Pooja	23021010	Prof. Ipshita Bansal	Role of Green Marketing Affecting Consumer Purchase Behaviour in Apparel Industry
Ms. Manisha Devi	23021011	Dr. Krishan Kumar	Financial Performance of Foreign Bank in India: A Study of Machine Learning Model

2. The DRC discussed and evaluated the application received for University Research Scholar scheme (URS) and propose the name of Ms. Sunita (category General) and Ms. Rimpy (category BC-A) for the award of University Research Scholar (URS) as per URS norms of the University

(Prof. Anil Mittal) 20/9/24

(Dr. Meenakshi Katyal)

(Dr. Anshu Bhardwaj) 20/09/2024

(Prof. Sanket Vij)

(Prof. Shweta Singh)

(Prof. Ipshita Bansal) 20/09/2024

(Dr. Krishan Kumar) 20/9/24

1270

Minutes of the PGBoS Meeting

Minutes of the meeting of the PGBOS (Post Graduate Board of Studies), Department of Management Studies held on 10-12-2024 at 11:00 am in the office of the Chairperson, Department of Management Studies.

The following were present in the meeting:-

1. Dr. Krishan Kumar — Chairperson
2. Prof. Shweta Singh — Dean
3. Prof. Ritu Sapra — Outside expert
4. Prof. Nirmala Chaudhary — Outside expert
5. Prof. Ipshita Bansal — Member
6. Dr. Anshu Bhardwaj — Member
7. Dr. Meenakshi Katyal — Member
8. Dr. Kapil Kumar — Member

The following agendas were discussed and resolved:-

1. The PGBoS discussed and approved the final synopsis of the students who have qualified the Pre-Ph.D. course work including Ms. Niku (2022-23 session) for registration in Ph.D programme as per the recommendation of DRC held on 20-09-2024. The detail of the same is as below.-

Sr. No.	Name of scholar	Roll No.	Supervisor name	Approved title
1	Ms. Niku	22021006	Prof. Ipshita Bansal	Psychological Contract, Organizational Citizenship Behavior and Work Centrality in Higher Education Institutions.
2	Ms. Sunita	23021001	Prof. Shweta Singh	Role of Microfinance on Socio-Economic, Empowerment of Women in Rural Haryana
3	Ms. Rimpy	23021002	Prof. Ipshita Bansal	Transformative HRM: AI, Employee Experience and Work Performance
4	Ms. Prachi Nirwal	23021003	Dr. Anshu Bhardwaj	Sustainable Business Practices as Antecedent of Firm Performance A Study of MSMEs
5	Ms. Himanshi	23021004	Dr. Kapil Kumar	Green Gap between Purchase Intention and Purchase Decisions: An Empirical Study
6	Ms. Aarti Dagar	23021005	Dr. Krishan Kumar	Role of Remote Work in Employer Branding and Employee Retention
7	Ms. Sonia	23021006	Dr. Meenakshi Katyal	Impact of Social Media Influencers in Shaping Online Impulse Buying Behaviour
8	Ms. Pinki	23021007	Dr. Meenakshi Katyal	Customer Perception towards Private Label Electronics Brands: A Comparative Study of Offline and Online Retail Market
9	Ms. Ritu	23021008	Dr. Krishan Kumar Co-supervisor-Dr. Manju Saroha	Financial Implications of Venturing into EV Segment: A Study of Indian Auto Firms and Consumers
10	Ms. Preety Devi	23021009	Dr. Anshu Bhardwaj	Role of Effectuation in Shaping the Relationship Between Entrepreneurial Orientation and Performance: A Study of MSME sector

11	Ms. Pooja	23021010	Prof. Ipshita Bansal	Role of Green Marketing on Consumer Purchase Behaviour in Apparel Industry
12	Ms. Manisha Devi	23021011	Dr. Krishan Kumar	Foreign Banks in India: A Comprehensive Analysis of Profitability, Innovation and Financial Stability.

2. As per recommendation of DRC, the PGBoS discussed and approved the cancellation of Registration (Ph.D.) of Ms. Divya Keshwani. The vacant seat of Ms. Divya Kehswani will be filled from the qualified candidates of the session 2024-25.
3. The PGBOS approved the panel of examiners for evaluation of thesis of research scholars of the Department of Management Studies. The details of the same are as below-
   i. Ms. Neha under supervision of Dr. Meenakshi Katyal
   ii. Ms. Kirti Malik under supervision of Prof. Shweta Singh
   iii Ms. Neetu Malhan under supervision of Prof. Sanket Vij
   iv. Ms. Bhawna Sharma under supervision of Dr. Krishan Kumar
   v. Ms. Nidhi Verma under supervision of Dr. Kapil Kumar

The meeting was ended with vote of thanks to chair.

10/12/2024
(Prof. Ritu Sapra)
Outside expert

10/12/24
(Prof. Nirmala Chaudhay)
Outside expert

10/12/24
(Dr. Kapil Kumar)
Member

10/12/24
(Dr. Meenakshi Katyal)
Member

10/12/2024
(Dr. Anshu Bhardwaj)
Member

10/12/2024
(Prof. Ipshita Bansal)
Member

10.12.24
(Prof. Shweta Singh)
Dean (FCM)

10/12/24
(Dr. Krishan Kumar)
Chairperson

ANNEXURE-27

Minutes of the meeting of committee constituted for amending the URS rules in light of the new UGC ordinance regulations and new Ph.D ordinance of the BPSMV was held on 03/01/2025 at 2:30 PM in the office of Dean Academic Affair.

Following were present:-

1.	Prof. Sanket Vij, DAA	Convener
2.	Prof. Vijay Nehra, Director Research	Member
3.	Sh. Rajesh Kumar, AR(R&S)	Member

The existing rules of the University Research Scholarship were discussed in detail. After going through the latest UGC guidelines and Ph.D ordinance of the BPSMV, the revise policy/rules for University Research Scholarship has been framed by the Committee which is attached herewith.

Further, it was also unanimously recommended that the rules may be got approved from the Competent Authority/Statutory body.

Prof. Sanket Vij

Prof. Vijay Nehra

Sh. Rajesh Kumar

Annexure -28

भारतीय चिकित्सा पद्धति राष्ट्रीय आयोग
आयुष मंत्रालय, भारत सरकार
कार्यालय: सी-19, पहली और दूसरी मंजिल, ब्लाक- IV, धन्वन्तरि भवन,
मार्ग नं0-66, , पंजाबी बाग(पश्चिम), नई दिल्ली 110026
दूरभाष / Phone
secretary@nciamindia.org

National Commission for Indian System of Medicine
Ministry of AYUSH, Govt. of India
Office No. 19, 1st & 2nd Floor, Block-IV, Dhanwantri Bhawan, Road No.-66, Punjabi Bagh (West), New Delhi 110026

संदर्भ/Ref. No.BOA/7-A/2024 दिनांक /Dated. 26.11.2024

To,

1. The Vice Chancellors/Registrars of Universities having Ayurveda Institutes
2. Directors/Deans/Principals of Ayurveda Institutes

Subject: Nanotechnology in Ayurveda – Capacity Building Program for Empowering Ayurvedic doctors/ Scientists/ Academicians with nano-technology skills- reg.

Sir/Madam,

With reference to the subject mentioned above, I am herby informing you that CSIR- Institute Himalayan Bio-resource Technology, Palampur, H.P. is organizing a 6- days Capacity Building Program for Future Emerging Technologies. This Program is especially for Empowering Ayurvedic Doctors/ Scientists/ Academicians with Nano Technology Skills. It will be a great revolutionary step for Board of Ayurveda hereby, interested candidates may enroll themselves in the programme.

Therefore, in this regards, you are directed to sensitize and encourage the concerned for their active participation in the program.

Kindly check the attachment for further details.

Dr. B. S. Prasad
President, Board of Ayurveda
NCISM

For kind information: -

Secretary, National Commission for Indian System of Medicine, New Delhi-110026

Dr. B. S. Prasad
President, Board of Ayurveda
NCISM

NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
BOARD OF AYURVEDA

GUIDELINES FOR FRAMING OF PG TIMETABLE (2024-25 BATCH)

PART-A (GENERAL)

NCISM introduced Competency/Outcome Based Dynamic Curriculum for postgraduate education in Ayurveda, Unani & Siddha Systems of medicine. For effective implementation of the dynamic curriculum, the timetable also needed to be dynamic in nature. Hence, there is [illegible] from static timetable to dynamic timetable. The following are the guidelines for framing a dynamic timetable. Institutes are requested to frame an *'institutional timetable'* by following instructions and guidelines:

Academic activities: Working hours per day shall be seven hours for academic activities for [illegible] students. it includes:

- Departmental Activities (DA) such as OPD postings/IPD postings clinical services/activities, herbal garden/departmental seminars/journal clubs guest lectures etc. as per the requirement of the concerned department
- Inter-Departmental Activities (IDA) such as seminars, journal clubs, guest lectures etc.
- [illegible] activities as specified in the curriculum (Lectures, Practical Training and Experiential Learning) of core subjects
- PG Orientation programme/Electives/Synopsis/Dissertation

Experiential Learning: It may be a part of departmental activity or independent. The [illegible] of work or number of activities specified for experiential learning in the curriculum is [illegible] the performance is flexible, i.e., as and when the student gets an opportunity the [illegible] to perform. For example, if a PG student has been assigned to appreciate and record the five types of naadi, the student has to appreciate and record all five types compulsorily [illegible] not be at a time; rather it may be done as and when suitable cases are available. However, this exercise is to be completed within the particular semester as per the curriculum.

Other activities: Night duties Emergency Call duties/Field Visits Medical Camps etc. not [illegible] in the curriculum shall be over and above the specified working hours. Clinical [illegible] other departmental activities assigned by the department shall be performed in [illegible] hours also.

Inter-Departmental Activities (IDA) in detail:

Nature of activities: IDA shall be common to all PG programs of all the batches. It may be [illegible] preferably on every Wednesday, 03.00 pm onwards (Institutes may schedule on [illegible] day as required). The following are the recommended activities of IDA:

- Granthika Parayanam - Pathanam (10 minutes for Rhythmic chanting & 10 minutes for discussion, understanding and application)
- Journal Clubs (20 minutes presentation with 10 minutes discussion)
- Seminars - Two presentations (each 20 minutes presentation followed by 10 minutes discussion)

iv. Guest lectures (as per the availability of the Resource Person)

Note: the activities recommended under a, b & c as above shall be included in single slot and shall be scheduled once in every week.

Departmental Activities (DA) in detail:

a. *Departmental Colloquium (DC):* Shall be common to all batches of the concerned subject. The following are the recommended activities of DC:

i. Specialty specific Samhita/Classical text pathan-weekly once (10 minutes recitation and 10 minutes for meaning and application)

ii. Departmental Seminars-weekly once (may be as a part of Experiential learning or independent). Two presentations (20 minutes presentation followed by 10 minutes discussion of each)

iii. Journal Clubs- weekly once (may be as a part of Experiential learning or independent). One presentation (20 minutes presentation followed by 10 minutes discussion).

iv. Guest lectures- on the identified topics as per the availability of Resource Persons at least 2 lectures per semester

Note: the activities recommended under i, ii & iii as above shall be included in single slot and shall be scheduled once in every week.

b. *Departmental Postings (DP):* OPD postings/IPD postings clinical activities lab activities Herbal Garden Field Visits etc.

PART-B (SPECIFIC TO FIRST SEMESTER)

Instructions and Guidelines for Framing Dynamic Timetable for First Semester for All Postgraduate Programmes (2024-2025 Batch)

1. First semester commenced from 11-11-2024 and ends by the second week of [illegible] 25 as per the Academic calendar notified by NCISM for batch 2024-2025.
2. The number of working hours per day is 07.
3. Hours distribution for core subjects and other mandatory activities for the first semester is as follows:

SEMESTER-I

Sl. No	Item	Credits	Notional Learning Hours
	Orientation Programme		
1	-Common	3	[illegible]
	-Specialty specific	1	[illegible]
2	Research Methodology (RM)	9	[illegible]
3	Biostatistics (BS)	8	[illegible]
	Electives		
4	-Domain specific	2	[illegible]
	-Capacity enhancing	2	[illegible]
	Total	25	750

4. The minimum number of notional learning hours for the first semester shall be [illegible] hours as per regulations (Ref: Sl.No 1,2,3 and 4 of the above table)
5. Rest of the hours in the first semester to be spent for DA and IDA
6. Allotment of hours in the timetable for Lecture (L), Practical Training (PT) and Experiential Learning (EL) including Modular Assessment (MA) of a module shall be in the order as specified in concerned curriculum.
7. The modules viz. RM and BS to be taught alternatively i.e. one module of RM followed by one module of BS.
8. Time slot for IDA should be allotted once in a week and it shall be common to all PG programs of all the batches
9. Allot 120 hours for electives (60 hours for domain specific and 60 hours for capacity enhancing elective) in the months of January, February, March, and April 2025
10. Since RM and BS are common subjects to all PG programmes, teaching and [illegible] to be conducted commonly for all PG programmes.
11. DC to be scheduled every week by individual department
12. DP to be scheduled as per the availability of hours and requirement
13. The following is the model dynamic time table:
    a. Institutes may adopt the same timetable by inserting [illegible] under the column or
    b. Frame as per institutional requirement by following the pattern as in the model time table and in accordance with the guidelines and instructions as provided above.

    However, it is to be ensured that the stipulated hours of teaching & training (750 hours) as specified in the respective curriculum shall be completed by 30th April 2025.
    c. In case of early completion of teaching and training programme, the remaining academic hours are to be utilised for DA or IDA.
14. Lunch break to be inserted in the institutional timetable without disturbing the continuity of the activity (PT and EL)
15. Notify the timetable well in advance and display it on the notice board and the website at least one month in advance.

Dr. B.S. Prasad
President, Board of Ayurveda
National Commission for Indian System of Medicine, New Delhi

OUTCOME-BASED DYNAMIC CURRICULUM for MD/ MS AYURVEDA
(PRESCRIBED BY NCISM)

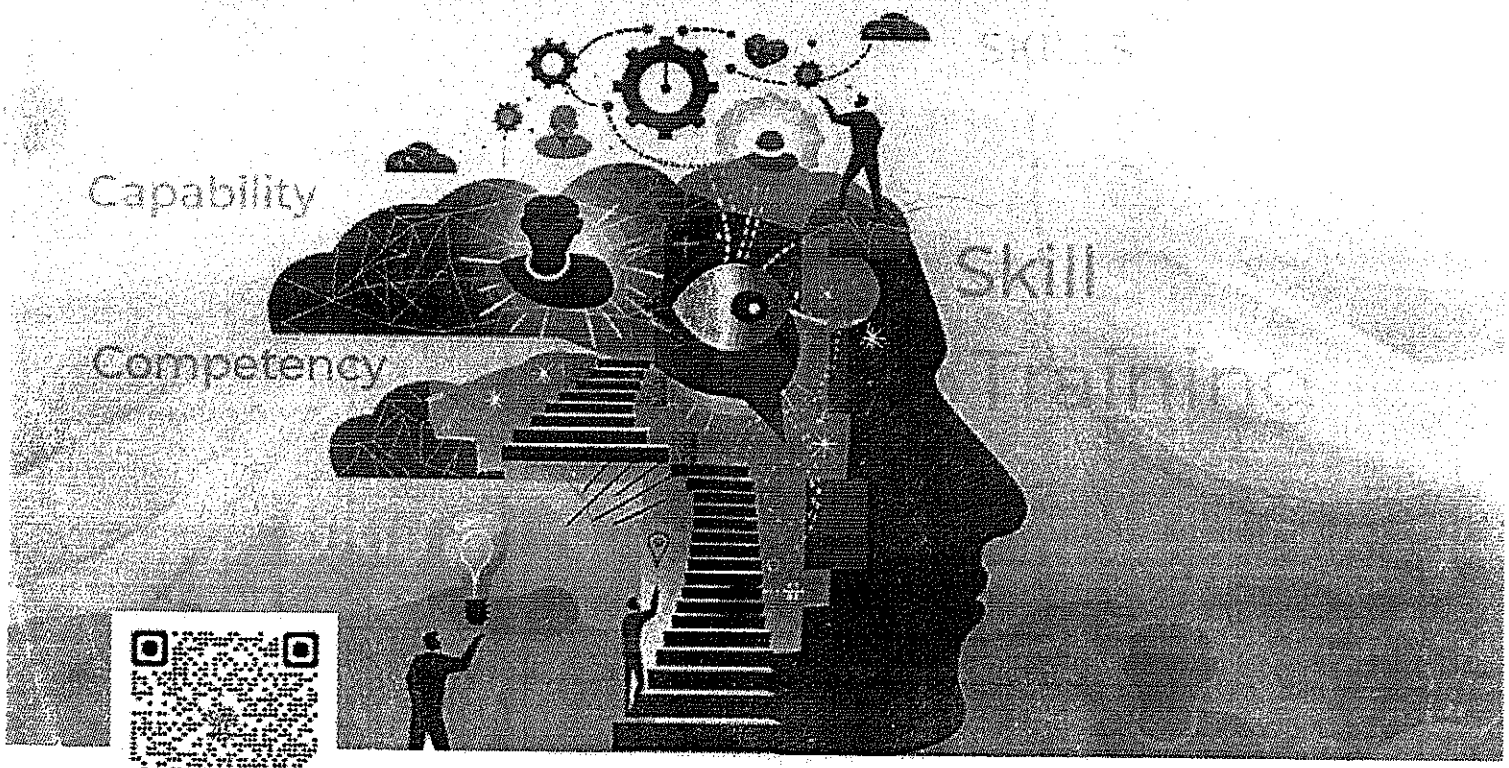
अभ्यासात्प्राप्यते दृष्टिः कर्मसिद्धिप्रकाशिनी।

Semester I Course - Biostatistics
(SUBJECT CODE : AYPG-BS)

(Applicable from 2024-25 batch, from the academic year 2024-25 onwards until further notification by NCISM)

ncism

।। आयुषे सर्वलोकानाम्।।



BOARD OF AYURVEDA
NATIONAL COMMISSION FOR INDIAN SYSTEM OF MEDICINE
NEW DELHI-110026

PREFACE

Statistics plays a pivotal role in postgraduate studies, especially within Ayurveda, where it is essential for conducting research, validating traditional knowledge, and advancing clinical applications. In Ayurveda, the integration of statistical analysis allows scholars to analyze clinical data, ensure the standardization of formulations, and evaluate the efficacy of treatments. Additionally, the interpretation of literary research data from classical texts like Samhitas and manuscripts is critical for bridging ancient wisdom with modern scientific approaches.

This course introduces a comprehensive approach to biostatistics, emphasizing both theoretical understanding and practical application. Students will explore the use of statistics in clinical trials, formulation standardization, and data analysis from textual sources. Practical learning sessions focus on real-world applications, while experiential components guide students through analyzing classical Ayurvedic texts to derive meaningful insights using statistical methods.

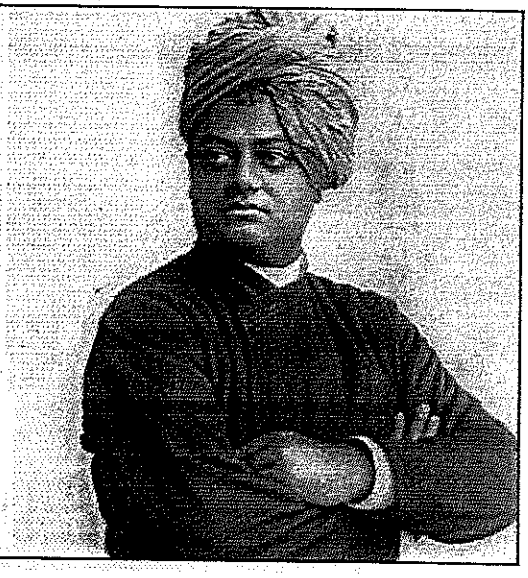
Through this curriculum, students will gain valuable skills in statistical analysis and research methodology, empowering them to conduct robust, evidence-based research in Ayurveda. The course is designed to enhance critical thinking, enabling scholars to contribute effectively to the field with a deepened understanding of both traditional knowledge and contemporary scientific practices.

INDEX

Summary & Credit Framework 4
Course Code and Name of Course 5
Table 1 : Course learning outcomes and mapped Program learning outcomes 5
Table 2 : Course contents (Modules- Credits and Marks) 6
Table 3 : Modules - Learning objectives 12
Table 4 : Practical Training Activity 74
Table 5 : Experiential learning Activity 77
Table 6 : Assessment Summary: Assessment is subdivided in A to G points 80
6 A : Number of Papers and Marks Distribution 80
6 B : Scheme of Assessment 80
6 C : Calculation Method for Modular Grade Points (MGP) 80
6 D : Semester Evaluation Methods for Semester Grade point Average (SGPA) 81
6 E : Question Paper Pattern 81
6 F : Distribution for summative assessment (University examination) 83
6 G ; Blue Print for Summative assessment (University Examination) 84
Reference Books/ Resources 85
Abbreviations 89

We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet.

-Swami Vivekananda



NCISM

OUTCOME-BASED DYNAMIC CURRICULUM for MD/ MS AYURVEDA

Subject Code : AYPG-BS

Summary & Credit Framework

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative assessment)	Module Marks for Summative Assessment (University Examination)
1. Fundamentals of Statistics	1	30	25	10
2. Probability, Probability Distributions, Sampling Techniques, and Sample Size Determinations	2	60	50	25
3. Tests of significance and parametric statistical tests	2	60	50	25
4. Non-parametric statistical tests	1	30	25	15
5. Disease frequency; Demography and Vital statistics	1	30	25	15
6. Correlation and Regression Analysis	1	30	25	10
	8	**240**	**200**	**100**

Credit frame work

AYPG-BS has 6 modules of 8 credits which includes 240 Notional Learning Hours. One Credit will be having 30 Hours of learner participation and teaching, practical and experiential learning will in the ratio of 1:2:3 i.e. One credit will have 5 hours of teaching, 10 hours of practical training and 13 hours of experiential learning and 2 hours of modular assessment for 25 marks.

Course Code and Name of Course

Course code	Name of Course
AYPG-BS	Semester I Course - Biostatistics

Table 1 : Course learning outcomes and mapped Program learning outcomes

CO No	A1 Course learning Outcomes (CO) AYPG-BS At the end of the course AYPG-BS, the students should be able to-	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	Domonstarte aaplication of principals of Descriptive and Inferential Statistics in research.	PO1,PO5
CO2	Demonstrate use of appropriate statistical tests in research.	PO1,PO5
CO3	Analyze and present research data using suitable statistical methods, tools, and software.	PO3,PO6
CO4	Evaluate and interpret statistical data from research papers and publications.	PO4,PO5

Table 2 : Course contents (Modules- Credits and Marks)

2A Module Number	2B Module & units	2C Number of Credits	2D Notional Learning hours				2E Marks
			Theory	Practical Training	Experiential Learning including modular assessment	Total	
1	**M-1 Fundamentals of Statistics** This module provides an introduction to the fundamentals of statistics and its significance in the biomedical field. It emphasizes the importance of understanding how data is collected, classified, and analyzed, offering essential tools for interpreting research findings. By exploring various statistical methods, this module equips learners with the skills to describe and summarize data accurately, ensuring meaningful insights are drawn from research. It also addresses the correct and incorrect applications of statistics, highlighting the potential for misuse and how to avoid it. This knowledge is crucial for anyone involved in medical research or data-driven decision-making in healthcare. • **M1U1** Fundamentals of Statistics 1. Definition of Statistics: Fundamentals of Statistics and its applications to the biomedical field (Biostatistics), Use and misuse of Statistics. 2. Data – Definition, Types, Classification and presentation 3. Variables- Definition, Types 4. Descriptive Statistics - Measures of Central tendency – Mean, Median, Mode, Percentile 5. Measures of Dispersion- Range, Quartile deviation, Mean deviation, and Standard deviation and Co-efficient of variation	1	5	10	15	(30)	10

-1283-

2	**M-2 Probability, Probability Distributions, Sampling Techniques, and Sample Size Determinations** This module introduces the concept of probability, covering its definitions, types, and fundamental laws. It explores key probability distributions, including normal, binomial, and Poisson distributions, along with their properties and applications. The module also discusses important concepts such as standard error, point estimates, and confidence intervals in the context of interpreting research results. Additionally, it focuses on sampling techniques, both probability and non-probability-based, and the principles of determining appropriate sample sizes for different types of studies, including descriptive, analytical, and randomized controlled trials (RCTs). • **M2U1** Probability and Probability Distributions Probability - Definitions, types, and laws of probability.Probability Distributions - 1. Normal distribution: Concept and Properties. 2. Different ways to test the assumption of normality. 3. Binomial Distribution, Poisson Distribution. 4. Definitions and explanation of Sampling distribution, Standard Error, Point Estimate, and Confidence interval • **M2U2** Sampling techniques and Sample size Determinations 1. Population and sample parameters 2. Sampling techniques (probability & non-probability based) and Sample size Determinations: 3. Sampling designs and prerequisites for sample size computation. 4. Computation of sample size for Descriptive studies, Analytical Studies, and RCTs.	2	10	20	30	(60)	25

-1284-

3	**M-3 Tests of significance and parametric statistical tests** This module covers the essential concepts of hypothesis testing, including the formulation of null and alternate hypotheses, and the understanding of Type I and Type II errors. It delves into tests of significance, the level of significance, power of the test, and the interpretation of the p-value, distinguishing between statistical and clinical significance. Additionally, it introduces parametric tests such as the Z test, Student's t-test (paired and unpaired), F-test, and Analysis of Variance (ANOVA), including repeated measures ANOVA, which are crucial for analyzing and interpreting data in research studies. • **M3U1** Testing of hypothesis 1. Understand and apply the concept of null and alternate hypotheses 2. Define of Type I and type II errors, 3. Evaluate Test of significance, level of significance, power of the test 4. Calculate 'P' value and its interpretation, statistical significance, and clinical significance • **M3U2** Parametric tests 1. 'Z' test 2. Student's 't' test: paired or dependent 3. Student's 't' test: unpaired or independent 4. 'F' test 5. Analysis of variance (ANOVA) test with post hoc Analysis 6. Repeated measures ANOVA with post hoc Analysis	2	10	20	30	(60)	25

- 1285 -

4	**M-4 Non-parametric statistical tests** This module introduces non-parametric methods, focusing on their definition and fundamental principles. Non-parametric tests, such as the Chi-square test, Fisher's exact test, McNemar's test, Wilcoxon test, Mann-Whitney U test, Kruskal-Wallis, and Friedman test (with relevant post hoc tests like Dunn), are discussed for their application when data do not meet parametric assumptions. The module also highlights the key differences between parametric and non-parametric tests, helping learners understand when to use each approach based on the nature of the data and study design. • **M4U1** Non-parametric methods 1. Definition and fundamentals of non-parametric methods; Concept and application of Chi-square test and Fisher's exact test. 2. Mann-Whitney U test: Concept and application 3. McNemar's test and Wilcoxon Signed rank test- Concept and application 4. Kruskal–Wallis test with relevant post hoc tests: Concept and application 5. Friedman test with relevant post hoc tests: Concept and application; parametric vs non-parametric test.	1	5	10	15	(30)	15
5	**M-5 Disease frequency; Demography and Vital statistics** This module focuses on the measures of disease frequency, covering key concepts such as incidence, prevalence, odds ratio, relative risk, and risk difference, along with their confidence intervals. It explains the computation and interpretation of rates, ratios, and proportions in health data. The module also introduces demography, highlighting its importance and applications, particularly in fertility measures. Additionally, it covers vital statistics, including the significance and calculation of birth, mortality,	1	5	10	15	(30)	15

- 1286 -

	morbidity rates, and hospital-related statistics, essential for understanding population health and healthcare management. • **M5U1** Measures 1. Measures of disease Frequency: Incidence and prevalence. 2. Odds ratio, Relative Risk and Risk difference, and their confidence intervals 3. Definition and computation of the measures Rate, Ratio, and Proportion 4. Demography and its importance and applications. Fertility measures 5. Vital statistics and its importance and applications. Birth rate, Mortality rates, Morbidity rates, and Hospital-related statistics.						
6	**M-6 Correlation and Regression Analysis** This module introduces the concepts of correlation and regression analysis, focusing on their properties, computation, and applications. It covers simple linear correlation, including Karl Pearson's correlation coefficient and Spearman's rank correlation. The module also explores linear and multiple regression analysis for predicting relationships between variables, along with logistic regression analysis used for binary outcomes. Additionally, it includes survival analysis, which is crucial for studying time-to-event data, commonly used in biomedical and clinical research. • **M6U1** Correlation and Regression Analysis 1. Concept, properties, computation, and applications of correlation. Understanding of the scatter diagram 2. Simple linear correlation, Karl Pearson's correlation coefficient, Spearman's rank correlation.	1	5	10	15	(30)	10

- 1287 -

	3. Linear and multiple regression analysis of their application and interpretation. 4. Logistic regression analysis: Concept and application. 5. Survival Analysis. Concept and application.						
		8	**40**	**80**	**120**	**240**	**100**

-1288-

Table 3 : Modules - Learning objectives

3A Sr.No	3B Course Outcome	3C Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3D Notional learning Hours	3E Lecture/ Practical Training/ Experiential Learning	3F Domain/ Sub Domain	3G Level (Does/Shows how/ Knows how/Know)	3H Teaching Learning Methods
Module 1 : Fundamentals of Statistics							
Module Learning Objectives **(At the end of the module, the students should be able to)** 1. **Explain the fundamentals of Statistics and its application to the biomedical field (Biostatistics). Use and misuse of Statistics.** 2. **Define various types of data and variables.** 3. **Identify the data type apply, and interpret descriptive statistics to summarize the characteristics of a data set.**							
Unit 1 Fundamentals of Statistics 1. **Definition of Statistics: Fundamentals of Statistics and its applications to the biomedical field (Biostatistics), Use and misuse of Statistics.** 2. **Data – Definition, Types, Classification and presentation** 3. **Variables- Definition, Types** 4. **Descriptive Statistics - Measures of Central tendency – Mean, Median, Mode, Percentile** 5. **Measures of Dispersion- Range, Quartile deviation, Mean deviation, and Standard deviation and Co-efficient of variation** **References:** 1,2,3,4,5,6,7,8,9,10,11,12							

3A	3B	3C	3D	3E	3F	3G	3H

- 1289 -

1	CO1,CO2,CO3	Define Statistics and Describe the concepts of Biostatistics. Use and misuse of Statistics	1	Lecture	CK	Know	L&PPT
2	CO1,CO2,CO3	Explain the data, variables, and their types	1	Lecture	CK	Knows-how	L&PPT
3	CO1,CO2,CO3	Appraise to enter, clean, group, and code for given data sets in Excel and other statistical software.	2	Practical Training 1.1	PSY-MEC	Shows-how	EDU,L&GD
4	CO1,CO2,CO3	Explain different methods of Presentation of data	1	Lecture	CE	Knows-how	L&GD
5	CO1,CO2,CO3	Construct the tables (tabulate) with one or more factors of classification manually /Statistical tool/software (Frequency distributions)	2	Practical Training 1.2	PSY-MEC	Does	PBL
6	CO1,CO2,CO3	Collect, enter, clean, and manually tabulate data collected/ statistical tool/ software.	3	Experiential-Learning 1.1	PSY-SET	Shows-how	PSM
7	CO1,CO2,CO3	Represent the quantitative and qualitative data Diagrammatically and graphically(Cumulative frequency distributions and their Graphical representation, Histogram, Frequency Polygon, Frequency Curve, Ogives, Population Pyramid, and Box Plot)	2	Practical Training 1.3	PSY-GUD	Shows-how	PBL
8	CO1,CO2,CO3	Data collection, enter,cleaning, tabulation, and graphically/ diagrammatically present the data collected manually/ statistical tool/ software	3	Experiential-Learning 1.2	PSY-SET	Shows-how	PBL
9	CO1,CO2,CO3	Explain the Measures of Central Tendency Mean(arthematic, geometric,harmonic) , Median, Mode and Proportion.	1	Lecture	CAP	Knows-how	L&PPT
10	CO1,CO2,CO3	Calculate and Demonstrate measures of Central tendency using different sets of data (5 each)	2	Practical Training 1.4	PSY-SET	Shows-how	PSM
11	CO1,CO2,CO3	Collect, enter, clean, and compute measures of central tendency manually/ statistical tool/ software	2	Experiential-Learning 1.3	PSY-SET	Shows-how	PAL
12	CO1,CO2,CO3	Explain the measures of Dispersion- Range, Quartile deviation, Mean	1	Lecture	CK	Knows-	L&PPT

		deviation, and Standard deviation and Co-efficient of variation.				how	
13	CO1,CO2,CO3	Calculate and Demonstrate measures of Dispersion using different sets of data	2	Practical Training 1.5	PSY-SET	Shows-how	D
14	CO1,CO2,CO3	Collect,enter,clean data with computing measures of dispersion with manually/ statistical tool/ software	2	Experiential-Learning 1.4	PSY-SET	Shows-how	C_L,D,DIS,PT,PrBL
15	CO1,CO2,CO3	Collect, enter, clean, present, and compute descriptive data analysis for one quantitative and qualitative variable manually/tool/software.	3	Experiential-Learning 1.5	PSY-GUD	Does	PAL

Practical Training Activity

Practical No	Name	Activity details

Practical Training 1.1	Data handling	• Demonstration by the teacher
		  ◦ Data entry, cleaning, grouping, and coding of given data sets in Excel.
		• Hands-on training
		  ◦ Divide students into three groups
		  ◦ The students should be provided sample datasets (one specific to domain/subject* and one demographic)to each group for data entry, cleaning, grouping, and coding of the given data set in Excel.
		  ◦ Encourage students to discuss their approaches within their groups.
		  ◦ Invite each group to narrate and show the procedure they followed with their dataset in Excel.
		  ◦ A discussion on the different methods used for text and numeric data, the challenges encountered, and the insights gained from the data
		• The teacher shall summarize the key concepts covered in the practical.

Practical Training 1.2	Graphically representinon of	

	qualitative data	• Demonstration by the teacher
		  ◦ Tabulation of given data set using Excel/Statistical Software/tools
		• Hands-on training
		  ◦ Divide students into small groups
		  ◦ The students should be provided Sample datasets(specific to domain/subject*) or can use previous data sets for hands-on practice.
		  ◦ Instruct each group to tabulate their assigned dataset.
		  ◦ Instruct the presentation of only qualitative data graphically and diagrammatically.
		  ◦ Encourage students to use excel/statistical tools/software for presentation.
		  ◦ Encourage students to discuss their approaches within their groups.
		• The teacher shall summarize the key concepts covered in the practical.

Practical Training 1.3	Diagrammatic and graphical representation of quantitative and qualitative data	• Demonstration by the teacher
		  ◦ Tabulation of given data set manually and using Statistical Software/tools
		• Hands-on training
		  ◦ Divide students into small groups
		  ◦ The students should be provided with sample datasets(one specific to domain/subject* and one demographic)or case studies for hands-on practice.
		  ◦ Instruct each group to tabulate their assigned dataset.
		  ◦ Instruct to present only quantitative data graphically.
		  ◦ Encourage students to use statistical tools/software for presentation.
		  ◦ Encourage students to discuss their approaches within their groups.
		• The teacher shall summarize the key concepts covered in the practical.

Practical Training 1.4	Calculation of measures of Central Tendency (3 Sets of Data)	• Demonstration by the teacher

		◦ Calculate the mean, median, and mode manually using Statistical Software/tools. • Hands-on training ◦ Divide students into small groups. ◦ The students should be provided Sample datasets (specific to domain/subject*) or can use previous data sets for hands-on practice. ◦ Instruct each group to calculate the mean, median, and mode for their assigned dataset. ◦ Encourage students to use statistical software for calculation and verification. ◦ Encourage students to discuss their approaches and findings within their groups. ◦ Invite each group to present their results. ◦ Facilitate a discussion on the differences between mean, median, and mode in various datasets and their merits and demerits. • The teacher shall summarize the key concepts covered in the practical.
Practical Training 1.5	Calculation of measures of Dispersion (3 Sets of Data)	• Demonstration by the teacher ◦ Calculating the measures of Dispersion manually and using Statistical Software/tools. • Hands-on training ◦ Divide students into small groups ◦ The students should be provided Sample datasets (specific to domain/subject*) or can use previous data sets for hands-on practice. ◦ Instruct each group to calculate the range, variance, standard deviation, etc., for their assigned dataset. ◦ Encourage students to use statistical software for calculation and verification. ◦ Invite each group to present their results. ◦ Facilitate a discussion on the differences between range, variance, and standard deviation in various datasets. • The teacher shall summarize the key concepts covered in the practical.

Experiential learning Activity		
Experiential learning No	Name	**Activity details**
Experiential-Learning 1.1	Data collection, entry, and cleaning collected data	**Data Collection-**Students should collect data specific to their domain/ subject from sources such as clinics/ inpatient departments (IPD)/ laboratories/animal houses/ Central Research Facility/Drug testing laboratories/pharmacies or surveys, or data from existing datasets. Whichever is feasible, *Students may be given 2-3 days.* **Data Entry:** Once the data is collected, students should enter it into statistical software/ Tools
Experiential-Learning 1.2	Presention of the data .	**Data Entry and Cleaning:** Cleaning the Data entered into statistical software/ Tools. **Data tabulation:** They should create frequency distributions to visualize the data distribution. **Data presentation and interpretation:** They should present the tabulated data graphically/ diagrammatically and also interpret it.
Experiential-Learning 1.3	Measures of central tendency manually/ statistical tool/ software	**Data Collection-**Domain specific data collected in Experiential learning 1.1 taken **Data Cleaning:** Cleaning the data sets in statistical software/ Tools **Central Tendency:** Students should calculate measures of central tendency (mean, median, mode) **Interpreting Descriptive Statistics:** After calculating and visualizing measures of central tendency, students should interpret the results to draw meaningful conclusions about the dataset. They should identify patterns, trends, and relationships within the data.
Experiential-Learning 1.4	Measures of dispersion	**Data Collection–** Domain-specific data collected in Experiential learning 1.1 taken **Data Entry and Cleaning:** Once the data is collected, students should enter it into statistical software/ Tools **Measures of Dispersion:** Students should calculate measures of dispersion (range, variance, standard deviation) **Interpreting Descriptive Statistics:** After calculating and visualizing Measures of Dispersion, students should interpret the results to draw meaningful conclusions about the dataset. They should identify patterns, trends, and relationships within the data.
Experiential-Learning 1.5	Descriptive data analysis	**Data Collection–** Domain-specific data collected in Experiential learning 1.1 taken **Data Entry and Cleaning:** Once the data is collected, students should enter it into statistical software/ Tools **Data Exploration:** They should create frequency distributions and histograms to visualize the data distribution. **Central Tendency and Dispersion:** Students should calculate measures of central tendency (mean, median, mode) and measures of dispersion (range, variance, standard deviation) **Interpreting Descriptive Statistics:** After calculating and visualizing descriptive statistics, students should interpret the results to draw meaningful conclusions about the dataset. They should identify patterns, trends, and relationships within the data.

Modular Assessment	Hour
Assessment method **Instructions** - Conduct a structured Modular assessment. Assessment will be for 25 marks per credit. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. A.1.Practical structured Viva Prepare a 10 viva questions including all the topics of module 1. – 20 Marks 2.Answer key- Prepare the key points that need to be covered and marks to be allocated to different sections. Example - **Question:**What is mean? **Answer Key:*Definition(1M)**: The **mean** is a measure of central tendency, also known as the arithmetic average of a dataset. ***Formula(1M)**: Mean = Sum of all values / Number of values 3.Score all students as per answer key. B.Practical Record Book – 5 Marks Or Any practical in converted form can be taken for assessment. Or Any of the experiential as portfolio/ refelections / presentations can be taken as assessment.	2

Module 2 : Probability, Probability Distributions, Sampling Techniques, and Sample Size Determinations

Module Learning Objectives
(At the end of the module, the students should be able to)

1. Define and explain the Concept and laws of probability
2. Explain different probability distributions, standard error, point estimate, and confidence interval.
3. Explain and relate the various types of Sampling techniques.
4. Compute sample size for Descriptive studies, Analytical studies, and RCTs.

Unit 1 Probability and Probability Distributions Probability -
Definitions, types, and laws of probability.
Probability Distributions -

1. **Normal distribution: Concept and Properties.**
2. **Different ways to test the assumption of normality.**
3. **Binomial Distribution, Poisson Distribution.**
4. **Definitions and explanation of Sampling distribution, Standard Error, Point Estimate, and Confidence interval**

References: 13,14,21,22,23,24

3A	3B	3C	3D	3E	3F	3G	3H
1	CO1,CO2,CO4	Explain Sample Spaces and Events associated with a random experiment. Define probability and discuss the laws of probability.	1	Lecture	CK	Know	L&PPT
2	CO1,CO2,CO4	Generate questions on probability, experimental probability, Mutually	2	Experiential-	PSY-ADT	Shows-	BS,DIS,I

		Exclusive, and Exhaustive Events in probability.		Learning 2.1		how	BL,PT,PER,PSM
3	CO1,CO2,CO4	Define and discuss the properties of normal distribution and explain standard normal distribution.	1	Lecture	CAP	Knows-how	DIS,L&PPT
4	CO1,CO2,CO4	Explain ways to test the assumption of normality (based on measures of central tendency, histogram, Shapiro-Wilk test)	1	Lecture	CK	Know	L&PPT
5	CO1,CO2,CO4	Test and appraise the assumption of normality of given data sets using Excel and other software.	2	Practical Training 2.1	PSY-SET	Shows-how	D,PAL
6	CO1,CO2,CO4	Interpret results in Excel and other software for testing the normality of given data sets.	2	Practical Training 2.2	PSY-GUD	Shows-how	D
7	CO1,CO2,CO4	Discuss assumptions, properties, and the application of binomial and poison distribution	1	Lecture	CK	Know	L&PPT
8	CO1,CO2,CO4	Compute the mean and variance of normal, binomial, and poison distribution (given the probability distribution function).	2	Practical Training 2.3	PSY-ADT	Shows-how	BL,D
9	CO1,CO2,CO4	Identify and justify normal, binomial, and poison distribution using a secondary dataset /Published data	2	Experiential-Learning 2.2	PSY-ADT	Shows-how	BL,D,DIS,PAL,PER,PBL
10	CO1,CO2,CO4	Collect and present of different real-life events in Respective subject domains where they can apply normal, binomial, and poison concepts.	2	Experiential-Learning 2.3	PSY-ADT	Shows-how	BL,D
11	CO1,CO2,CO4	Define and explain Sampling distribution, Standard Error, Point Estimate, and confidence Interval	1	Lecture	CK	Know	L&PPT
12	CO1,CO2,CO4	Compute and interpret Standard Error, Point Estimate, and confidence interval for the mean.	2	Practical Training 2.4	PSY-ADT	Shows-how	D,DIS,PT,PER,PrBL
13	CO1,CO2,CO4	Compute and interpret Standard Error, Point Estimate, and confidence interval for proportion.	2	Practical Training 2.5	PSY-SET	Shows-how	BL,D,IBL,PER

14	CO1,CO2,CO4	Identify and interpret the point estimate and confidence interval in the given research papers/data sets.	2	Experiential-Learning 2.4	PSY-SET	Shows-how	BL,D
15	CO1,CO2,CO4	Identify and interpret the point estimate and confidence interval for collected data sets.	2	Experiential-Learning 2.5	PSY-SET	Shows-how	D,PT,PER

Unit 2 Sampling techniques and Sample size Determinations

1. **Population and sample parameters**
2. **Sampling techniques (probability & non-probability based) and Sample size Determinations:**
3. **Sampling designs and prerequisites for sample size computation.**
4. **Computation of sample size for Descriptive studies, Analytical Studies, and RCTs.**

References: 15,16,17,18,19,20

3A	3B	3C	3D	3E	3F	3G	3H
1	CO1,CO2,CO4	Explain the population, sample, parameter, and statistic.	1	Lecture	CK	Know	L&PPT
2	CO1,CO2,CO4	Describe different Sampling techniques (Probability based) (simple, stratified, systematic, cluster)	1	Lecture	CK	Know	L&PPT
3	CO1,CO2,CO4	Describe different Sampling techniques (non-probability based) (snow ball, convenience, quota)	1	Lecture	CK	Know	L&GD
4	CO1,CO2,CO4	Demonstrate Sampling techniques (probability)	2	Practical Training 2.6	PSY-SET	Shows-how	D,IBL
5	CO1,CO2,CO4	Demonstrate Sampling techniques (non-probability)	2	Practical Training 2.7	PSY-SET	Shows-how	D,PL,PT, PER
6	CO1,CO2,CO4	Concept and understanding of sample size and study design (Descriptive, Analytical, and all study Designs)	2	Lecture	CK	Know	L&PPT

7	CO1,CO2,CO4	Determine and Compute sample size for Descriptive study Designs manually, using Excel and other available software/tools.)	2	Practical Training 2.8	PSY-SET	Shows-how	D,DIS,PER,PrBL
8	CO1,CO2,CO4	Determine and compute sample size for analytical studies (manually, using Excel and other available software/tools).	2	Practical Training 2.9	PSY-SET	Shows-how	D,DIS,PT,PER,PBL
9	CO1,CO2,CO4	Determine and compute sample size for RCT study designs (manually, using Excel and other available software/tools).	2	Practical Training 2.10	PSY-SET	Shows-how	D,IBL,PBL
10	CO1,CO2,CO4	Recognize sampling designs and critique sample sizes in research papers. Also, give the recommendations if they contradict.	2	Experiential-Learning 2.6	PSY-SET	Shows-how	BL,BS,IBL,PAL,PER,SDL,TBL
11	CO1,CO2,CO4	Calculate sample size for an observational study, use appropriate sampling techniques, and collect the data.	3	Experiential-Learning 2.7	PSY-SET	Shows-how	D,IBL,PAL,PER,PBL
12	CO1,CO2,CO4	Calculate sample size for analytical study using appropriate sampling technique and collect the data.	3	Experiential-Learning 2.8	PSY-SET	Shows-how	D,PAL,PBL,TBL
13	CO1,CO2,CO4	Calculate sample size for RCT study using appropriate sampling technique and collect the data.	2	Experiential-Learning 2.9	PSY-SET	Shows-how	BL,D,DIS,PT,PER,PrBL,SDL
14	CO1,CO2,CO4	Build and justify different scenarios using appropriate Study design, sampling techniques, and sample size formula.	2	Experiential-Learning 2.10	PSY-SET	Shows-how	BS,PrBL,TBL
15	CO1,CO2,CO4	Plan and produce a simulated model for different probability Sampling techniques.	2	Experiential-Learning 2.11	PSY-SET	Shows-how	BS,D-M,RP
16	CO1,CO2,CO4	Plan and produce a simulated model for different non-probability sampling techniques.	2	Experiential-Learning 2.12	PSY-SET	Shows-how	D,IBL,PT,PER

Practical Training Activity		
Practical No	**Name**	**Activity details**

Practical Training 2.1	Normal Data	• Demonstration by the teacher
		  ◦ Test normality using statistical tools/ software.
		• Hands-on training/ presentation
		  ◦ Divide students into small groups
		  ◦ The students should be provided with Sample datasets (2 each) for hands-on practice.
		  ◦ Instruct each group to test the normality using measures of central tendency, Histogram, and Shapiro-Wilk test.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to present their results.
		• Conclusion and summarization
		  ◦ The teacher shall summarize the key concepts covered in the practical session and give inputs for further improvisation.

Practical Training 2.2	Interpretation of Normal Data.	• Demonstration by the teacher
		Interpretation of results after testing the normality using Excel and other software.
		• Hands-on training and Interpretation
		  ◦ Each group is provided with the data set (1 each) for hands-on practice.
		  ◦ Instruct the groups to test the normality of the given data set.
		  ◦ Advocate for each group to discuss the different ways of interpreting results, the challenges encountered, and the insights gained.
		  ◦ Then, students should be provided with only an output sheet/histogram/ result sheet from software/tool after testing

		for normality (2 each) to interpret the result as hands-on practice. • conclusion and summarization ◦ The teacher shall summarize the key concepts covered in the practical session and also give inputs for further improvisation.
Practical Training 2.3	Calculate the mean and variance of normal, binomial, and poison distribution.	• Demonstration by the teacher ◦ Calculation of means and variance of normal, binomial, and poison distribution for given data sets (manually/ Statistical Software/tools) • Hands-on training/ peer discussion ◦ Divide students into small groups ◦ Given the probability distribution function, the students should be provided with Sample datasets, ◦ Instruct the group to identify the type of probability distribution ◦ Direct each group to manually calculate the mean and variance of normal, binomial, and poison distribution for their assigned dataset. ◦ Encourage students to use statistical software for calculation and verification. ◦ Instigate brainstorming within the groups to discuss their approaches and findings. • conclusion and summarization ◦ The teacher shall summarize the key concepts covered in the practical session and also give inputs for further improvisation.
Practical Training 2.4	Standard Error and confidence interval	• Demonstration by the teacher ◦ Calculation of Standard Error, Point Estimate, and confidence interval for mean manually and using Statistical Software/tools • Hands-on training/ presentation ◦ Divide students into small groups

1-130

		◦ The students should be provided with Sample datasets for hands-on practice. ◦ Instruct each group to calculate the standard error, Point Estimate, and confidence interval for the mean for their assigned dataset. ◦ Encourage students to use statistical software for calculation and verification. ◦ Invite each group to present their results. • Conclusion and summarization ◦ The teacher shall summarize the key concepts covered in the practical session and also give inputs for further improvisation.
Practical Training 2.5	Standard Error and confidence interval Estimation.	• Demonstration by the teacher ◦ Calculation of Standard Error, Point Estimate, and confidence interval for mean manually and using Statistical Software/tools • Hands-on training/ Presentation ◦ Divide students into small groups ◦ The students should be provided with Sample datasets for hands-on practice. ◦ Instruct each group to calculate the Standard Error, Point Estimate, and confidence interval for proportions for their assigned dataset. ◦ Encourage students to use statistical software for calculation and verification. ◦ Invite each group to present their results. • Conclusion and summarization ◦ The teacher shall summarize the key concepts covered in the practical session and also give inputs for further improvisation.
Practical Training 2.6	Perform of probability sampling	• Demonstration by the teacher

-1302-

		Probability sampling using real-world examples
		
		• Hands-on training / Peer learning/ Demonstration
		  ◦ Divide students into small groups.
		  ◦ Instruct each group to demonstrate data Collection using probability sampling techniques.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to demonstrate the probability sampling method.
		• Conclusion and summarization
		  ◦ The teacher shall summarize the key concepts covered in the practical session and also give inputs for further improvisation.

Practical Training 2.7	Non-probability sampling	• Demonstration by the teacher
		
		Non-probability sampling using real-world examples
		
		• Hands-on training/ Peer learning/ Demonstration
		  ◦ Divide students into small groups.
		  ◦ Instruct each group to demonstrate data Collection using non-probability sampling techniques.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to demonstrate the non-probability sampling method.
		• Conclusion and summarization
		  ◦ The teacher shall summarize the key concepts covered in the practical session and also give inputs for further improvisation.

Practical	Sample size for	

Training 2.8	Descriptive study Designs.	• Compute sample size for Descriptive study Designs (manually, Excel, and other available software/tools.)(5 for each case scenario)
		• Demonstration by the teacher
		  ◦ Train to identify different study designs and decide the sample size calculation method to be used.
		  ◦ Compute sample size for Descriptive study Designs (manually, Excel, and other available software/tools)
		• Hands-on training (problem-based learning)
		  ◦ Divide students into small groups
		  ◦ The students should be provided with a Sample case scenario (5 each) with all information needed for sample size calculation for hands-on practice.
		  ◦ Encourage students to identify the study design and calculate the sample size. Thereby, they will discuss the approaches and findings within their groups.
		  ◦ Invite each group to present and justify their results.
		• Conclusion and summarization
		  ◦ The teacher shall summarize the key concepts covered in the practical session and also give inputs for further improvisation.

Practical Training 2.9	Sample size for analytical studies.	• Determine and compute sample size for analytical studies (manually, using Excel and other available software/tools).
		• Demonstration by the teacher
		  ◦ Train to identify different study designs and decide the sample size calculation method to be used.
		  ◦ Compute sample size for analytical study Designs (manually, Excel, and other available software/tools)
		• Hands-on training (problem-based learning)
		  ◦ The students should be provided with a Sample case scenario (5 each) with all information needed for sample size calculation for hands-on practice.
		  ◦ Encourage students to identify the study design and calculate the sample size. Thereby, they will discuss the approaches and findings within their groups.
		  ◦ Invite each group to present and justify their results.
		• Conclusion and summarization
		  ◦ The teacher shall summarize the key concepts covered in the practical session and also give inputs for further

1304

		improvisation.

Practical Training 2.10	Sample size for experimental study Design.	• Determine and Compute sample size for experimental (manually, Excel, and other available software/tools.)
		• Demonstration by the teacher
		  ◦ Train to identify different study designs and train to calculate the sample size calculation for different study designs.
		  ◦ Compute sample size for experimental study Designs (manually, Excel, and other available software/tools)
		• Problem-based learning
		  ◦ The students should be provided with a Sample case scenario (5 each) with all information needed for sample size calculation for hands-on practice.
		  ◦ Encourage students to identify the study design and calculate the sample size. Thereby, they will discuss the approaches and findings within their groups.
		  ◦ Invite each group to present and justify their results.
		• Conclusion and summarization
		  ◦ The teacher shall summarize the key concepts covered in the practical session and also give inputs for further improvisation.

Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 2.1	Probability and experimental probability.	◦ Students will be divided into groups. ◦ Each group will discuss and pose an enquiry (2 each) ◦ Access to study resources (e-learning) will be provided so that students can find relevant resources.

1-385-1

		◦ Each group is asked to make a meaningful explanation using prior and new knowledge and share the findings. ◦ The group that proposed the enquiry is asked to evaluate/critic the group that is sharing the findings. **The teacher will evaluate the group findings,** summarize the key concepts, and give input for further improvisation.
Experiential-Learning 2.2	Normal, binomial, and poison distribution.	Identify and justify normal, binomial, and poison distribution from collected secondary dataset /Published data. **Data Collection-** Students should collect published/ secondary data from different sources. **Data Entry and Cleaning:** Once the data is collected, students should enter it into statistical software/ Tools **Data Exploration:** They should create histograms to visualize the data distribution and use statistical software/tools to test the distribution. **Interpreting Descriptive Statistics:** Students should interpret the results to draw meaningful conclusions about the dataset after visualizing descriptive statistics and calculating test statistics. They should identify and justify the distribution. **The teacher should summarize and conclude the session.**
Experiential-Learning 2.3	Normal, binomial, and poison Distribution.	**Data Collection-** Instructed to collect real-life events related to their subject domain where they can apply concepts of normal, binomial, and poison. **Data Exploration /Reflective Observation:** Students then carry out peer discussion on the collected data with the subject experts and seniors pgs. Finally, review the experience attained. **Interpreting /abstract conceptualization:** Students should conclude the learning achieved through experience. **The teacher should summarize and conclude the session.**
Experiential-Learning 2.4	Confidence interval estimation.	**Data Collection-** Students should collect 5 domain-specific research papers from databases (Google Scholar/PubMed/Cochrane/ Dissertation, etc. **Data Exploration:** Students should identify point estimates and confidence intervals in the domain-specific research paper. **Interpreting:** After identifying, students should interpret the point estimate and confidence interval to draw meaningful conclusions about the research paper. **The teacher should summarize and conclude the session.**
Experiential-Learning 2.5	Confidence interval - Identify and interpret	Identify and interpret the point estimate and confidence interval for collected data sets. **Data Collection-** Students should collect data from different sources or through surveys. **Data Entry and Cleaning:** Once the data is collected, students should enter it into statistical software/ Tools **Data Exploration:** They should calculate point estimates and confidence intervals from the collected data set. **Interpreting:** After calculating and visualizing, students should interpret the point estimate and confidence interval to draw

-1306-

		meaningful conclusions about the dataset. **The teacher should summarize and conclude the session.**
Experiential-Learning 2.6	Sample size and Sampling designs.	**Data Collection-** Students should collect 5 research papers from databases (Google Scholar/PubMed/Cochrane/ dissertation, etc. **Data Exploration:** Students should Recognize the sampling designs and sample size studied in the research paper. **Interpreting:** Students should critique the sampling design sample sizes in research papers after identifying them. Also, give the recommendation if it contradicts. **The teacher should summarize and conclude the session.**
Experiential-Learning 2.7	Sample size for an observational study.	**Active experimentation: The student is instructed to** Step one: Select a topic for observational study Step two: Do a literature search for sampling variability, margin of error, confidence interval, and sample mean/proportion/ coefficient. Step three: calculate the sample size Step four: choose the appropriate sampling technique Step five: collect the data. Step six: submit a report. **The teacher shall study the submitted report and give feedback.**
Experiential-Learning 2.8	Sample size for analytical study.	**Active experimentation: The student is instructed to** Step one: Select a topic for analytical study Step two: Do the literature search for sampling variability, margin of error, confidence interval, and sample mean/proportion/ coefficient. Step three: calculate the sample size Step four: choose the appropriate sampling technique Step five: collect the data. Step six: submit a report. **The teacher shall study the submitted report and give feedback.**
Experiential-Learning 2.9	Calculate sample size for RCT.	**Active experimentation: The student is instructed to** Step one: Select a topic for RCT study Step two: Do the literature search for sampling variability, margin of error, confidence interval, and sample mean/proportion/ coefficient.

- 137 -

		Step three: calculate the sample size Step four: choose the appropriate sampling technique Step five: collect the data. Step six: submit a report. **The teacher shall study the submitted report and give feedback.**
Experiential-Learning 2.10	Study design, sampling techniques, and sample size formula.	**Active experimentation: The student is instructed to** Step one: Plan scenarios (5 each) Step two: Specify the study design Step three: specify the sampling technique to be used Step four: specify the sample size formula that has to be used. Step five: compile and submit a report **The teacher shall study the submitted report and give feedback.**
Experiential-Learning 2.11	Probability sampling techniques.	**Self-directed learning (role play/simulated worlds/ video)** Step one: Form a group of 5 members each Step two: plan and create simulated learning (role play/simulated worlds) for probability sampling. Step three: exhibit the created simulated learning
Experiential-Learning 2.12	Non-probability sampling techniques.	**Self-directed learning (role play/simulated worlds/ video)** Step one: Form a group of 5 members each Step two: plan and create simulated learning (role play/simulated worlds) for probability sampling. Step three: exhibit the created simulated learning

1388-1

Modular Assessment	
Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks per credit. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. Working Portfolio on Experiential learning components of the module. 5 marks for each step. Student instructions 1. Submit a draft of your experiential learning.	4

2.Receive feedback you're mentor on methodology. 3.Revise the report based on the feedback. 4.Include reflections on what you learned after each experiential learning. 5. Show drafts of experiential learning with notes on what was challenging and how you overcame the obstacles. and (25 Marks) Any practical in converted form can be taken for assessment. Or Any of the experiential as portfolio/ refelections / presentations can be taken as assessment.	

Module 3 : Tests of significance and parametric statistical tests

Module Learning Objectives
(At the end of the module, the students should be able to)

1. **Know the fundamentals of hypothesis testing and tests of significance**
2. **Identify and apply appropriate parametric tests and interpret the findings**

Unit 1 Testing of hypothesis

1. **Understand and apply the concept of null and alternate hypotheses**
2. **Define of Type I and type II errors,**
3. **Evaluate Test of significance, level of significance, power of the test**
4. **Calculate 'P' value and its interpretation, statistical significance, and clinical significance**

References: 25,26,27,28,29

3A	3B	3C	3D	3E	3F	3G	3H
1	CO1,CO2,CO4	Understand and explain the concept of null and alternate hypotheses (Examples)	1	Lecture	CK	Know	BL
2	CO1,CO2,CO3 ,CO4	Construct the null and alternate hypothesis	2	Practical Training 3.1	PSY-SET	Shows-how	BL
3	CO1,CO2,CO3 ,CO4	Define and explanation of Type I and Type II errors	1	Lecture	CC	Shows-how	L&PPT
4	CO1,CO2,CO3	Demonstrate type I & type II errors from the data collected from secondary	2	Practical	PSY-	Shows-	BL,D,PB

	,CO4	sources,		Training 3.2	GUD	how	L
5	CO1,CO2,CO3 ,CO4	Understand and describe Tests of significance (steps involved), level of significance, and power. Explain one-tail and two-tail tests.	1	Lecture	CAP	Knows-how	L&PPT
6	CO1,CO2,CO3 ,CO4	Distinguish tests of significance for different scenarios (one sample, two samples, independent, dependent, parametric, non-parametric) Differentiate one-tail and two-tail tests.	2	Practical Training 3.3	PSY-SET	Shows-how	BL,D,GBL
7	CO1,CO2,CO3 ,CO4	Collect data from primary/secondary sources like articles or theses, identify data as one sample/two sample/ independent/ dependent/ one-time point/repeated, and suggest appropriate parametric/non-parametric test	3	Experiential-Learning 3.1	PSY-SET	Does	BL,D,PT, PER,PBL
8	CO1,CO2,CO3 ,CO4	Outline the importance of the 'p' value and its interpretation. Distinguish the statistical significance and clinical significance	1	Lecture	CAP	Knows-how	L&PPT
9	CO1,CO2,CO3 ,CO4	Examine the data and evaluate the significance and power. Critic the significance (statistical vs. clinical) in the given scenario.	2	Practical Training 3.4	PSY-SET	Shows-how	D,PL,PT, TBL
10	CO1,CO2,CO3 ,CO4	Collect data from secondary sources like articles or theses. Identify the tests of significance to be applied. Critic and interpret on level of significance, power, type I & type II errors, and p-value.	3	Experiential-Learning 3.2	PSY-GUD	Does	BL

Unit 2 Parametric tests

1. **'Z' test**
2. **Student's 't' test: paired or dependent**
3. **Student's 't' test: unpaired or independent**
4. **'F' test**
5. **Analysis of variance (ANOVA) test with post hoc Analysis**
6. **Repeated measures ANOVA with post hoc Analysis**

References: 30,31,32,33,34

3A	3B	3C	3D	3E	3F	3G	3H
1	CO1,CO2,CO3 ,CO4	Explain the 'Z' test, its application, and interpretation.	1	Lecture	CC	Knows-how	L&PPT
2	CO1,CO2,CO3 ,CO4	Calculate the 'Z' test using different statistical tools/software for a data set	2	Practical Training 3.5	PSY-SET	Shows-how	BL
3	CO1,CO2,CO3 ,CO4	Collect quantitative data from primary/secondary sources for a larger sample (n>30) with single/two groups. Utilizing data, do a Z test. Analyze the data with statistical tools and interpret the findings in terms of statistical and clinical significance.	3	Experiential-Learning 3.3	PSY-GUD	Does	BL
4	CO1,CO2,CO3 ,CO4	Explain the dependent 't' test, its application, and interpretation	1	Lecture	CAP	Knows-how	L&PPT
5	CO1,CO2,CO3 ,CO4	Demonstrate the 'dependent 't' test using different statistical tools/software for a data set	2	Practical Training 3.6	PSY-SET	Shows-how	BL
6	CO1,CO2,CO3 ,CO4	Collect quantitative data from primary/secondary sources for a sample with one group and two-time points. Utilizing data, do a dependent t-test. Analyze the data with statistical tools, Interpret the findings in terms of statistical and clinical significance.	3	Experiential-Learning 3.4	PSY-GUD	Does	BL
7	CO1,CO2,CO3 ,CO4	Explain the independent 't' test, its application, and interpretation	1	Lecture	CAP	Knows-how	L&PPT
8	CO1,CO2,CO3 ,CO4	Demonstrate the independent 't' test using different statistical tools/software for a data set	2	Practical Training 3.7	PSY-SET	Shows-how	BL
9	CO1,CO2,CO3 ,CO4	Collect quantitative data from primary/secondary sources for a sample with two groups and one-time points. Utilizing data, do an independent t-test. Analyze the data with statistical tools, Interpret the findings in terms of statistical and clinical significance.	3	Experiential-Learning 3.5	PSY-GUD	Shows-how	BL

10	CO1,CO2,CO3 ,CO4	Explain the 'F' test, its application and interpretation	1	Lecture	CAP	Knows-how	L&PPT
11	CO1,CO2,CO3 ,CO4	Demonstrate the 'F' test using different statistical tools/software for a data set	2	Practical Training 3.8	PSY-SET	Shows-how	BL,D,PER,PBL
12	CO1,CO2,CO3 ,CO4	Collect quantitative data from primary/secondary sources for a sample with more than two groups. Utilizing data, do an F test. Analyze the data with statistical tools, Interpret the findings in terms of statistical and clinical significance.	3	Experiential-Learning 3.6	PSY-SET	Shows-how	BL,BS,D,DSN,IBL,PER,PBL
13	CO1,CO2,CO3 ,CO4	Explain the 'ANOVA' test along with post hoc analyses, its application, and interpretation	1	Lecture	CAP	Knows-how	L&PPT
14	CO1,CO2,CO3 ,CO4	Demonstrate the 'ANOVA' test with analysis using different statistical tools/software for a data set	2	Practical Training 3.9	PSY-SET	Shows-how	BL,BS,D,DIS,IBL,PL
15	CO1,CO2,CO3 ,CO4	Collect quantitative data from primary/secondary sources for a sample with more than two groups and one-time points. Utilizing data, do ANOVA. Analyze the data with statistical tools, Interpret the findings in terms of statistical and clinical significance.	3	Experiential-Learning 3.7	PSY-GUD	Shows-how	D,DIS,PT,PER,PBL
16	CO1,CO2,CO3 ,CO4	Explain the 'repeated measures ANOVA' test along with post hoc analyses, its application, and interpretation	1	Lecture	CAP	Knows-how	L&PPT
17	CO1,CO2,CO3 ,CO4	Demonstrate the 'repeated measures ANOVA' test with Analysis using different statistical/software for data set tools	2	Practical Training 3.10	PSY-GUD	Shows-how	BL,D,DIS,PER,PBL,TBL
18	CO1,CO2,CO3 ,CO4	Collect quantitative data from primary/secondary sources for a sample with more than two groups and more than two-time points. Utilizing data, do repeated measures ANOVA. Analyze the data with statistical tools, Interpret the findings in terms of statistical and clinical significance.	3	Experiential-Learning 3.8	PSY-GUD	Does	D,PAL,PER,PBL,TBL

1313

19	CO1,CO2,CO3 ,CO4	Collect quantitative data from primary/secondary sources for a sample with more than two groups and more than two-time points. Utilizing data, plan all parametric tests and assign levels of significance. Analyze the data with statistical tools, selecting the appropriate test. Interpret the findings in terms of statistical and clinical significance.	2	Experiential-Learning 3.9	PSY-GUD	Shows-how	D,DIS,IBL,PT,PER

Practical Training Activity

Practical No	Name	Activity details

Practical Training 3.1	Null and alternate hypothesis.	• Demonstration by the teacher
		  ◦ Construction of null and alternate hypotheses in different research conditions, such as superiority/inferiority design and clinical, experimental studies, etc.
		  ◦ Examples 1-2 for each condition: clinical, experimental studies - clinical, experimental, analytical studies –conditions: Test group T ?C Control group, T not less than C, T not more than C
		• Hands-on training
		  ◦ Divide students into small groups and allot one research area for each group.
		  ◦ Instruct each group to prepare possible research questions and research hypotheses.
		  ◦ Students discuss and construct possible hypotheses.
		  ◦ Invite each group to present their hypothesis.
		  ◦ Discussion on the different classification techniques used, the challenges encountered, and the insights gained.
		• The teacher shall summarize the key concepts covered in the practical.

Practical Training 3.2	Type I & type II errors	• Demonstration by the teacher
		  ◦ Datasets collected from research articles or theses demonstrate type I & II errors.
		  ◦ Explain possible solutions to overcome them
		• Hands-on training

		◦ Divide students into small groups and allot one research data for each group. ◦ Facilitate the students by providing sample datasets or case studies for hands-on practice. ◦ Encourage students to discuss their findings & opinions within their groups. ◦ Invite each group to present their findings on type I & II errors. • Promote a discussion on the insights gained from the data • The teacher shall summarize the key concepts covered in the practical
Practical Training 3.3	Tests of significance	• Demonstration by the teacher ◦ Datasets collected from research articles or theses show how to identify different types of parametric/nonparametric tests to be applied for different conditions of data and differences in one/two-tail tests. ◦ • Hands-on training ◦ Divide students into small groups. ◦ The students should be provided Sample datasets or case studies for hands-on practice. ◦ Instruct each group to identify appropriate parametric or nonparametric tests for the assigned dataset. ◦ Encourage students to find similar conditions of data from the internet or any thesis. ◦ Encourage students to discuss their approaches and findings within their groups. ◦ Invite each group to present their results. ◦ Facilitate a discussion on identifying appropriate parametric or nonparametric tests and one/two-tail tests for various datasets. • The teacher shall summarize the key concepts covered in the practical.
Practical Training 3.4	Data significance and power.	• Demonstration by the teacher ◦ Calculating the 'significance and power' manually and using Statistical Software/tools. • Hands-on training

1-1315-1

		◦ Divide students into small groups ◦ The students should be provided Sample datasets or case studies for hands-on practice. ◦ Instruct each group to calculate the significance and power of their assigned dataset. ◦ Encourage students to use statistical software for calculation and verification. ◦ Encourage students to discuss their approaches, findings, and interpretations within their groups. ◦ Invite each group to present their results and interpretation. ◦ Brainstorm on statistical and clinical significance in various datasets. • The teacher shall summarize the key concepts covered in the practical.
Practical Training 3.5	'Z' test Calculation using statistical tools/software.	• Demonstration by the teacher ◦ Demonstrate Z test manually and using Statistical Software/tools, for example, a data set of continuous data of a larger sample (n>30) • Hands-on training ◦ Divide students into small groups ◦ The students should be provided Sample datasets or case studies for hands-on practice. ◦ Instruct each group to calculate the Z variate and p-value for their assigned dataset. ◦ Encourage students to use statistical software for calculation and verification. ◦ Encourage students to discuss their approaches, findings, and interpretations within their groups. ◦ Invite each group to present their results and interpretation. • Facilitate a discussion on the differences in Z variate for various datasets. • The teacher shall summarize the key concepts covered in the practical.
Practical Training 3.6	Dependent 't' test.	• Demonstration by the teacher ◦ Calculating the 't' value and p-value for a single group, two-time point data set having continuous data of smaller sample (n<30), manually and using Statistical Software/tools

- 1316 -

		• Hands-on training
		  ◦ Divide students into small groups
		  ◦ The students should be provided Sample datasets or case studies for hands-on practice.
		  ◦ Instruct each group to calculate the 't' value and p value for their assigned dataset.
		  ◦ Encourage students to calculate the t value manually/using Excel and statistical tables for 't.'
		  ◦ Encourage students to use statistical software for calculation and verification.
		  ◦ Encourage students to discuss their approaches, findings, and interpretations within their groups.
		  ◦ Invite each group to present their results and interpretation.
		• Facilitate a discussion on the differences in t value –p value for various datasets.
		• The teacher shall summarize the key concepts covered in the practical.

Practical Training 3.7	Independent 't' test	• Demonstration by the teacher
		  ◦ Calculating the 't' value and p-value for two groups, a one-time point data set having continuous data of smaller sample (n<30), manually and using Statistical Software/tools
		• Hands-on training
		  ◦ Divide students into small groups
		  ◦ The students should be provided Sample datasets or case studies for hands-on practice.
		  ◦ Instruct each group to calculate the 't' value and p value for their assigned dataset.
		  ◦ Encourage students to calculate manually/using Excel and statistical tables for 't'.
		  ◦ Encourage students to use statistical software for calculation and verification.
		  ◦ Encourage students to discuss their approaches, findings, and interpretations within their groups.
		  ◦ Invite each group to present their results and interpretation.
		• Facilitate a discussion on the differences in t value –p value for various datasets.
		• The teacher shall summarize the key concepts covered in the practical.

Practical Training 3.8	'F' test Calculation.	

1317

		• Demonstration by the teacher ◦ Calculating the 'F' value and p-value and applying appropriate tests for Two groups, a one-time point data set having continuous data of smaller sample (n<30), manually and using Statistical Software/tools • Hands-on training ◦ Divide students into small groups ◦ The students should be provided Sample datasets or case studies for hands-on practice. ◦ Instruct each group to calculate the F and p values and apply analysis to their assigned dataset. ◦ Encourage students to calculate manually/using Excel and statistical tables for 't.' ◦ Encourage students to use statistical software for calculation and verification. ◦ Encourage students to discuss their approaches, findings, and interpretations within their groups. ◦ Invite each group to present their results and interpretation. • Facilitate a discussion on the differences in F value –p value and posthoc analyses for various datasets. • The teacher shall summarize the key concepts covered in the practical.
Practical Training 3.9	'ANOVA' test Analysis	• Demonstration by the teacher ◦ Calculating the 'F' value and p-value and applying appropriate tests for Three or more groups, a one-time point data set having continuous data of smaller sample (n<30), manually and using Statistical Software/tools • Hands-on training ◦ Divide students into small groups ◦ The students should be provided Sample datasets or case studies for hands-on practice. ◦ Instruct each group to calculate the 'F' value and p-value and apply analysis to their assigned dataset. ◦ Encourage students to calculate manually/using Excel and statistical tables for 'f'. ◦ Encourage students to use statistical software for calculation and verification. ◦ Encourage students to discuss their approaches, findings, and interpretations within their groups. ◦ Invite each group to present their results and interpretation. • Facilitate a discussion on the differences in F value –p value and post hoc analyses for various datasets. • The teacher shall summarize the key concepts covered in the practical.

Practical Training 3.10	Annova test - Repeated	• Demonstration by the teacher
		  ◦ Calculating the 'F' value and p-value and applying appropriate tests for one group, more than two-time points data set having continuous data, manually and using Statistical Software/tools
		• Hands-on training
		  ◦ Divide students into small groups
		  ◦ The students should be provided Sample datasets or case studies for hands-on practice.
		  ◦ Instruct each group to calculate the 'F' and p values and apply analysis to their assigned dataset.
		  ◦ Encourage students to calculate manually/using Excel and statistical tables for 'f'.
		  ◦ Encourage students to use statistical software for calculation and verification.
		  ◦ Encourage students to discuss their approaches, findings, and interpretations within their groups.
		  ◦ Invite each group to present their results and interpretation.
		• Facilitate a discussion on the differences in F value –p value and post hoc analyses for various datasets.
		• The teacher shall summarize the key concepts covered in the practical.

Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 3.1	Parametric/non-parametric test	Teacher activity: Divide students into multiple groups. Allot or mentor each group to select different types of data sets for the assignment. Guide them in using the statistical tools/software Student activity as Groups: Collection of data from primary/secondary sources: Data Collection- Students should collect data from different sources, such as articles or theses, by conducting interviews, clinical posting, or by gathering from existing datasets.

		Data Entry and Cleaning: Once the data is collected, students should enter it into Excel/statistical software/Tools Classify data as: independent/dependent Categorical or continuous data (Nominal/Ordinal/Scale) one sample/two samples/more than two samples one-time point /repeated measures Do appropriate descriptive statistics Find whether sampling is random or not. Find whether the distribution is Normal or not. Find the appropriate Statistical Test: parametric/non-parametric Which type of parametric /nonparametric Discuss the findings with your group members. Each group will present the findings and discussion by all students and faculty concerned to conclude. The teacher shall summarize the key concepts covered.
Experiential-Learning 3.2	level of significance, power, type I & type II errors, and p-value.	Teacher activity: Divide students into multiple groups. Allot or mentor each group to select different types of data sets for the assignment. Guide them in using the statistical tools/software. Student activity as Groups: Collection of data from secondary sources : Students should collect data from different sources, such as articles or theses, or by gathering data from existing datasets. Data Entry and Cleaning: Once the data is collected, students should enter it into Excel/statistical software/ Tools Analyze the data as follows: independent/dependent Categorical or continuous data (Nominal/Ordinal/Scale) one sample/two samples/more than two samples one-time point /repeated measures Do appropriate descriptive statistics Find whether sampling is random or not.

1320

		Find whether the distribution is Normal or not. Identify the tests of significance to be applied. Decide the level of significance and p-value Calculate the power Discuss the possible type I & type II errors Critic and interpret the data set selected on the following level of significance power type I & type II errors p-value Discuss the findings with your group members. Each group will present the findings and discussion by all students and faculty concerned to conclude. **The teacher shall summarize the key concepts covered.**
Experiential-Learning 3.3	Z test	**Teacher activity:** Divide students into multiple groups. Allot or mentor each group to select different types of data sets for the assignment. Guide them in using the statistical tools/software **Student activity as Groups:** Data Collection- Students should collect data from different sources or through surveys. This can involve conducting interviews, gathering data from existing datasets, or collecting from a ward/class. Take care that the sample number is more than 30, has a continuous type, and follows random sampling. Collect data from two samples and two-time points. Data Entry and Cleaning: Once the data is collected, students should enter it into a datasheet/excel and statistical software/ Tools Data Exploration: Do appropriate descriptive statistics. (Mean, Median, range, variance, Standard deviation, Standard Error, etc.) Find whether the distribution is Normal or not. If following normal distribution, proceed with the Z test. Make Null and alternate hypotheses. (Superiority/inferiority or equal between groups). Do a test of significance, i.e., the 'Z test' for this data. Fix the level of significance at 0.05 or 0.01. Z Test: Perform the Z test an the prepared data sheet using statistical software/excel/manually. Use appropriate methods like one-tail (left or right) or two-tail tests. Interpretation: After calculating and visualizing descriptive and inferential statistics, students should interpret the results to draw meaningful conclusions about the dataset. Find whether the Null hypothesis proved or not.

1321

		Find the possibilities errors. Discuss the Z variate, zone of acceptance and rejection. Analyze the data with statistical tools, selecting the appropriate test. Interpret the findings in terms of statistical and clinical significance. **The teacher shall summarize the key concepts covered.**
Experiential-Learning 3.4	Paired/dependent t-test'.	**Teacher activity:** Divide students into multiple groups. Allot or mentor each group to select different types of datasets for the assignment. Guide them in using the statistical tools/software **Student activity as Groups:** Data Collection- Students should collect data from different sources or through surveys. This can involve conducting interviews, gathering data from existing datasets, or collecting from a ward/class. Take care that the sample number is less than 30, has a continuous type, and follows random sampling. Collect data from one sample and two-time points. Data Entry and Cleaning: Once the data is collected, students should enter it into a datasheet/excel and statistical software/ Tools Data Exploration: Do appropriate descriptive statistics. (Mean, Median, range, variance, Standard deviation, Standard Error, etc.) Find whether the distribution is Normal or not. If following normal distribution, proceed to the paired/dependent t-test. Make Null and alternate hypotheses. (Superiority/inferiority or equal). Do a test of significance, i.e., 'paired/dependent t-test' for this data. Fix the level of significance at 0.05 or 0.01. 'Paired/dependent t-test': Perform the test an the prepared data sheet using statistical software/excel/manually. Use appropriate methods like one-tail (left or right) or two-tail tests. Interpretation: After calculating and visualizing descriptive and inferential statistics, students should interpret the results to draw meaningful conclusions about the dataset. Find whether the Null hypothesis proved or not. Find the possibilities errors. Analyze the data with statistical tools, selecting the appropriate test. Interpret the findings in terms of statistical and clinical significance. **The teacher shall summarize the key concepts covered.**
Experiential-Learning 3.5	Unpaired/independent t-test.	**Teacher activity:** Divide students into multiple groups. Allot or mentor each group to select different types of datasets for the assignment. Guide them in using the statistical tools/software

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		Student activity as Groups: Data Collection- Students should collect data from different sources or through surveys. This can involve conducting interviews, gathering data from existing datasets, or collecting from a ward/class. Take care that the sample number is less than 30, has a continuous type, and follows random sampling. Collect data from two samples and one or two time points. Data Entry and Cleaning: Once the data is collected, students should enter it into a datasheet/excel and statistical software/ Tools Data Exploration: Do appropriate descriptive statistics. (Mean, Median, range, variance, Standard deviation, Standard Error, etc.) Find whether the distribution is Normal or not. If following normal distribution, proceed to 'unpaired/independent t-test'. Make Null and alternate hypotheses. (Superiority/inferiority or equal). Do a test of significance, i.e., unpaired/independent t-test for this data. Fix the level of significance at 0.05 or 0.01. 'Unpaired/independent t-test': Perform the test an the prepared data sheet using statistical software/excel/manually. Use appropriate methods like one-tail (left or right) or two-tail tests. Interpretation: After calculating and visualizing descriptive and inferential statistics, students should interpret the results to draw meaningful conclusions about the dataset. Find whether the Null hypothesis proved or not. Find the possibilities errors. Analyze the data with statistical tools, selecting the appropriate test. Interpret the findings in terms of statistical and clinical significance. **The teacher shall summarize the key concepts covered.**
Experiential-Learning 3.6	F test.	**Teacher activity:** Divide students into multiple groups. Allot or mentor each group to select different types of datasets for the assignment. Guide them in using the statistical tools/software **Student activity as Groups:** Data Collection- Students should collect data from different sources or through surveys. This can involve conducting interviews or, gathering data from existing datasets, or collecting from a ward/class. Take care that the sample number is more than 30, has a continuous type, and follows random sampling. Collect data from more than two samples. Data Entry and Cleaning: Once the data is collected, students should enter it into a datasheet/excel and statistical software/ Tools **Data Exploration:** Do appropriate descriptive statistics. (Mean, Median, range, variance, Standard deviation, Standard Error, etc.) Find whether the distribution is Normal or not. If following normal distribution, proceed to the 'F test'. Make Null and alternate hypotheses. (Superiority/inferiority or equal). Do a test of significance, i.e., 'F test' for this data. Fix the

1323

		level of significance at 0.05 or 0.01. 'F test': Perform the test an the prepared data sheet using statistical software/excel/manually. Interpretation: After calculating and visualizing descriptive and inferential statistics, students should interpret the results to draw meaningful conclusions about the dataset. Find whether the Null hypothesis proved or not. Find the possibilities errors. Analyze the data with statistical tools, selecting the appropriate test. Interpret the findings in terms of statistical and clinical significance. **The teacher shall summarize the key concepts covered.**
Experiential-Learning 3.7	ANOVA. test	**Teacher activity:** Divide students into multiple groups. Allot or mentor each group to select different types of data sets for the assignment. Guide them in using the statistical tools/software **Student activity as Groups:** Data Collection- Students should collect data from different sources or through surveys. This can involve conducting interviews or, gathering data from existing datasets or collecting from a ward/class. Take care that the sample number is more than 30 with continuous type and follow random sampling. Collect data from more than two samples at one-time point. Data Entry and Cleaning: Once the data is collected, students should enter it into a datasheet/excel and statistical software/ Tools Data Exploration: Do appropriate descriptive statistics. (Mean, Median, range, variance, Standard deviation, Standard Error, etc.) Find whether the distribution is Normal or not. If following normal distribution, proceed to 'ANOVA'. Make Null and alternate hypotheses. (Superiority/inferiority or equal). Do a test of significance, i.e., 'ANOVA', for this data. Fix the level of significance at 0.05 or 0.01. 'ANOVA: Perform the test an the prepared data sheet using statistical software/excel/manually. Interpretation: After calculating and visualizing descriptive and inferential statistics, students should interpret the results to draw meaningful conclusions about the dataset. Find whether the Null hypothesis proved or not. Find the possibilities errors. Analyze the data with statistical tools, selecting the appropriate test. Interpret the findings in terms of statistical and clinical significance. **The teacher shall summarize the key concepts covered.**
Experiential-Learning 3.8	ANOVA	**Teacher activity:** Divide students into multiple groups.

		Allot or mentor each group to select different types of data sets for the assignment. Guide them in using the statistical tools/software **Student activity as Groups:** Data Collection- Students should collect data from different sources or through surveys. This can involve conducting interviews, gathering data from existing datasets, or collecting from a ward/class. Take care that the sample number is more than 30 with continuous type and follow random sampling. Collect data at more than two-time points. Data Entry and Cleaning: Once the data is collected, students should enter it into a datasheet/excel and statistical software/ Tools Data Exploration: Do appropriate descriptive statistics. (Mean, Median, range, variance, Standard deviation, Standard Error, etc.) Find whether the distribution is Normal or not. If following normal distribution, proceed to 'repeated measures ANOVA.' Make Null and alternate hypotheses. (Superiority/inferiority or equal). Do a test of significance, i.e., 'repeated measures ANOVA' for this data. Fix the level of significance at 0.05 or 0.01. 'Repeated measures ANOVA': Perform the test on the prepared data sheet using statistical software/excel/manually. Interpretation: After calculating and visualizing descriptive and inferential statistics, students should interpret the results to draw meaningful conclusions about the dataset. Find whether the Null hypothesis proved or not. Find the possibilities errors. Analyze the data with statistical tools, selecting the appropriate test. Interpret the findings in terms of statistical and clinical significance. **The teacher shall summarize the key concepts covered.**
Experiential-Learning 3.9	Parametric test	**Teacher activity:** Divide students into multiple groups. Allot or mentor each group to select different types of data sets for the assignment. Guide them in using the statistical tools/software **Student activity as Groups:** Data Collection- Students should collect data from different sources or through surveys. This can involve conducting interviews or, gathering data from existing datasets or collecting from a ward/class. Take care that the sample number is more than 30, has a continuous type, and follows random sampling. Collect data from more than two samples and at more than two-time points. Data Entry and Cleaning: Once the data is collected, students should enter it into a datasheet/excel and statistical software/ Tools Data Exploration: Do appropriate descriptive statistics. (Mean, Median, range, variance, Standard deviation, Standard Error, etc.) Find whether the distribution is Normal or not. If following normal distribution, proceed with an appropriate statistical test.

		Make Null and alternate hypotheses. (Superiority/inferiority or equal). Do a test of significance, i.e., a 'parametric test' for this data. Fix the level of significance at 0.05 or 0.01. Parametric Test: Perform the appropriate parametric test on the prepared data sheet using statistical software/excel/manually. Interpretation: After calculating and visualizing descriptive and inferential statistics, students should interpret the results to draw meaningful conclusions about the dataset. Find whether the Null hypothesis proved or not. Find the possible errors. Analyze the data with statistical tools, selecting the appropriate test. Interpret the findings in terms of statistical and clinical significance. **The teacher shall summarize the key concepts covered.**

Modular Assessment

Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks per credit. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. • Problem based assessment (15 Marks) 1. Provide a Scenario one each on *hypothesis formulation, *steps in testing of hypothesis *parametric tests and 2. Based on the information student shall formulate a hypothesis/steps in testing of hypothesis/ parametric test to be applied. 3. Example: **Scenario:** It has been observed that individuals who drink coffee before going to bed often take longer to fall asleep compared to those who do not consume coffee before bedtime.**Frame the null hypothesis and alternate hypothesis for the research domain.** **Null Hypothesis (H?):** Drinking coffee before going to bed has no effect on the time it takes to fall asleep. **Alternative Hypothesis (H?):** Drinking coffee before going to bed increases the time it takes to fall asleep. B. Performance assessment (10): 1.Provide students one Sampled data. 2.Ask them to perform manually the test statistics. and (25 marks)	4

1326

Any practical in converted form can be taken for assessment.
Or
Any of the experiential as portfolio/ refelections / presentations can be taken as assessment.

1327

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Module 4 : Non-parametric statistical tests

Module Learning Objectives
(At the end of the module, the students should be able to)

1. Know the fundamentals of non-parametric statistical tests
2. Identify and apply appropriate non-parametric tests

Unit 1 Non-parametric methods

1. Definition and fundamentals of non-parametric methods; Concept and application of Chi-square test and Fisher's exact test.
2. Mann-Whitney U test: Concept and application
3. McNemar's test and Wilcoxon Signed rank test- Concept and application
4. Kruskal–Wallis test with relevant post hoc tests: Concept and application
5. Friedman test with relevant post hoc tests: Concept and application; parametric vs non-parametric test.

References: 35,36,37,38,39,40,41,42,43,44

3A	3B	3C	3D	3E	3F	3G	3H
1	CO1,CO2,CO3 ,CO4	Explain non-parametric methods, their application, and interpretation Explain the Concept and application of the Chi-square test, Fisher's exact test.	1	Lecture	CK	Know	L&PPT
2	CO1,CO2,CO3 ,CO4	Calculate the Chi-square test and Fisher's exact test using statistical tools/software.	2	Practical Training 4.1	PSY-SET	Shows-how	BL
3	CO1,CO2,CO3 ,CO4	Collect the relevant data sets and apply the Chi-square test, Fisher's exact test	3	Experiential-Learning 4.1	PSY-SET	Does	BL

1328

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4	CO1,CO2,CO3 ,CO4	Explain the Mann-Whitney U test, and its application, and interpretation	1	Lecture	CAN	Knows-how	L&PPT
5	CO1,CO2,CO3 ,CO4	Calculate the Mann-Whitney U test using statistical tools/software.	2	Practical Training 4.2	PSY-SET	Shows-how	BL
6	CO1,CO2,CO3 ,CO4	Collect the relevant data sets and apply the Mann-Whitney U test.	3	Experiential-Learning 4.2	PSY-SET	Does	BL
7	CO1,CO2,CO3 ,CO4	Explain and apply McNemar's test and Wilcoxon's Signed rank test	1	Lecture	CAP	Knows-how	L&PPT
8	CO1,CO2,CO3 ,CO4	Calculate McNemar's test, and Wilcoxon Signed rank test using statistical tools/software.	2	Practical Training 4.3	PSY-SET	Shows-how	BL
9	CO1,CO2,CO3 ,CO4	Collect the relevant data sets and apply McNemar's test and Wilcoxon Signed rank test.	3	Experiential-Learning 4.3	PSY-SET	Shows-how	BL
10	CO1,CO2,CO3 ,CO4	Explain and apply the Kruskal–Wallis test with relevant post hoc tests.	1	Lecture	CAP	Knows-how	L&PPT
11	CO1,CO2,CO3 ,CO4	Calculate the Kruskal–Wallis test with relevant tests using statistical tools/software.	2	Practical Training 4.4	PSY-SET	Shows-how	BL
12	CO1,CO2,CO3 ,CO4	Collect the relevant data sets and apply the Kruskal–Wallis test with relevant post hoc test	2	Experiential-Learning 4.4	PSY-SET	Does	BL
13	CO1,CO2,CO3 ,CO4	Explain and apply the Friedman test with relevant post hoc tests. Parametriuc vs Non parametric test.	1	Lecture	CAP	Knows-how	BL
14	CO1,CO2,CO3 ,CO4	Calculate the Friedman test with relevant post hoc tests using statistical tools/software.	2	Practical Training 4.5	PSY-SET	Shows-how	BL
15	CO1,CO2,CO3 ,CO4	Collect the data sets, identify and apply relevant nonparametric tests(Chi-square test, Mann-Whitney U test, McNemar's test, Wilcoxon Signed rank, Kruskal–Wallis test, Friedman test with relevant tests)	2	Experiential-Learning 4.5	PSY-SET	Does	BL

1329

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Practical Training Activity		
Practical No	**Name**	**Activity details**

Practical Training 4.1	Chi-square test and Fisher's exact test (2 Sets of Data for each)	• Demonstration by the teacher
		  ◦ The collection of relevant data, data entry in statistical software, use of the appropriate application (Chi-square test and Fisher's exact test), viewing the outcome, analyzing it, and reporting the outcome.
		• Hands-on training
		  ◦ Divide students into small groups (3-5 in number)
		  ◦ The students should be provided with sample datasets for hands-on practice.
		  ◦ Instruct each group to collect data and enter it in statistical software, use the appropriate application (Chi-square test and Fisher's exact test), view the outcome, and analyze and report it.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to present their classification results.
		  ◦ A discussion on the techniques used, the challenges encountered, and the insights gained from the data
		• The teacher shall discuss, summarise, and conclude the session.

Practical Training 4.2	Mann-Whitney U test (2 Sets of Data)	• Demonstration by the teacher
		  ◦ Collection of relevant data, data entry in statistical software, use of the appropriate application (Mann-Whitney U test), viewing the outcome, analyzing and reporting the outcome.
		• Hands-on training
		  ◦ Divide students into small groups (3-5 in number)
		  ◦ The students should be provided with sample datasets for hands-on practice.
		  ◦ Instruct each group to collect data and enter it in statistical software, use the appropriate application (Mann-Whitney U test), view the outcome, and analyze and report the outcome.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to present their classification results.

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		◦ *A discussion on the techniques used, the challenges encountered, and the insights gained from the data* • *The teacher shall discuss, summarise, and conclude the session.*
Practical Training 4.3	*McNemar's test and Wilcoxon Signed rank test (2 Sets of Data for each)*	• Demonstration by the teacher ◦ Collection of relevant data, data entry in statistical software, use of the appropriate application (McNemar's test and Wilcoxon Signed rank test), viewing the outcome, analyzing it, and reporting the outcome. • Hands-on training ◦ Divide students into small groups (3-5 in number) ◦ The students should be provided with sample datasets for hands-on practice. ◦ Instruct each group to collect data and enter it in statistical software, use the appropriate application (McNemar's test and Wilcoxon Signed rank test), view the outcome, and analyze and report it. ◦ Encourage students to discuss their approaches and findings within their groups. ◦ Invite each group to present their classification results. ◦ A discussion on the techniques used, the challenges encountered, and the insights gained from the data • The teacher shall discuss, summarise, and conclude the session.
Practical Training 4.4	Kruskal Wallis test (2 Sets of Data)	• Demonstration by the teacher ◦ Collection of relevant data, data entry in statistical software, use of the appropriate application, viewing the outcome, analyzing and reporting the outcome. • Hands-on training ◦ Divide students into small groups (3-5 in number) ◦ The students should be provided with sample datasets for hands-on practice. ◦ Instruct each group to collect data and enter it in statistical software, use the appropriate application (Kruskal Wallis test), view the outcome, and analyze and report the outcome. ◦ Encourage students to discuss their approaches and findings within their groups.

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		◦ Invite each group to present their classification results. ◦ A discussion on techniques used, the challenges encountered, and the insights gained from the data • The teacher shall discuss, summarise, and conclude the session.
Practical Training 4.5	Friedman test (2 sets of Data)	• Demonstration by the teacher ◦ The collection of relevant data, data entry in statistical software, use of the appropriate application (Friedman test), viewing the outcome, analyzing it, and reporting the outcome. • Hands-on training ◦ Divide students into small groups (3-5 in number) ◦ The students should be provided with sample datasets for hands-on practice. ◦ Instruct each group to collect data and enter it in statistical software, use the appropriate application (Friedman test), view the outcome, and analyze and report the outcome. ◦ Encourage students to discuss their approaches and findings within their groups. ◦ Invite each group to present their classification results. ◦ A discussion on the techniques used, the challenges encountered, and the insights gained from the data • The teacher shall discuss, summarise, and conclude the session.

Experiential learning Activity

Experiential learning No	Name	Activity details
Experiential-Learning 4.1	Application of Chi-square test and Fisher's exact test using secondary data	**Data Collection** -Collection of relevant data from hospitals, surveys, interviews, secondary data, etc by the students **Data Entry and Cleaning:** Once the data is collected, students should enter it into statistical software/ Tools **Identification of Appropriate statistical test-** Chi-square test and Fisher's exact test **Appropriate use of statistical tools and calculation**

1332

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		Interpreting of Statistics: After calculating, students should interpret the results to draw meaningful conclusions about the *dataset.* *The teacher shall discuss, summarise, and conclude the session.*
Experiential-Learning 4.2	*Application of Mann-Whitney U test using secondary data*	**Data Collection** -Collection of relevant data from hospitals, surveys, interviews, secondary data, etc by the students **Data Entry and Cleaning:** Once the data is collected, students should enter it into statistical software/ Tools **Identification of Appropriate Statistical Test**-Mann-Whitney U **Appropriate use of statistical tools and calculation** **Interpreting of Statistics:** After calculating, students should interpret the results to draw meaningful conclusions about the dataset. The teacher shall discuss, summarise, and conclude the session.
Experiential-Learning 4.3	McNemar's test and Wilcoxon's signed rank test.	**Data Collection** -Collection of relevant data from hospitals, surveys, interviews, secondary data, etc by the students **Data Entry and Cleaning:** Once the data is collected, students should enter it into statistical software/ Tools **Identification of Appropriate Statistical test**-McNemar's test and Wilcoxon Signed rank **Appropriate use of statistical tools and calculation** **Interpreting of Statistics:** After calculating, students should interpret the results to draw meaningful conclusions about the dataset. The teacher shall discuss, summarise, and conclude the session.
Experiential-Learning 4.4	Application of Kruskal Wallis test using secondary data	**Data Collection** -Collection of relevant data from hospitals, surveys, interviews, secondary data, etc by the students **Data Entry and Cleaning:** Once the data is collected, students should enter it into statistical software/ Tools **Identification of Appropriate Statistical Test**-Kruskal Wallis test **Appropriate use of statistical tools and calculation** **Interpreting of Statistics:** After calculating, students should interpret the results to draw meaningful conclusions about the dataset. The teacher shall discuss, summarise, and conclude the session.
Experiential-Learning 4.5	Application of Friedman test using secondary data	**Data Collection** -Collection of relevant data from hospitals, surveys, interviews, secondary data, etc by the students **Data Entry and Cleaning:** Once the data is collected, students should enter it into statistical software/ Tools **Identification of Appropriate Statistical Test**-Friedman test **Appropriate use of statistical tools and calculation** **Interpreting of Statistics:** After calculating, students should interpret the results to draw meaningful conclusions about the

1333

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		dataset. The teacher shall discuss, summarise, and conclude the session.	
Modular Assessment			
Assessment method			**Hour**
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks per credit. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. Assessment method-Structured Educational Video- Assign each student one non-parametric tests. for making a Structured Educational Video. (25 marks) Student instructions 1. Prepare the script for the assigned non-parametric test, which includes – content, objectives, Key points and Step-by-Step Explanation of One Test. 2. Record the video and submit it to the mentor. Or Any practical in converted form can be taken for assessment. Or Any of the experiential as portfolio/ refelections / presentations can be taken as assessment.			2

1394

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Module 5 : Disease frequency; Demography and Vital statistics

Module Learning Objectives
(At the end of the module, the students should be able to)

- **Define and explain the basic measures of disease frequency, demography, and vital statistics**
- **Identify the appropriate use of measures of disease frequency, demography, and vital statistics in public health.**
- **Estimate the intensity of public health problems by using different measures.**

Unit 1 Measures

1. **Measures of disease Frequency: Incidence and prevalence.**
2. **Odds ratio, Relative Risk and Risk difference, and their confidence intervals**
3. **Definition and computation of the measures Rate, Ratio, and Proportion**
4. **Demography and its importance and applications. Fertility measures**
5. **Vital statistics and its importance and applications. Birth rate, Mortality rates, Morbidity rates, and Hospital-related statistics.**

References: 45,46,47,48,49,50,51,52,53,54,55

3A	3B	3C	3D	3E	3F	3G	3H
1	CO1,CO3,CO4	Define, compute, and explain the differences between the measures Rate, Ratio, and Proportion.	1	Lecture	CK	Know	L&PPT
2	CO1,CO3,CO4	Define incidence and prevalence (distinguish between point prevalence and period prevalence).	1	Lecture	CK	Know	L&PPT
3	CO1,CO3,CO4	Calculate the incidence and prevalence rates from raw data and explain the use of rates in public health.	2	Practical Training 5.1	PSY-SET	Shows-how	CD

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4	CO1,CO3,CO4	Define and explain Odds ratio (OR), Relative Risk (RR), and risk difference in relevance to epidemiological research.	1	Lecture	CAP	Knows-how	L&PPT
5	CO1,CO3,CO4	Calculate and interpret OR, RR	3	Practical Training 5.2	PSY-GUD	Shows-how	BL,D,PT, PER
6	CO1,CO3,CO4	Calculate Confidence Interval for OR & RR.	3	Practical Training 5.3	PSY-GUD	Shows-how	BL,D,PT, PER
7	CO1,CO3,CO4	Explain Vital statistics, their importance, their uses and methods of obtaining vital statistics, Birth rate, Mortality rates, Morbidity rates, and Hospital-related statistics	1	Lecture	CAN	Knows-how	BL,L&PPT
8	CO1,CO3,CO4	Define Demography and explain the importance of statistics in demography. Define fertility measures (Total Fertility Rate (TFR), Age-Specific Fertility Rates(ASFR), Gross Reproduction Rate (GRR), and Net Reproduction Rate (NRR).).	1	Lecture	CAN	Knows-how	L&PPT
9	CO1,CO3,CO4	Calculate vital statistics and demographic statistics (Birth rates, death rates)	2	Practical Training 5.4	PSY-GUD	Shows-how	BL,D,PT, PER,PBL
10	CO1,CO3,CO4	Search the secondary data from freely available websites (like Census of India/NFHS/WHO fact sheets, etc.) to calculate measures of Vital Statistics and measures of Demography.	3	Experiential-Learning 5.1	PSY-GUD	Shows-how	BL,BS,D, PT,PER,PBL
11	CO1,CO3,CO4	Calculate measures of Vital Statistics for at least any three Indian states and at least any 3-time points using the secondary data.	2	Experiential-Learning 5.2	PSY-GUD	Shows-how	BL,BS,D, IBL,PT,PBL,PSM
12	CO1,CO3,CO4	Calculate the demographic measures for at least three Indian states and at least three-time points using the secondary data.	2	Experiential-Learning 5.3	PSY-ORG	Shows-how	BL,BS,D, DIS,PER, PBL
13	CO1,CO3,CO4	Compare & Contrast measures of Vital statistics & Demography for at least three Indian states and discuss.	2	Experiential-Learning 5.4	PSY-ORG	Shows-how	BL,BS,D, DIS,PT,P

1336

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							ER,PSM
14	CO1,CO3,CO4	Compare & Contrast measures of Vital statistics & Demography for at least any three years for three Indian states and discuss.	2	Experiential-Learning 5.5	PSY-ORG	Shows-how	BL,IBL,PAL,PER,PBL
15	CO1,CO3,CO4	Prepare a one-page report on data analysis and findings of the secondary data analysis	2	Experiential-Learning 5.6	PSY-GUD	Shows-how	BL,D,PT,PER,PBL

Practical Training Activity

Practical No	Name	Activity details

Practical Training 5.1	Incidence rate and prevalence rate calculation.	• Demonstration by the teacher
		  ◦ Collection of relevant data, data entry, manual work, entering statistical software, use of the appropriate application, viewing the outcome, analysis, and reporting the outcome.
		• Hands-on training
		  ◦ Divide students into small /three groups.
		  ◦ The students should be provided with sample datasets for hands-on practice.
		  ◦ Instruct each group to collect data and work manually.
		  ◦ Instruct each group to collect and enter data in statistical software, use appropriate applications, view the outcome, and analyze and report it.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to present their classification results.
		  ◦ A discussion on the techniques used, the challenges encountered, and the insights gained from the data
		• The teacher shall discuss, summarise, and conclude the session.

Practical Training 5.2	Calculation of OR, RR	• Calculation of OR, RR, and Confidence Interval for OR & RR using Statistical Software (3 Sets of Data)

		• Demonstration by the teacher
		  ◦ Collection of relevant data, data entry, manual work, entering in statistical software, use of the appropriate application, viewing the outcome, analysis, and reporting the outcome.
		• Hands-on training
		  ◦ Divide students into small /three groups.
		  ◦ The students should be provided with sample datasets for hands-on practice.
		  ◦ Instruct each group to collect data and work manually.
		  ◦ Instruct each group to collect data and enter it in statistical software, use appropriate applications, view the outcome, and analyze and report the outcome.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to present their classification results.
		  ◦ A discussion on the techniques used, the challenges encountered, and the insights gained from the data
		• The teacher shall discuss, summarise, and conclude the session
		• Divide the students into two groups, and a quiz can be conducted between the groups

Practical Training 5.3	Calculation of OR, RR	• Calculation of OR, RR, and Confidence Interval for OR & RR using Statistical Software (3 Sets of Data)
		• Demonstration by the teacher
		  ◦ Collection of relevant data, data entry, manual work, entering in statistical software, use of the appropriate application, viewing the outcome, analysis, and reporting the outcome.
		• Hands-on training
		  ◦ Divide students into small /three groups.
		  ◦ The students should be provided with sample datasets for hands-on practice.
		  ◦ Instruct each group to collect data and work manually.
		  ◦ Instruct each group to collect data and enter it in statistical software, use appropriate applications, view the outcome, and analyze and report the outcome.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to present their classification results.
		  ◦ A discussion on the techniques used, the challenges encountered, and the insights gained from the data

1338

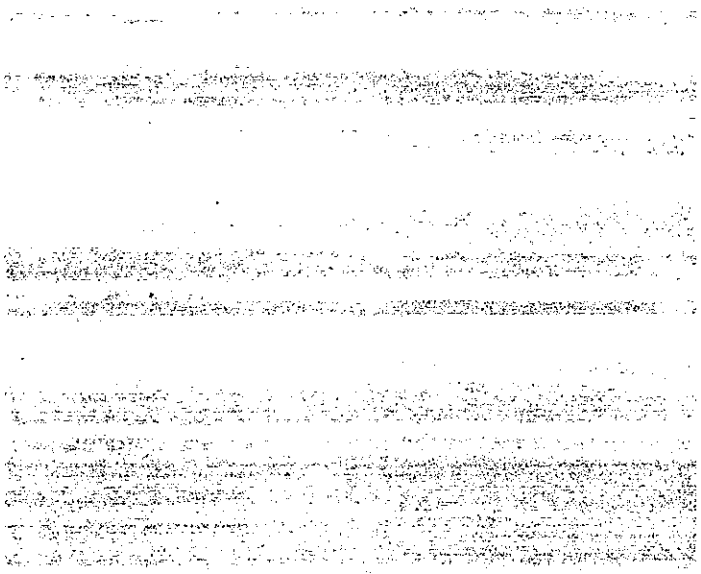
		• The teacher shall discuss, summarise, and conclude the session Divide the students into two groups, and a quiz can be conducted between the groups
Practical Training 5.4	Vital statistics and Demographic statistics(3 Sets of Data)	• Calculation of Vital statistics and Demographic statistics(3 Sets of Data) Crude birth rate, Age-specific birth rates, Crude death rate, Age-specific death rates, neonatal mortality rate, postneonatal mortality rate, Infant mortality rate, Maternal mortality rate, Morbidity rates, Disease-specific mortality rate, and Fertility rates. • Demonstration by the teacher ◦ Collection of relevant data, data entry, work manually, entering in Statistical software, use of the appropriate application, viewing the outcome, analysis, and reporting the outcome. • Hands-on training ◦ Divide students into small /three groups. ◦ The students should be provided with sample datasets for hands-on practice. ◦ Instruct each group to collect data and work manually. ◦ Instruct each group to collect data and enter it in statistical software, use the appropriate application, view the outcome, and analyze and report the outcome. ◦ Encourage students to discuss their approaches and findings within their groups. ◦ Invite each group to present their classification results. ◦ A discussion on the techniques used, the challenges encountered, and the insights gained from the data • The teacher shall discuss, summarize, and conclude the session • Divide the students into two groups, and a quiz can be conducted between the groups

Experiential learning Activity

Experiential learning No	Name	Activity details

Experiential-Learning 5.1	Secondary data collection is used to calculate measures used in vital statistics and demographics.	Get the secondary data from freely available websites (like Census of India/NFHS/WHO fact sheets, etc.) to calculate Vital Statistics and Demography measures. Data Collection - Secondary data collection for at least any three Indian states and for any three time points by the students Data Entry and Cleaning: Students should enter the data into Excel statistical software/ Tools once the data is collected. **The teacher shall discuss, summarize, and conclude the session.**
Experiential-Learning 5.2	Calculation of measures used in Vital Statistics	Calculation of measures used in Vital Statistics for three Indian states and three time points Identification of Appropriate Statistical Test- Appropriate use of statistical tools and calculation Interpreting of Statistics: After calculating, students should interpret the results to draw meaningful conclusions about the dataset. **The teacher shall discuss, summarize, and conclude the session.**
Experiential-Learning 5.3	Calculation of measures used in Demography	Data Collection - Calculation of measures used in Demography for three Indian states and three time points by the students Identification of Appropriate Statistical Test- Appropriate use of statistical tools and calculation Interpretation of Statistics: After calculating, students should interpret the results to draw meaningful conclusions about the dataset. **The teacher shall discuss, summarize, and conclude the session.**
Experiential-Learning 5.4	Measure of vital statistics & demography	Measure of vital statistics & demography for at least **three states** and discuss. Crude birth rate, Age-specific birth rates, Crude death rate, Age-specific death rates, neonatal mortality rate, postneonatal mortality rate, Infant mortality rate, Maternal mortality rate, Morbidity & for any two Disease-specific mortality rate, and Fertility rates Data Collection - Measure vital statistics & demography for at least three states and discuss. Compare & contrast the rates for different states. (what rates are similar and different using statistical tests) Data Entry and Cleaning: Once the data is collected, students should enter it into statistical software/ Tools Identification of Appropriate Statistical Test- Appropriate use of statistical tools and calculation Interpreting of Statistics: After calculating, students should interpret the results to draw meaningful conclusions about the dataset. **The teacher shall discuss, summarize, and conclude the session.**
Experiential-Learning 5.5	Measures of vital statistics & demography	Data Collection - Measure vital statistics & demography for at least three states and discuss. Compare & contrast the rates for different time points. (what rates are similar and different using statistical tests)

1340



		Data Entry and Cleaning: Once the data is collected, students should enter it into statistical software/ Tools Identification of Appropriate Statistical Test- Appropriate use of statistical tools and calculation Interpreting of Statistics: After calculating, students should interpret the results to draw meaningful conclusions about the dataset. **The teacher shall discuss, summarize, and conclude the session.**
Experiential-Learning 5.6	Secondary data analysis.	**The teacher shall give an overview of the one-page report.** **Step 1:** Define a clear title, background information (2 to 3 lines), and the study objective (one line). **Step 2:** Describe the data sources, variables used, cleaning (if applicable), and processing procedures. (4 to 5 lines) **Step 3:** Explain the statistical methods and tools used to analyze the data. Various statistical methods, such as descriptive and inferential, hypothesis testing, correlation, and regression analysis, can be used. (4 to 5 lines) Use simple data visualization techniques like tables or charts. (one chart/one table) **Step 4:** Present analysis results and interpretations. This section should highlight the main findings that address the objective. (4 to 5 lines). **Step 5:** Summarize analysis findings (2 to 3 lines). Suggest a recommendation based on results(2 to 3 lines). **The teacher shall review the report and give feedback on the report's content.**

Modular Assessment	
Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks per credit. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. Open-response questions: (25 marks) 1. Frame 5 open response questions to assess the student's real-world understanding of disease frequency and vital statistics. 2. Prepare rubrics and grade accordingly.	2

1341

Example- Open response question- You are tasked with evaluating the effectiveness of a new vaccination program for reducing the incidence of a specific disease in a region from. Describe how you would use incidence rates and prevalence rates to assess the impact of the vaccination program.
Expected Response: Incidence Rates: Measure the number of new cases of the disease during a specific period after the vaccination program is implemented. A decrease in the incidence rate would suggest the program is effective in preventing new cases.
Prevalence Rates: Assess the overall number of cases, including existing and new cases, before and after the vaccination program. A reduction in prevalence may also indicate that the vaccination program is reducing the number of people currently affected by the disease.

Assessment rubrics - *Excellent (5 Marks): understanding of the topic with minimal errors.*Very Good (4 Marks): Has good grasp but has some minor mistakes.*good(3Marks)
*Fair (2 points): Understanding is limited, with several errors.
*Poor (1 point): major misunderstandings or wrong answers.
Or
Any practical in converted form can be taken for assessment.
Or
Any of the experiential as portfolio/ refelections / presentations can be taken as assessment.

1342

Module 6 : Correlation and Regression Analysis

Module Learning Objectives
(At the end of the module, the students should be able to)

1. **Describe how correlation is used to identify relationships between variables**
2. **Describe how regression analysis is used to predict outcomes**

Unit 1 Correlation and Regression Analysis

1. **Concept, properties, computation, and applications of correlation. Understanding of the scatter diagram**
2. **Simple linear correlation, Karl Pearson's correlation coefficient, Spearman's rank correlation.**
3. **Linear and multiple regression analysis of their application and interpretation.**
4. **Logistic regression analysis: Concept and application.**
5. **Survival Analysis. Concept and application.**

References: 56,57,58,59,60,61,62,63,64,65,66,67,68

3A	3B	3C	3D	3E	3F	3G	3H
1	CO1,CO2,CO3 ,CO4	Understand and describe the Concept of correlation and its importance in statistical analysis. Differentiate between positive, negative, zero, and spurious correlations. Understand and discuss the scatter diagram and properties of correlation coefficients.	1	Lecture	CK	Know	L&PPT
2	CO1,CO2,CO3 ,CO4	Explain the Pearson correlation coefficient and Spearman's rank correlation coefficient.	1	Lecture	CAN	Knows-how	L&PPT

1343

3	CO1,CO2,CO3 ,CO4	Calculate and Interpret the Pearson Correlation Coefficient using Statistical tools/ Software	2	Practical Training 6.1	PSY-SET	Shows-how	BL
4	CO1,CO2,CO3 ,CO4	Apply and interpret Spearman's rank correlation coefficient using Statistical tools / Software.	2	Practical Training 6.2	PSY-SET	Shows-how	BL,D,DIS ,PT,PER, PBL
5	CO1,CO2,CO3 ,CO4	Apply and interpret statistical techniques to calculate the Pearson correlation coefficients.	2	Experiential-Learning 6.1	PSY-GUD	Shows-how	BL,D,DIS ,IBL,PL,P T,PER,PB L
6	CO1,CO2,CO3 ,CO4	Apply and interpret statistical techniques to calculate Spearman's rank correlation coefficients.	2	Experiential-Learning 6.2	PSY-GUD	Shows-how	BL,D,DIS ,PL,PT,PE R,PBL
7	CO1,CO2,CO3 ,CO4	Understand and describe the Concept of simple, linear, and multiple regression analysis, their application, and interpretation.	1	Lecture	CAP	Knows-how	L&PPT
8	CO1,CO2,CO3 ,CO4	Explain Logistic regression, its Assumptions, application, and interpretation.	1	Lecture	CAP	Knows-how	L&PPT
9	CO1,CO2,CO3 ,CO4	Demonstrate Simple Linear Regression Analysis using Statistical Software/tools.	2	Practical Training 6.3	PSY-SET	Shows-how	BL,D,IBL ,PAL,PT, PER
10	CO1,CO2,CO3 ,CO4	Demonstrate Linear Regression Analyses with real-world datasets.	2	Experiential-Learning 6.3	PSY-GUD	Shows-how	BL,BS,D, PT,PER,P BL
11	CO1,CO2,CO3 ,CO4	Demonstrate Linear Regression Analyses with real-world datasets.	2	Experiential-Learning 6.4	PSY-GUD	Shows-how	BS,D,PL, PT,PER,P BL,TBL
12	CO1,CO2,CO3	Perform Binomial/Binary Logistic Regression Analysis using Statistical	2	Practical	PSY-	Shows-	BL,C_L,

	,CO4	Software/tools		Training 6.4	GUD	how	D,PT,PER ,PBL
13	CO1,CO2,CO3 ,CO4	Demonstrate Regression Analyses-with real-world datasets related to Binomial Logistic.	2	Experiential-Learning 6.5	PSY-GUD	Shows-how	BL,D,DIS ,PAL,PT, PER
14	CO1,CO2,CO3 ,CO4	Analyses and interpret Regression Analyses- Calculate Linear Regression their findings with real-world datasets related to Binomial Logistic	2	Experiential-Learning 6.6	AFT-CHR	Shows-how	BL,D,PT, PBL
15	CO1,CO2,CO3 ,CO4	Explain the Concept of Survival Analysis – Kaplan-Meier method and its application and interpretation	1	Lecture	CAN	Knows-how	L&PPT
16	CO1,CO2,CO3 ,CO4	Perform Survival Analysis - Kaplan-Meier method using Statistical Software	2	Practical Training 6.5	PSY-SET	Shows-how	BL,D,PE R,TBL
17	CO1,CO2,CO3 ,CO4	Apply statistical techniques on real-world datasets to calculate Survival Analysis - Kaplan-Meier method, and interpret their findings.	1	Experiential-Learning 6.7	AFT-SET	Does	BS,IBL,P BL,RLE

Practical Training Activity

Practical No	Name	Activity details

Practical Training 6.1	Pearson Correlation Coefficient (1 Set of Data each)	• Demonstration by the teacher
		  ◦ Calculation of Pearson Correlation Coefficient using Statistical Software/tools
		• Hands-on training
		  ◦ Divide students into small groups
		  ◦ The students should be provided Sample datasets or case studies for hands-on practice.
		  ◦ Instruct each group to calculate the Pearson correlation coefficient for their assigned dataset.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to present their calculated correlation coefficients and interpretations.
		  ◦ Facilitate the discussion on the strength and direction of the correlation, the significance level, and the potential implications of the results.

1345

		• The teacher shall summarize the key concepts covered in the session.

Practical Training 6.2	Spearman's rank correlation coefficient (1 Set of Data each)	• Demonstration by the teacher
		  ◦ Calculation of Spearman's rank correlation coefficient using Statistical Software/tools
		• Hands-on training
		  ◦ Divide students into small groups
		  ◦ The students should be provided Sample datasets or case studies for hands-on practice.
		  ◦ Instruct each group to calculate Spearman's rank correlation coefficient for their assigned dataset.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to present their calculated correlation coefficients and interpretations.
		  ◦ Facilitate the discussion on the strength and direction of the correlation, the significance level, and the potential implications of the results.
		• The teacher shall summarize the key concepts covered in the session.

Practical Training 6.3	Simple Linear Regression Analysis using Statistical Software (1 Set of Data)	• Demonstration by the teacher
		  ◦ Calculation of Simple Linear Regression using Statistical Software/tools
		• Hands-on training
		  ◦ Divide students into small groups
		  ◦ The students should be provided Sample datasets or case studies for hands-on practice.
		  ◦ Instruct each group to calculate Simple Linear Regression for their assigned dataset.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to present their calculated correlation coefficients and interpretations.
		  ◦ Facilitate the discussion on the strength and direction of the correlation, the significance level, and the potential implications of the results.
		• The teacher shall summarize the key concepts covered in the session.

1346

Practical Training 6.4	Binomial Logistic Regression Analysis(1 Set of Data)	• Demonstration by the teacher
		  ◦ Calculation of Binomial Logistic Regression using Statistical Software/tools
		• Hands-on training
		  ◦ Divide students into small groups
		  ◦ The students should be provided Sample datasets or case studies for hands-on practice.
		  ◦ Instruct each group to calculate Binomial logistic regression for their assigned dataset.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to present their calculated correlation coefficients and interpretations.
		  ◦ Facilitate the discussion on the strength and direction of the correlation, the significance level, and the potential implications of the results.
		• The teacher shall summarize the key concepts covered in the session.

Practical Training 6.5	Survival Analysis - Kaplan-Meier method (1 Set of Data)	• Demonstration by the teacher
		  ◦ Calculation of Survival Analysis - Kaplan-Meier method using Statistical Software/tools
		• Hands-on training
		  ◦ Divide students into small groups
		  ◦ The students should be provided Sample datasets or case studies for hands-on practice.
		  ◦ Instruct each group to calculate Survival Analysis - Kaplan-Meier method for their assigned dataset.
		  ◦ Encourage students to discuss their approaches and findings within their groups.
		  ◦ Invite each group to present their calculated correlation coefficients and interpretations.
		  ◦ Facilitate the discussion on the strength and direction of the correlation, the significance level, and the potential implications of the results.
		• The teacher shall summarize the key concepts covered in the session.

1347

Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 6.1	Pearson correlation coefficients	**Objective:** This experiential learning activity aims to deepen understanding of Pearson correlation coefficients by engaging students in hands-on exploration and analysis of real-world data sets. **Materials Needed:**1. Data sets (can be sourced from disciplines such as Epidemiology, economics, sociology, psychology, etc.); 2. Graphing software or tools like Excel or Google Sheets; 3. Calculator (optional, depending on the software used) **Activity Steps:** **Data Selection:** - Students shall choose their data from a given set of options. **Data Analysis:** Using software like Excel, Google Sheets, or other relevant statistical software, the student shall input the data and use the appropriate function to calculate the correlation coefficient. **Visualization:** Students shall create scatterplots of the data to visually represent the relationship between the variables. **Conclusion:** The student shall summarize the key takeaways from the activity.
Experiential-Learning 6.2	Spearman's rank correlation coefficients	**Objective:** This experiential learning activity aims to deepen their understanding of Spearman's rank correlation coefficients by engaging students in hands-on exploration and analysis of real-world data sets. **Materials Needed:**1. Data sets (can be sourced from disciplines such as Epidemiology, economics, sociology, psychology, etc.); 2. Graphing software or tools like Excel or Google Sheets; 3. Calculator (optional, depending on the software used) **Activity Steps:** **Data Selection:** - Students shall choose their data from a given set of options. **Data Analysis:** - Using software like Excel, Google Sheets, or other relevant Statistical software, the student shall input the data and use the appropriate function to calculate Spearman's rank correlation coefficient. **Visualization:** Students shall create scatterplots of the data to represent the relationship between the variables visually. **Conclusion:** The student shall summarize the key takeaways from the activity.
Experiential-Learning 6.3	Linear Regression Analyses.	**Objective:** This experiential learning activity aims to deepen understanding of Linear Regression Analyses by engaging students in hands-on exploration and analysis of real-world data sets. **Materials Needed:**1. Data sets (can be sourced from disciplines such as Epidemiology, economics, sociology, psychology, etc.); 2. Graphing software or tools like Excel or Google Sheets; 3. Calculator (optional, depending on the software used) **Activity Steps:** **Data Selection:** - Students shall choose their data from a given set of options.

1348

		Data cleaning and preparation ensure the data is formatted correctly for analysis. The Student will calculate summary statistics and visualize the data using appropriate graphs (e.g., scatterplots) to understand the relationships between variables.
Experiential-Learning 6.4	Linear Regression Analyses	**Data Analysis:** - Using software like Excel, Google Sheets, or other relevant Statistical software, the student shall perform linear regression analysis and visualize the data using appropriate graphs (e.g., scatterplots) to understand the relationships between variables. **Interpretation**: Student shall interpret the results of their regression analysis, paying attention to the coefficients, significance levels, and goodness-of-fit measures
Experiential-Learning 6.5	Regression Analyses.	**Objective:** This experiential learning activity aims to deepen understanding of Binomial Logistic Regression Analyses by engaging students in hands-on exploration and analysis of real-world data sets. **Materials Needed:**1. Data sets (can be sourced from disciplines such as Epidemiology, economics, sociology, psychology, etc.); 2. Graphing software or tools like Excel or Google Sheets; 3. Calculator (optional, depending on the software used) **Activity Steps:** **Data Selection:** - Students shall choose their data from a given set of options. Data cleaning and preparation ensure the data is formatted correctly for analysis. The Student will calculate summary statistics and visualize the data using appropriate graphs (e.g., scatterplots) to understand the relationships between variables.
Experiential-Learning 6.6	linear regression analyses	**Data Analysis:** - Using software like Excel, Google Sheets or other relevant Statistical software, the student shall perform Binomial Logistic regression analysis and visualize the data using appropriate graphs (e.g., scatterplots) to understand the relationships between variables. **Interpretation**: Student shall interpret the results of their regression analysis, paying attention to the coefficients, significance levels, and goodness-of-fit measures
Experiential-Learning 6.7	Survival Analysis - Kaplan-Meier method	**Introduction:** Introducing survival analysis and its significance in analyzing time-to-event data, such as when a patient experiences a particular event (e.g., disease recurrence, death). Kaplan-Meier method is a non-parametric approach used to estimate the survival function from censored data. **Data Selection:** Students shall choose their own set of data from healthcare, epidemiology, and social sciences **Data Exploration:** Students shall explore their chosen data sets, identify the survival times and censoring indicators, and clean and prepare data, ensuring the data is formatted correctly for survival analysis. Students shall calculate summary statistics, such as the median survival time, and visualize the data using appropriate graphs (e.g., Kaplan-Meier survival curves).

1349

		Kaplan-Meier Survival Analysis: Students shall perform Kaplan-Meier survival analysis using statistical software or tools like R, Python, or specialized survival analysis packages, estimate the survival function, plot the Kaplan-Meier survival curve, and interpret the results.

Modular Assessment	
Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks per credit. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. 1. Any practical in converted form can be taken for assessment. (10 Marks) Or Any of the experiential as portfolio/ refelections / presentations can be taken as assessment.(10 Marks) 2. Practical Record book (15Marks)	2

1350

Table 4 : Practical Training Activity

Practical No	Practical name	Hours
1.1	Data handling	2
1.2	Graphically representinon of qualitative data	2
1.3	Diagrammatic and graphical representation of quantitative and qualitative data	2
1.4	Calculation of measures of Central Tendency (3 Sets of Data)	2
1.5	Calculation of measures of Dispersion (3 Sets of Data)	2
2.1	Normal Data	2
2.2	Interpretation of Normal Data.	2
2.3	Calculate the mean and variance of normal, binomial, and poison distribution.	2
2.4	Standard Error and confidence interval	2
2.5	Standard Error and confidence interval Estimation.	2
2.6	Perform of probability sampling	2
2.7	Non-probability sampling	2
2.8	Sample size for Descriptive study Designs.	2
2.9	Sample size for analytical studies.	2
2.10	Sample size for experimental study Design.	2

135

3.1	Null and alternate hypothesis.	2
3.2	Type I & type II errors	2
3.3	Tests of significance	2
3.4	Data significance and power.	2
3.5	'Z' test Calculation using statistical tools/software.	2
3.6	Dependent 't' test.	2
3.7	Independent 't' test	2
3.8	'F' test Calculation.	2
3.9	'ANOVA' test Analysis	2
3.10	Annova test - Repeated	2
4.1	Chi-square test and Fisher's exact test (2 Sets of Data for each)	2
4.2	Mann-Whitney U test (2 Sets of Data)	2
4.3	McNemar's test and Wilcoxon Signed rank test (2 Sets of Data for each)	2
4.4	Kruskal Wallis test (2 Sets of Data)	2
4.5	Friedman test (2 sets of Data)	2
5.1	Incidence rate and prevalence rate calculation.	2
5.2	Calculation of OR, RR	3
5.3	Calculation of OR, RR	3
5.4	Vital statistics and Demographic statistics(3 Sets of Data)	2
6.1	Pearson Correlation Coefficient (1 Set of Data each)	2

1352

6.2	Spearman's rank correlation coefficient (1 Set of Data each)	2
6.3	Simple Linear Regression Analysis using Statistical Software (1 Set of Data)	2
6.4	Binomial Logistic Regression Analysis(1 Set of Data)	2
6.5	Survival Analysis - Kaplan-Meier method (1 Set of Data)	2

1353

Table 5 : Experiential learning Activity

Experiential learning No	Experiential name	Credit Hours
1.1	Data collection, entry, and cleaning collected data	3
1.2	Presention of the data .	3
1.3	Measures of central tendency manually/ statistical tool/ software	2
1.4	Measures of dispersion	2
1.5	Descriptive data analysis	3
2.1	Probability and experimental probability.	2
2.2	Normal, binomial, and poison distribution.	2
2.3	Normal, binomial, and poison Distribution.	2
2.4	Confidence interval estimation.	2
2.5	Confidence interval - Identify and interpret	2
2.6	Sample size and Sampling designs.	2
2.7	Sample size for an observational study.	3
2.8	Sample size for analytical study.	3
2.9	Calculate sample size for RCT.	2
2.10	Study design, sampling techniques, and sample size formula.	2
2.11	Probability sampling techniques.	2
2.12	Non-probability sampling techniques.	2
3.1	Parametric/non-parametric test	3

3.2	level of significance, power, type I & type II errors, and p-value.	3
3.3	Z test	3
3.4	Paired/dependent t-test'.	3
3.5	Unpaired/independent t-test.	3
3.6	F test.	3
3.7	ANOVA. test	3
3.8	ANOVA	3
3.9	Parametric test	2
4.1	Application of Chi-square test and Fisher's exact test using secondary data	3
4.2	Application of Mann-Whitney U test using secondary data	3
4.3	McNemar's test and Wilcoxon's signed rank test.	3
4.4	Application of Kruskal Wallis test using secondary data	2
4.5	Application of Friedman test using secondary data	2
5.1	Secondary data collection is used to calculate measures used in vital statistics and demographics.	3
5.2	Calculation of measures used in Vital Statistics	2
5.3	Calculation of measures used in Demography	2
5.4	Measure of vital statistics & demography	2
5.5	Measures of vital statistics & demography .	2

1355

5.6	Secondary data analysis.	2
6.1	Pearson correlation coefficients	2
6.2	Spearman's rank correlation coefficients	2
6.3	Linear Regression Analyses.	2
6.4	Linear Regression Analyses	2
6.5	Regression Analyses.	2
6.6	linear regression analyses	2
6.7	Survival Analysis - Kaplan-Meier method	1

1356

Table 6 : Assessment Summary: Assessment is subdivided in A to G points

6 A : Number of Papers and Marks Distribution

Subject Code	Paper	Theory	Practical	Total
AYPG-BS	1	100	NA	100

6 B : Scheme of Assessment

Credit frame work

AYPG-BS has 6 modules of 8 credits which includes 240 Notional Learning Hours. One Credit will be having 30 Hours of learner participation and teaching, practical and experiential learning will in the ratio of 1:2:3 i.e. One credit will have 5 hours of teaching, 10 hours of practical training and 13 hours of experiential learning and 2 hours of modular assessment for 25 marks.

Module wise Assessment: will be done at the end of each module. Evaluation includes learners active participation to get Credits and Marks. Each Module may contain one or more credits.
Summative Assessment: Summative Assessment (University examination) will be carried out at the end of Semester I.

6 C : Calculation Method for Modular Grade Points (MGP)

Module Number & Name (a)	Credits (b)	Actual No. of Notional Learning Hours (c)	Attended Number of notional Learning hours (d)	Maximum Marks of assessment of modules (e)	Obtained Marks per module (f)	MGP =d*f/c*e*100
1. Fundamentals of Statistics	1	30		25		
2. Probability, Probability Distributions, Sampling Techniques, and Sample Size Determinations	2	60		50		
3. Tests of significance and parametric statistical tests	2	60		50		
4. Non-parametric statistical tests	1	30		25		
5. Disease frequency; Demography and Vital statistics	1	30		25		
6. Correlation and Regression Analysis	1	30		25		
MGP = ((Number of Notional learning hours attended in a module) X (Marks obtained in the modular assessment) / (Total number of Notional learning hours in the module) X (Maximum marks of the module)) X 100						

1357

6 D : Semester Evaluation Methods for Semester Grade point Average (SGPA)

SGPA will be calculated at the end of the semester as an average of all Module MGPs. Average of MGPS of the Semester For becoming eligible for Summative assessment of the semester, student should get minimum of 60% of SGPA

SGPA = Average of MGP of all modules of all papers = add all MGPs in the semester/ no. of modules in the semester Evaluation Methods for Modular Assessment

A S.No	B Module number and Name	C MGP
1	Fundamentals of Statistics	C1
2	Probability, Probability Distributions, Sampling Techniques, and Sample Size Determinations	C2
3	Tests of significance and parametric statistical tests	C3
4	Non-parametric statistical tests	C4
5	Disease frequency; Demography and Vital statistics	C5
6	Correlation and Regression Analysis	C6
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5 +C6) / Number of modules(6)

S. No	Evaluation Methods
1.	Method explained in the Assessment of the module or similar to the objectives of the module.

6 E : Question Paper Pattern

MD/MS AYURVEDA Examination
AYPG-BS
Sem I
Time: 3 Hours ,Maximum Marks: 100
INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q 1	Analytical based structured question (ABQ)	1	20	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Long answer questions (LAQ)	4	10	40
				100

Instructions for the paper setting.

1. Questions should be drawn based on the table 6F.
2. Marks assigned for the module in 6F should be considered as the maximum marks.
3. Refer table 6F before setting the questions. Questions should not be framed on the particular unit if indicated "NO".
4. There will be a single application-based question (ABQ) worth 20 marks. No other questions should be asked from the same module where the ABQ is framed.
5. Except the module on which ABQ is framed, at least one Short answer question should be framed from each module.
6. Long answer question should be analytical based structured questions assessing the higher cognitive ability..
7. Use the Blue print provided in 6G or similar blue print created based on instructions 1 to 6.

6 F : Distribution for summative assessment (University examination)

S.No	List of Module/Unit	ABQ	SAQ	LAQ
(M-1)Fundamentals of Statistics Marks: (10)				
1	**(U-1)** Fundamentals of Statistics	No	Yes	Yes
(M-2)Probability, Probability Distributions, Sampling Techniques, and Sample Size Determinations Marks: (25)				
1	**(U-1)** Probability and Probability Distributions	Yes	Yes	Yes
2	**(U-2)** Sampling techniques and Sample size Determinations	Yes	No	Yes
(M-3)Tests of significance and parametric statistical tests Marks: (25)				
1	**(U-1)** Testing of hypothesis	Yes	Yes	Yes
2	**(U-2)** Parametric tests	Yes	Yes	Yes
(M-4)Non-parametric statistical tests Marks: (15)				
1	**(U-1)** Non-parametric methods	No	Yes	Yes
(M-5)Disease frequency; Demography and Vital statistics Marks: (15)				
1	**(U-1)** Measures	No	Yes	Yes
(M-6)Correlation and Regression Analysis Marks: (10)				
1	**(U-1)** Correlation and Regression Analysis	No	Yes	No

6 G : Blue Print for Summative assessment (University Examination)

Question No	Type of Question	Question Paper Format
Q1	Application based Questions 1 Question 20 marks All compulsory	M2.U1, . M2.U2 M3.U1, . M3.U2
Q2	Short answer Questions Eight Questions 5 Marks Each All compulsory	1. M1.U1 **Or** . M6.U1 2. M2.U1 3. M3.U1 **Or** . M3.U2 4. M3.U2 5. M4.U1 6. M5.U1 7. M6.U1 8. M3.U2
Q3	Analytical Based Structured Long answer Questions Four Questions 10 marks each All compulsory	1. M1.U1 **Or** . M2.U1 **Or** . M3.U1 **Or** . M5.U1 2. M2.U1 **Or** . M1.U1 **Or** . M3.U2 **Or** . M5.U1 3. M3.U2 **Or** . M1.U1 **Or** . M2.U1 **Or** . M5.U1 4. M5.U1 **Or** . M2.U1 **Or** . M1.U1 **Or** . M3.U1

Reference Books/ Resources

S.No	References
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2	Daniel, W.W. (2006): Biostatistics: A foundation for analysis in the health Sciences, John Wiley & Sons, 7th edition (Unit 5).
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1362

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Abbreviations

Domain	
CK	Cognitive/Knowledge
CC	Cognitive/Comprehension
CAP	Cognitive/Application
CAN	Cognitive/Analysis
CS	Cognitive/Synthesis
CE	Cognitive/Evaluation
PSY-SET	Psychomotor/Set
PSY-GUD	Psychomotor/Guided response
PSY-MEC	Psychomotor/Mechanism
PSY-ADT	Psychomotor Adaptation
PSY-ORG	Psychomotor/Origination
AFT-REC	Affective/ Receiving
AFT-RES	Affective/Responding
AFT-VAL	Affective/Valuing
AFT-SET	Affective/Organization
AFT-CHR	Affective/ characterization
T L Method	
L	Lecture
L&PPT	Lecture with PowerPoint presentation
L&GD	Lecture & Group Discussion
L_VC	Lecture with Video clips
REC	Recitation
SY	Symposium
TUT	Tutorial
DIS	Discussions
BS	Brainstorming
IBL	Inquiry-Based Learning
PBL	Problem-Based Learning

CBL	Case-Based Learning
PrBL	Project-Based Learning
TBL	Team-Based Learning
TPW	Team Project Work
FC	Flipped Classroom
BL	Blended Learning
EDU	Edutainment
ML	Mobile Learning
ECE	Early Clinical Exposure
SIM	Simulation
RP	Role Plays
SDL	Self-directed learning
PSM	Problem-Solving Method
KL	Kinaesthetic Learning
W	Workshops
GBL	Game-Based Learning
LS	Library Session
PL	Peer Learning
RLE	Real-Life Experience
PER	Presentations
D-M	Demonstration on Model
PT	Practical
X-Ray	X-ray Identification
CD	Case Diagnosis
LRI	Lab Report Interpretation
DA	Drug Analysis
D	Demonstration
D-BED	Demonstration Bedside
DL	Demonstration Lab

DG	Demonstration Garden
FV	Field Visit
JC	Journal Club
Mnt	Mentoring
PAL	Peer Assisted Learning
C_L	Co Learning
DSN	Dissection
PSN	Prosection

OUTCOME-BASED DYNAMIC CURRICULUM for MD/ MS AYURVEDA
(PRESCRIBED BY NCISM)

अभ्यासात्प्राप्यते दृष्टिः कर्मसिद्धिप्रकाशिनी।

Semester I Course - Research Methodology

(SUBJECT CODE : AYPG-RM)

(Applicable from 2024-25 batch, from the academic year 2024-25 onwards until further notification by NCISM)

ncism

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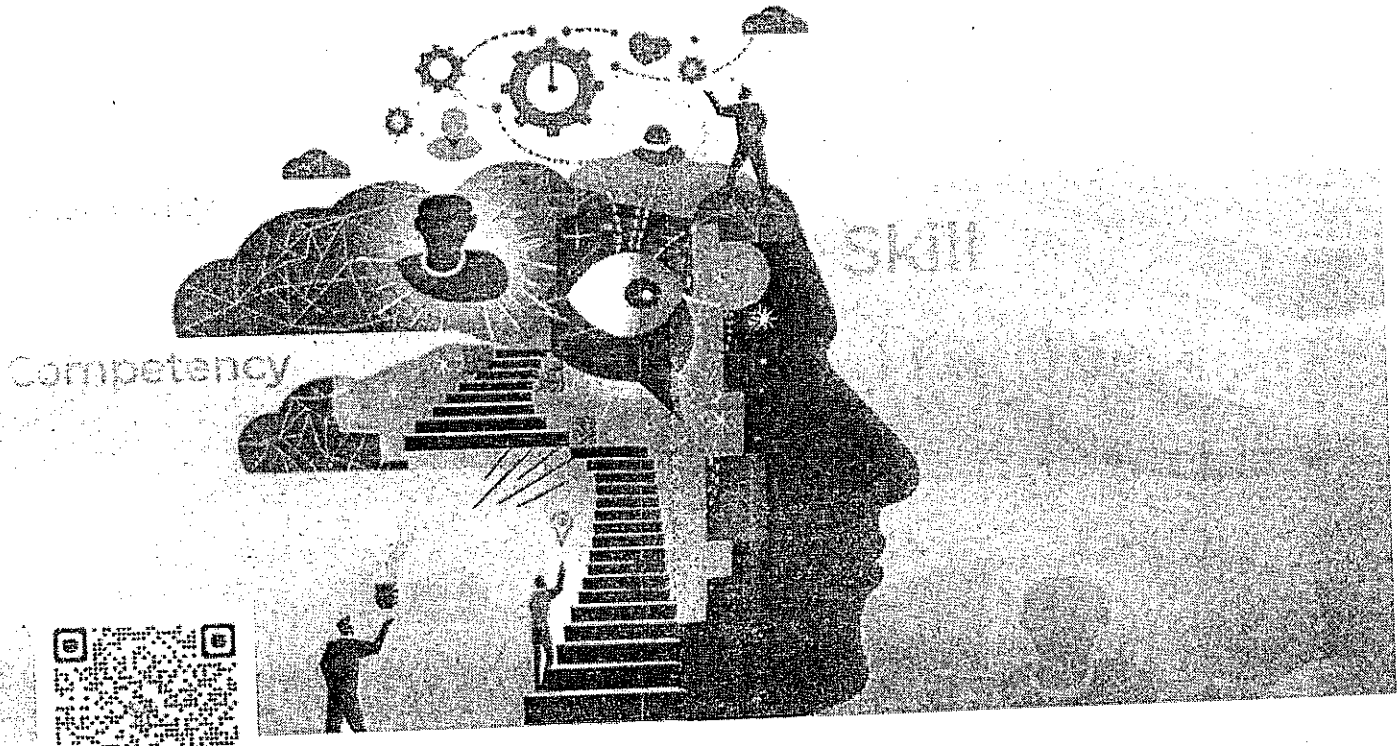

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NEW DELHI-110026

1369

PREFACE

The field of Ayurveda, with its rich history and profound insights into health and well-being, demands a rigorous and evidence-based approach to research. To advance the understanding and application of Ayurvedic principles, it is essential that postgraduate students are equipped with a solid foundation in research methodology.

This syllabus has been carefully crafted to provide students with a comprehensive insight into literature search, framing research questions, stating hypotheses, research design, data analysis, ethical considerations, and scientific writing. By mastering these essential skills, students will be well-prepared to conduct independent research, contribute to the scholarly literature, and advance the field of Ayurveda.

The syllabus covers a wide range of topics, from the fundamentals of research to advanced techniques such as systematic reviews and meta-analyses. In an effort directed to learner-centric education, it also incorporates practical and experiential elements, including case-based learning and hands-on exercises, to ensure that students can apply their knowledge to real-world research challenges. At the same time, the syllabus provides an adequate opportunity for a teacher to kindle research acumen amongst students.

It is believed that this syllabus will serve as a valuable resource for postgraduate students in Ayurveda. By diligently studying and applying the principles outlined herein, students can develop the skills and knowledge necessary to conduct rigorous and meaningful research that will contribute to the advancement of Ayurveda.

INDEX

Summary & Credit Framework 4
Course Code and Name of Course 5
Table 1 : Course learning outcomes and mapped Program learning outcomes 5
Table 2 : Course contents (Modules- Credits and Marks) 6
Table 3 : Modules - Learning objectives 10
Table 4 : Practical Training Activity 43
Table 5 : Experiential learning Activity 46
Table 6 : Assessment Summary: Assessment is subdivided in A to G points 48
6 A : Number of Papers and Marks Distribution 48
6 B : Scheme of Assessment 48
6 C : Calculation Method for Modular Grade Points (MGP) 48
6 D : Semester Evaluation Methods for Semester Grade point Average (SGPA) 49
6 E : Question Paper Pattern 49
6 F : Distribution for summative assessment (University examination) 51
6 G : Blue Print for Summative assessment (University Examination) 53
Reference Books/ Resources 54
Abbreviations 60

We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet.

-Swami Vivekananda

NCISM

OUTCOME-BASED DYNAMIC CURRICULUM for MD/ MS AYURVEDA

Subject Code : AYPG-RM

Summary & Credit Framework

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative assessment)	Module Marks for Summative Assessment (University Examination)
1. Research Basics	1	30	25	20
2. Ethics and Regulatory Aspects in Research	1	30	25	10
3. Research Types - Part 1	2	60	50	20
4. Research Types - Part 2	1	30	25	20
5. Research Types - Part 3	2	60	50	20
6. Research Communication	2	60	50	10
	9	**270**	**225**	**100**

Credit frame work

AYPG-RM has 6 modules of 9 credits which includes 270 Notional Learning Hours. One Credit will be having 30 Hours of learner participation and teaching, practical and experiential learning will in the ratio of 1:2:3 i.e. One credit will have 5 hours of teaching, 10 hours of practical training and 13 hours of experiential learning and 2 hours of modular assessment for 25 marks.

ourse Code and Name of Course

Course code	Name of Course
AYPG-RM	Semester I Course - Research Methodology

Table 1 : Course learning outcomes and mapped Program learning outcomes

CO No	A1 Course learning Outcomes (CO) AYPG-RM At the end of the course AYPG-RM, the students should be able to-	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	Demonstrates decision-making based on acquired knowledge, understanding various research types.	PO1,PO5
CO2	Conduct a comprehensive literature review to identify research gaps and define areas for future study.	PO2,PO5
CO3	Evaluate and appraise the literature to assess research gaps and the necessity for new studies.	PO2,PO5
CO4	Design and conduct research protocols using appropriate study designs and develop effective assessment tools tailored for Ayurveda.	PO2,PO5
CO5	Implement and monitor ethical and regulatory guidelines throughout the research process.	PO2,PO4,PO5
CO6	Prepare and disseminate research findings through presentations, publications in indexed journals and other professional platforms adhering to publication ethics.	PO2,PO5
CO7	Deliver impactful presentations of research projects to peers, demonstrating clarity, analysis, and professional communication.	PO2,PO5,PO6
CO8	Utilize information technology tools to enhance research capabilities, manage observations, and improve analytical accuracy.	PO7,PO8
CO9	Apply advanced instrumentation and modern techniques in Ayurvedic research to elevate study quality, accuracy and integrity.	PO3,PO5,PO7,PO8

Table 2 : Course contents (Modules- Credits and Marks)

2A Module Number	2B Module & units	2C Number of Credits	2D Notional Learning hours				2E Marks
			Theory	Practical Training	Experiential Learning including modular assessment	Total	
1	**M-1 Research Basics** The module 'Research Basics' provides a comprehensive foundation in research, focusing on integrating Ayurvedic principles with contemporary scientific methodologies. It emphasizes the significance of conducting thorough literature reviews, critically appraising classical Ayurvedic texts alongside modern studies, and understanding evidence-based practices in Ayurveda. The module also guides learners in identifying relevant research problems and developing clear, well-informed research questions and hypotheses, bridging the gap between traditional knowledge and modern scientific inquiry. • M1U1 Overview of research process and evidence-based medicine • M1U2 Research methods in Ayurveda Medicine • M1U3 Literature search and critical appraisal of literature • M1U4 Identification of research problem • M1U5 Research question and Hypothesis	1	5	10	15	(30)	20
2	**M-2 Ethics and Regulatory Aspects in Research** The module 'Ethics and Regulatory Aspects in Research' covers essential ethical principles and guidelines crucial for conducting research in Ayurveda. It provides insights into the constitution and functioning of Institutional Ethics Committees for both human and animal studies, ensuring adherence to ethical standards. The module also highlights the National Pharmacovigilance Program for Ayurveda, focusing on adverse	1	5	10	15	(30)	10

	drug reporting methods. Additionally, it explores the scope and significance of Intellectual Property Rights (IPR) and patents, ensuring researchers understand their role in safeguarding innovations in the field of Ayurveda. • **M2U1** Basics of Ethics and Ethics Guidelines • **M2U2** Institutional Ethics Committees Institutional Ethics Committees (Human and Animal) - constitution and review process • **M2U3** National Pharmacovigilance Program National Pharmacovigilance Program for Ayurveda medicine and Adverse Drug reporting methods • **M2U4** Scope and Importance of IPR and Patents						
3	**M-3 Research Types - Part 1** The module 'Research Types - Part 1' offers a comprehensive understanding of various research types relevant to Ayurveda. It introduces learners to both qualitative and quantitative research methodologies, providing a detailed exploration of descriptive and observational study designs. The module emphasizes the importance of selecting appropriate research designs based on the nature of the inquiry, enabling researchers to systematically investigate Ayurvedic concepts and clinical practices. This balanced approach to qualitative and quantitative research ensures a thorough understanding of different study frameworks, allowing for a more nuanced and evidence-based exploration of Ayurveda. • **M3U1** Different types of research • **M3U2** Qualitative Research • **M3U3** Descriptive study designs • **M3U4** Observational study designs	2	10	20	30	(60)	20
4	**M-4 Research Types - Part 2** The module 'Research Types - Part 2' focuses on critical aspects of research accuracy and innovation in Ayurveda. It begins with an in-depth examination of bias in research and various strategies to minimize or	1	5	10	15	(30)	20

	eliminate it, ensuring the validity of study outcomes. The module then explores the methodology of Randomized Controlled Trials (RCTs), a gold standard in clinical research, and their application in Ayurvedic studies. Finally, it introduces learners to emerging and innovative study designs, equipping researchers with modern tools to advance evidence-based Ayurveda while maintaining rigorous scientific standards. • **M4U1** Bias and ways to eliminate bias • **M4U2** Randomized Controlled Trials • **M4U3** Newer study designs						
5	**M-5 Research Types - Part 3** The module 'Research Types - Part 3' examines essential research domains in Ayurveda. It covers preclinical studies as a foundation for drug research, highlights the significance of literary research, and emphasizes the development of tailored research tools. Additionally, it addresses the use of appropriate assessment tools and terminology, ensuring researchers are equipped to conduct rigorous investigations in Ayurveda. • **M5U1** Preclinical studies • **M5U2** Drug research • **M5U3** Literary research • **M5U4** Development of tools • **M5U5** Assessment Tools Use of appropriate assessment tools and terminology	2	10	20	30	(60)	20
6	**M-6 Research Communication** The module 'Research Communication' focuses on key elements of presenting research in Ayurveda. It covers writing research protocols, proposals, and synopses, along with the structure of dissertations. Learners will also explore the types and formats of journal articles and gain insights into conducting systematic reviews and meta-analyses, essential for synthesizing evidence in the field. • **M6U1** Research protocol writing	2	10	20	30	(60)	10

	Research protocol/proposal/Synopsis writing • M6U2 Dissertation contents and structure • M6U3 Types and structure of journal articles • M6U4 Systematic review and meta-analysis • M6U5 Publication guidelines • M6U6 Referencing • M6U7 Scientometrics • M6U8 Publication Ethics						
		9	45	90	135	270	100

Table 3 : Modules - Learning objectives

3A Sr.No	3B Course Outcome	3C Learning Objective (At the end of the (lecture/practical/experiential) learning session, the students should be able to)	3D Notional learning Hours	3E Lecture/ Practical Training/ Experiential Learning	3F Domain/ Sub Domain	3G Level (Does/Shows how/ Knows how/Know)	3H Teaching Learning Methods
Module 1 :-Research Basics							
Module Learning Objectives **(At the end of the module, the students should be able to)** 1. Describe the importance of evidence-based medicine, its levels, and the research process 2. Conduct literature review and critical appraisals of articles 3. Identify a research problem 4. Frame research question, hypotheses, and objectives							
Unit 1 Overview of research process and evidence-based medicine							
References: 1,2,3							
1	CO1,CO2,CO3	Describe research process and importance of evidence-based medicine	1	Lecture	CC	Knows-how	L&PPT
2	CO1,CO2,CO3	Elaborate the current status of Ayurveda medicine research	2	Practical Training 1.1	PSY-GUD	Knows-how	PBL
3	CO1,CO2,CO3	Identify the level of evidence in Ayurveda research	2	Experiential-Learning 1.1	CC	Knows-how	CBL,DIS
Unit 2 Research methods in Ayurveda Medicine							

References: 4

3A	3B	3C	3D	3E	3F	3G	3H
1	CO1,CO2,CO3	Appreciate research concepts in Ayurveda medicine system	1	Lecture	CC	Knows-how	FC
2	CO1,CO2,CO3	Demonstrate different research concepts in Ayurveda medicine systems with examples	2	Practical Training 1.2	PSY-GUD	Shows-how	DIS,PrBL
3	CO1,CO2,CO3	List out the challenges and probable solutions in Ayurveda medicine research	2	Experiential-Learning 1.2	PSY-GUD	Shows-how	BS,PrBL

Unit 3 Literature search and critical appraisal of literature

References: 5

3A	3B	3C	3D	3E	3F	3G	3H
1	CO1,CO2,CO3	Describe the systematic approach of literature search using biomedical databases, search engines and software	1	Lecture	CC	Knows-how	L&PPT
2	CO1,CO2,CO3	Demonstrate literature search in medical databases	2	Practical Training 1.3	PSY-GUD	Shows-how	D,DIS
3	CO1,CO2,CO3	Conduct a literature search for a given scenario	3	Experiential-Learning 1.3	PSY-GUD	Shows-how	BS

Unit 4 Identification of research problem

References: 6,7

3A	3B	3C	3D	3E	3F	3G	3H
1	CO1,CO2,CO3	Describe the methods for identifying the research problem	1	Lecture	CC	Knows-how	L&PPT
2	CO1,CO2,CO3	Enlist different ways of identifying the research problem	2	Practical Training 1.4	PSY-GUD	Shows-how	PBL
3	CO1,CO2,CO3	Identify the research problem	3	Experiential-Learning 1.4	CAN	Shows-how	CBL

Unit 5 Research question and Hypothesis

References: 8

3A	3B	3C	3D	3E	3F	3G	3H
1	CO1,CO2,CO3	Define and explain characteristics of good research question, hypotheses- types and formulation, framing objectives	1	Lecture	CC	Know	FC
2	CO1,CO2,CO3	Demonstrate the qualities of good research questions (PICO/T and FINER approach), Demonstrate the importance of framing appropriate hypotheses and pertinent objectives.	2	Practical Training 1.5	PSY-GUD	Shows-how	PBL
3	CO1,CO2,CO3	Frame research questions, hypotheses, and study objectives.	3	Experiential-Learning 1.5	CAP	Knows-how	BS,PBL

Practical Training Activity

Practical No	Name	Activity details
Practical	Elaborate the current	The teacher will discuss a minimum of one major research initiative like'A Science Initiative in Ayurveda', CSIR-NMITLI

Training 1.1	status of Ayurveda medicine research	Ministry of Ayush research initiatives in COVID-19, or any other current important Ayurveda medicine research projects or research projects of other systems of medicine. Students can be divided into groups, and each group will be given a specific assignment, such as the whole system approach or the Black Box approach, and asked to summarise the impressions (uniqueness, relevance, importance) about the given research project. Brainstorming and group discussions of prospective research topics of the Ayurveda topics.
Practical Training 1.2	Demonstrate different research concepts in Ayurveda medicine systems with examples	The teacher will demonstrate a few research concepts quoted in Ayurveda medicine texts. Students will be divided into groups. Each group should refer to Ayurveda medicine texts quoting research concepts, enlist any five in their prospective study area, and submit assignments. Students will be encouraged to do GD on the submitted assignments and present their relevance and applications to current research trends.
Practical Training 1.3	Display and demonstrate literature search in medical databases	The teacher will demonstrate searching relevant articles using search engines by following MeSH terms, standard Ayurveda medicine terms [WHO publication], Filtering & Boolean operators; LitMaps; and e-resources of Ayurveda medicine systems. Following these students will do a teacher-guided activity. Compilation Students should be asked to select one topic and do a narrative review / Systematic review using the MeSH terms, compile at least 15 results, and submit it. Students should be aware using of the Namaste Portal.
Practical Training 1.4	Enlist different ways of identifying the research problem	The teacher will demonstrate different ways of identifying research problems like limitations/ lacunae/ research gap/ evidence gap/ future scope of published studies, current trends, integration of disciplines/systems, clinical observations, expert opinion, brainstorming, and national/ local thrust areas with examples. TBL The group of students will discuss the research problems and will present them under the points of the current scenario of the problem, Knowledge gap, Need of research question, Hypothesis, and Null hypothesis formation.
Practical Training 1.5	Demonstrate the qualities of good research questions using PICO/T in the clinical scenario and the FINER approach in both clinical and non-clinical	The teacher will demonstrate how to frame a research question (define and redefine), hypotheses, and objectives with examples reflecting different research types and subjects. Students will refer to a minimum of 5 research articles related to the study area and evaluate the research question, hypotheses, and objectives in these articles based on the criteria as demonstrated by the teacher. Fishbowl activity – Clinical scenarios will be given by the teacher. The half group will form the research question / Hypothesis / Objectives on the scenario. The other group will observe the question /Hypothesis with PICOT and FINER guidelines and will discuss it Group activity

	scenarios, hypotheses, and objectives.	A group of students will review the 5 articles, understand the research question and variables, and observe using PICOT and FINER guidelines.

Experiential learning Activity

Experiential learning No	Name	Activity details
Experiential-Learning 1.1	Identify the level of evidence in Ayurveda medicine research	The teacher will divide students into 2 to 5 groups. The teacher will give a few scenarios or topics (both from Ayurveda medicine and contemporary medicine, for example, hypertension, diabetes, yoga procedures, therapeutic procedures, etc.) to a group of students. Each group should gather research works for each level of the evidence pyramid. In the end, the lacunae in evidence across the different examples will be identified and summarised.
Experiential-Learning 1.2	List out the challenges and probable solutions in Ayurveda medicine research.	The teacher will divide students into 2 to 5 groups. Each group should be assigned one concept quoted in Ayurveda medicine texts in the hospital community and record the challenges. Students shall share their observations and the teacher will summarise.
Experiential-Learning 1.3	Conduct a literature search for a given scenario	Students will identify a topic of interest related to their specialty and do a literature search using the systematic approach and then evaluate the collected literature under the guidance of a teacher.
Experiential-Learning 1.4	Identify the research problem	Students will be divided into 2 to 5 groups and each group will be involved in identifying the research problem using any of the methods demonstrated by the teacher, followed by a presentation and discussion.
Experiential-Learning 1.5	Frame research questions, hypotheses, and study objectives.	For the research problem identified in the previous unit "Research problem", students will frame the research question, hypotheses, and objectives followed by discussion regarding the same as well as other possible research question formats.

Modular Assessment	Hour
Assessment method	2
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks per credit. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per	

table 6 C.

Project work: (25 marks)

Develop a research question, hypothesis, and objectives based on a given case scenario.

(Evaluation based on following checklists)

- PICOT / FINER criteria
- Self-explanatory
- H0 & H1 (where applicable)
- Primary & secondary objectives, their clarity, and relevance to the study

Or

Any practical in converted form can be taken for assessment..

Or

Any of the experiential as portfolio/ refelections / presentations can be taken as an assessment.

Module 2 : Ethics and Regulatory Aspects in Research

Module Learning Objectives
(At the end of the module, the students should be able to)
1 Illustrate basic principles of research ethics
2 Describe the composition and role of the research ethics committee
3 Appraise the Pharmacovigilance program for Ayurveda medicine and ADR reporting
4 Describe various types of IPR and patent process

Unit 1 Basics of Ethics and Ethics Guidelines

References: 9,10,11,12,13

3A	3B	3C	3D	3E	3F	3G	3H
1	CO5	Describe the history, need, role, and fundamental principles of ethics in research related to Humans and Animals.	1	Lecture	CC	Knows-how	FC,L_VC
2	CO5	Explain the history and contents of ICMR, ICH-GCP, and GCP-Ayurveda medicine guidelines.	1	Lecture	CC	Knows-how	L&PPT
3	CO5	Comprehend the contents of ICMR, ICH-GCP and GCP-Ayurveda medicine guidelines including the process of Clinical trial registration	1	Practical Training 2.1	PSY-GUD	Shows-how	DIS,PER
4	CO5	Enlist cases where the principle of autonomy and justice is upheld and compromised.	1	Practical Training 2.2	PSY-SET	Shows-how	PBL
5	CO5	Enlist cases where principles of beneficence/non-maleficence are upheld and compromised	1	Practical Training 2.3	PSY-SET	Shows-how	PBL
6	CO5	Demonstrate the ethical principles by developing a case scenario.	1	Experiential-Learning 2.1	AFT-VAL	Shows-how	CBL

7	CO5	Identify the ethical principles in a given case scenario	1	Experiential-Learning 2.2	AFT-VAL	Shows-how	DIS,RP

Unit 2 Institutional Ethics Committees Institutional Ethics Committees (Human and Animal) - constitution and review process

References: 14,15,16,17

3A	3B	3C	3D	3E	3F	3G	3H
1	CO5	Explain the constitution, composition, review process, registration, and regulation of the Institutional human and animal ethics committee.	1	Lecture	CC	Knows-how	L&PPT
2	CO5	Construct the composition of the ethics committee through different case scenarios.	2	Practical Training 2.4	PSY-SET	Shows-how	CBL
3	CO5	Enlist the elements of the review process through different case scenarios	3	Practical Training 2.5	PSY-SET	Shows-how	CBL
4	CO5	Identify ethical issues specific to Ayurveda medicine research through different case scenarios.	2	Practical Training 2.6	PSY-SET	Shows-how	CBL,PBL ,RP
5	CO5	Demonstrate the review process of IHEC	6	Experiential-Learning 2.3	AFT-VAL	Shows-how	PBL,RP
6	CO5	Demonstrate the review process of IAEC	5	Experiential-Learning 2.4	AFT-VAL	Shows-how	PBL,RP

Unit 3 National Pharmacovigilance Program National Pharmacovigilance Program for Ayurveda medicine and Adverse Drug reporting methods

References: 18,19,20,21

3A	3B	3C	3D	3E	3F	3G	3H

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1	CO5	Explain the history, objectives, hierarchy, and ADR reporting method of the Pharmacovigilance program for Ayurveda medicine & H drugs.	1	Lecture	CC	Knows-how	L&PPT

Unit 4 Scope and Importance of IPR and Patents

References: 22,23,24,25

3A	3B	3C	3D	3E	3F	3G	3H
1	CO5	Outline the importance and various forms of IPR (copyright, trademark, industrial design, geographical designs, patents).	1	Lecture	CC	Knows-how	FC,L&PPT

Practical Training Activity

Practical No	Name	Activity details
Practical Training 2.1	Identify the contents of ICMR, ICH-GCP, and GCP-Ayurveda medicine guidelines including the process of Clinical trial registration.	Group Activity The teacher will present different sections of ICMR, ICH-GCP, and GCP-Ayurveda medicine guidelines. Students will be divided into 2 to 5 groups and each group will be assigned one key section from these guidelines and students will read and present the summary of the section. Following this, the teacher will demonstrate the process of Clinical trial registration. Students will assess the CTRI website.
Practical Training 2.2	Enlist cases where the principle of autonomy and justice is upheld and compromised.	The teacher will discuss cases like the Nuremberg trials, and Tuskegee Syphilis Experiments or create any case scenario related to the said ethics principles. Students will be divided into 2 to 5 groups and each group will be given a case scenario like decision making, informed consent, patient information sheet, treatment discrimination based on cultural or social status, voluntariness to withdraw, privacy, confidentiality, research misconduct, etc. The groups have to identify and analyze which ethics principle is upheld or compromised and also to suggest any corrective measures if required. Role plays by groups The importance of the Informed Consent form, Random selection of patients using software, ADR protocol, and Patient withdrawal guidelines should be emphasized.

Practical Training 2.3	Enlist cases where principles of beneficence/non-maleficence are upheld and compromised	The teacher will discuss cases such as Tuskegee Syphilis Experiments, Stanley Milgram's infamous experiment, or create any case scenario related to the said ethics principles. Students will be divided into 2 to 5 groups and each group will be given a case scenario to assess the risk-benefit ratio (for example vaccination trials, and anti-cancer trials). The groups have to suggest any corrective measures if possible. Brainstorming Discussions about ethics in Vaccination trials, New drug discovery, and Ethical approaches to enroll subjects having disorders like hypertension, Diabetes, Paediatric patients, etc, or are already on another medication.
Practical Training 2.4	Construct the composition of the ethics committee through different case scenarios.	The teacher will present the composition of the ethics committee. Students will be divided into 2 to 5 groups and each group will be given a case scenario like quorum requirements, gender representation, presence of sponsor representative during IEC, qualifications and responsibilities of members, absence of a veterinarian, CCSEA nominee, etc. The group has to identify, analyze, and present the mistake in the ethics committee composition. The teacher facilitates discussion among groups and summarises the key points.
Practical Training 2.5	Revise the elements of the review process through different case scenarios	The teacher will present the elements of the review process. Students will be divided into 2 to 5 groups and each group will be given a case scenario like wrong risk identification, review by voting/unanimous call, review in an emergency, expedited review, waiver of IEC review, conflict of interest, etc. Each group will identify, analyze, and present the mistake in the ethics review process. The teacher facilitates discussion among groups and summarises the key points.
Practical Training 2.6	Identify ethical issues specific to Ayurveda medicine research through different case scenarios.	The teacher will present case scenarios specific to Ayurveda medicine research, like the benefit of survey studies to participants, mineral formulations, cultural issues of certain medicines/ingredients, and discuss related ethical issues. Students will be divided into 2 to 5 groups and each group will be given a case scenario like ethics involved in therapeutic procedures, add-on therapy, yoga intervention, new dosage form, use of fewer animals, vulnerable population, sponsored pharma product, etc. Each group will analyze the ethical issues involved and suggest possible solutions. The teacher facilitates discussion among groups and summarises the key points.

Experiential learning Activity

Experiential learning No	Name	Activity details
Experiential-Learning 2.1	Appraise the ethical principles by developing a case scenario.	Students will be divided into groups and the teacher will assign ethics principles for scenario development like privacy, confidentiality, voluntary participation, anonymity, no harm to participants, informed consent, vulnerability, etc. The group will develop the script for a skit to be enacted.

Experiential-Learning 2.2	Identify the ethical principles in a given case scenario.	The groups will enact the developed skit and other groups will identify the ethical principle. The teacher facilitates discussion among groups and summarises key aspects.
Experiential-Learning 2.3	Demonstrate the review process of IHEC	The teacher will develop dummy research protocols on human participants with challenging scenarios like an incomplete application form, need for insurance, deviation from initial protocol, violation, involving vulnerable populations like children, terminally ill, differently abled, etc. Students are divided into groups and each group will be given a dummy protocol, a week before the class and explained that they will be members of a mock IE review committee. During the class, each group will perform the mock review in front of the class and decide whether to approve or suggest changes for resubmission or reject. The teacher will facilitate discussion among groups and summarise key aspects.
Experiential-Learning 2.4	Demonstrate the review process of IAEC	The teacher will develop dummy research protocols involving animals with challenging scenarios like an incomplete application form, including higher animals, multiple animal groups, procedures causing harm to animals, redundant animal experiments, etc. Each group will be given a dummy protocol, a week before the class and explained that they will be members of a mock IAE review committee. During the class, each group will perform the mock review in front of the class and decide whether to approve or suggest changes for resubmission or reject. The teacher will facilitate discussion among groups and summarise key aspects.

Modular Assessment	
Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks per credit. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6.C. **Mock review process** (Formative assessment is based on the presentation done during Experiential Learning in Unit-2—institutional ethics committees (human and animal)—constitution and review process) • *Assessment Checklist for IHEC mock review:* Trial protocol, written informed consent form(s), subject recruitment procedures (e.g. advertisements), written information to be provided to subjects, investigator's brochure on the study drugs, safety information, information about payments and compensation, investigator's curriculum vitae *Assessment Checklist for IAEC mock review:* Trial protocol, respective forms, criteria for animal selection and number required, investigator's brochure on the study drugs, safety information, information about analyses and disposal, investigator's curriculum vitae, visit to the animal house and look for the infrastructure and facilities.	2

1388

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Or,
Any practical in converted form can be taken for assessment..
Or
Any of the experiential as portfolio/ refelections / presentations can be taken as assessment.. (25 Marks)

Module 3 : Research Types - Part 1

Module Learning Objectives
(At the end of the module, the students should be able to)
1 Understand types of research
2 Comprehend different methods based on the type of research
3 Apply study designs in Ayurveda medicine Research

Unit 1 Different types of research

References: 26,95

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4	Distinguish different types of research	1	Lecture	CK	Knows-how	L&PPT
2	CO4	Display different types of research with examples	2	Practical Training 3.1	PSY-GUD	Shows-how	FC

Unit 2 Qualitative Research

References: 29

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4	Describe qualitative research - definition, characteristics, relevance, types, methods of data collection, and ways to maintain robustness like credibility, transferability, dependability, and confirmability.	3	Lecture	CC	Knows-how	L&GD,PER
2	CO4	Identify the methods used in qualitative research.	4	Practical	PSY-	Shows-	CBL,DIS

				Training 3.2	GUD	how	
3	CO4	Moderate/participate in Focussed Group Discussions and interviews to illustrate the methods of qualitative research.	6	Experiential-Learning 3.1	PSY-GUD	Shows-how	PBL,RP

Unit 3 Descriptive study designs

References: 31,98,99

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4	Explain and distinguish various types of descriptive studies (Case report, Case series, Cross-sectional, longitudinal)	3	Lecture	CC	Knows-how	L&PPT
2	CO4	Differentiate the descriptive studies in published literature – Case report	2	Practical Training 3.3	PSY-GUD	Shows-how	CBL,SDL
3	CO4	Differentiate the descriptive studies in published literature – Case series	2	Practical Training 3.4	PSY-GUD	Shows-how	CBL,SDL
4	CO4	Differentiate the descriptive studies in published literature – Cross-sectional study	2	Practical Training 3.5	PSY-GUD	Shows-how	CBL,SDL
5	CO4	Differentiate the descriptive studies in published literature – Longitudinal study	2	Practical Training 3.6	PSY-GUD	Shows-how	CBL,SDL
6	CO4	Acquire the knowledge of conducting various descriptive studies in hospital community/classroom/hostel.	10	Experiential-Learning 3.2	PSY-GUD	Shows-how	PrBL,TPW

Unit 4 Observational study designs

References: 32,33,102,103

3A	3B	3C	3D	3E	3F	3G	3H

1	CO4	Distinguish various types of observational studies (case-control, cohort, and cross-sectional analytical) and their applications	3	Lecture	CC	Knows-how	L&PPT
2	CO4	Differentiate the cross-sectional analytical studies in published literature.	2	Practical Training 3.7	PSY-GUD	Shows-how	CBL,SDL
3	CO4	Differentiate the case-control studies in published literature.	2	Practical Training 3.8	PSY-GUD	Shows-how	CBL,SDL
4	CO4	Differentiate the cohort studies in published literature.	2	Practical Training 3.9	PSY-GUD	Shows-how	CBL,SDL
5	CO4	Acquire the knowledge of conducting various observational studies.	10	Experiential-Learning 3.3	PSY-GUD	Shows-how	PBL,TPW

Practical Training Activity

Practical No	Name	Activity details
Practical Training 3.1	Demonstrate different types of research with examples	The teacher refers to and discusses a minimum of five research articles related to different types of research such as qualitative research, quantitative research, applied research, exploratory, translational research, implementation, and integrative/ interdisciplinary research, and classifies them under the category.
Practical Training 3.2	Differentiate methods used in qualitative research.	The teacher refers to and discusses do-don'ts in Focus group discussion (FGD), preparation of interview schedule and guide, interpretation of recorded interview (transcript, code, category, theme, sub-theme), and creating sociograms.
Practical Training 3.3	Appraise the descriptive studies in published literature – Case report	The teacher refers to and discusses a few Case reports. The student identifies the prerequisite for a case report and observations to be made and documented while dealing with a rare/ unique/interesting case. Each Student should select an article regarding the case report and review it through CARE Guidelines. Ask students to download the Checklist review the article as per the checklist and submit it.
Practical Training 3.4	Differentiate the descriptive studies in published literature –	The teacher refers to and discusses a few Case series. The student identifies the prerequisite for a case series, and observations to be made and documented. Each Student should select an article regarding the case series and review it through the Guidelines. Ask students to download

	Case series	the Checklist review the article as per the checklist and submit it.
Practical Training 3.5	Identify the descriptive studies in published literature – Cross-sectional study	The teacher refers to and discusses research articles/previous thesis on cross-sectional studies like ICMR InDIAB. The student identifies/ summarises the basic elements (setting, location, time, mode of selection, sampling), merits, and demerits of the cross-sectional study.
Practical Training 3.6	Differentiate the descriptive studies in published literature – longitudinal study	The teacher refers to and discusses research articles/previous studies on longitudinal studies like the Framingham Study. The student identifies/ summarises the basic elements (time, common characteristics of the group, assessment parameters), merits and demerits, and the applicability of the longitudinal study.
Practical Training 3.7	Identify the cross-sectional analytical studies in published literature.	The teacher refers to and discusses research articles/previous thesis on cross-sectional analytical studies. The student identifies/ summarises the basic elements (characteristics, data collection methods, bias), merits and demerits, applicability of cross-sectional analytical studies.
Practical Training 3.8	Appraise the case-control studies in published literature.	The teacher refers to and discusses research articles/previous theses on case-control studies. The student identifies/ summarises the basic elements (characteristics, data collection methods, bias, confounder, effect modifier, risk factors), merits and demerits, and applicability of case-control studies. The student should be assigned one article regarding a Case-control study. Review the article following STROBE guidelines and submit the report.
Practical Training 3.9	Appraise the cohort studies in published literature.	The teacher refers to discuss research articles on cohort studies. The student identifies/ summarises the basic elements (characteristics, data collection methods, bias, confounder, effect modifier, risk factors), merits and demerits, and applicability of cohort studies. Brainstorming Students should be given activities to think about cohort study research questions as per Ayurveda.
Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-	Moderate/participate in	Students will be divided into 2 to 5 groups and each group will be assigned activities such as selection of an ideal qualitative

Learning 3.1	FGD, In-depth interview.	research method for a specific research problem, role play on sensitive and non-sensitive topics for FGD, role play depicting desirable and undesirable characters regarding moderator, participants, and interviewer. While one group is performing a role-play of FGD, the other groups can be involved in transcript and sociogram preparation.
Experiential-Learning 3.2	Acquire the knowledge of conducting various descriptive studies in the hospital community/classroom/hostel.	Students will be divided into 2 to 5 groups. Each group will be assigned a different study design and study setting such as a hospital community/classroom/hostel. Later the students should present the findings, followed by a group discussion on methodology aspects. The teacher will summarise the key points.
Experiential-Learning 3.3	Acquire the knowledge of conducting various observational studies.	Students will be divided into 2 to 5 groups. Each group identifies a scenario/ topic for observational study and further designs a study considering the basic elements (selection of case and matching control, bias elimination, measurement of exposure and outcome) of each study design. Students should review observational studies from indexed journals review them under STROBE guidelines and submit them.

Modular Assessment	**Hour**
Assessment method	4
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks per credit. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. **Case-based evaluation: (25 Marks)** Each student will be given a published paper on a specific study design to evaluate the elements of the respective study design. Assessment of the review based on the summary of the given published research paper emphasizing the elements of the respective research design and Any practical in converted form can be taken for assessment.. Or Any of the experiential as portfolio/ refelections / presentations can be taken as assessment.. (25 Marks)	

Module 4 : Research Types - Part 2

Module Learning Objectives
(At the end of the module, the students should be able to)
1 Understand different research designs used for interventional studies.
2 Comprehend merits, demerits, and applications of different designs.
3 Apply study designs in Ayurveda medicine Research.

Unit 1 Bias and ways to eliminate bias

References: 34,35,36,37

3A	3B	3C	3D	3E	3F	3G	3H
1	CO1,CO4	Explain bias at various stages of clinical trials and describe ways to eliminate bias such as randomization, blinding, and control.	1	Lecture	CC	Knows-how	FC,L&GD,L&PPT

Unit 2 Randomized Controlled Trials

References: 104

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4	Explain various types (pilot/ proof of concept/ exploratory, randomized/ blinded/ controlled, Superiority/No- inferiority/ equivalence, phases of clinical trials) and methodological details (defining eligibility and withdrawal criteria, outcome assessment and variables, safety monitoring) of Interventional studies.	3	Lecture	CC	Knows-how	CBL,FC L&PPT
2	CO4	Appraise the Interventional study designs in published literature.	10	Practical	PSY-	Shows-	CBL

				Training 4.1	GUD	how	
3	CO4	Acquire the knowledge of conducting various interventional studies.	4	Experiential-Learning 4.1	AFT-VAL	Shows-how	BS,CBL,PER
4	CO4	Acquire the knowledge of conducting various interventional studies.	4	Experiential-Learning 4.2	AFT-VAL	Shows-how	BS,CBL,PER
5	CO4	Acquire the knowledge of conducting various interventional studies.	5	Experiential-Learning 4.3	AFT-VAL	Shows-how	BS,CBL,PER

Unit 3 Newer study designs

References:

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4	Non-conventional study designs (Black box design, n-1 design, whole system research, flexible-dose design)	1	Lecture	CK	Knows-how	DIS,FC,L &PPT

Practical Training Activity

Practical No	Name	Activity details
Practical Training 4.1	Appraise the Interventional study designs in published literature.	The teacher refers to and discusses research articles/previous theses on different types of interventional studies.

Experiential learning Activity

Experiential learning No	Name	Activity details
Experiential-	Acquire the knowledge	Students will be divided into groups and each group will appraise the methodology for studies involving interventions of different

Learning 4 1	of conducting various interventional studies.	natures such as diet/therapeutic procedure /medicine/counseling through published literature and present in the forthcoming class. Each student will review the article, methodology, assessment criteria, inclusion and exclusion criteria, and study design and will present it.
Experiential-Learning 4.2	Acquire the knowledge of conducting various interventional studies.	Each group will then present the observations on the methodology, followed by a group discussion on differences between the methodologies, merits/demerits of various interventional studies, and identification of challenges and possible solutions in the case of Ayurveda medicine studies.
Experiential-Learning 4.3	Acquire the knowledge of conducting various interventional studies.	Further, each group will design an interventional study on the topic given by the teacher and present.

Modular Assessment	
Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks per credit. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C **Case-based evaluation:** Each student will be given a published paper on an interventional study design. Checklist of assessment: The assessment will be based on the article review done by the student over the elements of the respective interventional study design, like objectives, literature review, sampling techniques, randomization, blinding, methodology, statistical analysis, results, discussion, and outcomes. Or Any practical in converted form can be taken for assessment.. Or Any of the experiential as portfolio/ refelections / presentations can be taken as assessment.. (25 Marks)	2

Module 5 : Research Types - Part 3

Module Learning Objectives
(At the end of the module, the students should be able to)
1 Comprehend the characteristics, methodology, and utility of different research studies.
2 Apply these different research studies in the context of Ayurveda medicine.

Unit 1 Preclinical studies

References: 38,39

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4,CO9	Explain the basics of in silico, in vitro, and in vivo studies.	3	Lecture	CC	Knows-how	L&PPT
2	CO4,CO9	Demonstrate cell culture studies and animal procedures.	1	Practical Training 5.1	PSY-GUD	Shows-how	FV,L_VC
3	CO4,CO9	Demonstrate the utility of in-vitro and in-vivo studies in the Ayurveda medicine context.	2	Practical Training 5.2	PSY-GUD	Shows-how	FV
4	CO4,CO9	Demonstrate in silico studies.	2	Practical Training 5.3	PSY-GUD	Shows-how	L_VC
5	CO4,CO9	Acquaint with instrumentation and procedures related to the in silico, in vitro, and in vivo studies.	6	Experiential-Learning 5.1	AFT-VAL	Shows-how	FV

Unit 2 Drug research

References: 40

3A	3B	3C	3D	3E	3F	3G	3H

1	CO4,CO9	Describe protocols for drug quality testing.	1	Lecture	CK	Knows-how	FC,L&PPT
2	CO4,CO9	Explain and demonstrate different instrumentation used in drug research.	1	Lecture	CK	Knows-how	D,FV,L_VC
3	CO4,CO9	Review principles and applications of instruments.	2	Practical Training 5.4	PSY-SET	Shows-how	DIS,FV,L_VC
4	CO4,CO9	Check the quality of a drug/formulation.	3	Practical Training 5.5	PSY-SET	Shows-how	L_VC,PT
5	CO4,CO9	Acquaint with pharmacy college/QC unit in Ayurveda medicine pharmacy.	4	Experiential-Learning 5.2	AFT-VAL	Shows-how	FV,SDL

Unit 3 Literary research

References: 92,93,94,105,106

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4,CO9	Define and describe the scope of literary research and the steps of manuscriptology.	1	Lecture	CK	Knows-how	L&PPT
2	CO4,CO9	Explore available manuscript resources.	5	Practical Training 5.6	PSY-SET	Shows-how	ML,SDL
3	CO4,CO9	Acquaint with manuscript library/ Oriental study institutions/ University Sanskrit departments/IKS center in IITs or Video on steps of manuscriptology.	5	Experiential-Learning 5.3	AFT-VAL	Shows-how	FV,SDL

Unit 4 Development of tools

References: 41

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4,CO9	Explain the importance and types of tools.	1	Lecture	CK	Knows-how	L&GD
2	CO4,CO9	Describe stages of tool development and methods for validating developed tools.	1	Lecture	CC	Knows-how	L&GD
3	CO4,CO9	Demonstrate the process of tool development and validation.	3	Practical Training 5.7	PSY-SET	Shows-how	CBL,DIS
4	CO4,CO9	Develop a questionnaire.	5	Experiential-Learning 5.4	AFT-VAL	Shows-how	SDL

Unit 5 Assessment Tools Use of appropriate assessment tools and terminology

References: 42,43,44,45,46,47,48

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4,CO9	Identify appropriate assessment tool.	1	Lecture	CK	Knows-how	L&PPT
2	CO4,CO9	Demonstrate standard terminologies (e.g. WHO, ICD 11, DSM V, NAMASTE)	1	Lecture	CK	Knows-how	D,L&PPT
3	CO4,CO9	Search and choose the appropriate assessment tool.	2	Practical Training 5.8	PSY-SET	Shows-how	DIS,SDL
4	CO4,CO9	Apply appropriate assessment tools in a given Ayurveda medicine scenario	3	Experiential-Learning 5.5	AFT-VAL	Shows-how	DIS,SDL
5	CO4,CO9	Compare minimum 5 Ayurveda medicine terms and compare with standard	3	Experiential-	AFT-	Shows-	DIS,PBL

1400

		terminology.		Learning 5.6	VAL	how	

Practical Training Activity

Practical No	Name	Activity details
Practical Training 5.1	Demonstrate cell culture studies and animal procedures.	The teacher will demonstrate either in the lab or with the help of a video on cell culture and animal studies (animal handling, blood collection, dosing)
Practical Training 5.2	Explore the utility of in-vitro and in-vivo studies in the Ayurveda medicine context.	The teacher will facilitate a group discussion on landmark in-vitro, and in-vivo studies and explore the limitations/ challenges/ possibilities of in-vitro and in-vivo studies in Ayurveda medicine like solubility of herbo-mineral formulations, therapeutic procedures, etc. Interaction with experts about designing and conducting in-vitro and in-vivo studies (Desirable)
Practical Training 5.3	Demonstrate in-silico studies.	The teacher demonstrates the use of various software and databases to explore the utilities of in-silico studies in different domains like UNPD. Students in groups are encouraged to work on the provided domain and present their work Self Directed learning Awareness about Molecular docking and Demonstration of software of molecular docking.
Practical Training 5.4	Review principles and applications of instruments.	The teacher demonstrates the functioning and utility of high-end instruments like Spectrophotometer, HPTLC, HPLC, GC, LCMS, XRD etc using repository videos.
Practical Training 5.5	Check the quality of a drug/formulation.	The teacher demonstrates experiments on drug/formulation quality testing. Students are divided into groups and each group is given either an herb or a formulation, to carry out the quality testing of the same and record the findings. Include experiments like foreign matter, Moisture content, Total ash, Acid insoluble ash, Extractive values, Specific gravity, Tablet disintegration test, Tablet hardness, pH value, Acid value, friability test, thin layer chromatography etc. (Practical demonstration may be combined with Experiential learning -EL-5.2)
Practical Training 5.6	Explore available manuscript resources.	The teacher demonstrates online Manuscript Search. Student searches online Manuscript catalogs related to Ayurveda medicine or published literature and compiles them (Desirable).
Practical	Demonstrate the process	The teacher demonstrates a minimum of two published articles regarding tool development and tool validation. Students are

1401

Training 5.7	of tool development and validation.	divided into groups and are encouraged to search published articles on tool development and validation. The teacher facilitates discussion among the group and highlights the robustness of the tool. [Tool includes an index, scale, questionnaire, medical instrumentation, software, apps etc.]
Practical Training 5.8	Search & choose the appropriate assessment tool.	The teacher demonstrates criteria for choosing assessment tools such as relevance (eg. ethnicity, time frame), specificity (eg. Pain assessment in OA and RA), and requirement (eg. diagnosis, screening). Students are divided into groups and instructed to choose appropriate assessment tools for at least 2 clinical conditions (like WHO-QoL, Diabetic risk assessment, pain, and Ayurveda medicine items). The teacher facilitates discussion among the groups and highlights the key concepts. Peer group learning Students should collect at least five assessment tools from the previous article, Studies, and compile the information, and share it.
Experiential learning Activity		
Experiential learning No	**Name**	**Activity details**
Experiential-Learning 5.1	Acquaint with instrumentation and procedures related to in silico, in vitro, and in vivo studies.	After the visit, the student will write their observations about the facility, laboratory instrumentation, animal procedures, safety guidelines.
Experiential-Learning 5.2	Acquaint with pharmacy college/QC unit in Ayurveda pharmacy.	Students visit the pharmacy college/QC unit in Ayurveda medicine pharmacy and compile their observations. This activity can be clubbed with Practical 5.2.
Experiential-Learning 5.3	Acquaint with a manuscript library.	Visit a manuscript library or Oriental study institutions/ University Sanskrit departments/IKS center at IITs or Departments related to Ayurveda medicine. Optional – Repository Video on steps of manuscriptology.
Experiential-Learning 5.4	Develop a questionnaire.	Develop a questionnaire for Ayurveda medicine. Group activity based on various tools useful for Ayurveda medicine (Desirable).
Experiential-Learning 5.5	Apply appropriate assessment tools in a	Students will be divided into groups and given the task of searching for assessment tools from either theses, published articles, or projects in a given Ayurveda medicine scenario followed by brainstorming on the utility and limitations

1402

	given Ayurveda medicine scenario	Assessment tools from various articles compilation (at least 5) The questionnaire designing for an assessment of physiological functions. Review of questionnaire design from various articles
Experiential-Learning 5.6	Define a minimum of 5 Ayurveda medicine terms and compare them with standard terminology.	The teacher will define a minimum of 5 Ayurveda medicine terms and compare them with standard terminology. Students are divided into groups and each group works on a minimum of two terms of Ayurveda medicine, coins Standard operative definitions for the same, and presents. The teacher facilitates discussion among groups and summarises the key concepts. Refer to Namaste portal, WHO terminology, articles, and Book-Translational Ayurveda by Sanjeev Rastogi.

Modular Assessment

Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks per credit. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. SAQ: 5 questions (1 question from each unit) – 25 Marks • Field report evaluation: 25 marks Evaluation of summary reports of Field visits, experiments in the lab, or demonstrated instruments: The report will be evaluated on the basis of active participation during the visit/lab, observation book detailing the observations during the visit/lab, and record-keeping. **or** Any practical in converted form can be taken for assessment.. (25 Marks) and Any of the experiential as portfolio/ refelections / presentations can be taken as assessment.. (25 Marks)	4

Module 6 : Research Communication

Module Learning Objectives
(At the end of the module, the students should be able to)
1. Prepare a synopsis/research protocol/proposal and enlist dissertation contents
2. Manage references using the Reference Manager Tool
3. Comprehend types and structures of different journal articles and prepare articles as per reporting guidelines
4 Identify misconduct in scientific writing and its consequences
5 Differentiate between credible and predatory journals

Unit 1 Research protocol writing Research protocol/proposal/Synopsis writing

References: 49,50,51,52,53

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4,CO5,CO6 ,CO7,CO8	Explain the basic structure of the synopsis [Randomisation table, dummy table, GANTT chart, expected outcome, Budget]	2	Lecture	CC	Knows-how	L&PPT
2	CO4,CO5,CO6 ,CO7,CO8	Explain a checklist of synopsis/protocol and differentiate between academic protocol and funding proposal.	1	Lecture	CC	Knows-how	D,L&GD
3	CO4,CO5,CO6 ,CO7,CO8	Demonstrate the key points and processes of synopsis/protocol writing.	5	Practical Training 6.1	PSY-GUD	Shows-how	D,L&GD
4	CO4,CO5,CO6 ,CO7,CO8	Prepare an outline of the synopsis.	3	Experiential-Learning 6.1	AFT-VAL	Shows-how	CBL,DIS, SDL
5	CO4,CO5,CO6 ,CO7,CO8	Retrieve information about different funding agencies and their schemes especially applicable to students.	3	Experiential-Learning 6.2	AFT-VAL	Shows-how	CBL,DIS, SDL

Unit 2 Dissertation contents and structure

References: 54,55,56,57,58,59

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4,CO5,CO6 ,CO7,CO8	Explain the structure of the dissertation for different study designs (IMRAD); Orientation to online theses repositories such as Shodhganga.	1	Lecture	CC	Knows-how	L&PPT
2	CO4,CO5,CO6 ,CO7,CO8	Appreciate the structure of the dissertation with a focus on specific requirements as per the type and design of the research.	3	Practical Training 6.2	PSY-GUD	Shows-how	CBL,DIS, PER
3	CO4,CO5,CO6 ,CO7,CO8	Critically appraise the result and discussion section of the thesis.	5	Experiential-Learning 6.3	AFT-VAL	Shows-how	DIS,PBL, SDL

Unit 3 Types and structure of journal articles
References: 60,61

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4,CO5,CO6 ,CO7,CO8	Explain the structure of different types of journal articles.	1	Lecture	CC	Knows-how	L&PPT
2	CO4,CO5,CO6 ,CO7,CO8	Demonstrate the structure of different types of articles.	2	Practical Training 6.3	PSY-GUD	Shows-how	D,L&GD
3	CO4,CO5,CO6 ,CO7,CO8	Present an article in the journal club.	4	Experiential-Learning 6.4	AFT-RES	Shows-how	DIS,PER

Unit 4 Systematic review and meta-analysis
References: 62,63

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4,CO5,CO6	Elaborate the process of Systematic review and meta-analysis.	1	Lecture	CC	Knows-	L&PPT

1405

	,CO7,CO8					how	

Unit 5 Publication guidelines
References: 64,65,66,67,68,69,70

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4,CO5,CO6 ,CO7,CO8	Explain publication guidelines such as STROBE, PRISMA, ARRIVE, CARE, CONSORT, etc and their variations.	1	Lecture	CK	Knows-how	L&PPT
2	CO4,CO5,CO6 ,CO7,CO8	Access different reporting guidelines.	2	Practical Training 6.4	PSY-GUD	Shows-how	D,ML,SDL
3	CO4,CO5,CO6 ,CO7,CO8	Review a published article by using a checklist of particular reporting guidelines.	3	Experiential-Learning 6.5	PSY-GUD	Shows-how	CBL,DIS,PER

Unit 6 Referencing
References: 71,72,73,74,75,76,77,78,79

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4,CO5,CO6 ,CO7,CO8	Explain the need for referencing and bibliography. Enlist the different citation styles and references manager.	1	Lecture	CC	Knows-how	L&PPT
2	CO4,CO5,CO6 ,CO7,CO8	Demonstrate using any one reference manager tool.	4	Practical Training 6.5	PSY-GUD	Shows-how	D,PT
3	CO4,CO5,CO6 ,CO7,CO8	Appreciate referencing styles for different types of documents like journal articles, books, book chapters, conference proceedings, dissertations, online content, and Ayurveda medicine texts	3	Experiential-Learning 6.6	AFT-RES	Shows-how	PL,PBL,SDL

Unit 7 Scientometrics
References: 80,81,82,83,84

3A	3B	3C	3D	3E	3F	3G	3H
1	CO4,CO5,CO6 ,CO7,CO8	Explain journal impact factors (indexing databases, cite score, impact factor, Altimetric) and authors' impact metrics (h index, I 10 indices, G index).	1	Lecture	CC	Knows-how	L&PP
2	CO4,CO5,CO6 ,CO7,CO8	Select an appropriate journal and identify its quality using scientometrics	2	Practical Training 6.6	PSY-GUD	Shows-how	D,DIS
3	CO4,CO5,CO6 ,CO7,CO8	Acquire knowledge about various aspects of scientometry.	3	Experiential-Learning 6.7	AFT-RES	Shows-how	SDL

Unit 8 Publication Ethics

References: 85,86,87,88,89,90,91

3A	3B	3C	3D	3E	3F	3G	3I
1	CO4,CO5,CO6 ,CO7,CO8	Explain ethical issues in publication (authorship criteria, plagiarism, falsification & fabrication of data).	1	Lecture	CK	Knows-how	L&P
2	CO4,CO5,CO6 ,CO7,CO8	Review guidelines related to Publication ethics (WAME, COPE, ICMJE, OSPA).	2	Practical Training 6.7	PSY-GUD	Shows-how	D,DI
3	CO4,CO5,CO6 ,CO7,CO8	Check plagiarism using online software.	2	Experiential-Learning 6.8	PSY-GUD	Shows-how	SDL

Practical Training Activity

Practical No	Name	Activity details
Practical Training 6.1	Demonstrate the key points of synopsis/protocol	The teacher will demonstrate the key contents of the synopsis (title, introduction, need of study, research question, hypothes primary and secondary objectives) with a few examples.

	writing.	
Practical Training 6.2	Appreciate the structure of the dissertation with a focus on specific requirements as per the type and design of the research.	Students will be divided into groups and each group will be allotted a dissertation of a particular research design (clinical study, survey study, literary research, drug research, etc.) and they will be required to identify its specific elements (such as case report form in clinical study or questionnaire in survey study).
Practical Training 6.3	Demonstrate the structure of different types of articles.	The teacher will refer to different types of articles like editorial, original research articles, case reports, case series, case snippets, review articles, letters to the editor, short communication, perspective/ opinion/viewpoint, commentary, book review, debate/ discussions, vignette, etc. highlighting their structure and will explain the criteria to select a specific type. At the end of the session, the teacher will explain the concept of a journal club and allocate different types of articles to a group of students.
Practical Training 6.4	Access different reporting guidelines.	The teacher will demonstrate the different reporting guidelines using https://www.equator-network.org/
Practical Training 6.5	Demonstrate using any one reference manager tool.	The teacher will demonstrate the different features (searching, downloading, creating a library, importing to Word document etc) of any one reference manager tool such as EndNote, Mendeley, or Zotero. Following this, students will install the reference manager software, explore its features and then conduct an activity using the tool.
Practical Training 6.6	Select an appropriate journal and identify its quality using scientometrics.	The teacher will demonstrate the method of selecting an appropriate journal using manuscript matching tools like Journalfinder, Jane, Edanz, Endnote etc. and will subsequently demonstrate different metrics of journals shortlisted by the matching tools. Based on scientometrics, the teacher will explain how to identify predatory journals.
Practical Training 6.7	Review guidelines related to Publication ethics (WAME, COPE, ICMJE, OASPA).	The teacher demonstrates various guidelines related to Publication ethics like WAME, COPE, ICMJE, and OASPA- Open Access Scholarly Publishing Association.
Experiential learning Activity		

Experiential learning No	Name	Activity details
Experiential-Learning 6.1	Prepare an outline of the synopsis.	Students will be divided into groups and each group will be given a topic reflecting different types of research (drug research, clinical study, literary research, survey study, animal study, tool development etc) to prepare a framework of the synopsis, the students will present and critically appraise the key components.
Experiential-Learning 6.2	Retrieve information about different funding agencies and their schemes especially applicable for students.	Students will visit the websites of different funding agencies (Ministry of Ayush, ICMR, DST, DBT, CSIR, and others) browse through the different schemes, and select suitable schemes for postgraduate work.
Experiential-Learning 6.3	Critically appraise the result and discussion section of the thesis.	Students are divided into groups and each group will be assigned a dissertation/ research article (which follows the standard structure of the results and discussion section) to appreciate the difference between results and discussion along with the link between the two.
Experiential-Learning 6.4	Present an article in the journal club.	Students will present the articles allocated to them during the practical and critically review them under the guidance of the teacher.
Experiential-Learning 6.5	Review a published article by using a checklist of particular reporting guidelines.	Students will be divided into groups and each group will be assigned a different type of article. They have to check the contents of the article against the applicable reporting guidelines and present them.
Experiential-Learning 6.6	Appreciate referencing styles for different types of documents like journal articles, books, book chapters, conference proceedings, dissertations, online content, and Ayurveda medicine texts.	Students will be given different types of documents and asked to prepare referencing for the same following standard guidelines (like peer-reviewed journals).

Experiential-Learning 6.7	Acquire knowledge about various aspects of scientometry.	Students will be divided into groups and each group will search different author metrics for a minimum of 10 personalities/authors.
Experiential-Learning 6.8	Check plagiarism using online software.	Students will be divided into groups and each group will be given a topic to prepare a review and subject to plagiarism check using online free plagiarism software/ tools.

Modular Assessment

Assessment method	**Hour**
Instructions - Conduct a structured Modular assessment. Assessment will be for 25 marks per credit. Keep structured marking pattern. Use different assessment methods in each module for the semester. Keep record of the structured pattern used for assessment. Calculate the Modular grade point as per table 6 C. **Critical review of a published article.** Each student will be given a published article for review based on relevant publication guidelines. The student's review will be assessed on 1 Selection of appropriate guidelines (5 marks) 2 Review of article by ticking off the checklist (5 marks) 3 Summary of review mentioning guidelines, describing missed elements, and positive aspects of the paper (15 marks) and Any practical in converted form can be taken for assessment.(25 Marks) or Any of the experiential as portfolio/ reelections / presentations can be taken as assessment.(25 Marks)	4

1410

Table 4 : Practical Training Activity

Practical No	Practical name	Hours
1.1	Elaborate the current status of Ayurveda medicine research	2
1.2	Demonstrate different research concepts in Ayurveda medicine systems with examples	2
1.3	Display and demonstrate literature search in medical databases	2
1.4	Enlist different ways of identifying the research problem	2
1.5	Demonstrate the qualities of good research questions using PICO/T in the clinical scenario and the FINER approach in both clinical and non-clinical scenarios, hypotheses, and objectives.	2
2.1	Identify the contents of ICMR, ICH-GCP, and GCP-Ayurveda medicine guidelines including the process of Clinical trial registration.	1
2.2	Enlist cases where the principle of autonomy and justice is upheld and compromised.	1
2.3	Enlist cases where principles of beneficence/non-maleficence are upheld and compromised	1
2.4	Construct the composition of the ethics committee through different case scenarios.	2
2.5	Revise the elements of the review process through different case scenarios	3
2.6	Identify ethical issues specific to Ayurveda medicine research through different case scenarios.	2
3.1	Demonstrate different types of research with examples	2
3.2	Differentiate methods used in qualitative research.	4
3.3	Appraise the descriptive studies in published literature – Case report	2
3.4	Differentiate the descriptive studies in published literature – Case series	2

3.5	Identify the descriptive studies in published literature – Cross-sectional study	2
3.6	Differentiate the descriptive studies in published literature – longitudinal study	2
3.7	Identify the cross-sectional analytical studies in published literature.	2
3.8	Appraise the case-control studies in published literature.	2
3.9	Appraise the cohort studies in published literature.	2
4.1	Appraise the Interventional study designs in published literature.	10
5.1	Demonstrate cell culture studies and animal procedures.	1
5.2	Explore the utility of in-vitro and in-vivo studies in the Ayurveda medicine context.	2
5.3	Demonstrate in-silico studies.	2
5.4	Review principles and applications of instruments.	2
5.5	Check the quality of a drug/formulation.	3
5.6	Explore available manuscript resources.	5
5.7	Demonstrate the process of tool development and validation.	3
5.8	Search & choose the appropriate assessment tool.	2
6.1	Demonstrate the key points of synopsis/protocol writing.	5
6.2	Appreciate the structure of the dissertation with a focus on specific requirements as per the type and design of the research.	3
6.3	Demonstrate the structure of different types of articles.	2
6.4	Access different reporting guidelines.	2
6.5	Demonstrate using any one reference manager tool.	4
6.6	Select an appropriate journal and identify its quality using scientometrics.	2

6.7	Review guidelines related to Publication ethics (WAME, COPE, ICMJE, OASPA).	2

Table 5 : Experiential learning Activity

Experiential learning No	Experiential name	Credit Hours
1.1	Identify the level of evidence in Ayurveda medicine research	2
1.2	List out the challenges and probable solutions in Ayurveda medicine research.	2
1.3	Conduct a literature search for a given scenario	3
1.4	Identify the research problem	3
1.5	Frame research questions, hypotheses, and study objectives.	3
2.1	Appraise the ethical principles by developing a case scenario.	1
2.2	Identify the ethical principles in a given case scenario.	1
2.3	Demonstrate the review process of IHEC	6
2.4	Demonstrate the review process of IAEC	5
3.1	Moderate/participate in FGD, In-depth interview.	6
3.2	Acquire the knowledge of conducting various descriptive studies in the hospital community/classroom/hostel.	10
3.3	Acquire the knowledge of conducting various observational studies.	10
4.1	Acquire the knowledge of conducting various interventional studies.	4
4.2	Acquire the knowledge of conducting various interventional studies.	4
4.3	Acquire the knowledge of conducting various interventional studies.	5
5.1	Acquaint with instrumentation and procedures related to in silico, in vitro, and in vivo studies.	6
5.2	Acquaint with pharmacy college/QC unit in Ayurveda pharmacy.	4
5.3	Acquaint with a manuscript library.	5

5.4	Develop a questionnaire.	5
5.5	Apply appropriate assessment tools in a given Ayurveda medicine scenario	3
5.6	Define a minimum of 5 Ayurveda medicine terms and compare them with standard terminology.	3
6.1	Prepare an outline of the synopsis.	3
6.2	Retrieve information about different funding agencies and their schemes especially applicable for students.	3
6.3	Critically appraise the result and discussion section of the thesis.	5
6.4	Present an article in the journal club.	4
6.5	Review a published article by using a checklist of particular reporting guidelines.	3
6.6	Appreciate referencing styles for different types of documents like journal articles, books, book chapters, conference proceedings, dissertations, online content, and Ayurveda medicine texts.	3
6.7	Acquire knowledge about various aspects of scientometry.	3
6.8	Check plagiarism using online software.	2

Table 6 : Assessment Summary: Assessment is subdivided in A to G points

6 A : Number of Papers and Marks Distribution

Subject Code	Paper	Theory	Practical	Total
AYPG-RM	1	100	NA	100

6 B : Scheme of Assessment

Credit frame work

AYPG-RM has 6 modules of 9 credits which includes 270 Notional Learning Hours. One Credit will be having 30 Hours of learner participation and teaching, practical and experiential learning will in the ratio of 1:2:3 i.e. One credit will have 5 hours of teaching, 10 hours of practical training and 13 hours of experiential learning and 2 hours of modular assessment for 25 marks.

Module wise Assessment: will be done at the end of each module. Evaluation includes learners active participation to get Credits and Marks. Each Module may contain one or more credits.
Summative Assessment: Summative Assessment (University examination) will be carried out at the end of Semester I.

6 C : Calculation Method for Modular Grade Points (MGP)

Module Number & Name (a)	Credits (b)	Actual No. of Notional Learning Hours (c)	Attended Number of notional Learning hours (d)	Maximum Marks of assessment of modules (e)	Obtained Marks per module (f)	MGP =d*f/c*e*100
1. Research Basics	1	30		25		
2. Ethics and Regulatory Aspects in Research	1	30		25		
3. Research Types - Part 1	2	60		50		
4. Research Types - Part 2	1	30		25		
5. Research Types - Part 3	2	60		50		
6. Research Communication	2	60		50		
MGP = ((Number of Notional learning hours attended in a module) X (Marks obtained in the modular assessment) / (Total number of Notional learning hours in the module) X (Maximum marks of the module)) X 100						

1416

6 D : Semester Evaluation Methods for Semester Grade point Average (SGPA)

SGPA will be calculated at the end of the semester as an average of all Module MGPs. Average of MGPS of the Semester For becoming eligible for Summative assessment of the semester, student should get minimum of 60% of SGPA

SGPA = Average of MGP of all modules of all papers = add all MGPs in the semester/ no. of modules in the semester Evaluation Methods for Modular Assessment

A S.No	B Module number and Name	C MGP
1	Research Basics	C1
2	Ethics and Regulatory Aspects in Research	C2
3	Research Types - Part 1	C3
4	Research Types - Part 2	C4
5	Research Types - Part 3	C5
6	Research Communication	C6
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5 +C6) / Number of modules(6)

S. No	Evaluation Methods
1.	Method explained in the Assessment of the module or similar to the objectives of the module.

6 E : Question Paper Pattern

MD/MS AYURVEDA Examination
AYPG-RM
Sem I
Time: 3 Hours ,**Maximum Marks:** 100
INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q 1	Analytical based structured question (ABQ)	1	20	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Long answer questions (LAQ)	4	10	40
				100

Instructions for the paper setting.

1. Questions should be drawn based on the table 6F.
2. Marks assigned for the module in 6F should be considered as the maximum marks.
3. Refer table 6F before setting the questions. Questions should not be framed on the particular unit if indicated "NO".
4. There will be a single application-based question (ABQ) worth 20 marks. No other questions should be asked from the same module where the ABQ is framed.
5. Except the module on which ABQ is framed, at least one Short answer question should be framed from each module.
6. Long answer question should be analytical based structured questions assessing the higher cognitive ability.
7. Use the Blue print provided in 6G or similar blue print created based on instructions 1 to 6.

1418

6 F : Distribution for summative assessment (University examination)

S.No	List of Module/Unit	ABQ	SAQ	LAQ
(M-1)Research Basics Marks: (20)				
1	**(U-1)** Overview of research process and evidence-based medicine	No	Yes	No
2	**(U-2)** Research methods in Ayurveda Medicine	No	Yes	Yes
3	**(U-3)** Literature search and critical appraisal of literature	No	Yes	Yes
4	**(U-4)** Identification of research problem	Yes	Yes	No
5	**(U-5)** Research question and Hypothesis	Yes	Yes	Yes
(M-2)Ethics and Regulatory Aspects in Research Marks: (10)				
1	**(U-1)** Basics of Ethics and Ethics Guidelines	No	Yes	Yes
2	**(U-2)** Institutional Ethics Committees	No	Yes	Yes
3	**(U-3)** National Pharmacovigilance Program	No	No	No
4	**(U-4)** Scope and Importance of IPR and Patents	No	No	No
(M-3)Research Types - Part 1 Marks: (20)				
1	**(U-1)** Different types of research	No	No	No
2	**(U-2)** Qualitative Research	Yes	Yes	No
3	**(U-3)** Descriptive study designs	Yes	No	Yes
4	**(U-4)** Observational study designs	Yes	Yes	No
(M-4)Research Types - Part 2 Marks: (20)				
1	**(U-1)** Bias and ways to eliminate bias	No	Yes	No
2	**(U-2)** Randomized Controlled Trials	Yes	Yes	Yes
3	**(U-3)** Newer study designs	No	No	No
(M-5)Research Types - Part 3 Marks: (20)				
1	**(U-1)** Preclinical studies	No	Yes	Yes
2	**(U-2)** Drug research	No	Yes	Yes
3	**(U-3)** Literary research	No	Yes	Yes
4	**(U-4)** Development of tools	Yes	No	Yes
5	**(U-5)** Assessment Tools	No	Yes	Yes
(M-6)Research Communication Marks: (10)				
1	**(U-1)** Research protocol writing	No	Yes	Yes
2	**(U-2)** Dissertation contents and structure	No	Yes	No

1419

3	**(U-3)** Types and structure of journal articles	No	Yes	Yes
4	**(U-4)** Systematic review and meta-analysis	No	No	No
5	**(U-5)** Publication guidelines	No	Yes	No
6	**(U-6)** Referencing	No	Yes	No
7	**(U-7)** Scientometrics	No	Yes	No
8	**(U-8)** Publication Ethics	No	Yes	Yes

1420

6 G : Blue Print for Summative assessment (University Examination)

Question No	Type of Question	Question Paper Format
Q1	**Application based Questions** **1 Question** **20 marks** **All compulsory**	M1.U4, . M1.U5 M3.U2, . M3.U3, . M3.U4 M4.U2 M5.U4
Q2	**Short answer Questions** **Eight Questions** **5 Marks Each** **All compulsory**	1. M1.U1 **Or** . M1.U2 **Or** . M1.U3 2. M1.U4 **Or** . M1.U5 **Or** . M2.U1 3. M2.U2 **Or** . M3.U2 **Or** . M3.U4 4. M4.U1 **Or** . M4.U2 **Or** . M5.U1 5. M5.U2 **Or** . M5.U3 **Or** . M5.U5 6. M6.U1 **Or** . M6.U2 **Or** . M6.U3 7. M6.U5 **Or** . M6.U6 8. M6.U7 **Or** . M6.U8
Q3	**Analytical Based Structured Long answer Questions** **Four Questions** **10 marks each** **All compulsory**	1. M1.U2 **Or** . M1.U3 **Or** . M1.U5 **Or** . M2.U1 2. M2.U2 **Or** . M3.U3 **Or** . M4.U2 **Or** . M5.U1 3. M5.U2 **Or** . M5.U3 **Or** . M5.U4 **Or** . M5.U5 4. M6.U1 **Or** . M6.U3 **Or** . M6.U8

1421

Reference Books/ Resources

S.No	References
1	https://scientific-publishing.webshop.elsevier.com/research-process/levels-of-evidence-in-research/
2	GRADE Methods in traditional medicine Jian-Ping Liu? Integr Med Res. 2022 Jun; 11(2): 100836. doi: 10.1016/j.imr.2022.100836
3	Evidence-based traditional medicine for transforming global health and well-being Bhushan Patwardhan? J Ayurveda Integr Med. 2023 Jul-Aug; 14(4): 100790. doi: 10.1016/j.jaim.2023.100790
4	Selected sections from classical texts of Ayurveda medicine
5	https://ayushportal.nic.in/
6	Health Research Fundamentals: A Companion to NIeCer 101 Course (First Edition) by P Manickam and Tarun Bhatnagar, ICMR – NIE publication, ISBN-13 979-8889359418
7	The Craft of Research, Wayne C. Booth, University of Chicago Press, ISBN-13 978-0226239736
8	Research Question, Objectives & Hypotheses KSUMSC, https://ksumsc.com › 03 - Objectives _ Hypotheses
9	A Public Documentary on the History of Research Ethics https://www.youtube.com/watch?v=9zfrpFwIwug
10	Exploitation and ethics in clinical trials https://www.youtube.com/watch?v=HOBlWaH-Owo
11	Ethics in qualitative research https://www.youtube.com/watch?v=CAquVX1bF7U
12	Franco NH. Animal Experiments in Biomedical Research: A Historical Perspective. Animals (Basel). 2013 Mar 19;3(1):238-73. doi: 10.3390/ani3010238. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4495509/
13	Kiani AK, Pheby D, Henehan G, Brown R, Sieving P, Sykora P, et.al. International Bioethics Study Group. Ethical considerations regarding animal experimentation. J Prev Med Hyg. 2022 Oct 17;63(2 Suppl 3):E255-E266. doi: 10.15167/2421-4248/jpmh2022.63.2S3.2768..https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9710398/
14	ICMR National ethical guidelines for biomedical and health research involving human participants 2017. https://ethics.ncdirindia.org/asset/pdf/ICMR_National_Ethical_Guidelines.pdf
15	ICH-GCP guidelines. https://database.ich.org/sites/default/files/ICH_E6%28R3%29_DraftGuideline_2023_0519.pdf
16	Jung SY, Kang JW, Kim TH. Monitoring in clinical trials of complementary and alternative medicine. Integr Med Res. 2021 Jun;10(2):100666. doi: 10.1016/j.imr.2020.100666. Epub 2020 Sep 23. PMID: 32989415; PMCID: PMC7510525
17	Mock Research Ethics Board: Engaging students in REBs through active learning. https://www.youtube.com/watch?v=xjg4mGfC2qA
18	M Ajanal, S Nayak, Buduru S Prasad, A Kadam, Adverse drug reaction and concepts of drug safety in Ayurveda: An overview. Journal of Young Pharmacists. 2013;5(4): 116-120. https://doi.org/10.1016/j.jyp.2013.10.001.
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1422

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1424

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60	Explain the structure of different types of journal articleshttps://www.springer.com/gp/authors-editors/authorandreviewertutorials/writing-a-journal-manuscript/types-of-journal-articles/10285504https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8167915/ https://www.researchgate.net/publication/349198216_How_many_types_of_research_articles https://youtu.be/xSmBT7_UUEk?si=B-sMEWPbSlbAaY8Zhttps://www.springer.com/gp/authors-editors/journal-author
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64	Guidelineshttps://www.equator-network.org/
65	CONSORT GUIDELINEhttps://www.equator-network.org/reporting-guidelines/consort/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6398298/
66	STROBE Guidelinehttps://www.equator-network.org/reporting-guidelines/strobe/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6398292/
67	PRISMA Guidelinehttps://www.equator-network.org/reporting-guidelines/prisma/ https://search.app/Y6P4HK2k6jpjxwbv7https://pubmed.ncbi.nlm.nih.gov/36233208/ https://youtu.be/HKToL6M7tbE?si=CulIac3FZl7DV1ln
68	ARRIVE Guidelineshttps://www.equator-network.org/reporting-guidelines/improving-bioscience-research-reporting-the-arrive-guidelines-for-reporting-animal-research/https://pubmed.ncbi.nlm.nih.gov/32663219/ https://youtu.be/CIP0Tz7MEPc?si=ilmXfrrE2CQ506Wc
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1425

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74	How To Use Microsoft wordhttps://youtu.be/N2yWk0Dlpt4?si=9NIsbHiBLR6vwptw
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Abbreviations

Domain	
CK	Cognitive/Knowledge
CC	Cognitive/Comprehension
CAP	Cognitive/Application
CAN	Cognitive/Analysis
CS	Cognitive/Synthesis
CE	Cognitive/Evaluation
PSY-SET	Psychomotor/Set
PSY-GUD	Psychomotor/Guided response
PSY-MEC	Psychomotor/Mechanism
PSY-ADT	Psychomotor Adaptation
PSY-ORG	Psychomotor/Origination
AFT-REC	Affective/ Receiving
AFT-RES	Affective/Responding
AFT-VAL	Affective/Valuing
AFT-SET	Affective/Organization
AFT-CHR	Affective/ characterization
T L Method	
L	Lecture
L&PPT	Lecture with PowerPoint presentation
L&GD	Lecture & Group Discussion
L_VC	Lecture with Video clips
REC	Recitation
SY	Symposium
TUT	Tutorial
DIS	Discussions
BS	Brainstorming
IBL	Inquiry-Based Learning
PBL	Problem-Based Learning

CBL	Case-Based Learning
PrBL	Project-Based Learning
TBL	Team-Based Learning
TPW	Team Project Work
FC	Flipped Classroom
BL	Blended Learning
EDU	Edutainment
ML	Mobile Learning
ECE	Early Clinical Exposure
SIM	Simulation
RP	Role Plays
SDL	Self-directed learning
PSM	Problem-Solving Method
KL	Kinaesthetic Learning
W	Workshops
GBL	Game-Based Learning
LS	Library Session
PL	Peer Learning
RLE	Real-Life Experience
PER	Presentations
D-M	Demonstration on Model
PT	Practical
X-Ray	X-ray Identification
CD	Case Diagnosis
LRI	Lab Report Interpretation
DA	Drug Analysis
D	Demonstration
D-BED	Demonstration Bedside
DL	Demonstration Lab

DG	Demonstration Garden
FV	Field Visit
JC	Journal Club
Mnt	Mentoring
PAL	Peer Assisted Learning
C_L	Co Learning
DSN	Dissection
PSN	Prosection

NAME OF THE INSTITUTE

POSTGRADUATE EDUCATION – SEMESTER-I (2024 BATCH)

DYNAMIC TIMETABLE & TEACHING TRAINING SCHEDULE

DATE' & DAY	TIME	DURATION (Hours)	TOPIC CODE (As per Curriculum)	TOPIC TITLE/ACTIVITY	RESOURCE PERSON/ RESPONSIBLE PERSON	VENUE
RESEARCH METHODOLOGY – MODULE-1: RESEARCH BASICS						
2.12.2024 (Monday)	9 am – 1 pm	4	-	Departmental Postings	HOD	As per HOD.
	1 pm – 2 pm	1	-	Lunch Break	-	-
	2 pm – 3 pm	1	L1	Describe Research Process & Importance of Evidence Based Medicine	XXX	1st PG Class
	3 pm to 5 pm	2	PT1.1	Elaborate the current status of Ayurveda Medicine Research	XXX	As per teacher
3.12.2024 (Tuesday)	9 am – 11 am	2	-	Departmental Postings	HOD	As per HOD.
	11 am – 1 pm	2	EL1.1	Identify the level of evidence in Ayurveda Research	XXX	as assigned by teacher
	1 pm – 2 pm	1	-	Lunch Break	-	-
	2 pm – 3 pm	1	L2	Appreciate Research Concepts in Ayurveda Medicine System	XXX	1st PG Class
	3 pm – 5 pm	2	PT1.2	Demonstrate Different Research Concepts in Ayurveda Medicine System with examples	XXX	As per teacher

DATE & DAY	TIME	DURATION (Hours)	TOPIC CODE (As per Curriculum)	TOPIC TITLE/ACTIVITY	RESOURCE PERSON/ RESPONSIBLE PERSON	VENUE
4.12.2024 (Wednesday)	9 am – 11 am	2	-	Departmental Postings	HOD	As per HOD.
	11 am – 1 pm	2	EL1.2	List out the challenges and probable solutions in Ayurveda medicine research	XXX	As per teacher
	1 pm – 2 pm	1	-	Lunch Break	-	-
	2 pm – 3 pm	1	L3	Describe the systematic approach of literature search using biomedical databases, search engines and software	XXX	1st PG class
	3 pm – 5 pm	2	-	Inter-departmental Activity	PG DEAN	Auditorium
5.12.2024 (Thursday)	9 am – 11 am	2	-	Departmental Postings	HOD	As per HOD.
	11 am – 1 pm	2	PT1.3	Demonstrate literature search in medical databases	XXX	As per teacher
	1 pm – 2 pm	1	-	Lunch Breal	-	-
	2 pm – 5 pm	3	EL1.3	Conduct a literature search for a given scenario	XXX	As per teacher
6.12.2024 (Friday)	9 am – 11 am	2	-	Departmental postings	HOD	As per HOD.
	11 am 12 noon	1	L4	Describe the methods for identifying the research problem	XXX	1st PG class
	12 noon – 2 pm	2	PT1.4	Enlist different ways of identifying the research problem	XXX	As per teacher
	2 pm – 3 pm	1	-	Lunch Break	-	-
	3 pm – 5 pm	2	-	Departmental Colloquium	HOD	As per HOD

DATE & DAY	TIME	DURATION (Hours)	TOPIC CODE (As per Curriculum)	TOPIC TITLE/ACTIVITY	RESOURCE PERSON/ RESPONSIBLE PERSON	VENUE
7.12.2024 (Saturday)	9 am – 10 am	2	-	Departmental postings	HOD	As per HOD.
	10 am – 1 pm	3	EL1.4	Identify the research problem	XXX	As per teacher
	1 pm – 2 pm	1	-	Lunch Break	-	-
	2 pm – 3 pm	1	L5	Define and explain characteristics of good research question, hypothesis – types and formulation, framing objectives	XXX	1st PG class
	3 pm – 5 pm	2	PT1.5	Demonstrate the qualities of good research questions (PICO/T & FINER approach) Demonstrate the importance of framing appropriate hypothesis and pertinent objectives	XXX	As per teacher
9.12.2024 (Monday)	9 am – 10 am	-	-	Departmental postings	HOD	As per HOD.
	10 am – 2 pm	3	EL1.5	Frame Research Questions, hypothesis and study objectives	XXX	As per teacher
	2 pm – 3 pm	1	-	Lunch Break	-	-
	3 pm – 5 pm	2	**RM-MA-1**	**Modular Assessment**	HOD	As per HOD

1433

DATE & DAY	TIME	DURATION (Hours)	TOPIC CODE (As per Curriculum)	TOPIC TITLE/ACTIVITY	RESOURCE PERSON/ RESPONSIBLE PERSON	VENUE
BIOSTATISTICS – MODULE-1: FUNDMENTALS OF STATISTICS						
10.12.2024 (Tuesday)	9 am – 12 noon	3	-	Departmental Postings	HOD	As per HOD.
	12 noon – 1 pm	1	L1	Define statistics and describe the concepts of biostatistics. Use and misuse of statistics.	XXX	1st PG class
	1 pm – 2 pm	1	-	Lunch Break	-	-
	2 pm – 3 pm	1	L2	Explain the data, variables and their types	XXX	1st PG Calss`
	3 pm – 5 pm	2	PT1.1	Appraise to enter, clean, group and code for given data sets in excel and other statistical software	XXX	As per teacher
11.12.2024 (Wednesday)	9 am – 11 am	2	-	Departmental postings	HOD	As per HOD.
	11 am – 12 noon	1	L3	Explain different methods of presentation of data	XXX	1st PG class
	12 noon – 2 pm	2	PT1.2	Construct the tables (tabulate) with one or more factors of classification manually/ statistical tool/software (frequency distributions)	XXX	As per teacher
	2 pm – 3 pm	1	-	Lunch Break	-	-
	3 pm to 5 pm	2	-	Inter-departmental activity	PG Dean	Auditorium

1434

DATE & DAY	TIME	DURATION (Hours)	TOPIC CODE (As per Curriculum)	TOPIC TITLE/ACTIVITY	RESOURCE PERSON/ RESPONSIBLE PERSON	VENUE
12.12.2024 (Thursday)	9 am – 11 am	2	-	Departmental postings	HOD	As per dept.
	11 am – 2 pm	3	EL1.1	Collect, enter, clean and manually tabulate data collected/statistical tool/ software	XXX	As per teacher
	2 pm – 3 pm	1	-	Lunch Break	-	-
	3 pm – 5 pm	2	PT1.3	Represent the quantitative and qualitative data diagrammatically and graphically (cumulative frequency distributions and their graphical representations, histogram, frequency polygon, frequency curve, ogives, population pyramid and box plot)	XXX	As per teacher
13.12.2024 (Friday)	9 am – 11 am	2	-	Departmental postings	HOD	As per HOD.
	11 am – 2 pm	3	EL1.2	Data collection, enter, cleaning, tabulation and graphically/ diagrammatically present the data collected manually/ statistical tool/ software.	XXX	As per teacher
	2 pm – 3 pm	1	-	Lunch break	-	-
	3 pm – 5 pm	2	-	Departmental Colloquium	HOD	As per HOD.
14.12.2024 (Saturday)	9 am – 11 am	2	-	Departmental postings	HOD	As per HOD.
	11 am – 12 noon	1	L4	Explain the measures of central tendency mean (arithmetic, geometric, harmonic), median, mode and proportion.	XXX	1st PG class
	12 noon – 2 pm	2	PT1.4	Calculate and demonstrate measures of central tendency using different sets of data (5 each)	XXX	As per teacher
	2 pm – 3 pm	1	-	Lunch break	-	-
	3 pm – 5 pm	2	EL1.3	Collect, enter, clean and compute measures of central tendency/ statistical tool/ software	XXX	As per teacher

1435

DATE & DAY	TIME	DURATION (Hours)	TOPIC CODE (As per Curriculum)	TOPIC TITLE/ACTIVITY	RESOURCE PERSON/ RESPONSIBLE PERSON	VENUE
16.12.2024 (Monday)	9 am – 11 am	2	-	Departmental postings	HOD	As per HOD.
	11 am – 12 noon	1	L5	Explain the measures of dispersion – range, quartile deviation, mean deviation and standard deviation and co- efficient of variation.	XXX	1st PG class
	12 noon – 2 pm	2	PT1.5	Calculate and demonstrate measures of dispersion using different sets of data	XXX	As per teacher
	2 pm – 3 pm	1	-	Lunch break	-	-
	3 pm – 5 pm	2	EL1.4	Collect, enter, clean data with computing measures of dispersion with manually/statistical tool/software	XXX	As per teacher
17.12.2024 (Tuesday)	9 am – 11 am	2	-	Departmental postings	HOD	As per HOD.
	11 am – 2 pm	3	EL1.5	Collect, enter, clean, present and compute descriptive data analysis for one quantitative and qualitative variable manually / statistical tool/ software	XXX	As per teacher
	2 pm – 3 pm	1	-	Lunch break	-	-
	3 pm – 5 pm	2	**BS-MA-1**	**Modular Assessment**	HOD	As per HOD

1436

ANNEXURE-69

BPS Mahila Vishwavidyalaya, Khanpur kalan, Sonipat
MSM Institute of Ayurveda

ORDINANCE FOR
AYURVEDA VACHASPATI
i.e. M.D. (AYURVEDA)
ORDNINANCE NO. BPSMV/MSM/P.G (/...../)

(Adapted from Govt. of India Gazette Notification No.4-9072016- P.G. Regulation, datedNov 2016 - Indian Medicine Central Council (Post Graduate Ayurveda Education Regulations, 2016)

(Ordinance shall come into force with effect from .....onwards.)

1. Short title, Commencement and Definitions:

1.1. Short title and commencement: This ordinance is based on NCISM (National Commission for Indian System of Medicine) for minimum standards and procedure for award of PG Degree regulations. No. 4-90/2016-P.G. Regulation dated 7.11.2016 The ordinance shall be applicable from academic session 2024-25.

1. 2. Definitions:

1.2.1. Programme stands for Ayurveda Vachaspati, Kyachikitsa, i.e. M.D(Ayurveda)-Kayachikitsa. Nearest terminology of modern subject: Doctor of Medicine.

1.2.2. Programme stands for Ayurveda Vachaspati, Dravyaguna, i.e. M.D(Ayurveda)-Dravyaguna. Nearest terminology of modern subject: Doctor of Indian Materia Medica & Pharmacology.

Sr.no	Name of Speciality	Nomenclature of Degree	Nomenclature of Department	Nearest Terminology of Modern Subject
1	Kayachikitsa	Ayurveda Vachaspati (MD-Ayurveda) Kayachikitsa	Kayachikitsa	Internal Medicine
2	Dravyaguna	Ayurveda Vachaspati. (MD-Ayurveda) Dravyaguna	Dravyaguna	Indian Materia Medica & Pharmacology.

1.2.3. BPSMV stands for Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

1.2.4. NCISM stands for National Commission for Indian System of Medicine.

1.2.5. MSMIOA stands for Madu Singh Memorial Institute of Ayurveda.

1.2.6.Course Work (CW) means courses of study prescribed by the University/Department/Institution to be undertaken by a student registered for the P. G Degree.

1.2.7. Plagiarism means the practice of taking someone else's work or idea and passing them as one's own.

1.2.8 **Eligibility Criteria for Admission-**

A citizen of India possessing the degree of Ayurvedacharya (Bachelor of Ayurveda Medicine and Surgery) after completion of compulsory rotatory internship from a recognised University or Board or Medical Institution specified in the Second Schedule to the Indian Medicine Central Council Act 1970 and enrolled in Central or State register of Indian System of Medicine shall be eligible for admission in the post graduate degree courses.

1.2.9 Only female candidates are eligible for admission in MD ayurveda , M.S.M Institute of

Principal
M.S.M. Institute of Ayurveda
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Distt. Sonepat (Hr.)

1438

2. **Procedure of Admission:**

2.1. A person possessing the degree in Ayurveda of a University or Board or medical institution specified in the Second Schedule to the Act Shall be eligible for admission in the post-graduate degree course.

2.2. The admission shall be made on the basis of merit list of AIAPGET (All India Ayurveda Post Graduate Entrance Test) and centralized/state counselling as per the case may be or as per the directions of the statutory body revised from time to time.

2.3. Reservation for all categories shall be applicable as per State Government /Central Government Policy. Final number and distribution of seats in each categories shall be filled by SKAU, Kurukshetra.

2.4. Out of total seats, 25% seats will be reserved for the candidates passing or qualifying BAMS from M.S.M Institute of Ayurveda.

3. Period of Study and Attendance:

3.1. The student shall have to undergo a study for a period of three years after the admission.

3.2. The student shall have to attend at least seventy five percent of total lectures, Practicals and Clinical tutorials or classes to become eligible for appearing in the examination.

3.3. The students shall have to attend the hospital and other duties as may be assigned to them during the course of study.

3.4. The students shall have to do Resident duties in their respective departments like Pharmacy, Hospital, Herbal Garden, and Laboratory during entire period.

3 .5. The students shall have to attend special lectures, demonstrations, seminars, study tours and such other activities as may be arranged by the teaching departments.

3. 6. The maximum duration for completion of the course shall not exceed beyond the period of six years from the date of admission to the course. Stipend in lien of the training period will only be payable for the regular duration i.e. 36 months only.

3.7. Web based centralized biometric attendance system shall be required for the attendance of post-graduate students and manual attendance at department level in which student is pursuing the post-graduate course.

3.8. If the PG scholar get selected for a permanent appointment in any government body during the tenure of course he/she may join the service and may continue the study after getting due

Principal
M.S.M. Institute of Ayurveda
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Gohana (Hry.)

1667

permission from the employer within 3 months from joining of the service. If the scholar fail to resume his or her study after three months of joining, his/her admission will be deemed cancelled and he/she will be liable to refund thw whole amount of stipend/ emoluments paid to him/her since his/her joining of the course along with bond amount. However, the Vice Chancellor may extend this period if deem fit. In case of rejoining the study the scholar must fulfil the criteria of 75% attendance in each year and thesis completion before appearing for the final examination. If the candidate fails to fulfill these criteria he/she will not be eligible to appear for the final examination.

3.9. The students undergoing M.D./M.S. (Ayurveda) courses are not permitted to undertake any paid or unpaid appointments/work/service or engage himself/herself in self-employment. The candidate is directed to obtain N.O.C from the university while submitting an application for any new job/appointments. The defaulters are liable for disciplinary action such as recovery of stipend and termination of admission.

4. Teaching Methodology:

4.1. Intensive training shall be provided in classical knowledge along with comparative and critical study in the respective specialty.

4.2. The emphasis shall be given on intensive applied and hand on training.

4.3. The students shall have to acquire the knowledge about the methods and techniques of research in the respective fields making use of Information Technology.

4.4. The students shall have to undertake training in teaching methodology and research methods and shall have to participate in the teaching and training programs of Under-Graduate students or interns in the respective subjects during the course of studies.

4.5. In the first year of the course, the students have to acquire knowledge in the subject of Research Methodology and Bio Statistics applied aspects of the fundamentals of Ayurveda.

4.6. In the clinical training, the student shall have to acquire knowledge of independent work as a specialist.

4.7. The M.D./M.S. (Ayurveda) students will have to work as residents. They will have to complete all the clinical records pertaining to the patients. They will have to assist the concerned physician/teacher in conductind hospital rounds and OPD. They will have to attend hospital emergency and night duties. All the students will have to attend hospital duties on Sunday and Holiday also. They shall be required to take prior permision and approval for station leave from Chairman/HOD.

-168-

Principal
M.S.M. Institute of Ayurveda
B.P.S. Maharishi Vishwavidyalaya
Khanpur Kalan, Distt. Sonepat (Hr.)

4.8. The students shall have to undergo training in the department concerned and shall maintain month-wise record (log book) of the work done during course of study in the speciality opted by him/her as under.

a) study of literature related to speciality.
b) Regular clinical training in the hospital in respective department.
c) Details of surgical operations and other different procedures assisted or done independently by M.D./M.S. (Ayurveda) candidates.
d) Practical training of research work carried out in the department, for student of pre-clinical and para-clinical subject.
e) Active participation in various seminars, symposia and discussions.
f) Progress of the work done on the topic of dissertation.

The record (log) books shall be checked and assesed periodically by the faculty members imparting the training.

5. Medium of Instructions: Hindi, Sanskrit or English.

6. Research advisory committee (RAC):

Research advisory committee comprising the following shall be constituted for each PG Scholar to guide her in pursuing the research smoothly and effectively:

- Research supervisor of the candidate Convener
- One faculty member from the concerned department preferably in related research area Member
- One faculty member from related / allied department / institute, preferably from same faculty Member

RAC shall have the following responsibilities:

6.1 To review the research proposal and finalise the topic of research.

6.2 To guide the research scholar in developing the research design and methodology of research and identify the course he may have to do.

6.3 To periodically [illegible] ide the research scholar.

7. Constitution of Department Research Committee (DRC):

Department Research Committee shall consist of the following:

Principal
M.S.M. Institute of Ayurveda
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Distt. Sonepat (Hr.)

7.1 Chairperson of the concerned department Chairperson

7.2 All professors and associate professors of the concerned departments

7.3 One assistant professor by rotation for two years from those eligible for appointment as research supervisor

7.4 Dean of the concerned faculty

7.5 The research supervisor (in case he/she is not a member of DRC) shall be invited to the DRC's meeting as a special invitee for his/her candidate(s).

7.6 Two/fifths of the total members with at least one out of two outside experts shall constitute a quorum for the Departmental Research Committee.

7.7 Chairperson of the concerned Department, on behalf of the Department Staff Committee (DSC), shall place the application(s) for registration along with the recommendations of the DSC before the Departmental Research Committee (DRC). DRC shall invite the candidate(s) to defend their synop sis.

7.8 The DRC shall assign research supervisor to each admitted candidate. For subject of interdisciplinary/inter speciality nature, the DRC may recommend the appointment of a Joint Supervisor from other Universities/UTDs/institutes of BPSMV/Research Laboratories of recognized Indian or foreign Universities and R&D institutions.

7.9 All professors and associate professors serving in the concerned department will be eligible for appointment as research supervisor. Assistant professors with minimum five years of teaching experience shall also be eligible for appointment as research supervisor.

7.10 The ratio of guide student will be maintained as 1:3 per year in case of Professor and 1:2 per year in case of Reader or Associate Professor. The teacher student ratio shall be 1:1 in case of Lecturer or Assistant Professor having minimum of five years teaching experience.

7.11 The DRC may either reject the synopsis or may suggest suitable changes in it for reasons to be recorded. In the latter case, the candidate shall be given 02 months to resubmit the synopsis to the Department.

Principal
M.S.M. Institute of Ayurveda,
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Khanpur Kalan, Dist. Sonipat (Hr.)

1442

Level 3: Similarities above 60% - registration to Ph.D. programme shall be cancelled.

10.7 Regarding Self-Plagiarism or cases where published work of the student is shown as similarity in the check, a certificate (Plagiarism Self Exclusion Certificate) has to be issued by the Supervisor specifying and attaching the articles that have been published by the student from thesis work. Only these articles should be excluded from the check. No other article of the Supervisor or the student should be excluded from the check.

10.8 The final Plagiarism check from the library is essential so that the correct report is submitted at the time of thesis submission.

10.9 The Central Library will issue the Plagiarism Verification Certificate duly countersigned by the University librarian/Professor In-charge that the similarity index is acceptable as per UGC guidelines applicable from time to time and adopted by the University. The original certificate has to be included in the thesis.

11. Evaluation of dissertation:

11.1 The dissertation shall be assessed by two external examiners and two internal examiners appointed by the University.

11.2 The dissertation shall be accepted only after the approval of examiners appointed under sub-regulation (14.2) and in case of disapproval by one external examiner, the dissertation shall be referred to third external examiner approved by the University concerned.

11.3. If the dissertation is not accepted by two external examiners, the same shall be returned to the student with the remarks of the examiners and the student shall resubmit the dissertation after making necessary improvement in the light of examiners' report to the University within a further period of six months.

11.4. The student shall be permitted to appear in the final examination of post-graduate degree course only after approval of the dissertation by the examiners.

12. Examination and Assessment-

12.1. The post-graduate degree course shall have two examinations in the following manner, namely:-

12.1.1. The preliminary examination shall be conducted at the end of one academic year after admission;

PG Ordinance, M.S.M Institute of Ayurveda, BPSMV

Principal
M.S.M. Institute of Ayurveda
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Distt. Sonepat (Hr.)

1677

1443

12.1.2. The final examination shall be conducted on completion of three academic years after the admission to postgraduate course;

12.1.3. Examination shall ordinarily be held in the month of June or July and November or December every year or as decided by the University.

12.1.3. Examination shall ordinarily be held in the month of June or July and November or December every year or as decided by the University.

12.1.4. The examination shall be held in written, practical or clinical & oral examination.

12.2. Eligibility to appear in the examinations-

- A student who possesses the qualification laid down in Clause-6 and produces the following certificates signed by the Chairman/Head of Department concered and countersigned by the Head of the College/ Institution recognized by the University for M.D./M.S. (Ayurveda) Course where he/she received the training shall be eligible to appear in the examination.

In case of MD/MS (Ayurveda) preliminary examination-

- Of good character
- Of fulfillment of the condition of attendance
- Certification of Log-Book maintenance by the HOD.
- Of assessment of the work done by the student in first year

In case of MD/MS (Ayurveda) Final examination-

- Of good character
- Of fulfillment of the condition of attendance
- Certification of Log-Book maintenance by the HOD.
- Of assessment of the work done by the student in second & third year.
- Of having completed training for a period of not less than 36 months in a Department/ College/Institute.
- Of submission of thesis four months before the final examinations.

12.3. For being declared successful in the examination, student shall have to pass all the subjects separately in preliminary examination;

12.4. A candidate shall be declared successful in MD/MS (Ayurveda) final examination only when the thesis has been accepted and student has required to obtain minimum fifty per cent. Marks in practical and theory subjects separately to be announced as pass;

12.5. If a student fails in preliminary examination, he shall have to pass before appearing in the final examination;

Principal
M.S.M. Institute of Ayurveda
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Distt. Sonepat (Hr.)

1444

12.6. If the student fails in theory or practical in the final examination, he can appear in subsequent examination without requiring to submit a fresh dissertation;

12.7. The subsequent examination for failed candidates shall be conducted at every six months interval;

12.8. The post-graduate degree shall be conferred after the dissertation is accepted and the student passes the final examination with minimum 50% marks in theory as well as clini cal/Practical & oral examinations separately. There shall be no grace marks.

12.9. The examination shall be aimed to test the clinical acumen, ability and working knowledge of the student in the practical aspect of the speciality and his fitness to work independently as a specialist.

12.10. The clinical examination shall be judge the competence of the student in Ayurveda and scientific literature of the speciality.

12.11. The viva-voce part of the practical examination shall involve extensive dis cussion on any aspect of subject or speciality.

12.12. Provision of three attempts has to be availed by the student within two years from the date of her admission to MD/MS Ayurveda Course.

13. Subjects of examination:

13.1. The preliminary examination at the end of one academic year after admission shall be conducted in the following subjects, namely:-

13.1.1. Paper I - Paper A - Research Methodology

Paper B – Bio or Medical Statitics

13.1.2. Paper II – Paper 'A – Applied aspects regarding concerned subjects.

Paper B - Concerned subject

13.1.3. Theory-

- The Preliminary Examination shall be conducted at the end of one academic year after admission, in the following subjects, namely-

Paper 1- Research Methodology and Medical Statistics

Paper 2- Applied aspects regarding concerned subjects as fundamentals of su bject concerned of Ayurveda with an emphasis on applied aspects along with relevant studies of b asic sciences of modern medicine.

Practical

Principal
B.P.S. Institute of Ayurveda
B.P.S. Mahila Ayurvedvidyalaya
Khanpur Kalan, Gan-Sonepat (HR.)

1679

1445

➢ The Practical Examination of each subject shall be conducted by a team of two examiners out of which one examiner shall be external from any other University and one internal examiner from the department concerned. The internal examiner will be appointed from among the teachers on basis of seniority by rotation by the chairman/Head of the Department concerned. The roster of internal examination shall be maintained.

13.2. The student shall have to undergo training in the department concerned and shall maintain month-wise record of the work done during the last two years of study in the speciality opted by him/her as under:-

13.2.1. Study of literature related to specialty;

13.2.2. Regular clinical training in the hospital for student of clinical subject;

13.2.3. Practical training of research work carried out in the department, for student of pre-clinical and para-clinical subject;

13.2.4. Participation in various seminars, symposia and discussions; and

13.2.5. Progress of the work done on the topic of dissertation.

13.3. The assessment of the work done by the students of first year post-graduate course during the first year as specified shall be done before the preliminary examination.

13.4. The final examination will include dissertation, written papers and clinical or practical and oral examination.

13.5. There shall be four theory papers in each specialty and one practical or clinical and viva-voce examination in the concerned specialty or group of sub-specialties selected by the student for the special study.

13.6. The student shall publish or get accepted minimum one research paper on his/her research work in one journal and one paper presentation in regional level seminar.

14. Mode of examination and appointment of examiner(s)-

14.1 Assessment-

MD/M.S. (Ayurveda) First year

(i) The Assessment of the work done during first year of students shall be carried out by all the teachers concerned collectively in the chairmanship of the chairmanship/HOD before the commencement of preliminary examination.

(ii) The assessment of the first year students shall be carried out on the basis of applicable items specified in clause –(12) of 12.

1680 M.S.M. Institute of Ayurveda U.P.S.M. Khanpur

1446

(iii) The assessment shall be marked 'Satisfactory ' and 'Non satisfactory ".

(iv) Chairman / HOD shall send the assessment report of all the students to the Controller of Examination through Head of Institution before commencement Of the preliminary examination.

MD/MS (Ayurveda) Final Year

(i) The assessment of the work done during the second and third year of the final year student shall be carried out by all the teachers concerned collectively in the Chairmanship of the Chairman/HOD before the commencement of the final examination.

(ii) The assessment of the final year students shall be carried out on the basis of its specified in clause –(12) of 12 .

(iii) The assessment shall me marked as Satisfactory and Non satisfactory.

(iv) Chairman/HOD shall be sent the assessment report of all the students to the Controller of Examination before the commencement of the final examination.

14.2 Evaluation of Theory Papers –

(i) M.D./M.S. (Ayurveda) Preliminary Examination- There shall be two section (Part -A &Part -B) of each paper .Two separate answer sheets will be provided to the candidate. The answer books of each subject shall be evaluated by two examiner ,out which one examiner shall be external from any other university and other examiner shall be internal examiner of the examination from concerned department. Part –'A'will be evaluated by internal examiner and Part –'B' by the external examiner. The answer book of Part –"B" of Research Methodo5and Biostatistics i. e. Medical Statistics will be evaluated by eligible examiner of Statistics.

(ii) M.D./M.S. (Ayurveda) Final Examination – The answer book of final examination shall be evaluated by a team of four examiners,out of which two examiners shall be external from any other institution and two shall be the internal examiner.

(iii) Evaluation of paper – Paper -II by one External Examiner .

Paper -III by another External Examiner

Paper-I by the Guode /Supervisor concern

Paper -IV by the second External Examiner.

14.3 Appointment of Examiner (s) –

M.S.M. Institute of Ayurveda
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Distt. Sonepat

1681

1447

(i) The examiner shall posses atleat 5year PG teaching experience

(ii) The External Examiners shall not be appointed for a period of more than two years at a time and may be re – appointed after interval of one year .

15. **Facilities for post-graduate students.** The stipend and contingency shall be provided at the rates decided by the Central Government for institutes of its control or respective State Government for institutes of its control or University, as the case may be.

16. **Payment of Stipend and Contingency for the Students of P.G. Course**

a) The students admitted on stipendary seats will be paid monthly stipend as approved by the Executive Council of the University.

b) The stipend will be paid for a period not exceeding three years (36 months) subject to his/her maintaining satisfactory attendance, research progress, conduct and hospital work.

c) No M.D./M.S. (Ayurveda) student shall accept any paid or unpaid assignment in Government or in private firm or body during the period of his/her study.

d) The students giving up studies in the middle of the session shall be required to refund the whole amount of stipend paid to him/her since joining the course along with the bond amount of Rs. 7,50,000 (Annexure-2). In the event of the death of a student during the study, no recovery of the stipend paid to him/her and the bond value shall be made.

e) The contingency shall be provided as per the rates decided by the University from time to time.

17. **Discipline-**

- The student shall submit himself/herself to the disciplinary jurisdiction of the University which may be vested with the authority to exercise discipline under the rules.
- The Head of institute can remove the name of the student from the rolls in case his/her work and conduct is reported to be not satisfactory by the supervisor/chairman/Head of the Department/Institution. An undertaking to this effect shall be obtained from the student at time of admission.

18. **Teacher- student ratio.-**

18.1. The teacher-student ratio shall be such that the number of post-graduate teachers to the number of post-graduate students admitted per year is maintained as 1:3 in case of Professor and 1:2 in case of Reader or Associate Professor.

Principal
M.S.M. Institute of Ayurveda
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Distt. Sonepat

1448

18.2. The teacher student ratio shall be 1:1 in case of Lecturer or Assistant Professor having minimum of five years teaching experience.

18.3. The maximum number of students in post-graduate course - The maximum number of students per year per specialty shall not exceed six.

19. Award of Degree- Candidates who have completed course and have been declared successful in the final examination shall be awarded the degree of Ayurveda Vachaspati (Doctor of Medicine- Ayurveda) or Ayurveda Dhanwantri (Master of Surgery- Ayurveda)subject concerned on payment of prescribed fee either in presence or absentia at his/her option at the succeeding convocation of the University.

20. Fee:

20.1. The program fee shall be paid by the candidate as per the guidelines issued by the University from time to time.

NO. OF PG SEATS	KAYACHIKITSA PG
Stipend per student per month	Aprox.- 42000/- as per analogy of SKAU, Kurukhetra
Course fee per student	250000/- per annum (7.5 lakh for 3 years)
Research fund for clinical Trial (will be sanctioned by BPSMV)	50,000/- per student, one time in three years.

21. VACATION AND LEAVES-

(A) (a)There shall be two terms in each academic year.

(b)Total vacations of 16 days each will be allowed to the students during summer Seasons as decided by the Dean &Director/Principals of upgraded P.G. Centers of affiliated colleges. The students will be allowed to avail these vacations in two equal halves i.e. 8 days for first half of students and 8 days for second half of students in each vacation. No any kind of leave can be attached with vacation however Director has power to sanction such leave in extra ordinary circumstances.

(B) The students will be allowed casual leave (C.L.) up to 10 days each year. This leave can be joined with the holidays/Sundays and the students can enjoy such leave maximum up to 04 days at a time including holidays. In between holidays shall be considered as holidays. The casual leave cannot be joined with vacation and medical leave.

Principal
M.S.M. Institute of Ayurveda
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Distt. Sonepat (Haryana)
- 1483 -

(C)

The students will also be allowed 10 days medical leave in a year on submission of medical certificate of a registered medical practitioner. This leave can't carry forward to the next academic year.

(D)

180 days maternity leave will be allowed once during the period of study to female students. No any kind of leave can be attached with this leave however Director has power to sanction such leave in extra ordinary circumstances. No stipend will be paid for such kind of leave which is sanctioned in extra ordinary circumstances. Maternity leaves are admissible only to candidates with less than two surviving children subject to the condition that the students will have to complete the required period of training before being allowed to appear in the examination.

(E)

The leave remaining un-availed during a particular academic year would lapse at the end of the academic year, and will not be carried over to next year of the course.

(F)

During miscarriage / abortion (induced or otherwise) total leaves of 45 days are admissible during the entire course, leaves are admissible irrespective of number of surviving children. Application should be supported by a certificate from a Registered Medical Practitioner/ Authorized Medical Attendant subject to the condition that the students will have to complete the required period of training before being allowed to appear in the examination.

(G)

Duty/Special leave shall be granted to the students who are depted or allowed by the authority to take part in the sports, seminar etc. Such leave shall not exceed 15 days in a year. However, the leave could be extended maximum by 15 days in special case by the Vice-Chancellor only.

(H)

On absence of the student for more than 30 days without prior permission of the Chairman/ HOD concerned admission in M.D./M.S. (Ayu) will stand terminated automatically without any notice. The concerned, Head of the institution should issue a notice to the student(s), who remains absent from training without permission of competent authority (Chairman/HOD/Head of the Institution) for a period exceeding 7 days.

Principal
M.S.M. Institute of Ayurveda
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Dist. Sonipat (Hry.)

1450

(2) DRAVYA GUNA VIGYAN

S.No.	Paper	Subject	Marks		Total Marks
			Theory	Practical	
		First Year			
1.	Paper-I Preliminary	Research Methodology & Medical Statistics (Part 1&2)	100 (60+40)	100	200
2.	Paper2 DG	Dravya guna vigyan	100	100	200
		Final Year (Third year)			
3.	DG Paper 1	Naam rupa vigyan	100		100
4.	DG Paper 2	Guna karma vigyanana	100	-	100
5.	DG Paper 3	Prayog vigyan	100	-	100
6.	DG Paper 4	Nighantu vigyan	100		100
7.	DG	Dravya guna vigyan		100	100

Syllabus:

-167-

20.4.1. She has satisfied all the academic requirements as per the regulations;

20.4.2. She has paid all fees due from her;

20.4.3. There is no case of indiscipline pending against her.

20.4.4. Satisfied the minimum academic and residence requirements;

20.4.5. Satisfactorily completed the requirements for the short duration across-curricular course, industry internship and NCC/NSS as may be prescribed by the Academic Council;

20.4.6. A student who has completed the entire requirement listed above shall be eligible for award of degree. However, under extremely exceptional circumstances, where gross violation of the requirements is detected at any later stage, the Academic Council may recommend to withdraw the degree already awarded.

20.4.7. Absence of registered students from classes during a semester shall be discouraged. However, for bonafide reasons such as illness, maternity a student may be granted leave of absence as per provision of leave rules for students framed by the Academic Council.

20.5. All academic problems of the students other than those affecting the University rules and regulations framed from time to time may be looked into by a committee constituted by the Dean Academic Affairs.

20.6. A year-wise Academic Calendar shall be adopted by the Vishwavidyalaya with the exact dates for important academic events scheduled during the academic session being specified in the Calendar. In particular, the dates of the following events shall be specified: "Orientation of New Students; Registration; Late Registration; Commencement of Classes; Adding & Dropping of Courses; Last Date for Submission of Documents by New Students etc.

21. Migration:-

There will be no provision for migration.

22. The following shall be the titles of the papers in each subject:

KAYACHIKITSA			Marks		Total Marks
S.No.	Paper	Subject	Theory	Practical	
		First Year			

Principal
S.M. Institute of Ayurveda
Mahila Vishwavidyalaya
Kanigur Kalan, Distt. Sonipat

1452

DRAVYA GUNA VIGYAN			Marks		Total
S.No.	Paper	Subject	Theory	Practical	Marks
		First Year			
1.	Paper1 Preliminary	Research Methodology & Medical Statistics (Part 1&2)	100 (60+40)	100	200
2.	Paper2 DG	Dravya guna vigyan	100	100	200
		Final Year (Third year)			
3.	DG Paper 1	Naam rupa vigyan	100		100
4.	DG Paper 2	Guna karma vigyanana	100	-	100
5.	DG Paper 3	Prayog vigyan	100	-	100
6.	DG Paper 4	Nighantu vigyan	100		100
7.	DG	Dravya guna vigyan		100	100

Syllabus:

20.4.1. She has satisfied all the academic requirements as per the regulations;

20.4.2. She has paid all fees due from her;

20.4.3. There is no case of indiscipline pending against her.

20.4.4. Satisfied the minimum academic and residence requirements;

20.4.5. Satisfactorily completed the requirements for the short duration across-curricular course, industry internship and NCC/NSS as may be prescribed by the Academic Council;

20.4.6. A student who has completed the entire requirement listed above shall be eligible for award of degree. However, under extremely exceptional circumstances, where gross violation of the requirements is detected at any later stage, the Academic Council may recommend to withdraw the degree already awarded.

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20.5. All academic problems of the students other than those affecting the University rules and regulations framed from time to time may be looked into by a committee constituted by the Dean Academic Affairs.

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KAYACHIKITSA			Marks		Total Marks
S.No.	Paper	Subject	Theory	Practical	
		First Year			

Principal
S.M. Institute of Ayurveda
Mahila Vishwavidyalaya
Jhunjhunu Kalan, Distt. Sikar

1686

The following shall be the titles of the papers in each subject: SCHEME

(1) KAYACHIKITSA			Marks		Total Marks
S.No.	Paper	Subject	Theory	Practical	
		First Year			
1.	Paper 1 Preliminary	Research Methodology & Medical Statistics (Part 1&2)	100 (60+40)	100	200
2.	Paper 2	Kayachikitsa	100	100	200
		Final Year (Third year)			
3.	KC Paper 1	Fundamentals of Kayachikitsa	100		100
4.	KC Paper 2	Samanya Roga Chikitsa	100	-	100
5.	KC Paper 3	Vishishta Roga Chikitsa	100	-	100
6.	KC Paper 4	Advances in Kayachikitsa	100		100
7	KC	Kayachikitsa		100	100

1455

SYLLABUS FOR POST GRADUATE COURSE IN AYURVED AS PER CCIM, NEW DELHI

M.D.(AYURVEDA) PRELIMINARY - PAPER-I

RESEARCH METHODOLOGY AND MEDICAL STATISTICS

PART-A

RESEARCH METHODOLOGY

Introduction to Research

A. Definition of the term research
B. Definition of the term anusandhan
C. Need of research in the field of Ayurveda

General guidelines and steps in the research process

A. Selection of the research problem
B. Literature review: different methods (including computer database) with their advantages and limitations
C. Defining research problem and formulation of hypothesis
D. Defining general and specific objectives
E. Research design: observational and interventional, descriptive and analytical, preclinical and clinical, qualitative and quantitative
F. Sample design
G. Collection of the data
H. Analysis of data.
I. Generalization and interpretation, evaluation and assessment of hypothesis.
J. Ethical aspects related to human and animal experimentation.
K. Information about Institutional Ethics Committee (IEC) and Animal Ethics Committee (AEC) and their functions. Procedure to obtain clearance from respective committees, including filling up of the consent forms and information sheets and publication ethics.

Preparation of research proposals in different disciplines for submission to funding agencies taking EMR-AYUSH scheme as a model.

Scientific writing and publication skills.

a. Familiarizationwith publication Guidelines-Journal specific and CONSORT guidelines
b. Different types of referencing and bibliography.

1685

c. Thesis/Dissertation: contents and structure
d. Research articles structuring: Introduction, Methods, Results and Discussions (IMRAD)

Classical Methods of Research.

Concept of Pratyakshadi Pramana Pariksha, their types and application for Research in Ayurveda.
Dravya-, Guna-, Karma-Parikshana Paddhati Aushadhi-yog Parikshana Paddhati Swastha, Atura Pariksha Paddhati, Dashvidha Parikshya Bhava,
Tadvidya sambhasha, vadmarga and tantrayukti

Comparison between methods of research in Ayurveda (Pratigya, Hetu, Udaharana, Upanaya, Nigaman) and contemporary methods in health sciences.

Different fields of Research in Ayurveda
a. Fundamental research on concepts of Ayurveda
b. Panchamahabhuta and tridosha.
c. Concepts of rasa, guna, virya, vipak, prabhav and karma
d. Concept of prakriti-saradi bhava, ojas, srotas, agni, aam and koshtha.

Literary Research-

Introduction to manuscriptology: Definition and scope. Collection, conservation, cataloguing.

Data mining techniques, searching methods for new literature; search of new concepts in the available literature. Methods for searching internal and external evidences about authors, concepts and development of particular body of knowledge.

Drug Research (Laboratory-based)- Basic knowledge of the following:

Drug sources: plant, animal and mineral. Methods of drug identification.

Quality control and standardization aspects:
Basic knowledge of Pharmacopoeial standards and parameters as set by Ayurvedic Pharmacopoeia of India.
Information on WHO guidelines for standardization of herbal preparations.
Good Manufacturing Practices (GMP) and Good Laboratory Practices (GLP).

Safety aspects: Protocols for assessing acute, sub-acute and chronic toxicity studies
Familiarization with AYUSH guidelines (Rule 170), CDCSO and OECD guidelines.

1457

Introduction to latest Trends in Drug Discovery and Drug Development
-Brief information on the traditional drug discovery process
-Brief information on the latest trends in the Drug Discovery process through employment of rational approach techniques; anti-sense approach, use of micro and macro-arrays, cell culture based assays, use of concepts of systems biology and network physiology

-Brief introduction to the process of Drug development.

Clinical research:

Introduction to Clinical Research Methodology identifying the priority areas of Ayurveda
Basic knowledge of the following: -Observational and Interventional studies
Descriptive & Analytical studies
Longitudinal &Cross-sectional studies
Prospective & Retrospectives studies
Cohort studies
Randomized Controlled Trials (RCT) &their types
Single-case design, case control studies, ethnographic studies, black box design, cross-over design, factorial design.
Errors and bias in research.
New concepts in clinical trial- Adaptive clinical trials/ Good clinical practices (GCP)
Phases of Clinical studies: 0,1,2,3, and 4.

Survey studies - Methodology, types, utility and analysis of Qualitative Research methods.
Concepts of in-depth interview and Focus Group Discussion.

Pharmacovigilance for ASU drugs. Need, scope and aims & objectives. National Pharmacovigilance Programme for ASU drugs.

Introduction to bioinformatics, scope of bioinformatics, role of computers in biology. Introduction to Data base- Pub med, Medlar and Scopus. Accession of databases.

Intellectual Property Rights- Different aspect and steps in patenting. Information on Traditional Knowledge Digital Library (TKDL).

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PART–B 40 marks

MEDICAL STATISTICS **Teaching hours: 80**

1. **Definition of Statistics: Concepts, relevance and general applications of Biostatistics in Ayurveda**
2. **Collection, classification, presentation, analysis and interpretation of data** (Definition, utility and methods)
3. **Scales of Measurements** - nominal, ordinal, interval and ratio scales. Types of variables – Continuous, discrete, dependent and independent variables. Type of series – Simple, Continuous and Discrete
4. **Measures of Central tendency – Mean, Median and Mode.**
5. **Variability: Types and measures of variability** – Range, Quartile deviation, Percentile, Mean deviation and Standard deviation
6. **Probability: Definitions, types and laws of probability,**
7. **Normal distribution: Concept and Properties,** Sampling distribution, Standard Error, Confidence Interval and its application in interpretation of results and normal probability curve.
8. **Fundamentals of testing of hypotheses:**
   Null and alternate hypotheses, type 1 and type 2 errors. Tests of significance: Parametric and Non-Parametric tests, level of significance and p-ower of the test, 'P' value and its interpretation, statistical significance and clinical significance
9. **Univariate analysis of categorical data:**
   Confidence interval of incidence and prevalence, Odds ratio, relative risk and Risk difference, and their confidence intervals
10. **Parametric tests: 'Z' test, Student's 't' test paired and unpaired, 'F' test, Analysis of variance (ANOVA) test, repeated measures analysis of variance**
11. **Non parametric methods: Chi-square test, Fisher's exact test, McNemar's test, Wilcoxon test, Mann-Whitney U test, Kruskall – Wallis with relevant post hoc tests (Dunn)**
12. **Correlation and regression analysis:**
    Concept, properties, computation and applications of correlation, Simple linear correlation. Karl Pearson's correlation co-efficient, Spearman's rank correlation. Regression- simple and multiple.
13. **Sampling and Sample size computation for Ayurvedic research:** Population and sample. Advantages of sampling, Random (Probability) and non-random (Non-probability) sampling. Merits of random sampling. Random sampling methods- simple random, stratified, systematic, cluster and multiphase sampling. Concept, logic and requirement of sample size computation, computation of sample size for comparing two means, two proportions, estimating mean and proportions
14. **Vital statistics and Demography: computation and applications - Rate, Ratio, Proportion,** Mortality and fertility rates, Attack rate and hospital-related statistics
15. **Familiarization with the use of Statistical software like SPSS/Graph Pad**

PRACTICAL 100 marks

RESEARCH METHODOLOGY Teaching hours: 120

PRACTICAL NAME

1_ Pharmaceutical Chemistry

Familiarization and demonstration of common lab instruments for carrying out analysis as per API.

2 . Awareness of Chromatographic Techniques

Demonstration or Video clips of following:

- Thin-layer chromatography (TLC).
- Column chromatography (CC).
- Flash chromatography (FC)
- High-performance thin-layer chromatography (HPTLC)
- High Performance (Pressure) Liquid Chromatography (HPLC)
- Gas Chromatography (GC, GLC)

3. Pharmacology

Familiarization and Demonstration of different techniques related to:-

Drug administration techniques- oral and parenteral.

Blood collection by orbital plexuses puncturing. Techniques of anesthesia and euthanasia.

Information about different types of laboratory animals used in experimental research

Drug identification as per API including organoleptic evaluation

4. Pharmacology and toxicology

Familiarization and demonstration of techniques related to pharmacology and toxicology.

5. Biochemistry (Clinical)

Familiarization and demonstration of techniques related to basic instruments used in a clinical biochemistry laboratory – semi and fully automated clinical analyzers, electrolyte analyzer, ELISA- techniques, nephelometry. Demonstration of blood sugar estimation, lipid profiles, kidney function test, liver function test. HbA1, cystatin and microalbumin estimation by nephelometry or other suitable techniques. Interpretation of the results obtained in the light of the data on normal values.

6. Clinical Pathology

Familiarization and demonstration of techniques related to basic and advanced instruments used in a basic clinical pathology lab. Auto cell counter, urine analyzer, ESR, microscopic examination of urine.

7. Imaging Sciences

Familiarization and demonstration of techniques related to the imaging techniques

Video film demonstration of CT-Scan, MRI-scan and PET-scan.

8. Clinical protocol development

1693

1460

II. MEDICAL STATISTICS

Practical hours: 20Statistical exercises of examples from Topic number 4, 5, 8-12, 14, 15Records to be prepared.

Distribution of Marks:

1. Instrumental spotting test – 20 marks
2. Clinical protocol writing exercise on a given problem – 20 marks
3. Records: -10 Marks
4. Research methodology -10 marks
5. Medical statistics -40 Marks
6. Viva-Voce

-1694-

1461

PAPER 2

M.D.-AYURVEDA PRELIMINARY
KAYACHIKITSA (Genral Medicine)

PAPER-II Theory- 100 marks

PART A 50 marks

1.Understanding of fundamental concepts of Kayachikitsa like Vriddhi and Kshaya of Dosha, Dushya, Mala with Amshaamsha Kalpana. Srotodushti, Khavaigunya, Agni, Ama (Saama and Nirama Dosha, Dhatu & Mala). Aavarana, Rogamarga, Ashayapakarsha, Dosha Gati, Kriyakala. Aushadha Sevana Kala, Anupana, Pathya-Apathya and their scientific relevance during health and disease.

2. Detailed knowledge of Rogi Roga Pariksha including detailed history taking and systemic examination of patient. Clinical implementation of Dwividha Pariksha, Trividha Pariksha, Chaturvidha Pariksha, Panchavidha Pariksha, Shadvidha Pariksha, Ashtavidha Pariksha, Dashvidha Parikshya Bhavas and Prakrityadi Dashvidha Pariksha.

3. Principles of Kayachikitsa in disease management including Shodhana, Shamana and Naimittika Rasayana.

4. Introduction of the basic principles of Modern medicine, Homeopathy, Unani, Siddha, Tibetan Medicine, Yoga and Naturopathy and their relevance in light of the basic principles of Ayurvedic medicine.

PART B 50 marks

1. Chikitsa Siddhanta of Pranavaha, Annavaha, Udakavaha, Rasadi Dhatuvaha, Malavaha & Manovaha Srotovikara.

2. Emergency medicine: Acute Severe Asthma, pulmonary oedema, myocardial infarction, cerebro-vascular accidents, water and electrolyte imbalance, haemorrhage, syncope, seizure, coma, hyperpyrexia, hypertensive encephalopathy.

3. Knowledge of conducting various medical procedures like infusions, tapping, lumbar puncture, Ryle's tube insertion, catheterization, tractions, water seal drainage, Cardio Pulmonary Ressucitation.

4. Basic knowledge of underlying principles of ECG, TMT, echo cardiography, vascular doppler studies, EEG, EMG, X-Ray, USG, CT scan, MRI, PET and their interpretation.

1462

5. Knowledge of common Ayurvedic formulations and preparations used in treatment:

Churna- Triphala, Sitopaladi, Lavanbhaskara, Hingvashtaka, Avipattikara, Gangadhara, Shaddharana, Sudarshana, Panchasakara, Ajmodadi.

Kashaya- Dashamula, Rasnasaptaka, Asanadi, Pathyadi, Phalatrikadi, Punarnavashtaka, Gojivhadi, Mahamanjishthadi, Drakshadi Kashaya.

Asavas-Arista- Amritarishta, Kanakasava, Chitrakasava, Saraswatarishta, Ashwagandharishta, Chandanasava.

Vati- Sanjivani, Chandraprabha, Agnitundi, Chitrakadi, Khadiradi, Vyoshadi, Shankha Vati, Shiva Gutika.

Guggula-Kalpana-Triphalaguggula, Kaishoraguggula, Trayodashangaguggula, Simhanadaguggula, Yogarajaguggula, Gokshuradi guggula, Kanchanaraguggula.

Rasaushadhi- Tribhuvanakirti Rasa, Arogyavardhini Rasa, Shwasakuthara Rasa, Rasamanikya Rasa, Smritisagara Rasa, Lakshmivilasa Rasa, Sutshekhara Rasa, Pravala Panchamrita Parpati, Hemagarbhapottali Rasa.

Taila- Mahanarayana Taila, Pindataila, Prasarinyadi Taila, Ksheerabala Taila, Brihat Saindhavadi Taila, Panchaguna Taila, Amritadi Taila, Marichyadi Taila, Mahamasha Taila.

Ghrita- Mahatriphaladi Ghrita, Brahmi Ghrita, Panchtikta Guggulu Ghrita, Sukumara Ghrita, Dadimadya Ghrita, Kantakari Ghrita, Kalyanaka Ghrita.

Lehya- Chyavanaprasha Avaleha, Kushmanda Avaleha, Ashwagandha Avaleha, Agastya Hareetaki Rasayana, Drakshavaleha, Vasavaleha, Amrita-Bhallataka Rasayana.

PRACTICAL **100 marks**

Content:- Daily hospital duties in OPD, IPD and casualty

Bed-side case taking – 25 patients

Distribution of marks (practical):

1. Case records of 25 Patients in detail 20 marks

2. Bedside clinical case takingLong case 20 marks

1463

Short case	10 marks
3. Medical procedures/laboratory work	15 marks
4. Instruments and spotting	15 marks
5. Viva voce	20 marks

REFERENCE BOOKS

Charak Samhita -Cakrapanidutta commentry

Sushrut Samhita -with all available commentaries.

Ashtang Samgraha –Indu commentary

Ashtang Hridaya –Arundutta and Hemadri commentry

Cikitsada rsha - Pandit Rajesvardutta Shastri

Kayachik itsa - Ramaraksha Pathak

Rog Pari ksha Vidhi - Priyavrat Sharma

Panchakarma Vigyan - Haridas Sridhar Kasture

Ayurved Nidan Chikitsa Siddhanta – Prof. R.H.Singh.

Kayachi kitsa Vol. I-IV. - Prof. Ajay Kumar

Davidson's Principles and Practice of Medicine.

API Text Book of Medicine.

Harrison's Text Bok of Medicine.

Cecil Text Book of Medicine.

Relevant texts of concerned subjects.

- 1697 -

1464

M.D.-AYURVEDA PRELIMINARY

2. DRAVYAGUNA VIGYANA

(Materia Medica & Pharmacology)

PAPER-II Theory 100 Marks

PART – A 50 marks

1. Panchamahabhuta siddhanta, Samanya Vishesha siddhanta, Tridosha siddhanta. Extensive study on classifications of Dravya as described in Brihattrayi.
2. Applied aspects of Rasa, Guna, Virya, Vipaka and Prabhava
3. Applied aspects of Aushdha karma with reference to Sharngadhara and Bhavaprakasha
4. Importance of Namarupa vigyan and concept of basonyms and synonyms of Dravyas
5. Applied knowledge of Bhaishajya Prayoga (marga, kalpana, matra, anupana, sevan, kala etc.)

PART – B 50 marks

6. Basic principles of Desha pravichara, Dravya sangrahana (collection), Samrakshana (preservation)
7. Evolution of Dravyaguna vigyan with special emphasis on Nighantus
8. Prashasta bheshaj lakshana

9. Profound knowledge on applied aspects of Agrya aushadha
10. Methodology of studying controversial, pratinidhi (substitute), apamishrana (adulterant) and unidentified dravya
11. Pharmacognosy and its relevance in Dravyaguna vigyan
12. An integrated study of Charakokta Bheshaj pariksha and scientific method of drug evaluation with special reference to quality, safety and efficacy
13. Brief knowledge and importance of clinical pharmacology
14. General principles of various good cultivation practices, collection practices, storage practices and manufacturing practices
15. Pharmacovigilance and ADR issues
16. Knowledge on the Ayurvedic Pharmacopoeia of India, The Formulary of India and international pharmacopoeias

PRACTICAL **100marks**

Contents:

1. Field visits for the Identification of important classical medicinal plants (Minimum two visits to neighboring forest areas)
2. Macroscopic and microscopic identification of minimum two plants of each of prayojyanga (useful parts of plants)
3. Preliminary study of pharmacoepial standards (API) of minimum 5 plants
4. Minimum two experiments on Animals.

Distribution of marks (Practical)

1. Herbarium sheets -10 Marks
2. Practical of macroscopic and microscopic identification of prayojyanga (one part of the plant) -30 Marks
3. Practical record book of pharamcopoeial standards and animal experimentations -10 Marks
4. Spotting -30 Marks
5. Viva-Voce -20 Marks.

1699

1466

11. KAYACHIKITSA

Theory- 400 Marks (100 Each)
Practical and Viva-Voce - 100 Marks

PAPER- I

100 Marks

FUNDAMENTALS OF KAYACHIKITSA

1. Rogi-Roga Pariksha: Nidan Panchak, Trividha pariksha, Ashtavidhapariksha, Dashvidhapariksha in the light of recent advances. Clinical methods-Detailed history taking and patient examination, Shadang pariksha (Systemic examination) as per ayurveda and recent advances.
2. Interpretation of investigations: ECG, Echo cardiography, TMT, Spirometry, X-ray, USG, CT-Scan, MRI, EEG, EMG, Etc in different pathological conditions.
3. Detailed Knowledge of Principles of Chikitsa in Ayurveda. Classification of Rogas, Types of Chikitsa. Principles and practices of Rasayana and Vajikarna.
4. National Health Programmes/NRHM and prospective role of Ayurveda services and therapeutics in them with special reference to Kayachikitsa.
5. Medical ethics, Common laws and regulations applicable to clinical practice.
6. Elaborate knowledge of undertaking common medical procedures like Ryle's tube feeding, tapping, transfusions, catheterization, tractions, nebulizations, lumber puncture, etc.
7. Ayurveda Dietetics: Importance of Pathya, Apathya and Anupana.
8. Drug-drug interactions and adverse drug reactions, Iatrogenic disorders.

100 Marks

PAPER – II

SAMANYA ROGA CHIKITSA

Nidana/ Chikitsa including Nidana Parivarjana, Pathya, Apathaya, Chikitsa siddhanta, Shamana, Shodhana, Panchakarma, Rasayana and Atyayika Chikitsa (Anupana, Drug/Non-drug) as per Ayurvedic and conventional therapeutics of following Srotogata vyadhi including Kshaya, Vriddhi srotodushti janya vyadis such as:

1. Pranavahasrotas: Shwasa, Hikka, Kasa, Rajayakshma, Hridroga, Parshwashoola, Urakshata, Svarabheda.
   Cardio-respiratory system: Bronchitis, Bronchiectasis, Bronchial asthma, COPD, Cor-pulmonale, Pneumonias, Occupational lung diseases, Pulmonary tuberculosis, Congenital Heart disorders, IHD, RHD- Valvular diseases, Cardiac failures, Cardiomyopathy, Pericarditis, Endocarditis, Hypertension.
2. Annavahasrotas: Agnimandya, Ajirna, Aruchi, Amadosha, Amlapitta, Chhardi, Shoola, Grahani. Gastrointestinal disorders: GERD, APD, Malabsorption Syndrome.
3. Udakavahasrotas: Trishna, Shotha, Udararoga, water and electrolyte imbalance
4. Rasavaha srotas: Jwara, Amavata, Pandu, Madatyaya, Anaemias, Rheumatoid arthritis.
5. Raktavaha Srotas: Raktapitta, Kamala, Vatarakta, Kushtha, Kshudraroga, Sheetpitta, Udarda, Kotha, Visarpa, Sirvitra. Haemopoeitic disorders, Bleeding and Coagulation disorders, Leukaemias, Thrombocytopenia, Disorders of Bone Marrow, Hepatobillary disorders, Hepatitis, Cirrhosis, Cholecystitis, Liver abscess, Jaundice, Dermatological disorders, Parasitic, Infective, Allergic, Autoimmune skin disorders such as Psoriasis, Eczemas.
6. Mamsa-Medovahasrotas: Medoroga, Sthaulya, Prameha, Galaganda, Gandamala, Urustambha, Diabetes mellitus, Obesity.
7. Asthi-Majja vahasrotas: Asthikshaya, Sandhigatavata, Osteoarthritis, Osteopenia, Osteoporesis.
8. Shukravahasarotas: Such as Klaivya, Dwajabhanga, Impotence.
9. Mutravahasrotas: Mutrakricchra, Mutraghata, Ashmari, Urinary disorders: UTI, Lithiasis, ARF, CRF, Uraemia, BPH.
10. Purishvaha srotas: Atisara, Pravahika, Anaha, Adhamana, Krimi, Udavarta, Diarrhoeas, Dysentery, Ulcerative colitis, IBS, Intestinal Worm Infestation.

1967

PAPER – III

100 Marks.

VISHISHTA ROGA CHIKITSA

Comprehensive knowledge of Nidan Panchak- etiology, demography, pathogenesis, symptomatology, complications, investigations, diagnosis and drug/non-drug management of following diseases as per Ayurveda/ Conventional therapeutics:

1. Vata-Vyadhi:- Pakshavadha, Ekangvata Ardhanga Vata, Sarvanga Vata, Ananta Vata, Gata Vata, Gridhrasi, Ardita, Akshepaka, Apatantraka, , Vishvachi, Avabahuka, Avarana, Urustambha.
   Musculoskeletal disorders: Myopathies, Muscular dystrophies, Lumbago
   Neurological disorders: Neurodegenerative disorders like Alzeimer's, Parkinsonism, CVA, Neuropathies, Facial palsy, G B Syndrome, Motor Neuron Diseases, Epilepsy, Sciatica.
2. Sankramakroga: Sheetala, Masoorika, Updansha, Phiranga, Gonorrhea, Chancroids, Syphilis.
3. Manasa vyadhi:- Unmada, Apasmara, Atatvabhinivesha, Mada, Moorcha, Sanyasa.
   Common psychiatric disorders: Classification of psychiatric ailments. Disorders of thought like Schizophrenia. Disorders of Mood like Mania, Depression. Neurosis, personality disorders, psychosexual disorders.
4. Metabolic disorders: Gout, Dyslipidaemia, Atherosclerosis, Metabolic Syndrome.
5. Endocrinal disorders: Disorders of Pituitary, Thyroid, Adrenal Medulla, Reproductive hormones.
6. Parasitic/Infective/Communicable disorders: Shlipada, Filariasis, Vishama Jvara, Malaria, Manthara Jwara, Enteric Fever, Dengue, Chickenpox, Measles, Influenza, Kalaazar, Mumps, Rabies, Poliomyelitis, Plague, Meningitis, Encephalitis, Chikungunya, HIV/AIDs, Common worm infestations.
7. Neoplastic disorders and their management strategies. Role of Ayurvedic medicines in cancer care including palliative care.
8. Autoimmune diseases: Myopathies, Rheumatic fever, SLE.
9. Common poisonings and their management like Insecticide/Pesticide poisoning, Snake poisoning, Vegetable and chemical poisoning, Substance abuse.
10. Janapadodhvamsa Vikara:- Environmental diseases Causes, Impact on human health and their management.
11. Ashtonindhataya Prusha and their clinical relevance.

PAPER – IV

100 Marks.

ADVANCES IN KAYACHIKITSA

Critical care medicine, Management of medical emergencies, ICU services, Field medical services

1. Hospital management strategies, Infrastructure, use of IT technology, essential manpower, equipment, Patient care, management and coordination with contemporary health institutions and field institutions.
2. National Health Campaigns of AYUSH and components under NRHM.
3. Clinical Research in Kayachikitsa and its application in clinical medicine as per new evidence base in different systemic disorders.
4. New emerging health challenges and ayurvedic medicines: Chikangunya, HIV/AIDs, Swineflu, Chickenflu, Dengue, Restless leg syndrome, Sick building syndrome, Fibromyalgia.
5. Role of Ayurveda in immune-protection, Immuno-modulation and in management of other allergies and Immunological disorders.
6. Indications and Importance of Organ transplantation, Ethical and legal issues involved.
7. Knowledge of Geriatric care and terminal care medicine.
8. Basic knowledge of Gene therapy, Stem cell therapy, Genetic modeling and chromosomal disorders in different disease conditions.

9. Radio-isotopes, disease and tumor markers in diagnosis and assessment of therapy.
10. Scope and methods of independent and collaborative research in Kayachikitsa.
11. Disaster management strategies.
12. Application of advances in Rasayana and Vajikarana therapies
13. Application of emerging trends in Panchakarma in medical management.
14. Physical medication and rehabilitation.

PRACTICALS - **100 Marks**

Practicals shall be held to evaluate the patient care, diagnostic and treatment expertise of the student. It should also be taken as a chance to evaluate the clinical skills.

Publication of One Scientific paper based on Thesis Research preferably in indexed journal is essential. Should have taken minimum 20 Theory and Practical classes of BAMS in concerned subject.

Clinical Ability Evaluation-60 Marks based on

1. Case records of 40 IPD Patients in Detail	10 Marks
2. Long case History-1:	20 Marks
3. Short Case history-1 :	10 Marks
4. Medical procedures demonstration	20 Marks.
5. Academic Competence evaluation- 40 Marks based on:	
a. Viva	30 Marks.
b. Teaching and communication skills/Thesis presentation in PPT /:	10 Marks.

Reference Books:

1. Relevant portions of Brihattrayi and Laghutrayi with commentaries
2. Cikitsadarsha - Pandit Rajeshvar Dutta Shastri
3. Kayachikitsa - Ramaraksha Pathak
4. Rog Pariksha Vidhi - Priyavrat Sharma
5. Panchakarma Vigyan - Haridas Sridhar Kasture
6. Ayurvediya Nidana- Chikitsa Siddhanta - Prof. R.H.Singh.
7. Kayachikitsa Vol. 1 and 2 - Prof. R.H.Singh.
8. The Holistic Principles of Ayurvedic Medicine - Prof. R.H.Singh.
9. Essentials of Kayachikitsa -II, Vol. 1 - Dr. Aruna
10. Kayachikitsa Vol. I-IV. - Prof. Ajay Kumar
11. Panchakarma Therapy - Prof.R.H.Singh
12. Panchakarma Illustrated - Prof.G.Shrinivasa Acharya
13. Practice of Ayurvedic Medicine(Kayachikitsa) - Prof.A.K.Tripathi
14. Nidanachikitsa Hastamalaka - Prof. R.R.Desai
15. Clinical Methods in Ayurveda - Prof. K.R. Srikantamurthy
16. Aushadhi Gunadharma Shastra - Gangadhar shastri Gune
17. Introduction to Kayachikitsa - Prof. C. Dwarakanath
18. Samprapti lakshnanayoh Sambandhah - Prof.Sadashiv Sharma
19. Nidana Panchak - Prof.S.C.Dhyani
20. Kayachikitsa - Prof.S.C.Dhyani
21. Davidson's Principles and Practice of Medicine.
22. API Text Book of Medicine.
23. Harrison's Text Book of Medicine.
24. Cecil Text Book of Medicine.
25. Relevant texts of concerned subjects.

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1469

4. DRAVYAGUNA VIGYAN

PAPER—I Namarupa Vigyana — **100 marks**

1. Importance of Namagyana of Dravya, origin of Namarupagyana of Aushadhi in Veda, etymological derivation of various names and synonyms of Aushadhi.
2. Rupagyana in relation to Aushadhi. Sthula and Sukshma description (Macroscopic and Microscopic study) of different parts of the plant.
3. Synonyms of dravyas(aushadha and Ahara) mentioned in Vedic compendia, Brihatrayee, Bhavaprakasha and Rajanighantu.
4. Basonyms, synonyms and distinguish morphological characteristic features of medicinal plants listed in Ayurvedic Pharmacopoeia of India(API).
5. Knowledge of Anukta dravya (Extrapharmacopial drugs)with regards to namarupa.
6. Sandigdha dravya(Controversial drugs) vinischaya.
7. Knowledge of biodiversity, endangered medicinal species.
8. Knowledge of TKDL, Introduction to relevant portions of Drugs and cosmetic act, Magic remedies Act, Intellectual Property Right (IPR) and Regulations pertaining to Import and Export of Ayurvedic drugs.
09. Knowledge of tissue culture techniques
10. Knowledge of Genetically Modified Plants

PAPE R –II Guna Karma Vigyan · — **100 marks**

1. Fundamental principles of drug action in Ayurveda and conventional medicine.
2. Detailed study of rasa-guna- virya- vipaka-prabhava and karma with their applied aspects and commentators (Chakrapanidatta, Dalhana, Arunadatta, Hemadri and Indu) views on them.
3. Comprehensive study of karma as defined in Brihatrayee & Laghutrayee
4. Detailed study of Guna and Karma of dravyas listed in API and Bhavaprakasha Nighantu along with current research review.
5. Detailed study of aharadravya/ ahara varga ascribed in Brihatrayee and various nighantus along with Kritanna varga.
6. Pharmacologycal principles and knowledge on drugs acting on various systems.
7. Basic knowledge on experimental pharmacology for the evaluation of - analgesic, anti pyretic, anti inflammatory, anti diabetic, anti hypertensive, hypo lipidemic, anti ulcer, cardio protective, hepatoprotective, diuretics, adap-togens, CNS activites.
8. Knowledge on Heavy metal analysis, pesticidal residue and aflatoxins
9. Knowledge on evaluation of anti microbial and antimycotic activities.

PAPER – III Prayogavigyana — **Marks 100**

1. Bhaishjya Prayog Siddhant [Principles of drug administration] - Bhaishajya Marga (routes of drug administration), Vividha Kalpana (Dosage forms), Principles of Yoga Vijnan(compounding), Matra (Dosage), Anupana (Vehicle), Aushadha grahankal (Time of drug administration), Sevankal avadhi (duration of drug administration), Pathyapathya (Dos' /Donts' /Contraindications), complete Prescription writing (Samagra Vyavastha patraka).
2. Samyoga- Viruddh Sidhanta and its importance
3. Amayika prayoga (therapeutic uses) of important plants ascribed in as well as Brihattrayee, Chakradutta, Yoga ratnakara and Bhavaprakasha.
4. Knowledge of Pharmaco-vigilance in Ayurveda and conventional system of medicine.

in Dravyaguna and submitted 6 months before the final examination. The approval of Dissertation shall be essential before appearing the final examinations.

7. Method of practical training – Posting for minimum one month in each of the following units -
   - ✓ Quality control laboratory of nearest pharmacy/institution for crude drug identification, adulterants and substitutes & understanding standardization techniques.
   - ✓ Experimental pharmacology laboratory for developing skills in animal experimentation
   - ✓ Regular clinical training in the Teaching hospital for studying Ekala Aushadhi Prayoga & Adverse drug reactions(ADR).
8. Post Graduate Scholar is expected to present minimum two scientific papers in National / international seminars during the course of study
9. Post Graduate Scholar is expected to publish / get accepted at least one paper in indexed/ peer reviewed journal under the supervision of guide.

Pattern of Practical Examination- **Total =200 marks**

1. Herbarium	- 10 Marks
2. Pharmacognosy practical record	- 10 Marks
3. Pharmacology practical record	- 10Marks
4. Clinical records record	- 10 Marks
5. Practical examination(Identification of green and raw drugs, microscopic examination, Ekala aushadha pariksha	- 60 Marks
6. Thesis Presentation	- 20Marks
7. Viva voce	-80 Marks

Reference books -

****

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1472

5. Knowledge of clinical pharmacology and clinical drug research as per GCP guide lines.
6. IKnowledge of Pharmacogenomics

PAPER- IV **100 marks**

1. Etymology of nighantu, their relevance, utility and salient features.
2. Chronological history of the following Nighantus with their authors name, period and content- Paryaya ratnamala, Dhanvantari nighantu, Hridayadipika nighantu, Ashtanga nighantu, Rajanighantu, Siddhamantra nighantu, Bhavaprakasha nighantu, Madanpala nighantu, Rajavallabha nighantu, Madhava Dravyaguna, Kaiyadeva nighantu, Shodhala nighantu, Saligram nighantu, Nighantu ratnakara, Nighantu adharsha and Priya nighantu
3. Detailed study Aushadha kalpana mentioned in Sharangadhara samhita and Ayurvedic Formulary of India (AFI).
4. General awareness on poshaka ahara(Nutraceuticals),Varnya(cosmoceuticals), food addictives, Excipients etc.
5. Knowledge of plant extracts, colors, flavors and preservatives.
6. Review of important modern works on classical medicinal plants published by Govt of India, department of AYUSH and ICMR.

Syllabus of the Practical training of part two M.D. (Ayu) - Dravya guna

Practical:-

Study tours:

Field identification of medicinal plants through at least three local Dravyaguna study tours within the state and one study tour out of state. Preparation of minimum 50 herbarium sheets, along with raw drug either from field, of plants be collected during study tours.

1. **Evaluation of Crude drugs:**
   Macro and microscopic methods of examining five drugs of each of different useful parts of plants, including their powders.
2. **Phytochemical evaluation of raw material:**
   Quantitative standards like foreign matter, extractive (water and alcohol), ash value, acid insoluble ash and TLC separation of various parts of minimum two plants of Ayurvedic Pharmacopoeia of India.
3. **Yoga vijnana :**
   Preparation of two yoga of each kalpana of Ayurvedic Formulary of India:
4. **Pharmacology:**
   - ✓ Rasa nirdharana by Taste Threshold method of minimum one drug for each of rasas.
   - ✓ Observation of animal experimentation models (both in vitro and in vivo)- 05 models for possible rasadi gunas.
5. **Clinical**
   - ✓ Regular clinical training in the hospital for submission of Single Aushadh Prayoga (Single drug trial/ Clinico-pharmacological studies.)
   - ✓ Survey for Amayika prayoga of aushadhi(Pharmaco epidemiology) for studying their role in clinical practice in contemporary period -observational study-minimum.
6. **Dissertation**
   A Dissertation, as per the approval of Departmental Research Committee/Competent Committee for the purpose, be prepared under the guidance of approved supervisor

1764

Annexure – 29

BPS Women University

MSM INSTITUTE OF AYURVEDA BPSMV <1973ayu0037@bpswomenuniversity.ac.in>

Minutes of the meeting of Board of Study (PG-BOS) held in Virtual mode on today dated 11/12/2024 at 11:30 a.m.

10 messages

MSM INSTITUTE OF AYURVEDA BPSMV <1973ayu0037@bpswomenuniversity.ac.in> Wed, Dec 11, 2024 at 12:46 PM
To: drrkyadava@gmail.com, Veena Agarwal <veenamsmioa6@gmail.com>, Sanjay Goswami <Sanjaygoswami15@gmail.com>, Govind Gupta <drgovindprasadgupta@rediffmail.com>, Manoj Gupta <mkgsur@gmail.com>, "drdcschauhan@gmail.com" <drdcschauhan@gmail.com>, rajanmatta@dabour.com, Deepika Rao <raodeepika86@gmail.com>
Cc: Office MSM BPSMV <office.msmbpsmv@gmail.com>

Sir/Madam,
With reference to the subject matter, the minutes of the meeting held today dated 11/12/2024 at 11:30 a.m. in Virtual mode are attached herewith for your kind consideration for further approval, please.

Regards..

Dr. S.P. Gauttam
Principal & Dean
MSM Institute of Ayurveda,
BPS Mahila Vishwavidyalaya,
Khanpur Kalan, Sonepat (Hr.) 131305
Office: 01263- 298899, Hospital: 298846
Mobile: - 9215051234

Save our trees. **Print** only when necessary | **Switch off** as you go | **Recycle** always

On Wed, Dec 11, 2024 at 9:59 AM MSM INSTITUTE OF AYURVEDA BPSMV <1973ayu0037@bpswomenuniversity.ac.in> wrote:

> Regards..
>
> **Dr. S.P. Gauttam**
> **Principal & Dean**
> **MSM Institute of Ayurveda,**
> **BPS Mahila Vishwavidyalaya,**
> **Khanpur Kalan, Sonepat (Hr.) 131305**
> Office: 01263- 298899, Hospital: 298846
> Mobile: - 9215051234
>
> Save our trees. **Print** only when necessary | **Switch off** as you go | **Recycle** always
>
> ---------- Forwarded message ---------
> From: **MSM INSTITUTE OF AYURVEDA BPSMV** <1973ayu0037@bpswomenuniversity.ac.in>
> Date: Tue, Dec 10, 2024 at 11:41 PM
> Subject: Invitation to attend the meeting of Board of Study (PG-BOS) through Virtual mode on tomorrow dated 11/12/2024 at 11:30 a.m.
> To: Veena Agarwal <veenamsmioa6@gmail.com>, Sanjay Goswami <Sanjaygoswami15@gmail.com>, Govind Gupta <drgovindprasadgupta@rediffmail.com>, Manoj Gupta <mkgsur@gmail.com>, RAJ KUMAR Yadav <drrkyadav@gmail.com>, drdcschauhan@gmail.com <drdcschauhan@gmail.com>, <rajanmatta@dabour.com>, Deepika Rao <raodeepika86@gmail.com>
> Cc: Office MSM BPSMV <office.msmbpsmv@gmail.com>
>
> Sir/Madam,
> With great pleasure it is submitted for your kind information that MSM Institute of Ayurveda has successfully started the new PG courses in the department of Dravyaguna & Kayachikitsa from the session 2024-25 with your kind support and guidance.
> It is also submitted that the NCISM has also forwarded the letter vide reference no. BOA/Syllabus/31/3/2024 dated 24.10.2024 for implementation of outcome based dynamic Course Curriculum for the subjects (Research Methodology & Biostatistics) for First semester MD/MS Programs in Ayurveda.
> The same is required to be approved in the academic bodies of the BPSMV before implementation in the PG Course running in MSM Institute of Ayurveda.
> Hence, your good self is requested to give your valuable suggestions / inputs with the following agenda -
> **Agenda - Approval for implementation of outcome based dynamic Course Curriculum for the subjects (Research Methodology & Biostatistics) for First semester MD/MS Programs in MSM Institute of Ayurveda, BPSMV, Khanpur Kalan.**
> **You are humbly requested to attend the meeting of Board of Study (PG-BOS) to discuss the agenda through the following link at 11:30 a.m. tomorrow dated 11/12/2024.**
> Google meet link - To join the video meeting, click this link: https://meet.google.com/mir-pzeg-irn
> The syllabus and letter received from NCISM for the same is attached herewith for your kind perusal, please.
>
> Regards..
>
> **Dr. S.P. Gauttam**
> **Principal & Dean**
> **MSM Institute of Ayurveda,**
> **BPS Mahila Vishwavidyalaya,**
> **Khanpur Kalan, Sonepat (Hr.) 131305**
> Office: 01263- 298899, Hospital: 298846
> Mobile: - 9215051234

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Minutes PGBOS 11.12.2024.pdf
546K

Deepika Rao <raodeepika86@gmail.com> Wed, Dec 11, 2024 at 12:57 PM
To: MSM INSTITUTE OF AYURVEDA BPSMV <1973ayu0037@bpswomenuniversity.ac.in>
Cc: drdcschauhan@gmail.com, Office MSM BPSMV <office.msmbpsmv@gmail.com>

Respected Sir

As per the agenda discussed in the BOS meeting today, I hereby give my approval for the implementation of outcome based dynamic Course Curriculum for the subjects (Research Methodology & Biostatistics) for First semester MD/MS Programs in MSM Institute of Ayurveda, BPSMV, Khanpur Kalan.

Regards

[Quoted text hidden]

Govind prasad gupta <drgovindprasadgupta@rediffmail.com> Wed, Dec 11, 2024 at 1:14 PM
To: 1973ayu0037@bpswomenuniversity.ac.in

I agree with your proposal.
From: 1973ayu0037@bpswomenuniversity.ac.in
Sent: Wed, 11 Dec 2024 12:47:02
To: drrkyadava@gmail.com, Veena Agarwal <veenamsmioa6@gmail.com>, Sanjay Goswami <Sanjaygoswami15@gmail.com>, Govind Gupta <drgovindprasadgupta@rediffmail.com>, Manoj Gupta <mkgsur@gmail.com>, "drdcschauhan@gmail.com" <drdcschauhan@gmail.com>, rajanmatta@dabour.com, Deepika Rao <raodeepika86@gmail.com>
Cc: Office MSM BPSMV <office.msmbpsmv@gmail.com>
Subject: Minutes of the meeting of Board of Study (PG-BOS) held in Virtual mode on today dated 11/12/2024 at 11:30 a.m.
[Quoted text hidden]

---

veenamsmioa6 <veenamsmioa6@gmail.com> Wed, Dec 11, 2024 at 3:01 PM
To: MSM INSTITUTE OF AYURVEDA BPSMV <1973ayu0037@bpswomenuniversity.ac.in>

Minutes Approved

From Dr. Veena Agarwal
Associate professor
M S M. Institute of Ayurved

[Quoted text hidden]

Ramakant Yadav <drrkyadava@gmail.com> Wed, Dec 11, 2024 at 3:06 PM
To: MSM INSTITUTE OF AYURVEDA BPSMV <1973ayu0037@bpswomenuniversity.ac.in>

To,
Dr. S.P. Gauttam
Principal & Dean
MSM Institute of Ayurveda,
BPS Mahila Vishwavidyalaya,
Khanpur Kalan, Sonepat (Hr.) 131305
Office: 01263- 298899, Hospital: 298846
Mobile: - 9215051234
Sir,
Minutes of the meeting approved from my side.
with regards
Dr Rama Kant Yadava
Professor, Kayachikitsa
All india institute of ayurveda, New Delhi
[Quoted text hidden]

Sanjay Goswami <sanjaygoswami15@gmail.com> Wed, Dec 11, 2024 at 3:16 PM
To: "Principal, MSM, IOA" <principalayu@bpswomenuniversity.ac.in>

Approved
Dr Sanjay Goswami
[Quoted text hidden]

Minutes PGBOS 11.12.2024.pdf
546K

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Manoj Gupta <mkgsur@gmail.com> Wed, Dec 11, 2024 at 3:13 PM
To: MSM INSTITUTE OF AYURVEDA BPSMV <1973ayu0037@bpswomenuniversity.ac.in>

Proposal for above said purposes is approved to adopt it in toto as per NCISM Guidelines with mild correction that this is M.D [Ay]/M.S [Ay] course not M.D/M.S Course .please correct it.
With regard
Dr.Manoj Gupta
[Quoted text hidden]

Mail Delivery Subsystem <mailer-daemon@googlemail.com> Thu, Dec 12, 2024 at 3:49 PM
To: 1973ayu0037@bpswomenuniversity.ac.in

Delivery incomplete

There was a temporary problem delivering your message to **rajanmatta@dabour.com**. Gmail will retry for 44 more hours. You'll be notified if the delivery fails permanently.

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The response was:

```
The recipient server did not accept our requests to connect. For more information, go to https://support.google.com/
mail/answer/7720 [dabour.com 70.15.201.92: timed out]
```

Final-Recipient: rfc822; rajanmatta@dabour.com
Action: delayed
Status: 4.4.1
Diagnostic-Code: smtp; The recipient server did not accept our requests to connect. For more information, go to https://support.google.com/mail/answer/7720 [dabour.com 70.15.201.92: timed out]
Last-Attempt-Date: Thu, 12 Dec 2024 02:19:34 -0800 (PST)
Will-Retry-Until: Fri, 13 Dec 2024 23:16:56 -0800 (PST)

---------- Forwarded message ---------
From: MSM INSTITUTE OF AYURVEDA BPSMV <1973ayu0037@bpswomenuniversity.ac.in>
To: drrkyadava@gmail.com, Veena Agarwal <veenamsmioa6@gmail.com>, Sanjay Goswami <Sanjaygoswami15@gmail.com>, Govind Gupta <drgovindprasadgupta@rediffmail.com>, Manoj Gupta <mkgsur@gmail.com>, "drdcschauhan@gmail.com" <drdcschauhan@gmail.com>, rajanmatta@dabour.com, Deepika Rao <raodeepika86@gmail.com>
Cc: Office MSM BPSMV <office.msmbpsmv@gmail.com>
Bcc:
Date: Wed, 11 Dec 2024 12:46:20 +0530
Subject: Minutes of the meeting of Board of Study (PG-BOS) held in Virtual mode on today dated 11/12/2024 at 11:30 a.m.
----- Message truncated -----

Mail Delivery Subsystem <mailer-daemon@googlemail.com> Fri, Dec 13, 2024 at 2:56 PM
To: 1973ayu0037@bpswomenuniversity.ac.in

Delivery incomplete

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1474

The response was:

The recipient server did not accept our requests to connect. For more information, go to https://support.google.com/mail/answer/7720 [dabour.com 70.15.201.92: timed out]

Final-Recipient: rfc822; rajanmatta@dabour.com
Action: delayed
Status: 4.4.1
Diagnostic-Code: smtp; The recipient server did not accept our requests to connect. For more information, go to https://support.google.com/mail/answer/7720 [dabour.com 70.15.201.92: timed out]
Last-Attempt-Date: Fri, 13 Dec 2024 01:26:29 -0800 (PST)
Will-Retry-Until: Fri, 13 Dec 2024 23:16:56 -0800 (PST)

-------- Forwarded message --------
From: MSM INSTITUTE OF AYURVEDA BPSMV <1973ayu0037@bpswomenuniversity.ac.in>
To: drrkyadava@gmail.com, Veena Agarwal <veenamsmioa6@gmail.com>, Sanjay Goswami <Sanjaygoswami15@gmail.com>, Govind Gupta <drgovindprasadgupta@rediffmail.com>, Manoj Gupta <mkgsur@gmail.com>, "drdcschauhan@gmail.com" <drdcschauhan@gmail.com>, rajanmatta@dabour.com, Deepika Rao <raodeepika86@gmail.com>
Cc: Office MSM BPSMV <office.msmbpsmv@gmail.com>
Bcc:
Date: Wed, 11 Dec 2024 12:46:20 +0530
Subject: Minutes of the meeting of Board of Study (PG-BOS) held in Virtual mode on today dated 11/12/2024 at 11:30 a.m.
----- Message truncated -----

Mail Delivery Subsystem <mailer-daemon@googlemail.com> Sat, Dec 14, 2024 at 12:48 PM
To: 1973ayu0037@bpswomenuniversity.ac.in

Message not delivered

There was a problem delivering your message to **rajanmatta@dabour.com**. See the technical details below.

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The response was:

The recipient server did not accept our requests to connect. For more information, go to https://support.google.com/mail/answer/7720 [dabour.com 70.15.201.92: timed out]

Final-Recipient: rfc822; rajanmatta@dabour.com
Action: failed
Status: 4.4.1
Diagnostic-Code: smtp; The recipient server did not accept our requests to connect. For more information, go to https://support.google.com/mail/answer/7720 [dabour.com 70.15.201.92: timed out]
Last-Attempt-Date: Fri, 13 Dec 2024 23:18:46 -0800 (PST)

-------- Forwarded message --------
From: MSM INSTITUTE OF AYURVEDA BPSMV <1973ayu0037@bpswomenuniversity.ac.in>
To: drrkyadava@gmail.com, Veena Agarwal <veenamsmioa6@gmail.com>, Sanjay Goswami <Sanjaygoswami15@gmail.com>, Govind Gupta <drgovindprasadgupta@rediffmail.com>, Manoj Gupta <mkgsur@gmail.com>, "drdcschauhan@gmail.com" <drdcschauhan@gmail.com>, rajanmatta@dabour.com, Deepika Rao <raodeepika86@gmail.com>
Cc: Office MSM BPSMV <office.msmbpsmv@gmail.com>
Bcc:
Date: Wed, 11 Dec 2024 12:46:20 +0530
Subject: Minutes of the meeting of Board of Study (PG-BOS) held in Virtual mode on today dated 11/12/2024 at 11:30 a.m.
----- Message truncated -----

MSM Institute of Ayurveda

Bhagat Phool Singh Mahila Vishwavidyalaya

A State University Established under Haryana Legislature Act 31 of 2006 & recognized by UGC under section 2 (f) and 12 (b) of UGC act, 1956.

Khanpur Kalan (Sonepat), Haryana-131305, Phone No. – 01263-298899, Email – 1973ayu0037@bpswomenuniversity.ac.in

Ref. No.- MSM/Inst./Ayu/24/...428.... Date: - 11/12/2024

MINUTES OF THE MEETING OF BOARD OF POST GRADUATE STUDIES

A meeting of the Board of Post Graduate Studies was held on 11th December 2024 at 11:30 AM (Wednesday) through google meet link https://meet.google.com/mir-pzeg-irn as virtual mode from the residence of Principal, MSM Institute of Ayurveda regarding to discuss for **"Approval for implementation of outcome based dynamic Course Curriculum for the subjects (Research Methodology & Biostatistics) for First semester MD/MS Programs in MSM Institute of Ayurveda, BPSMV, Khanpur Kalan".**

The following members were present:-

1. Dr. Satya Parkash Gauttam, Dean/ Principal, MSMIOA - Chairperson
2. Dr. Ramakant Yadav, (Associate Professor, KC, AIIA, Delhi) - Outside Expert
3. Dr. Veena Agarwal, (Associate Professor, MSMIOA) - Member
4. Dr. Sanjay Goswami, (Associate Professor, MSMIOA) - Member
5. Dr. Govind Gupta, (Assistant Professor, MSMIOA) - Member
6. Dr. Manoj Gupta, (Assistant Professor, MSMIOA) - Member
7. Dr. Deepika Yadav, (Associate Professor, KC, SGT Gurgaon) - Alumni Representative

The following was resolved unanimously –

MSM Institute of Ayurveda should follow the **outcome based dynamic Course Curriculum for the subjects (Research Methodology & Biostatistics) for First semester MD/MS Programs, in toto as published by National Commission for Indian System of Medicine (NCISM) and forwarded vide letter reference no. BOA/Syllabus/31/3/2024 dated 24.10.2024.**

The PG-BOS unanimously resolved the agenda in this meeting.

The meeting ended with a vote of thanks to the chair.

11/12/24

Principal

MSM Institute of Ayurveda
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Dr. Satya Parkash Gauttam
Dean/ Principal (Chairperson)

MSM Institute of Ayurveda

Bhagat Phool Singh Mahila Vishwavidyalaya

A State University Established under Haryana Legislature Act 31 of 2006 & recognised by UGC under section 2 (f) and 12 (b) of UGC act, 1956.

KhanpurKalan (Sonepat), Haryana-131305, Phone No. – 01263-283629, Email – principalmsmbpsmv@gmail.com

Ref. No. MSM/Inst./Ayu/24/..... Date: - 13-08-2024

MINUTES OF THE MEETING

A meeting of the Staff / College Council was held on 10-08-2024 at 02:15 p.m. in the office of Principal to discuss the following agendas.

1. Introduction and approval to start a New 02 years Diploma Course in Panchkarma Department.
2. Regarding to discuss and approve to consider as 'duty leave' instead of 'on duty' for the Visitation and Hearing Work of NCISM.

The following members were present in the meeting –

1.	Dr. Satya Prakash Gauttam	Chairperson & HOD Kayachikitsa
2.	Dr. Vishnu Gautam	Member & HOD Ras Shastra
3.	Dr. Bhoopal Chander Arya	Member & HOD Shalya Tantra
4.	Dr. Mukesh Dubey	Member & HOD Agad / In-charge D.G.
5.	Dr. Vivek Agarwal	Member & HOD Rog Nidan Department
6.	Dr. Veena H. Sharma	Member & HOD Shalakya Tantra
7.	Dr. Madhavi Seetha	Member & HOD Panchkarma
8.	Dr. Govind Gupta	Member & HOD Kriya Sharir

The agendas were discussed in details and the following decisions were taken unanimously-

1. The agenda to start a new 02 years Diploma Course in Panchkarma Department namely "***Diploma in Panchkarma Technician cum Therapist course (DPTTC)***" is approved in the meeting with the following amendments in the proposal submitted by the Head of Department Dr. Madhavi Seetha.
   a. The fee for the DPTTC Course will be remain as 7500/- (Seven Thousand Five Hundred only) per semester (i.e. 30,000/- [Thirty Thousand only] for complete course).
   b. The Eligibility point 3 of the proposal of ordinance will be rectified as upper age limit of 35 will be considered instead of 30 as recommended by HOD Panchkarma.
   c. The Eligibility point 3(a) of the proposal of Ordinance will be rectified as at least 40% aggregate marks (at par the SKAU, Kurukshetra) will be considered instead of at least

1477

60% in Senior Secondary Certificate Examination (10+2), Board of School Education, Haryana.

2. The "On duty days" for the NCISM Visitation and Hearing work will be deducted from the "Duty leaves" total 30 already allowed by the university authority in an academic year.

The meeting was ended with the vote of Thanks to the chair.

13/8/24

Dr. Satya Prakash Gautam | Dr. Vishnu Gautam | Dr. Bhoopal Chandra Arya | Dr. Mukesh Dubey

13/8/24

Dr. Vivek Agarwal (on leave) | Dr. Veena H. Sharma | Dr. Madhavi Seetha | Dr. Govind Gupta

I Strongly Disagree with point no. 1, (a) (b) & (c) related to DPTTC as the Course fee of DPT Course in 2010 was 12500/- for 6 months, After 14 yrs. later it cannot be possible to propose the fee 7500/- for 6 months.

The upper Age limit [illegible] per qualification of the courses since 50% passing marks are proposed, Therefore 50% Marks are being proposed for the courses which are Average now a days.

Further it is also suggested to Convener Dr. Amit Kumar being Course Coordinator of DPT.

13/08/2024

Please Depute him as a Course Co-ordinator of this Courses.

1478

MSM Institute of Ayurveda

Bhagat Phool Singh Mahila Vishwavidyalaya

A State University Established under Haryana Legislature Act 31 of 2006 &recognized by UGC under section 2 (f) and 12 (b) of UGC act, 1956.
Khanpur Kalan (Sonepat), Haryana-131305, Phone No. – 01263-298899, Email – 1973ayu0037@bpswomenuniversity.ac.in

Ref. No.- MSM/Inst./Ayu/24/655 Date: - 16/12/2024

MINUTES OF THE MEETING OF FACULTY OF AYURVEDIC MEDICINE

A meeting of the Faculty of Ayurvedic Medicine was held on **12th December 2024 at 11:30 a.m. (Thursday)** through google meet link https://meet.google.com/mir-pzeg-irn as virtual from the residence of Principal, MSM Institute of Ayurveda regarding to discuss the following agendas -

1. **Approval of new Gazette Notification of PG Course in Ayurveda published by National Commission for Indian System of Medicine (NCISM) on 1st October 2024 for MSM Institute of Ayurveda.**
2. **Approval for implementation of outcome based dynamic Course Curriculum for the subjects (Research Methodology & Biostatistics) for First semester MD/MS Programs in MSM Institute of Ayurveda, BPSMV, Khanpur Kalan as forwarded by NCISM vide letter reference no. BOA/Syllabus/31/3/2024 dated 24.10.2024.**
3. **Approval of ordinance for starting a new course of Diploma in Panchkarma Technician cum Therapist (DPTTC) in MSM Institute of Ayurveda from the Academic Year 2025-26.**

The following members were present:-

1. Dr. Satya Parkash Gauttam, Dean/ Principal, MSMIOA - Chairperson
2. Dr. Veena H. Sharma, Associate Professor, MSMIOA - Member
3. Dr. Deepmala U. Yadav, Assistant Professor, MSMIOA - Member
4. Registrar, BPSMV - Secretary

The following was resolved unanimously –

1. **The Institute should follow the Regulations in toto of new Gazette Notification of PG Course in Ayurveda published by National Commission for Indian System of Medicine (NCISM) on 1st October 2024.**
2. **The Institute should also implement the syllabus for outcome based dynamic Course Curriculum for the subjects (Research Methodology & Biostatistics) for First semester MD/MS (Ayurveda) Programs in toto as forwarded by NCISM vide letter reference no. BOA/Syllabus/31/3/2024 dated 24.10.2024.**
3. **The ordinance for starting a new course of Diploma in Panchkarma Technician cum Therapist (DPTTC) in MSM Institute of Ayurveda from the Academic Year 2025-26 is also approved.**

All the above three agendas were discussed in this meeting of Faculty of Ayurvedic Medicine and approved unanimously.

The meeting ended with a vote of thanks to the chair.

Dr. Satya Parkash Gauttam,
Dean/ Principal (Chairperson)

Annexure -30

Faculty of Engineering and Technology
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
Office No. 01263-283124, www.bpsmv.ac.in

Scheme and syllabi Ph.D Course work for Faculty of Engineering and Technology

S. No	Code	Course Title	Hrs/Week			Total Credit	Marks		Total Marks
			L	T	P		Internal Marks	External Marks	
1.	PHE-301	Research Methodology	4	0	0	4	20	80	100
2.	CPE-RPE-022	Research and Publication Ethics	2	0	0	2	10	40	50
3	*	Department Specific Domain Core Course	4	0	0	4	20	80	100
4	PHE-302	Literature Survey and Seminar	2	0	0	2	50	--	50
Total			12	0	0	12	100	200	300

Note:-

- The duration of the Pre-Ph.D. course will be of one semester.
- Each student will have to opt one Departmental Elective Course out of the list of Department Electives as per suitability related to the topic and area of research and domain of the study as suggested by supervisor. Moreover, the Supervisor in consultation with Chairperson and DRC may offer other Departmental Elective Course not included in the list of Department Electives as per suitability related to the area of research chosen by students and domain of the study as approved by DRC & PGBOS. The students will be allowed to use non-programmable scientific calculator. However, sharing/ exchange of calculator is prohibited in the examination.
- Electronic gadgets including cellular phones are not allowed in the examination
- After successful, completion of pre- Ph. D course works, the Department will conduct the DRC for the registration of respective candidate with next six months.
- The Minimum passing marks for Ph.D Course work will be applicable as per Ph.D Ordinance

Department of Electronics and Communication Engineering

*List of Department Specific Domain Core Course

Sr. No.	Course Code	Course Title
1	PHE-512	Photonic Networks
2	PHE-513	Organic Electronics
3	PHE-514	Nanophotonics
4	PHE-515	Future Optical Access Network
5	PHE-516	Wireless technologies: 5G and Beyond
6	PHE-517	Advanced VLSI Interconnects
7	PHE-518	Integrated Circuit Design
8	PHE-519	Hybrid Electric Vehicles
9	PHE-520	Life Cycle Assessment of Renewable Systems
10	PHE-521	Bio-Energy Technologies
11	PHE-522	Emerging Technologies in Renewable Energy Sources
12	PHE-523	Smart Solar Energy and E-Mobility
13	PHE-524	Renewable Energy Grid Integration
14	PHE-525	Integrated/Hybrid Energy Systems
15	PHE-526	Data Warehousing
16	PHE-527	Robotics and Autonomous Systems
17	PHE-528	Computer Vision and Applications
18	PHE-529	AI Applications in Image and Video Processing

1481

Organic Electronics

PHE-513
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Content

Unit –I	10 Hours
Organic and Inorganic Materials & Charge Transport: Introduction; Organic Materials: Conducting Polymers and Small Molecules, Organic Semiconductors: p-type, n-type, Ambipolar Semiconductors, Charge Transport in Organic Semiconductors, Charge Transport Models, Energy Band Diagram, Organic and inorganic materials for: Source, Drain and Gate electrodes.	
Unit –II	**10 Hours**
Device Physics and Structures: Organic Thin Film Transistors: Overview of Organic Field Effect Transistor (OFET): Operating Principle; Classification of Various Structures of OFETs; Output and Transfer Characteristics; OFETs Performance Parameters: Impact of Structural Parameters on OFET; Extraction of Various Performance Parameters, Advantages, Disadvantages and Limitations	
Unit –III	**10 Hours**
Organic Device Modeling and Fabrication Techniques: Modeling of OTFT, Different Structures, Origin of Contact Resistance, Contact Resistance Extraction, Analysis of OFET Electrical Characteristics, Validation and Comparison of OFETs. Organic Devices and Circuits Fabrication Techniques.	
Unit –IV	**10 Hours**
OLEDs and Organic Solar Cells Organic Light Emitting Diodes (OLEDs): Introduction; Different Organic Materials for OLEDs; Classification of OLEDs, Output and Transfer Characteristics; Various Optical, Electrical and Thermal properties, Advantages, Disadvantages and Limitations. Organic Solar Cells: Introduction, Materials, various properties, Characteristics, Advantages, Disadvantages and Limitations and Applications.	

Suggested Text Books

1. Hagen Klauk, Organic Electronics: Materials, Manufacturing and Applications, Wiley-VCH Verlag Gmbh & Co. KGaA, Germany, 2006.
2. Klaus Mullen, Ullrich Scherf, Organic Light Emitting Devices: Synthesis, Properties and Applications, Wiley-VCH Verlag Gmbh & Co. KGaA, Germany, 2005.
3. Klaus Mullen, Ullrich Scherf, Organic Light Emitting Devices: Synthesis, Properties and Applications, Wiley-VCH Verlag Gmbh & Co. KGaA, Germany, 2005.

Note: The examiner is required to set EIGHT questions in all carrying equal marks covering the entire syllabus. The candidate is required to attempt FIVE questions.

1482

Photonic Networks

PHE-512
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Content

Unit –I	**10 Hours**
Introduction: Introduction to basic optical communication & devices, WDM optical Network evolution.Optical Multiplexing Techniques: Wavelength Division multiplexing, Time division Multiplexing & code division multiplexing.	
Unit –II	**10 Hours**
All Optical Networks: Amplification in all optical networks, All optical subscriber access networks, Design issues	
Unit –III	**10 Hours**
All Optical Networks: Amplification in all optical networks, All optical subscriber access Networks, Design issues.	
Unit –IV	**10 Hours**
Optical Switching & Routing: Optical switching, example of an optical switch using 2 X 2 Coupler, evolution of switching technologies, switching architectures, Micro Electro Mechanical Systems (MEMS), optical routers, wavelength converters, Add drop multiplexers with & without wavelength conversions.	

Suggested Text Books

1. Uyless Black, 'Optical Networks', Pearson Education, 2008
2. D.K. Mynbaeu & L. Scheiner, 'Fiber Optic Communication Technology', Pearson Edu Asia, 2008
3. C. Siva Ram Murthy & M. Gurusamy, 'WDM Optical Networks' Pearson Education, 2009
4. RG Gallager & D Bertsekas, 'Data Networks', PHI, 2006.

Note: The examiner is required to set EIGHT questions in all carrying equal marks covering the entire syllabus. The candidate is required to attempt FIVE questions.

1483

NANOPHOTONICS

PHE-514
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Content

Unit –I	**10 Hours**
Introduction: Introduction to Nanophotonics, Integrated Photonics, Photonic Crystals, Slot Waveguide, Silicon Nanowire Waveguide.	
Unit –II	**10 Hours**
Plasmonics: Introduction, Plasma Physics, Surface Plasmon Polariton, Hybrid Plasmonics Waveguide, Metal strip hybrid plasmonic waveguide, Hybrid Plasmonic Waveguide structure and Design.	
Unit –III	**10 Hours**
HPW for Nanoscale Optical Confinement: Introduction, HPW design for nanophotonics technology, performance analysis of waveguide for interconnects, Modal Properties of Waveguide, Modal structure and characteristics, Optical performance of waveguide, HPW for long-range propagation and subwavelength optical confinement.	
Unit –IV	**10 Hours**
Performance of Nanophotonics for optical confinement, Grating based Waveguide with High Nonlinearity, Hybridization of plasmonic and photonic modes for nano-scale photonic devices, Nanophotonics waveguide for low-loss subwavelength optical confinement, Nanophotonics platform for HPW, Nanophotonic coupler based on HP waveguide and performance.	

Suggested Text Books

1. Vittorio M.N.Passaro, "Advances in Photonic Crystals", Publisher InTech, 2013
2. M.Ohtsu, "Progress in Nano-Electro- Optics V", Springer-Verlag Berlin,1993.
3. C. Siva Ram Murthy & M. Gurusamy, 'WDM Optical Networks' Pearson Education, 2009
4. A.Yariv, "Optical Electronics in Modern Communications", Oxford Series in electrical & Computer Engineering, Oxford University Press, New York, 5th edition, 1997.
5. Robert W. Boyd, "Nonlinear optics." San Diego, Academic Press, 2008.

Note: The examiner is required to set EIGHT questions in all carrying equal marks covering the entire syllabus. The candidate is required to attempt FIVE questions.

1484

Future Optical Access Network

PHE-515
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Content

Unit –I	10 Hours
Introduction to Future Optical Access Network (FOAN)—A Path for Disruptive Technology Integration: Introduction; Characteristics of FOAN, Impact and benefits of FOAN on industries and societies, need of Future Optical Access Network, Future Optical Access Network deployment, classification of optical access network and next generation access network.	
Unit –II	**10 Hours**
FOAN Access Network Subsystems: Introduction of FOAN enabling active and passive components, Converged network adaptors (CAN): Optical Connectors, Optical Couplers, Optical Isolators, Optical Circulators, Mach-Zehnder Modulator (MZM), Coexistence Component/Elements-Wavelength Division Multiplexer, Gratings: Fiber Bragg Grating, Thin-Film Filters, Arrayed Waveguide Gratings, Optical Add-Drop Multiplexer, Tunable Filters, Optical Splitter, Optical Sources.	
Unit –III	**10 Hours**
FOAN Architectures Enabling FTTX/5G/6G/IoT/Smart City Applications and Services: Introduction, Need of Convergence of Optical and Wireless Network: Mobile Communication Technologies, Optical Fiber Communication Networks and Technologies, FOAN Network Features and Characteristics. Converged and Coexistent Architecture: Convergence Layer, Coexistent Layer, Optical Distribution Network (ODN), Front-End Access Network. Flexible Access System Architecture (FASA), Future Service Adaptive Access/Aggregation Network (SAAN), Free Space Optics (FSO)-Optical Wireless (OW)-Enabled TWDM-NG-PON2 Architecture, Software-Defined Optical Network (SDON).	
Unit –IV	**10 Hours**
FOAN: Design-Deployment and Maintenance Cost Analysis: Introduction, FOAN Design Aspect, FOAN Deployment Aspect, FOAN Cost Classification, FOAN Infrastructure Elements and Cost Analysis, Total Services Long-Run Incremental Cost (LRIC) Analysis, FOAN Design and Deployment Cost Analysis: Technology Scenario 1: Fiber-To-The-Premises (FTTP) with no Reuse Provision, Technology Scenario 2: FTTP with Re-Use Provision, Technology Scenario 3: FTTP with 5G/6G Wireless in Local Access, Scenario 4: FTTP with Fixed Wireless Access (FWA) Nodes/LR-VDSL, Technology Scenario 5: G.Fast/DOCSIS Over Fiber and Copper Cable-Mixed Technology, Comparison of cost for Implementation of Technology Scenario.	

Suggested Text Books

1. European Union (2020) State of play brittany region France. Feb-2022, https://project... interregeurope.eu/fileadmin/user_upload/tx_tevprojects/library/file_1646259877.pdf
2. Ghobakhloo M (2018) The future of manufacturing industry: A strategic roadmap toward Industry 4.0. J Manuf Technol Manag, 910–936. https://doi.org/10.1108/JMTM-02-2018-0057.
3. Hina (2020) Investing in optical networks prerequisite for digitisation and recovery from crisis. total crotia news. https://www.tot...investing-in-optical-networks-prerequisite-for-digitisation-and-recovery-from-crisis
4. Huawei (2019) All optics campus in Cairo: A Case Stud. https://e.huawei.com/in/case-studies/...
5. Huawei (2022) VOYAH builds All-Optical networks with Huawei https://e.huawei.com/...access-2021/industry-optix-longhaul...

1485

Wireless technologies: 5G and Beyond

PHE-516
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Content

Unit –I	10 Hours
5G NR Overview: Introduction and Motivation, Adaptive modulation and coding, Time-domain and frequency-domain frame structure, 5G NR Numerology, Hybrid Automatic repeat request protocol.	
Unit –II	**10 Hours**
5G transmit and receive chain for data and control information: CRC, Transport block segmentation/concatenation, Rate matching/rate recovery, Interleaving/deinterleaving.	
Unit –III	**10 Hours**
Cell-free/distributed wireless system: Introduction and Motivation, System model for uplink/downlink, Channel modelling, Channel estimation, Beamforming techniques, Centralized/Decentralized uplink and downlink operation, Capacity bounds and spectral efficiency.	
Unit –IV	**10 Hours**
mmWave MIMO Wireless Systems: Introduction and motivation, millimetre wave propagation and channel models, Analog, Digital and Hybrid Processing, Sparse channel estimation.	

Suggested Text Books	
1.	Erik Dahlman, Stefan Parkvall, Johan Skold, ``5G NR: The Next Generation Wireless Access Technology``, Academic Press, 2018.
2.	Sassan Ahmadi, ``5G NR: Architecture, Technology, Implementation, and Operation of 3GPP New Radio Standards``, Academic Press, 2019.
3.	Özlem Tugfe Demir, Emil Björnson and Luca Sanguinetti, "Foundations of User-Centric Cell-Free Massive MIMO", Foundations and Trends® in Signal Processing, Now publishers, 2021.

Note: The examiner is required to set EIGHT questions in all carrying equal marks covering the entire syllabus. The candidate is required to attempt FIVE questions.

1486

Advanced VLSI Interconnects

PHE-517
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Content

Unit –I	10 Hours
Preliminary concepts: Interconnects for VLSI applications, metallic interconnects, optical interconnects, superconducting interconnects, advantages of copper interconnects, challenges posed by copper interconnects, fabrication process, even and odd mode capacitances, miller theorem, transmission line equations, resistive interconnection as ladder network, propagation modes in microstrip interconnection, slow wave mode propagation, propagation delays.	
Unit –II	**10 Hours**
Parasitic extraction: Parasitic resistance, effect of surface/interface scattering and diffusion barrier on resistance. Capacitance: parallel-plate capacitance, fringing capacitance, coupling capacitance, methods of capacitance extraction, Inductance: self-inductance, mutual inductance, methods of inductance extraction, high frequency losses, frequency dependent parasitics, skin effect, dispersion effect.	
Unit –III	**10 Hours**
Modeling of interconnects and Crosstalk analysis: Elmore model, Transfer function model, even and odd mode model, Time domain analysis of multiconductor lines, Finite Difference Time Domain (FDTD) method, performance analysis using linear driver (Resistive) and nonlinear driver (CMOS), advanced interconnect techniques to avoid crosstalk. **Future VLSI Interconnects:** Optical interconnects, Superconducting interconnects, Nanotechnology interconnects, Silicon nanowires, Carbon nanotubes, Graphene nanoribbons, system issues and challenges, material processing issues and challenges, design issues and challenges.	
Unit –IV	**10 Hours**
Carbon nanotube and Graphene nanoribbon VLSI interconnects: Quantum electrical properties: quantum conductance, quantum capacitance, kinetic inductance, Carbon nanotube (CNT) and Graphene nanoribbon (GNR) interconnects, electron scattering and lattice vibrations, electron mean free path, single-wall CNT and single layer GNR resistance model, multi-wall CNT and multi-layer GNR resistance model, transmission line interconnect models, performance comparison of CNTs, GNRs and copper interconnects.	

Suggested Text Books

1. High-Speed VLSI Interconnects, Ashok K. Goel, 2007.
2. Advanced Nanoscale ULSI Interconnects: Fundamentals and Applications, Y.S. Diamand, 2009.
3. Carbon nanotube and Graphene Device Physics, H.S Philip Wong and Deji, Akinwande, 2011.

Note: The examiner is required to set EIGHT questions in all carrying equal marks covering the entire syllabus. The candidate is required to attempt FIVE questions.

Integrated Circuit Design

PHE-518
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Content

Unit –I	10 Hours
Need for low power VLSI chips. Sources of power dissipation on Digital Integrated circuits. Emerging Low power approaches. Device & Technology Impact on Low Power, Dynamic dissipation in CMOS, Transistor sizing & gate oxide thickness, Impact of technology Scaling, Technology & Device innovation.	
Unit –II	**10 Hours**
Power estimation: Simulation Power analysis: SPICE circuit simulators, gate level logic simulation, capacitive power estimation, static state power, gate level capacitance estimation, architecture level analysis, data correlation analysis in DSP systems, Monte Carlo simulation. Probabilistic power analysis: Random logic signals, probability & frequency, probabilistic power analysis techniques, signal entropy.	
Unit –III	**10 Hours**
Low Power Design: Circuit level: Power consumption in circuits. Flip Flops & Latches design, high capacitance nodes, low power digital cells library Logic level: Gate reorganization, signal gating, logic encoding, state machine encoding, pre-computation logic. Operational Amplifier: Applications of operational Amplifier, theory and Design; Definition of Performance Characteristics: Design of two stage MOS Operational Amplifier, two stage MOS operational Amplifier with cascodes, MOS telescopic-cascode operational amplifiers, MOS Folded-cascode operational amplifiers. Bipolar operational amplifiers.	
Unit –IV	**10 Hours**
Nonlinear Analog Circuits: Voltage controlled oscillator, Comparators, Analog Buffers, Source Follower and Other Structures. Phase Locked Techniques: Phase Locked Loops (PLL), closed-loop analysis of PLL. Digital-to-Analog (D/A) and Analog-to-Digital (A/D) Converters. OTA & Switched Capacitor filters: OTA Amplifiers, Switched Capacitor Circuits and Switched Capacitor Filters.	

Suggested Text Books

1.	Gary K. Yeap, Practical Low Power Digital VLSI Design, KAP, 2002
2.	Rabaey, Pedram, Low power design methodologies Kluwer Academic, 1997
3.	D. A. Johns and Martin, Analog Integrated Circuit Design, John Wiley, 1997.
4.	R Gregorian and G C Temes, Analog MOS Integrated Circuits for Signal Processing, John Wiley, 1986.
5.	Behzad Razavi, "Principles of data conversion system design", S.Chand and company Ltd. 2000, John Wiley
6.	Kenneth R. Laker, Willy M.C. Sensen, " Design of Analog Integrated ckts and sys", McGraw Hill, 1994.

Note: The examiner is required to set EIGHT questions in all carrying equal marks covering the entire syllabus. The candidate is required to attempt FIVE questions.

Hybrid Electric Vehicles

PHE-519
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Course Objective: The objective of this course is:

- To understand the basic principles, components, and functioning of hybrid electric vehicles (HEVs).
- To explore various types of HEVs and their design considerations.
- To study the control strategies and energy management systems used in HEVs.
- To analyze the environmental, economic, and performance aspects of HEVs.

Course Outcomes: At the end of the course, students will be able to:

- Understand the basic principles and components of hybrid electric vehicles.
- Analyze and design hybrid powertrain configurations for optimal performance and efficiency.
- Implement energy management strategies to optimize power usage in HEVs.
- Evaluate the environmental, economic, and performance aspects of hybrid electric vehicles.

Content

Unit –I	**10 Hours**
Introduction to Hybrid Electric Vehicles Basic Concepts: Hybrid electric vehicle (HEV) vs. conventional vehicles, and battery electric vehicles (BEVs); Types of Hybrid Vehicles: Series, parallel, and series-parallel hybrids; Components of HEVs: Internal combustion engine (ICE), electric motor, power electronics, and energy storage systems (batteries and capacitors); Energy Flow in HEVs: Powertrain configurations and energy conversion processes; History and Development: Evolution of HEVs, from early prototypes to modern commercial vehicles.	
Unit –II	**10 Hours**
Power train Design and Vehicle Dynamics Hybrid Powertrain Design: Sizing and selection of engine, motor, battery, and transmission; Transmission Systems in HEVs: Single-speed and multi-speed transmissions, continuously variable transmission (CVT), and dual-clutch systems; Vehicle Performance and Efficiency: Fuel efficiency, acceleration, regenerative braking, and driving cycle performance; Powertrain Configuration: Impact of powertrain architecture on vehicle weight, performance, and energy consumption; Energy Storage and Batteries: Types of batteries used in HEVs, charging/discharging cycles, and state-of-charge management.	
Unit –III	**10 Hours**
Energy Management and Control Strategies Energy Management Systems (EMS): Functionality of EMS, optimal power distribution between ICE and electric motor; Control Strategies: Rule-based control, optimization-based control, fuzzy logic control, and predictive control; Regenerative Braking: Principles of regenerative braking, energy recovery, and storage; Operating Modes: Pure electric mode, engine-only mode, hybrid mode, and their transitions; Real-Time Monitoring and Adaptive Systems: Dynamic energy management for different driving conditions (urban, highway, etc.).	
Unit –IV	**10 Hours**
Environmental, Economic, and Performance Analysis of HEVs Environmental Impact: Reduction in greenhouse gas emissions, fuel consumption, and lifecycle assessment of HEVs; Economic Considerations: Cost of ownership, fuel savings, government incentives, and total cost of vehicle life; Battery Technologies and Their Impact: Environmental effects of battery production, recycling, and second-life applications; Performance Evaluation: Comparison of HEVs with conventional vehicles and BEVs in terms of efficiency, performance, and emissions; Market Trends and Future Directions: Emerging technologies, hybridization of new powertrains, and future hybrid vehicle	

designs.	
Suggested Text Books	
1.	"Hybrid Electric Vehicles: Principles and Applications with Practical Perspectives" by Tom Denton.
2.	"Fundamentals of Hybrid Electric Vehicles" by M. R. D. K. K. L. Rao.
3.	"Electric and Hybrid Vehicles: Design Fundamentals" by Iqbal Husain.
4.	Research papers and industry reports on the latest trends in hybrid vehicle technology and energy management strategies.

Note: Nine questions will be set in all by the examiners taking two questions from each unit and one question containing short answer type questions from entire syllabus. Students will be required to attempt five questions, selecting one question from each unit. Question No.1 is compulsory which is from entire syllabus.

Life Cycle Assessment of Renewable Systems

PHE-520
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Course Objective: The aim of this course is to:

- U To be able to understand the characteristics of life cycle assessment.
- To be able to understand the risk and life cycle framework for sustainability.
- To be able to understand the life cycle assessment of renewable energy sources.

Course Outcomes: At the end of the course, students will be able to:

- Understand the characteristics of life cycle assessment.
- Understand the risk and life cycle framework for sustainability.
- Understand the life cycle assessment of renewable energy sources.

Content

UNIT- I	**10 hrs**
Life Cycle Analyses An introduction to sustainability concept and life cycle analyses, introduction to material flow and waste management, study of water resources and food nexus. **Main Characteristics of Life Cycle Assessment** What is LCA?, role of LCA in relation to products, role of LCA in wider applications, strength and limitations of LCA, LCA as part of a tool box, management of LCA projects.	
UNIT- II	**10 hrs**
Life Cycle Framework Risk and life cycle framework for sustainability: introduction, risk, environmental risk assessment, example chemicals and health effects, character of environmental problems.	
UNIT- III	**12 hrs**
Life Cycle Assessment of Renewable Energy Sources Life cycle assessment of biodiesel from palm oil, life-cycle assessment of bio methane from lignocelluloses biomass, application of life cycle assessment on agricultural production systems with reference to lignocelluloses biogas and bio ethanol production as transport fuels.	
UNIT- IV	**12 hrs**
Life Cycle Inventory and Impact Assessments Life cycle inventory and impact assessments, unit processes and system boundary, data quality, procedure for life cycle impact assessment, LCIA in practice with examples, interpretation of LCIA results. **ISO Terminologies** Factors for good LCA study, ISO terminologies, LCA steps recap, chemical release and fate and transport, and green sustainable materials.	
Suggested Text Books/References	
1.	B. Jeroen, Guinee, *Hand Book on Life Cycle Assessment*, Kluwer Academic Publications.
2.	K.Walter, *Background and Future Prospects in life Cycle Assessment*, Springer.
3.	Anoop Singh , *Life Cycle Assessment of Renewable Energy sources*, Springer.

Note: Nine questions will be set in all by the examiners taking two questions from each unit and one question containing short answer type questions from entire syllabus. Students will be required to attempt five questions, selecting one question from each unit. Question No.1 is compulsory which is from entire syllabus.

Bio-Energy Technologies

PHE-521
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Course Objective: The objective of this course is:

- To provide knowledge of bio-energy and bio-gas.
- To impart knowledge of applications of bio-energy.
- To understand the working of bio-gas plant.
- To understand Bio-mass resource potential and assessment for energy generation.

Content

Unit –I	**08 Hours**
Basics of Bio-Energy Introduction to biogas, utility of biogas, chemical composition, properties of biomass, up gradation of biogas, different types of materials used for the production of biogas, size reduction, briquetting, drying, storage and handling of biomass.	
Unit –II	**10 Hours**
Biomass and Bio-Fuels Energy plantation, biogas generation, types of biogas plants, applications of biogas and energy from wastes, introduction to anaerobic digestion technology, different stages of production of biogas. characteristics of bio-diesel, materials and methods, and its applications, alcoholic fermentation process, technologies and its applications.	
Unit –III	**10 Hours**
Operational Parameters Different factors contribute the production of biogas like retention period, loading rate, temperature, carbon nitrogen (CN) ratio, acidity and alkalinity (PH), presence of toxic substances, kinetics and mechanism- high rate digesters for industrial waste water treatment.	
Unit –IV	**10 Hours**
Biogas plant Important parts of a biogas plant and designing a biogas plant. different categories of bio-gas plants like domestic, institutional and community. classification of biogas plants such as batch type, semi continues type and continuous type, incineration-processing for liquid fuel production. **Different Models** On a study about different models of biogas plants like fixed dome model, floating dome model, RCC digester with flexible gas collector, geo-membrane digester, tube digester, lagoon digester. portable biogas plants, pre-fabricated biogas plants and also the plants constructed at site.	

Suggested Text Books

1.	K .M. Mital, *Biogas Systems: Principles and Applicationsby*, New Age Publishers.
2.	A Chakraverthy, *Biotechnology and Alternative Technologies for Utilization of Biomass or Agricultural Wastes* by Oxford & IBH publishing Co, 1989.
3.	R. S. Khoiyangbam, Navindu Gupta and Sushil Kumar, *Biogas Technology: Towards Sustainable Development*, The Energy and Resources Institute.
4.	B. T. Nijaguna, *Biogas Technology*, New Age International Publishers.
5.	Georg M. Guebitz, *Biogas Science and Technology*, Springer.
6.	Brad Hill, *Biogas Technology and Principles*, N. Y. Research Press.
7.	Arthur Wellinger, Jerry D. Murphy, David Baxter, *The Biogas Handbook: Science, Production and Applications*, Wood Head Publishing.
8.	Research articles and case studies on Bio-Energy Technologies

Note: Nine questions will be set in all by the examiners taking two questions from each unit and one question containing short answer type questions from entire syllabus. Students will be required to attempt five questions, selecting one question from each unit. Question No.1 is compulsory which is from entire syllabus.

Emerging Technologies in Renewable Energy Sources

PHE-522
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Course Objective: The objective of this course is:

- To explore advanced technologies in renewable energy systems.
- To understand the integration of emerging technologies in sustainable energy solutions.
- To evaluate the performance and efficiency of innovative renewable energy systems.

Course Outcomes: At the end of the course, students will be able to:

- Analyze emerging technologies in solar, wind, and marine energy systems.
- Evaluate the advancements in biomass, geothermal, and fuel cell technologies.
- Integrate smart grid solutions for efficient renewable energy utilization.
- Critically assess policy frameworks and market trends in renewable energy.

Content

Unit –I	**10 Hours**
Advanced Solar Energy Technologies Photovoltaic Innovations: Multi-junction solar cells, Perovskite solar cells, Quantum dot photovoltaics; Concentrated Solar Power (CSP): Parabolic trough, Solar tower, Linear Fresnel reflectors, and hybrid CSP systems; Building-Integrated Photovoltaics (BIPV): Smart windows, solar roofs, and transparent PVs; Solar Energy Storage: Thermal energy storage, molten salts, and battery-based systems; Emerging Applications: Solar cooling, solar desalination, and solar water splitting for hydrogen production.	
Unit –II	**10 Hours**
Advanced Wind and Marine Energy Systems Next-Generation Wind Turbines: Vertical-axis wind turbines (VAWT), floating offshore wind turbines, and bladeless wind turbines; Smart Wind Energy Systems: IoT-enabled monitoring, predictive maintenance, and AI in wind energy optimization; Marine Energy: Tidal and wave energy technologies, Oscillating Water Columns (OWC), and underwater kites; Hybrid Systems: Combining wind and wave energy for efficient generation; Challenges and Opportunities: Integration, environmental impacts, and economic feasibility.	
Unit –III	**10 Hours**
Biomass, Geothermal, and Emerging Fuel Technologies Biomass Innovations: Advanced biomass gasification, pyrolysis, and biogas upgrading techniques; Algae-Based Bioenergy: Algal biofuels and bioproducts; Geothermal Energy: Enhanced Geothermal Systems (EGS), closed-loop systems, and geothermal heat pumps; Hydrogen and Fuel Cells: Green hydrogen production, fuel cell technologies, and hydrogen storage solutions; Waste-to-Energy Systems: Advanced incineration, anaerobic digestion, and plasma gasification.	
Unit –IV	**10 Hours**
Smart Grids and Integration of Renewable Energy Smart Grid Technologies: Demand response, real-time monitoring, and energy management systems; Energy Storage Innovations: Solid-state batteries, flow batteries, and flywheels; Microgrids and Distributed Energy Resources (DERs): Architecture, control strategies, and islanding; Artificial Intelligence in Renewable Energy: Predictive analytics, optimization, and fault detection; Policy and Market Trends: Renewable energy policies, carbon credits, and global energy transition strategies.	
Suggested Text Books	
1.	Renewable Energy: Power for a Sustainable Future" by Godfrey Boyle
2.	"Handbook of Renewable Energy Technology" by Ahmed F. Zobaa and Ramesh C. Bansal.
3.	"Advanced Renewable Energy Systems" by S. C. Bhatia.
4.	Recent journal papers and case studies in renewable energy technologies.

Note: Nine questions will be set in all by the examiners taking two questions from each unit and one question containing short answer type questions from entire syllabus. Students will be required to attempt five questions, selecting one question from each unit. Question No.1 is compulsory which is from entire syllabus.

Smart Solar Energy and E-Mobility

PHE-523
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Course Objective: The objective of this course is:

- To explore the integration of solar energy technologies with smart systems.
- To understand the fundamentals and advancements in e-mobility.
- To analyze the challenges and solutions in adopting smart solar energy and electric vehicles.

Course Outcomes: At the end of the course, students will be able to:

- Understand the advanced solar energy systems and their applications in smart systems.
- Analyze the fundamentals and components of electric mobility systems.
- Evaluate the integration of renewable energy with e-mobility and smart grids.
- Assess challenges and innovations in solar energy and e-mobility for sustainable development.

Content

Unit –I	**10 Hours**
Advanced Solar Energy Technologies for Smart Systems Solar Photovoltaic Systems: High-efficiency solar panels, bifacial modules, and thin-film technology; Smart Solar Energy Solutions: IoT-based monitoring and control, smart inverters, and solar tracking systems; Solar Energy Storage: Battery integration, hybrid storage systems, and energy management in solar applications; Distributed Solar Energy Systems: Community solar projects and peer-to-peer energy trading; Applications: Solar-powered charging stations, solar rooftops for smart cities, and portable solar devices.	
Unit –II	**10 Hours**
Fundamentals of E-Mobility Electric Vehicle (EV) Basics: Types of EVs (BEVs, PHEVs, FCEVs), components of EVs, and working principles; EV Batteries and Energy Storage: Battery chemistries (Li-ion, solid-state), battery management systems (BMS), and lifecycle analysis; Charging Technologies: AC/DC charging, wireless charging, and fast charging standards (CCS, CHAdeMO); Integration with Renewable Energy: Solar-powered EV charging, grid-tied charging stations, and vehicle-to-grid (V2G) systems; Policy Framework: Government incentives, standards, and regulatory frameworks for EV adoption.	
Unit –III	**10 Hours**
Smart Grids and E-Mobility Integration Smart Grid Basics: Architecture, communication protocols, and demand-side management; Vehicle-to-Grid (V2G) Technology: Bidirectional power flow, grid stabilization, and energy arbitrage; Smart Charging Infrastructure: Load balancing, dynamic pricing, and grid-friendly EV chargers; Renewable Energy Integration: Challenges and solutions in connecting solar power with EV charging networks; Case Studies: Examples of smart grid and EV integration in global markets.	
Unit –IV	**10 Hours**
Challenges, Trends, and Future Directions Challenges in Solar and E-Mobility: Technical, economic, and environmental barriers; Emerging Technologies: Solar-integrated EVs, solid-state batteries, and autonomous electric vehicles; Role of AI and IoT: Predictive maintenance, energy optimization, and user behavior analysis in EVs; Sustainability and Circular Economy: Recycling and reuse of solar panels and EV batteries; Future Trends: Innovations in hybrid renewable systems, policy evolution, and market growth predictions.	

Suggested Text Books

1. Solar Energy: The Physics and Engineering of Photovoltaic Conversion" by Klaus Jäger et al.
2. Electric Vehicle Technology Explained" by James Larminie and John Lowry.
3. Smart Grids: Infrastructure, Technology, and Solutions" by Stuart Borlase.

4.	Research papers and case studies on solar energy and e-mobility integration.

Note: Nine questions will be set in all by the examiners taking two questions from each unit and one question containing short answer type questions from entire syllabus. Students will be required to attempt five questions, selecting one question from each unit. Question No.1 is compulsory which is from entire syllabus.

Renewable Energy Grid Integration

PHE-524
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Course Objective: The objective of this course is:

- To understand the technical and operational challenges of integrating renewable energy sources into the power grid.
- To study advanced technologies and tools for grid integration.
- To explore the role of energy storage, demand response, and smart grid solutions in renewable energy integration.
- To evaluate the economic, environmental, and policy aspects of renewable energy grid integration.

Course Outcomes: At the end of the course, students will be able to:

- Understand the fundamentals and challenges of renewable energy grid integration.
- Apply advanced technologies and control strategies to optimize grid performance.
- Evaluate economic and environmental impacts of renewable energy integration.
- Analyze global trends and policy frameworks for effective renewable energy deployment.

Content

Unit –I	**08 Hours**
Fundamentals of Renewable Energy Grid Integration Overview of Renewable Energy Sources: Solar, wind, hydro, biomass, and geothermal energy; Grid Integration Basics: Role of the grid, grid architecture, and key challenges of renewable energy integration; Variability and Uncertainty: Impact of intermittent renewable sources on grid stability; Power Quality Issues: Voltage stability, frequency regulation, and harmonics; Renewable Energy Penetration Levels: Concept of grid parity and penetration limits.	
Unit –II	**10 Hours**
Technologies for Grid Integration Energy Storage Systems: Battery energy storage, pumped hydro storage, flywheels, and supercapacitors; Power Electronics in Grid Integration: Inverters, converters, and FACTS devices; Grid Interface for Renewables: Interconnection standards, microgrids, and hybrid energy systems; Demand-Side Management: Load forecasting, demand response, and energy efficiency strategies; Case Studies: Examples of successful grid integration of renewable energy.	
Unit –III	**10 Hours**
Smart Grids and Advanced Control Systems Smart Grid Technologies: Real-time monitoring, smart meters, and automated distribution systems; Control Strategies for Renewable Integration: Frequency control, voltage regulation, and active/reactive power control; AI and Machine Learning in Grid Management: Predictive analytics, fault detection, and optimization; Vehicle-to-Grid (V2G) Integration: Role of electric vehicles in grid stabilization; Cybersecurity in Renewable Energy Grids: Protecting grid infrastructure from cyber threats.	
Unit –IV	**10 Hours**
Economic, Environmental, and Policy Perspectives Economic Aspects: Cost-benefit analysis, grid investments, and energy pricing models; Environmental Impact: Carbon footprint reduction, lifecycle analysis of renewable systems, and land use considerations; Policy and Regulatory Frameworks: Renewable energy targets, feed-in tariffs, and net metering policies; Global Case Studies: Best practices from countries with high renewable energy penetration; Future Trends: Role of hydrogen, offshore wind farms, and virtual power plants in grid integration.	
Suggested Text Books	
1.	Renewable Energy Integration: Practical Management of Variability, Uncertainty, and Flexibility in Power Grids" by Lawrence E. Jones.

2.	Smart Grids: Fundamentals of Design and Analysis" by James Momoh
3.	Grid Integration and Dynamic Impact of Wind Energy" by Vijay Vittal.
4.	Research articles and case studies on renewable energy grid integration.

Note: Nine questions will be set in all by the examiners taking two questions from each unit and one question containing short answer type questions from entire syllabus. Students will be required to attempt five questions, selecting one question from each unit. Question No.1 is compulsory which is from entire syllabus.

Integrated/Hybrid Energy Systems

PHE-525
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Course Objective: The objective of this course is:

- To understand the concept and design of integrated/hybrid energy systems (HES).
- To explore the integration of renewable and non-renewable energy sources.
- To analyze the role of advanced technologies in optimizing hybrid energy systems.
- To evaluate economic, environmental, and social impacts of HES.

Course Outcomes: At the end of the course, students will be able to:

- Understand the principles and components of integrated energy systems.
- Design and optimize hybrid energy systems for specific applications.
- Analyze the role of advanced technologies in enhancing the performance of HES.
- Evaluate the sustainability and scalability of HES for future energy needs.

Content

Unit –I	**10 Hours**
Fundamentals of Integrated Energy Systems Introduction to Hybrid Energy Systems (HES): Definition, types, and importance of HES; Energy Sources in HES: Solar, wind, biomass, hydro, geothermal, fuel cells, and conventional sources; System Components: Energy generation units, storage systems, power electronics, and control systems; Energy Conversion and Management: Energy flow, conversion efficiency, and load management; Hybrid Configurations: Grid-connected, off-grid, and islanded systems.	
Unit –II	**10 Hours**
Design and Optimization of Hybrid Energy Systems System Design Principles: Sizing of components, system configuration, and load assessment; Optimization Techniques: Simulation tools (HOMER, RETScreen), multi-objective optimization, and techno-economic analysis; Energy Storage in HES: Batteries, pumped hydro, flywheels, hydrogen storage, and thermal energy storage; Control Strategies: Energy management systems, predictive control, and adaptive algorithms; Case Studies: Examples of optimized hybrid systems in rural and urban areas.	
Unit –III	**10 Hours**
Advanced Technologies in HES Smart Grid Integration: Role of smart grids in HES, real-time monitoring, and demand response; IoT and AI Applications: Predictive maintenance, load forecasting, and optimization of energy usage; Hybrid Energy for Microgrids: Architecture, operation, and advantages in localized power systems; Hybrid Renewable Energy Systems (HRES): Solar-wind, solar-biomass, and other renewable combinations; Power Electronics in HES: Inverters, converters, and controllers for efficient energy flow.	
Unit –IV	**10 Hours**
Challenges, Sustainability, and Future Trends Challenges in HES Deployment: Technical, economic, and environmental barriers; Sustainability in HES: Lifecycle analysis, circular economy, and recycling of components; Policy and Regulatory Frameworks: Incentives, standards, and global practices for HES deployment; Emerging Trends: Hydrogen-based hybrid systems, vehicle-to-grid (V2G) integration, and offshore hybrid systems; Global Case Studies: Successful implementations of HES in different regions.	
Suggested Text Books	
1.	Hybrid Renewable Energy Systems: Modelling, Optimization and Control" by B. K. Bose.
2.	"Renewable Energy System Design" by Ziyad Salameh.
3.	"Smart Hybrid AC/DC Microgrids: Advances in Integration and Optimization" by Yunwei Ryan Li and Hui Li.
4.	Research papers and case studies on integrated energy systems and hybrid solutions.

Note: Nine questions will be set in all by the examiners taking two questions from each unit and one question containing short answer type questions from entire syllabus. Students will be required to attempt five questions, selecting one question from each unit. Question No.1 is compulsory which is from entire syllabus.

1500

Data Warehousing

PHE-526
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Course Objective:

- Develop a Deep Understanding of Data Warehousing Concepts and Architectures.
- Enhance Analytical Skills through Advanced Data Warehousing Techniques.
- Promote Research and Innovation in Data Warehousing.

Course Outcomes:

- Proficiency in Advanced Data Warehousing Techniques
- Ability to Conduct Original Research
- Effective Communication of Research Findings

Content

UNIT- I	12 Hours
Introduction to Data Warehousing: Overview of Data Warehousing Concepts, Evolution of Data Warehousing, Data Warehousing vs. Operational Databases, Data Warehouse Architectures, Star and Snowflake Schemas, Fact and Dimension Tables, Data Modeling Techniques, ETL (Extract, Transform, Load) Processes, Data Integration and Data Cleaning	
UNIT- II	**8 Hours**
Advanced Data Warehousing Techniques: Optimization and Performance, Partitioning, Indexing and Data Organization, Data Aggregation and Summarization, Materialized Views, OLAP and Multidimensional Analysis, OLAP (Online Analytical Processing)MOLAP, ROLAP, and HOLAP Models, Data Warehousing for Business Intelligence	
UNIT- III	**10 Hours**
Data Quality, Security, and Advanced Applications: Data Quality and Metadata Management, Data Quality Management in Data Warehousing, Metadata in Data Warehousing, Data Governance, Data Security Challenges Privacy Preservation Techniques, Regulatory Compliance (e.g., GDPR, HIPAA), Cloud-Based and Real-Time Data Warehousing, Real-Time Data Warehousing, Data Warehouse Appliances.	
UNIT- IV	**16 Hours**
Research Trends and Practical Applications: Research and Future Directions, Recent Advances in Data Warehousing, Research Challenges and Future Directions, Real-World Data Warehousing Projects, Data Visualization and Reporting Tools	
Suggested Text Books	
1.	Building the Data Warehouse by W.H. Inmon
2.	The Data Warehouse Toolkit: The Definitive Guide to Dimensional Modeling" by Ralph Kimball and Margy Ross
3.	Data Warehousing Fundamentals for IT Professionals" by Paulraj Ponniah,
4.	"Data Warehouse Design Solutions" by Christopher Adamson and Michael Venerable

Note: Nine questions will be set in all by the examiners taking two questions from each unit and one question containing short answer type questions from entire syllabus. Students will be required to attempt five questions, selecting one question from each unit. Question No.1 is compulsory which is from entire syllabus.

1501

Robotics and Autonomous Systems

PHE-527
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Course Objective:

- Understanding the basic concepts of robotics, including types of robots, components, and their functions.
- Introduction to kinematics and dynamics of robotic systems.
- Exploring algorithms for autonomous navigation, path planning, and decision-making.
- Studying techniques for machine learning and artificial intelligence in autonomous systems.

Course Outcomes:

- Capability to develop and apply algorithms for autonomous navigation, path planning, and decision-making in complex environments.
- Skills to troubleshoot and optimize robotic systems for enhanced performance and reliability.

Content

UNIT- I	12 Hours
Introduction to Robotics: History and Evolution of Robotics, Core Concepts: Kinematics, Dynamics, and Control, Robot Architectures: Hardware and Software, Types of Robots: Mobile Robots, Industrial Robots, Humanoids, etc. Mathematics for Robotics, Linear Algebra and Matrix Theory, Definitions and Principles of Autonomy, Autonomous Systems Architectures, Planning and Decision-Making Algorithms	
UNIT- II	**8 Hours**
Robot Kinematics and Dynamics: Forward and Inverse Kinematics, Robot Dynamics and Control Systems, Motion Planning and Trajectory Generation, Optimization Techniques in Robotics, Machine Learning for Robotics , Computer Vision and Image Processing in Robotics, Natural Language Processing for Human-Robot Interaction, Sensor Data Processing and Fusion Techniques.	
UNIT- III	**10 Hours**
Autonomous Systems and Applications: Autonomous Ground Vehicles (AGVs) and Autonomous Underwater Vehicles (AUVs), Unmanned Aerial Vehicles (UAVs) and Drone Technologies, Real-Time Control and Safety in Autonomous Vehicles, Cooperative Robotics and Multi-Agent Systems, Swarm Intelligence and Distributed Robotics, Communication and Coordination Strategies.	
UNIT- IV	**16 Hours**
Current Research Trends in Robotics and Autonomous Systems: Emerging Technologies in Robotics, Soft Robotics, Bio-Inspired Robotics, Robotics in Manufacturing and Automation, Autonomous Systems in Healthcare, Agriculture, and Defense, Robotics Competitions and Challenges.	

Suggested Text Books	
1.	Introduction to Robotics: Mechanics and Control" by John J. Craig
2.	"Probabilistic Robotics" by Sebastian Thrun, Wolfram Burgard, and Dieter Fox.
3.	"Modern Robotics: Mechanics, Planning, and Control" by Kevin M. Lynch and Frank C. Park.
4.	Robotics: Control, Sensing, Vision, and Intelligence" by K.S. Fu, R.C. Gonzalez, and C.S.G Lee.

Note: Nine questions will be set in all by the examiners taking two questions from each unit and one question containing short answer type questions from entire syllabus. Students will be required to attempt five questions, selecting one question from each unit. Question No. 1 is compulsory which is from entire syllabus.

Computer Vision and Applications

PHE-528
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Course Objective:

Understand the basic concepts of computer vision.

- Explore methods for extracting meaningful features from images and video.
- Explore methods for analyzing motion in video.
- To understand the deep learning concept for various computer vision tasks.

Course Outcomes:

- Understand methods for extracting meaningful features of images and video.
- Enhanced the capability of implementing computer vision applications using programming languages like Python.
- Developed practical skills and ethical awareness in the application of computer vision techniques.

Content

UNIT- I	12 Hours
Advanced Satellite remote sensing: Satellite and its classification. Sun synchronous orbit and geostationary orbit, Remote sensing satellites in operation: LANDSAT,SPOT,IRS,INSAT,GEOSAT,IKONOS, QUICK BIRD,NOAA, TERRA their sensor characteristics and application.	
UNIT- II	**8 Hours**
Image and video Enhancement: Algorithms for enhancing image and video quality, denoising, or improving low-light images. Designing systems for analyzing and extracting meaningful information from large image and video datasets. Algorithms for accurate 3D reconstruction from 2D images or video.	
UNIT- III	**10 Hours**
Computer Vision Applications: Computer vision applications for healthcare, robotics, or surveillance. Utilizing image processing techniques for analyzing satellite imagery for environmental monitoring or urban planning. Human-computer interaction using image and video processing.	
UNIT- IV	**16 Hours**
Practical Implementation: Hands-on programming skills in languages like Python, use of popular computer vision libraries such as OpenCV and TensorFlow for implementing algorithms. Ethical considerations related to the use of computer vision, including privacy, bias, and societal implications.	
Suggested Text Books	
1.	Computer Vision: Algorithms and Applications by Richard Szeliski:
2.	Computer Vision: Models, Learning, and Inference" by Simon J.D. Prince, Cambridge University Press
3.	Learning OpenCV 4: Computer Vision with Python, 3rd Edition, by Adrian Kaehler and Gary Bradski,
4.	Computer Vision: Principles, Algorithms, Applications, Learning, by Reinhard Klette, Karsten Schluens, and Andreas Koschan:

Note: Nine questions will be set in all by the examiners taking two questions from each unit and one question containing short answer type questions from entire syllabus. Students will be required to attempt five questions, selecting one question from each unit. Question No.1 is compulsory which is from entire syllabus.

1563

AI Applications in Image and Video Processing

PHE-529
L T P
4 0 0

Total Credits: 4
Internal Marks: 20
External Marks: 80
Total Marks: 100

Course Objective:

Develop a strong foundational knowledge of image and video processing concepts.

- Develop a Fundamental knowledge of techniques, and practical skills related to the application of artificial intelligence.
- Explore methods for extracting meaningful features from images and video.
- Explore methods for analyzing and processing video data.

Course Outcomes:

- Enhanced the Skill of extraction of meaningful information from image and videos using AI.
- Improved video analysis, object tracking, and action recognition skills.
- Enhanced the efficiency and accuracy of medical images analysis.

Content

UNIT- I	12 Hours
Introduction: Developing AI models, analyze and interpret visual information using AI, identifying relevant features within an image, identifying and classifying human actions or activities in a video. Utilizing AI model for medical image analysis, disease diagnosis, and personalized treatment recommendations.	
UNIT- II	**8 Hours**
Natural Language Processing (NLP): Improving language understanding, sentiment analysis, and language generation using advanced NLP techniques. Reinforcement Learning in Robotics, applying reinforcement learning for robotic control and decision-making in real-world environments.	
UNIT- III	**10 Hours**
AI and Edge Computing: Integrating AI models into edge devices for real-time processing. AI model for decision-making in resource-constrained environment. Exploring applications of GANs in image synthesis, style transfer, and generating realistic data.	
UNIT- IV	**16 Hours**
AI for Cybersecurity: Developing AI-driven solutions for threat detection, anomaly detection, and cybersecurity risk assessment. AI Ethics and Bias Mitigation: Research on ethical considerations in AI development, methods to mitigate biases in AI algorithms	

Suggested Text Books

1.	Digital Image Processing, by Rafael C. Gonzalez and Richard E. Woods:
2.	Deep Learning, by Ian Goodfellow, Yoshua Bengio, and Aaron Courville
3.	Computer Vision: Models, Learning, and Inference. by Simon J.D. Prince:
4.	Computer Vision: Algorithms and Applications by Richard Szeliski

Note: Nine questions will be set in all by the examiners taking two questions from each unit and one question containing short answer type questions from entire syllabus. Students will be required to attempt five questions, selecting one question from each unit. Question No.1 is compulsory which is from entire syllabus.

7504

Annexure -3

Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpswomenuniversity.ac.in

Ref. No. BPSMV/ FET/25/ 02 **Date:-** 23/01/25

Proceeding of the meeting of Faculty of Engineering and Technology held on 23.01.2025 at 11:00 am. in the office of Dean, Faculty of Engineering and Technology, BPSMV, Khanpur Kalan.
The following members were present:-

1. Dr. Vijay Nehra, Dean FET, BPSMV, Khanpur Kalan
2. Dr. Priyanka, Chairperson, ECE, BPSMV, Khanpur Kalan, Sonipat
3. Mrs. Sonal, Chairperson, CSE&IT, BPSMV, Khanpur Kalan,Sonipat
4. Mr. Ashish Hooda, In-Charge, Deptt of FT, BPSMV, Khanpur Kalan, Sonipat
5. Dr. Sudesh Nandal, Associate Professor, Deptt of ECE
6. Dr. Manju Saroha, Assistant Professor, Deptt of CSE&IT, Khanpur Kalan
7. AR, Secretary, BPSMV, Khanpur Kalan

After detailed discussion and deliberation, the following decisions were taken:-

Agenda No.1: To consider the registration of Ph.D (ECE) Research Scholars in the Department of Electronics and Communication Engineering.

Considered and approved the registration and addition of co-supervisor of Ph.D (ECE) Research Scholars in Electronics and Communication Engineering as recommended by Departmental Research Committee (DRC), and PGBOS in the meeting held on 10/12/2024 and 15/01/2025 respectively as per the details tabulated below:-

Candidate	Research Topic	Supervisor	Co-Supervisor
Ms. Anupriya (Roll no 23141001),	Design, Analysis and Performance Evaluation of Low Power, Energy Efficient Multi-Valued Logic Circuits	Dr. Rajender Kumar	Dr. Vikram Singh, Associate Professor, SoECE at SMVD University, Katra
Ms. Nidhi (Roll no 23141002)	Performance Analysis of Optical Millimeter Wave Generation Scheme for Future Communication Network	Dr. Sandeep Dahiya	---------
Ms. Rekha (Roll no 23141003)	Intelligent Modeling and Design of Hybrid Renewable Energy System Ensuring Sustainable Green Energy Solution	Dr. Priyanka	Dr. Krishan Kumar, Assistant Professor, Deptt of ECE, BPSMV, Khanpur Kalan, Sonipat

1505

However, as per clause 5.20 of applicable Ph.D ordinance the case of Ph.D registration is not required mandatory to be routed through Faculty Board.

Agenda No. 2: To consider the minor revision of scheme and syllabus of Pre-Ph.D (ECE) course work in Department of Electronics and Communication Engineering.

Considered and approved the minor revision of scheme and syllabus of Pre-Ph.D (ECE) course work as recommended by PGBOS in its meeting held on 15/01/2025.

Agenda No. 2: To consider the change in ordinance of M.Tech (Functional Technology) regarding eligibility for admission in the programme in the department of Fashion Technology.

In view of interest of B.Design (Four year Course) students to pursue M.Tech in Fashion Technology and decline student's admission in the PG programme in the Department of Fashion Technology. The PGBOS in its meeting held on 22/08/2024 recommended the inclusion of B.Design as eligibility in addition to the existing for admission in PG Programme with effect from forth coming academic session.

Prof. (Dr) Vijay Nehra
Dean, FET 23/1/25

Dr. Priyanka 23-01-2025
Chairperson, ECE

Mrs. Sonal 23/1/25
Chairperson, CSE&IT

Mr. Ashish Hooda 23/1/25
In-Charge, FT

Dr. Sudesh Nandal 23/01/25
Member

Dr. Manju Saroha 23/1/25
Member

Assistant Registrar 23.01.2025
(Academic Branch)

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Chairperson, ECE <doece@bpswomenuniversity.ac.in>

Intimation regarding meeting of P.G Board of Studies of Department of Electronics and Communication Engineering scheduled to be held on 15/01/2025 at 11:00 am.

9 messages

Chairperson, ECE <doece@bpswomenuniversity.ac.in>
To: munish.vashishath@gmail.com, Vijay Nehra <nehra_vijay@yahoo.com>, anand_priyanka10@yahoo.co.in, sudesh kharb <sudesh_30@rediffmail.com>, Rajender Kumar <rajender.mtech@gmail.com>, krishan kumar <krishan.bpsmv@gmail.com>, sonal punia <sonalpunia8687@gmail.com>, ankit.pi@in.panasonic.com, Naresh Mehandla <naresh_uiet@yahoo.com>, naresh_uiet@pu.ac.in
Cc: Vice Chancellor <vc@bpswomenuniversity.ac.in>, Registrar BPSMV <registrar@bpswomenuniversity.ac.in>
Thu, Jan 9, 2025 at 10:30 AM

Respected sir/Madam
Please find attached herewith the Intimation regarding meeting of P.G Board of Studies of Department of Electronics and Communication Engineering scheduled to be held on 15/01/2025 at 11:00 am.

Regards

O/o
Deptt of ECE

PG BOS meeting.pdf
161K

Chairperson, ECE <doece@bpswomenuniversity.ac.in>
To: munish.vashishath@gmail.com, sonal punia <sonalpunia8687@gmail.com>, ankit.pi@in.panasonic.com
Wed, Jan 15, 2025 at 10:55 AM

Respected sir/Madam

Please find attached herewith the PG BOS meeting link is as under below:-

meet.google.com/ovv-pdnx-vdp
Dial-in: (US) +1 219-21

Regards

O/o
Deptt of ECE
[Quoted text hidden]

PG BOS meeting.pdf
161K

Chairperson, ECE <doece@bpswomenuniversity.ac.in>
To: munish.vashishath@gmail.com, sonal punia <sonalpunia8687@gmail.com>, ankit.pi@in.panasonic.com
Wed, Jan 15, 2025 at 2:34 PM

Respected sir/Madam

Please find attached herewith the minutes of meeting of PG Board of Studies of Electronics and Communication Engineering and receipt of honorarium.
[Quoted text hidden]

3 attachments

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161K

1507

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TA DA Form present.pdf
377K

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sonal punia <sonalpunia8687@gmail.com> Wed, Jan 15, 2025 at
To: "Chairperson, ECE" <doece@bpswomenuniversity.ac.in>

Respected Sir/Madam
It is ok with me.

Enclosed plz find the TA bill.

[Quoted text hidden]

Adobe Scan 15 Jan 2025.pdf
483K

Chairperson, ECE <doece@bpswomenuniversity.ac.in> Thu, Jan 16, 2025 at 9:35
To: munish.vashishath@gmail.com, sonal punia <sonalpunia8687@gmail.com>, ankit.pi@in.panasonic.com

Respected sir/Madam
Please Ignore
[Quoted text hidden]

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3 attachments

PG BOS meeting.pdf
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TA DA Form present.pdf
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Chairperson, ECE <doece@bpswomenuniversity.ac.in> Thu, Jan 16, 2025 at 9:45 AM
To: munish.vashishath@gmail.com, ankit.pi@in.panasonic.com, sonal punia <sonalpunia8687@gmail.com>

Respected sir/Madam

Kindly consider the email minutes of meeting of PG Board of Studies of Electronics and Communication Engineering.

Regards

O/o
Deptt of ECE

---------- Forwarded message ---------
From: **Chairperson, ECE** <doece@bpswomenuniversity.ac.in>
Date: Thu, Jan 9, 2025 at 10:30 AM
Subject: Intimation regarding meeting of P.G Board of Studies of Department of Electronics and Communication Engineering scheduled to be held on 15/01/2025 at 11:00 am.
To: <munish.vashishath@gmail.com>, Vijay Nehra <nehra_vijay@yahoo.com>, <anand_priyanka10@yahoo.co.in>, sudesh kharb <sudesh_30@rediffmail.com>, Rajender Kumar <rajender.mtech@gmail.com>, krishan kumar <krishan.bpsmv@gmail.com>, sonal punia <sonalpunia8687@gmail.com>, <ankit.pi@in.panasonic.com>, Naresh Mehandia <naresh_uiet@yahoo.com>, <naresh_uiet@pu.ac.in>
Cc: Vice Chancellor <vc@bpswomenuniversity.ac.in>, Registrar BPSMV <registrar@bpswomenuniversity.ac.in>

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1508

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2 attachments

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sonal punia <sonalpunia8687@gmail.com>
To: "Chairperson, ECE" <doece@bpswomenuniversity.ac.in>
Cc: munish.vashishath@gmail.com, ankit.pi@in.panasonic.com
Thu, Jan 16, 2025 at 9:52 AM

Respected sir/ madam
It is ok with me.

With regards
Dr. (Er.) Sonal
AE, HPGCL, PTPS, Panipat
[Quoted text hidden]

Ankit Pi <Ankit.Pi@in.panasonic.com>
To: "Chairperson, ECE" <doece@bpswomenuniversity.ac.in>, "munish.vashishath@gmail.com" <munish.vashishath@gmail.com>, sonal punia <sonalpunia8687@gmail.com>
Fri, Jan 17, 2025 at 12:29 PM

Respected sir/Madam

Good Day

Thanks for your strong support.

I confirm & acknowledge the minutes of meeting of PG Board of Studies of Electronics and Communication Engineering and receipt of honorarium.

Since I have joined online so I voluntary would not like to apply for TA/DA for the meeting.

Best Regards

Ankit

From: Chairperson, ECE <doece@bpswomenuniversity.ac.in>
Sent: 15 January 2025 14:35
To: munish.vashishath@gmail.com; sonal punia <sonalpunia8687@gmail.com>; Ankit Pi <Ankit.Pi@in.panasonic.com>
Subject: Fwd: Intimation regarding meeting of P.G Board of Studies of Department of Electronics and Communication Engineering scheduled to be held on 15/01/2025 at 11:00 am.

CAUTION: This email has originated from outside the organization. Do not click on any links or open attachments unless you recognize the sender and know that the content is safe.

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TA DA Form present.pdf
377K

Fri, Jan 17, 2025 at

Munish Vashishath <munish.vashishath@gmail.com>
To: Ece Chairperson <doece@bpswomenuniversity.ac.in>

Respected mam,
Minutes are ok from my end.
Munish Vashishath
Sent from my iPhone

On 17 Jan 2025, at 12:30 PM, Ankit Pi <Ankit.Pi@in.panasonic.com> wrote:

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TA DA Form present.pdf
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BPSMV/ECE/24/478
10/12/2024

Department of Electronics and Communication Engineering
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
Office No. 01263-283124, www.bpsmv.ac.in

A meeting of Department Research Committee (DRC) of Department of Electronics and Communication Engineering was held on 10/12/2024 at 11.00 AM in the office of Chairperson. Following members were present.

1.	Prof. Purnima Mittal Department of Electronics and Communication Engineering, DTU, Delhi	**Outside Expert**
2.	Prof. Vijay Nehra. Department of Electronics and Communication Engineering, BPSMV, Khanpur Kalan, Sonipat.	**Dean, FET**
3.	Dr. Priyanka Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, Sonipat.	**Chairperson, ECE**
4.	Dr. Sandeep Dahiya, Associate Professor Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, Sonipat.	**Member**
5.	Dr. Rajender Kumar, Associate Professor Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, Sonipat.	**Member**
6.	Dr. Krishan Kumar, Associate Professor Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, Sonipat.	**Member**
7.	Research supervisors and all faculty members, Department of Electronics and Communication Engineering, BPSMV, Khanpur Kalan	**Special Invitee**

The agenda item was discussed in detail and after deliberation & discussion, following decision was taken:

Agenda item No. 1:-To carry out the admission in Ph.D (ECE) for academic session 2024-25.

Resolution: - The following candidates appeared for the interview for admission in Ph.D (ECE) for the academic session 2024-25.

1. Ms. Priyanka Rathee D/o Sh. Ved Pal Singh — Entrance Test Category

The committee interviewed the above said candidate as per provision contained in the Ph.D ordinance and the the final merit of the candidate is prepared on the basis of academic weightage and interview as under:

Entrance Test Category								
Sr. No	Application No.	Name	Father's Name	Category	Entrance test wtg. (Out of 70)	Marks awarded by DRC (Out of 30)	Total (100)	Allotment of Supervisor
1	20472	Ms. Priyanka Rathee	Mr. Rajvir Singh	Gen	37.10	23	60.10	Dr. Vijay Nehra (Supervisor) Dr. Sudesh (Co-supervisor)

15 11

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Department of Electronics and Communication Engineering
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Proceedings of the meeting of PG Board of Studies of Electronics and Communication Engineering:-

A meeting of the PGBOS of Electronics and Communication Engineering was held on 15/01/2025 at 11:00 am in the office of chairperson, Department of Electronics and Communication Engineering. The following members were present:-

1.	Prof. Munish Vashishath Department of Electronics and Communication Engineering, YMCA, University of Science and Technology, Faridabad Contact: 9416397567	Outside expert
2.	Prof. Naresh Kumar, Department of Electronics and Communication Engineering, UIET, Panjab University, Chandigarh,	Outside expert
3.	Prof. Vijay Nehra, Professor, Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, sonipat	Dean, FET
4.	Dr. Priyanka, Associate Professor, Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, sonipat	Chairperson
5.	Dr. Sudesh Nandal, Associate Professor, Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, sonipat	Member
6.	Dr. Rajender Kumar, Associate Professor, Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, sonipat	Member
7.	Dr. Krishan Kumar, Assistant Professor, Department of Electronics and Communication Engineering BPSMV, Khanpur Kalan, sonipat	Member
8.	Dr. Sonal Punia, Assistant Enginee XEN/Fuel, Panipat Thermal Power Plant, Panipat	Alumni
9.	Mr. Ankit Manager in (R&D) Panasonic Smart Factory solutions, Jhajjar, Haryana	Industry

The members of PGBOS deliberated & discussed at length the proposed agenda item and resolved the following:

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Minutes of Meeting

A meeting of Staff Council is held on 27/09/2024 at 11:00 pm in the office of the Chairperson, Department of Electronics and Communication Engineering. The following members were present in the meeting.

1. Dr. Vijay Nehra, Professor, Deptt of ECE, BPSMV, Khanpur Kalan.
2. Dr. Priyanka, Associate Professor and Chairperson. Deptt of ECE, BPSMV, Khanpur Kalan.
3. Dr. Sandeep Dahiya, Associate Professor, Deptt of ECE, BPSMV, Khanpur Kalan.
4. Dr. Rajender Kumar, Associate Professor, Deptt of ECE, BPSMV, Khanpur Kalan.
5. Dr. Krishan Kumar, Assistant Professor, Deptt of ECE, BPSMV, Khanpur Kalan.

The following matter were discussed and resolved in length

Agenda 1:- To discuss the Ph.D (ECE) scheme and syllabus revision of the department.

Resolved: - The curriculum of different course for inclusion in pre- Ph.D courses work scheme and syllabus as prepared by the teaching faculty of the department was put up before the staff council. The members of staff council delebrated and discussed the matter at length and the same in considered and approved. A copy of syllabus of different courses is attached herewith. Further, following teaching faculty of the department have desingned the curriculum of the different courses for Ph.D (ECE) as per the detail given below:-

Sr. No	Name of Faculty	Name of subject	Code
1.	Dr. Sandeep Dahiya	Photonic Network	PHE-512
		Organic Electronics	PHE-513
		Nanophotonics	PHE-514
		Future optical Access network	PHE-515
		Wireless Tecchnologies 5G and Beyond	PHE-516
		Advance VLSI Interconnects	PHE-517
		Integrated Circuit Design	PHE-518
2.	Dr. Priyanka	Hybrid Electric Venicle	PHE-519
		Life cycle assessment of Renewable System	PHE-520
		Bio Energy Technologies	PHE-521

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		Emerging Technologies in Renewable Energy Technology Sources	PHE-522
		Smart Solar Energy and E mobility	PHE-523
		Renewable Energy Grid integration	PHE-524
		Integrated/Hybrid Energy System	PHE-525
3.	Dr. Krishan Kumar	Data warehousing	PHE-526
		Robotics and Autonomous system	PHE-527
		Computer vision and Application	PHE-528
		AI Application in image and Video Processing	PHE-529

Agenda 2:- To discuss the syllabi and panel of examination for entrance test of Ph.D (ECE) for the session 2024-25 of the department.

Resolved: - The syllabi and panel of examination for entrance test of Ph.D (ECE) for the session 2024-25 of the department has been discussed and finalized.

Chairperson

Endst No. BPSMVECE/24/

Dated:-

Copy to:-

1. P.A to Registrar for kind information of the Registrar, BPSMV, Khanpur Kalan.
2. All members of the staff council, Dept. of ECE.

Priyanka
Chairperson 27/09/2024

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Annexure -32

JAVA PROGRAMMING
BCA-DSC-301
BCA-III Semester

Total Credits: 4
L – T - P
3 - 0 - 2

Internal Marks: 20
External Marks: 50
Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of Java Fundamentals.
CO_2: Understanding the Interface basics.
CO3: Learn about Exception handling.
CO_4: Understanding the basic AWT and Event Handling.

UNIT 1

Object Oriented Programming and Java Fundamentals: Structure of Java programs, Classes and Objects, Data types, Type Casting, Looping Constructs.

UNIT II

Interfaces: Interface basics. Defining, implementing and extending interfaces: Implementing multiple inheritance using interfaces Packages: Basics of packages. Creating and accessing packages, System packages, creating user defined packages.

UNIT III

Exception handling using the main keywords of exception handling: try, catch, throw, throws and finally; Nested try, multiple catch statements, creating user defined exceptions. File Handling Byte Stream, Character Stream, File I/O Basics, File Operations.

UNIT IV

AWT and Event Handling: The AWT class hierarchy, Events, Event sources, Event classes, Event Listeners, Relationship between Event sources and Listeners, Delegation event model, Creating GUI applications using AWT.

Recommended Reading:

1. Schildt, H. (2018). Java: The Complete Reference. 10th edition. McGraw-Hill Education.
2. Balaguruswamy E. (2014). Programming with JAVA: A Primer. 5th edition. India: McGraw Hill Education
3. Horstmann, C. S. (2017). Core Java - Vol. I – Fundamentals (Vol. 10). Pearson Education
4. Schildt, H., & Skrien, D. (2012). Java Fundamentals - A Comprehensive Introduction. India: McGraw Hill Education.

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Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs.

Internal Marks: 10

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Program to take .two number as input from command line interface and display their sum Use of array in Java.
2. Create a class customer having three attribute name bill and ID include appropriate method for taking iiput from customer and display it value.
3. To show the concept of method overloading.
4. To count number of object created of a class.
5. To show concept of multilevel inheritance.
6. To show the concept of method overriding.
7. Create a class that will at least import two packages and use the method define in class of those packets.
8. To create thread by extending thread class.
9. Create thread by implementing runable interface.
10. To create user define Exception.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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Engineering and Information Technology
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1516

OPERATING SYSTEMS
BCA-DSC-302
BCA-1II Semester

Total Credits: 4
L - T - P
3 - 1 - 0

Internal Marks: 30
External Marks: 70
Total Marks: 100

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of Operating System.
CO_2: Understanding the Process and CPU Scheduling of operating system.
CO3: Learn about Memory Management concepts of operating system.
CO_4: Understanding the basic concepts of deadlock operating system.

UNIT-I

Operating System Introduction- Functions, Characteristics, Structures - Simple Batch,Multi programmed, timeshared, Personal Computer, Parallel, Distributed Systems, Real-TimeSystems, System components, Operating-System services, System Calls, Virtual Machines.

Process and CPU Scheduling - Process concepts and scheduling, Operation on processes, Cooperating Processes, Threads, and Interposes Communication Scheduling Criteria,Scheduling Algorithm, Multiple-Processor Scheduling, Real-Time Scheduling.

UNIT-II

Memory Management and Virtual Memory - Logical versus Physical Address Space, Swapping, Contiguous Allocation, Paging, Segmentation, Segmentation with Paging. Demand Paging, Performance of Demanding Paging, Page Replacement, Page ReplacementAlgorithm, Allocation of Frames, Thrashing.

UNIT-III

File System Interface and Implementation -Access methods, Directory Structure, Protection, File System Structure, Allocation methods, Free-space Management, Directory Management, Directory Implementation, Efficiency and Performance.

Process Management and Synchronization - The Critical Section Problem,Synchronization Hardware, Semaphores, and Classical Problems of Synchronization, CriticalRegions, Monitors.

UNIT-IV

Deadlocks - System Model, Deadlocks Characterization, Methods for Handling Deadlocks, Deadlock Prevention, Deadlock Avoidance, Deadlock Detection, and Recovery fromDeadlock.

I/O Management – I/O software and its types, Disk Scheduling.

Shell Programming: Concept of shell, Types of shell, Editors for shell programming (e.g.vi), basics of Shell programming.

Recommended Reading:

1. Silberschatz & Galvin: Operating System Concept, Wiley.

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15|7

2. William Stallings: Operating Systems, PHI.
3. Yashawant Kanetkar: UNIX Shell Programming, BPB.
4. A.S. Tanenbaum: Modern Operating Systems, Pearson/PHI.
5. Dhamdhere: Operating Systems, Tata McGraw Hill.
6. Any other book(s) covering the contents of the paper in more depth.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 15 marks each. The students will be required to attempt four questions (at least one question from each unit).

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DATABSE MANAGEMENT SYSTEM
BCA-DSC-303
BCA-1II Semester

Total Credits: 4	**Internal Marks: 20**
L – T - P	**External Marks: 50**
3 - 0 - 2	**Total Marks: 70**

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of Data base Management.
CO_2: Understanding the Database Design and Entity.
CO3: Learn about Concurrency control and recovery system.
CO_4: Understanding the basic concepts of SQL Query.

UNIT – I
Relational Database: Introduction, Database Design, Structure of Relational Databases, Database Schema, Keys, Schema Diagrams, Relational Query Languages, Relational operations, Relational algebra, SQL and basic structure of SQL query, Tuple relational calculus, Domain relational calculus.

UNIT II
The Database Design and Entity-Relationship Modeling: The Entity-Relationship model,Constraints, Removing Redundant Attributes in entity sets, ER diagrams and design issues, Reduction to Relational Schemas, features of good relational design, Atomic domains and Normal forms, Functional dependencies, Decomposition, Database design process, Modelingtemporal data, Application program and user interface.

UNIT-III
Parallel and Distributed Databases and Client-Server Architecture:
Parallel Database: Architectures for parallel databases, Inter and Intra Query parallelism, Inter and Intra Query operations, Parallelizing individual operations, Sorting, Joins, Pipelining; **Distributed database:** architectures for distributed database, Data fragmentation, Replication, and allocation techniques for distributed database design.
Overview of Client Server Architectures: Centralized and Client-Server architectures, Server architectures.

UNIT – IV
Concurrency control and recovery system: Lock based protocols, deadlock handling, multiple granularity, Timestamp-Based Protocols, Validation based protocols, Multiversion schemes, Failure classification, Storage, Recovery atomicity and algorithm, managing the buffer, Systems for remote backup.

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1519

Recommended Reading:

1. Elmasri and Navathe, Fundamentals of Database Systems, Pearson Education.
2. Korth, Silberchatz, Sudarshan, Database System Concepts, McGraw-Hill.
3. Raghu Ramakrishnan, Johannes Gehrke, Database Management Systems, McGraw-Hill.
4. Peter Rob and Coronel, Database Systems, Design, Implementation and Management,Thomson Learning.
5. C.J.Date, Longman, Introduction to Database Systems, Pearson Education.
6. Thomas Connolly, Carolyn Begg, Database Systems, Pearson Education

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. DBMS practical installation of the SQL server and Oracle.
2. Create table and retrieval data using select statement.
3. Rename the table and insert new column and delete any column from table.
4. Update the existing table.
5. Arrange the table in particular order.
6. Perform basic operation on table such as IN NOT IN, ANY etc.
7. Perform DROP and TRUNCATE command and show the difference between them
8. Perform aggregate function.
9. Solve nested queries.
10. To perform to joins operation on tables.

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1520

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1521

Logical Reasoning

BCA-MIC-304

BCA-III Semester

Total Credits: 2
L – T - P
2 - 0 - 0

Internal Marks: 15
External Marks: 35
Total Marks: 50

Course Outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of quantitative ability.
CO_2: Understanding the concepts of logical reasoning Skills.
CO3: Acquire satisfactory competency in use of reasoning.
CO_4: Solve campus placements aptitude papers covering Quantitative Ability, Logical Reasoning Ability.

UNIT - I

Quantitative Ability (Basic Mathematics): Number Systems, LCM and HCF, Decimal Fractions, Simplification, Square Roots and Cube Roots, Average, Problems on Ages, Percentages, Problems on Numbers.

Quantitative Ability (Applied & Engineering Mathematics): Logarithm, Permutation and Combinations, Probability, Profit and Loss, Simple and Compound Interest, Time, Speed and Distance, Time & Work, Ratio and Proportion, Area, Mixtures and Allegation .

UNIT – II

Data Interpretation: Tables, Column Graphs, Bar Graphs, Line Charts, Pie Chart, Venn Diagrams

Logical Reasoning (Deductive Reasoning): Analogy, Blood Relation, Directional Sense, Number and Letter Series, Coding – Decoding, Calendars, Clocks, Venn Diagrams, Seating Arrangement, Syllogism, Mathematical Operations.

Recommended Reading:

1. A Modern Approach To Verbal & Non Verbal Reasoning By R S Agarwal.
2. Analytical and Logical reasoning By Sijwali B S .
3. Quantitative aptitude for Competitive examination By R S Agarwal.
4. Analytical and Logical reasoning for CAT and other management entrance test By Sijwali B S.
5. Quantitative Aptitude by Competitive Examinations by Abhijit Guha 4 th edition

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of three marks each. The four questions will be set from all two units and questions shall carry 10 marks each. The students will be required to attempt two questions (at least one question from each unit).

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1529

Quantitative Aptitude

BCA-MDC-305

BCA-III Semester

Total Credits: 3
L – T - P
2 - 1 - 0

Internal Marks: 25
External Marks: 50
Total Marks: 75

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of quantitative ability.
CO_2: Understanding the concepts of logical reasoning Skills.
CO3: Acquire satisfactory competency in use of mathematic.
CO_4: Solve campus placements aptitude papers covering Quantitative Ability.

UNIT I

Inequalities: Solving linear and quadratic inequalities.
Progressions: Problems on AP, GP & HP.
Crypt-Arithmatic: Problems on crypt-arithmetic

UNIT II

Set Theory & Functions: Problems on sets & function.
Mensuration: Problems based on areas and perimeters, Problems on volumes and surface areas.

UNIT III

Quadratic Equations Solving quadratic equations and finding extreme value for quadratic equations.
Logarithms: Problems on logarithms.

UNIT IV

Geometry: Problems on lines, angles, triangles, Problems on quadrilaterals, Problems on polygons, circles
Heights & Distances: Problems on Angle of elevation & Depression.

Recommended Reading:

1. Quantitative aptitude for Competitive examination By R S Agarwal.
2. Quantitative Aptitude by Competitive Examinations by Abhijit Guha 4 th edition.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

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1523

COMPUTER ORGANIZATION ARCHITECTURE

BCA-DSC-401

BCA-IV Semester

Total Credits: 4	**Internal Marks: 30**
L – T - P	**External Marks: 70**
3 - 1 - 0	**Total Marks: 100**

Course outcomes: A Successful completion of the course, the students will be able to:

CO_1: Understanding the basic concepts of Computer Organization.

CO_2: Understanding the CPU design and unit design.

CO3: Learn about Input/output Organization.

CO_4: Understanding the basic concepts parallel processing.

UNIT-I

Computer Organization: Basic concept of Computer Organization and Computer Architecture, Operational concepts, Bus structures, Von Neumann Concept

Basic Computer Design: Instruction codes, Computer Instructions and types, Instruction Set; Instruction Cycle – fetch, indirect, interrupt, execute; Flowchart for Instruction Cycle, InstructionFormats, Addressing Modes, Computer Registers, Bus System and its structure, Register Transfer Language terminology.

UNIT-II

CPU Design: Microprocessor and CPU organization – Control Unit, ALU, CPU Registers, System Bus, Clock; Micro-operations and its types, Design of ALU, General Register Organization, Stack Organization, Data Transfer and Manipulation, Program control **Control Unit Design:** Control Unit of a basic computer – Timingand Control; Hardwiredand Micro-programmed controlled unit, Microinstruction and its types, Microinstruction sequencing. **Architectures:** RISC, CISC and pipelined architectures.

UNIT-III

Input/output Organization: Peripheral Devices, Input-output Interface, Asynchronous Data Transfer, Mode of Transfer, Priority Interrupt, Direct Memory Access, Input-output Processor, Serial Communication.

Memory Organization: Memory Hierarchy, Main Memory, Auxiliary Memory, Associative Memory, Cache Memory, Virtual Memory, Memory Management Hardware.

UNIT-IV

Introduction to parallel processing– Pipelining, Principles of pipelining & Vector processing, Instruction and Arithmetic pipelines, Vector processing Requirements. Parallel Processing Applications.

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1524

Recommended Reading:

1. Mano, M.M.: Computer System Architecture, Prentice-Hall of India.
2. Stallings, William: Computer Organization & Architecture.
3. Gill Nasib Singh and Dixit J.B: Digital Design and Computer Organization, University Science Press (Laxmi Publications), New Delhi.
4. Mano, M.M.: Digital Logic and Computer Design, Prentice-Hall of India.
5. Kai Hwang: Advanced Computer Architecture, McGraw Hill International
6. Any other book(s) covering the contents of the paper in more depth.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 15 marks each. The students will be required to attempt four questions (at least one question from each unit).

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1525

SOFTWARE ENGINEERING
BCA-DSC-402
BCA-IV Semester

Total Credits: 4
L – T - P
3 - 1 - 0

Internal Marks: 30
External Marks: 70
Total Marks: 100

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts Software Engineering
CO_2: Understanding the concepts Software Project Management.
CO3: Learn about software design techniques.
CO_4: Understanding the software testing.

UNIT I

Introduction: Software Crisis, Software Processes & Characteristics, Software life cycle models, Waterfall, Prototype, Evolutionary and Spiral Models. Software Requirements Analysis & Specifications: Requirement engineering, requirement elicitation techniques like FAST, QFD, requirements analysis using DFD, Data dictionaries & ER Diagrams, Requirements documentation, Nature of SRS, Characteristics & organization of SRS .

UNIT II

Software Project Management Concepts: The Management spectrum, The People The Problem, The Process, The Project. Software Project Planning: Size Estimation like lines of Code & Function Count, Cost Estimation Models, COCOMO, Risk Management.

UNIT III

Software Design: Cohesion & Coupling, Classification of Cohesiveness & Coupling, Function Oriented Design, Object Oriented Design, Software Metrics: Software measurements: What & Why, Token Count, Halstead Software Science Measures, Design Metrics, Data Structure Metrics Software Implementation: Relationship between design and implementation, Implementation issues and programming support environment, Coding the procedural design, Good coding style.

UNIT - IV

Software Testing: Testing Process, Design of Test Cases, Types of Testing, Functional Testing, Structural Testing, Test Activities, Unit Testing, Integration Testing and System Testing, Debugging Activities. Software Maintenance: Management of Maintenance, Maintenance Process, Reverse Engineering, Software Re-engineering, Configuration Management, Documentation.

Recommended Reading:

1. Gill, Nasib Singh : Software Engineering, Khanna Book Publishing Co. (P) Ltd. N. Delhi.
2. Pressman : Software Engineering, TMH.
3. Jalote, Pankaj : An Integrated Approach to Software Engineering, Narosa Publications.

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1586

4. Chhillar Rajender Singh : Software Engineering : Testing, Faults, Metrics, Excel Books, New Delhi.
5. Ghezzi, Carlo : Fundaments of Software Engineering, PHI.
6. Fairely, R.E. : Software Engineering Concepts, McGraw-Hill. 7. Lewis, T.G.: Software Egineering, McGraw-Hill. 8. Shere : Software Engineering & Management, Prentice Hall.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 15 marks each. The students will be required to attempt four questions (at least one question from each unit).

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15 27

COMPUTER GRAPHICS

BCA-DSC-403

BCA-IV Semester

Total Credits: 4	**Internal Marks: 20**
L – T - P	**External Marks: 50**
3 - 0 - 2	**Total Marks: 70**

Course outcomes: A Successful completion of the course, the students will be able to:

CO_1: Understanding the basic concepts Computer graphics.

CO_2: Understanding the 2D Transformation.

CO3: Learn about point and line.

CO_4: Understanding the basic 3-D Graphics.

UNIT I

Introduction: History of Computer Graphics (CG), Applications of Computer Graphics, Components of interactive graphics systems Display devices: Refresh CRT, Color CRT, Plasma Panel displays LCD Panels, Raster-scan System, Random scan System, Graphic software, Input/Output Devices, Tablets.

UNIT II

Output Primitives: Points and Lines, Line Drawing Algorithms: DDA algorithm, Bresenham's algorithm, Circle drawing Algorithms: Polynomial Method, Bresenham's algorithm. Parametric representation of Cubic Curves, Bezier Curves.

UNIT III

2D Transformation: Use of Homogeneous Coordinates Systems, Composite Transformation: Translation, Scaling, Rotation, Mirror Reflection, Rotation about an Arbitrary Point. Clipping and Windowing, Clipping Operations. Line Clipping Algorithms: The Mid-Point subdivision method, Cohen-Sutherland Line Clipping Algorithms, Polygon Clipping, Sutherland Hodgeman Algorithms, Text Clipping.

UNIT IV

3-D Graphics: 3-D object representations, 3-D Transformations: Translation, Rotation, Scaling, Projections, Hidden surface elimination: Back face removal, Depth Buffer algorithm, Scan-line algorithm, Depth sort algorithm, Shading.

Recommended Reading:

1. Donald Hearn, M. Pauline Baker, Computer Graphics, Pearson Education.
2. J. D. Foley, A. Van Dam, S. K. Feiner and J. F. Hughes, Computer Graphics - Principles and Practice, Pearson Education.
3. Newmann & Sproull, Principles of Interactive Computer Graphics, McGraw Hill.
4. Rogers, David F., Procedural Elements of Computer Graphics, McGraw Hill.
5. Zhigang Xiang, Roy Plastock, Computer Graphics, Tata McGraw Hill.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry

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1528

five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs.

Internal Marks: 10

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Write a program to draw a stick man.
2. Write a program to draw a rectangle using line function.
3. Write a program to draw a line using DDA line drawing algorithm.
4. Write a program to draw a line using the Bresenham's line drawing algorithm.
5. Write a program to draw is circle using equation of circle.
6. Write a program to draw a circle using Bresenham's circle drawing algorithm.
7. Write a program to draw a circle using midpoint circle drawing algorithm.
8. Write a program to draw a circle using polar coordinates.
9. Write a program to fill a circle using boundary fill algorithm.
10. Write a program to fill circle using flood fill algorithm.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

Engineering and Information Technology
BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat (HR.)

1529

PYTHON

BCA-MIC (VOC)-404
BCA-IV Semester

Total Credits: 4
L – T - P
3 - 0 - 2

Internal Marks: 20
External Marks: 50
Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts python.
CO_2: Understanding the Data Structure in Python.
CO3: Learn about Data Manipulation And Visualization In Python.
CO_4: Understanding the Numerical Analysis in Python.

UNIT-I

Introduction To Python: Brief history of python. Data types Built-in. Sequence. Sets. Strings. Literals, constants. Keywords, naming convention. Operators- Types. Precedence & Associativity. Input. Output. File handling. Control Statements.

UNIT-II

Functions And Data Structures In Python: Functions -basics of functions.Functions as objects. Recursive functions. List -methods to process lists. Shallow& Deep copy. Nested lists. Lists as matrices. Lists as stacks. Queues. - Deques. Tuples basic operationson tuples. Nested tuples. Dictionaries operations on dictionary. Ordered dictionary. Iteration on dictionary. Conversion of lists & strings into dictionary. Sets & frozen sets. Looping techniques on lists & dictionaries. Lambda. Filter, reduce. Map. List comprehension. Iteratorsand generators.

UNIT-III

Objects In Python & Data Manipulation And Visualization In Python: Class and instance attributes, inheritance, multiple inheritance. Method resolution order, magic methods and operator overloading, Meta classes, abstract and in nerclasses, exception handling. Modular programs and packages. Data frames in panda. Creating data frames from .csv and excel files. Lists of tuples. Data frames aggregationand concatenation.

UNIT-IV

Numerical Analysis In Python: Introduction to NumPy. NumPy array object.Creating a multidimensional array. NumPy numerical types- Data type objects. Charactercodes. Dtype constructors. Dtype attributes. NE dimensional slicing and indexing. Splitting NumPy arrays. NumPy array attributes. Converting arrays. Creating array views andcopies. Indexing with a list of locations.

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Recommended Reading:

1. Python Programming: A Modern Approach, VamsiKurama, Pearson.
2. Python Data Science Handbook: Jake VanderPlas Orielly.
3. Think Python, Allen Downey, Green Tea Press.2. Core Python Programming, W.Chun, Pearson.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs.

Internal Marks: 10

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Create a program that asks the user to enter their name and their age. Print out a message addressed to them that tells them the year that they will turn 100 years old.
2. Enter the number from the user and depending on whether the number is even or odd, print out an appropriate message to the user.
3. Write a program to generate the Fibonacci series
4. Write a function that reverses the user defined value.
5. Write a function to check the input value is Armstrong and also write the function for Palindrome.
6. Write a recursive function to print the factorial for a given number.
7. Write a function that takes a character (a string of length 1) and returns True if it is a vowel, False otherwise.
8. Define a function that computes the length of a given list or string.
9. Write a program that takes two lists and returns True if they have

Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat (HR.)

183 - 7

at least one common member.

10. Write a Python program to print a specified list after removing the 0th, 2nd, 4th and 5th elements.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1532

ADVANCED DATABASE SYSTEMS

BCA-DSC-501

BCA-V Semester

Total Credits: 4	**Internal Marks: 20**
L – T - P	**External Marks: 50**
3 - 0 - 2	**Total Marks: 70**

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of Entity Relationship Model.
CO_2: Understanding the concepts of Database design for an ORDBMS.
CO3: Learn about Parallel Database.
CO_4: Understanding the Client-Server Architecture.

UNIT I

The Extended Entity Relationship Model: The ER model revisited, EER model. Object-Oriented Databases: Overview of Object-Oriented concepts, Encapsulation of operations, Methods and Persistence, Type hierarchies and Inheritance, Type extents and queries, Complex objects; Database schema design for OODBMS; OQL, Persistent programming languages; OODBMS architecture and storage issues; Transactions and Concurrency control.

UNIT II

Database design for an ORDBMS – Nested relations and collections; Storage and access methods, Query processing and Optimization, Comparison of OODBMS and ORDBMS. Decision Support Systems: Information Retrieval Systems, Decision Support system, Data Analysis and OLAP, Data Mining.

UNIT III

Parallel Database: Architectures for parallel databases, Parallel query evaluation; Parallelizing individual operations, Sorting, Joins; Distributed database: Distributed database concepts, Data fragmentation, Replication, and allocation techniques for distributed database design; Query processing in distributed databases; Concurrency control and Recovery in distributed databases.

UNIT IV

Client-Server Architecture: Client Server Architectures: Two-tier and Three-tier Client Server Architecture, Server Architectures. Enhanced Data models: Active database, Temporal database, Spatial databases: Concepts and architecture, Deductive databases and Query processing; Mobile databases, Geographic information systems, Multimedia databases.

Recommended Reading:

1. Elmasri and Navathe, Fundamentals of Database Systems, Pearson Education.
2. Korth, Silberchatz, Sudarshan, Database System Concepts, McGraw-Hill.
3. Raghu Ramakrishnan, Johannes Gehrke, Database Management Systems, McGraw-Hill
4. Peter Rob and Coronel, Database Systems, Design, Implementation and Management, Thomson Learning.
5. C.J.Date, Longman, Introduction to Database Systems, Pearson Education

1533

Department of Computer Science & Engineering and Information Technology
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6. Thomas Connolly,Carolyn Begg, Database Systems, Pearson Education

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Implementation of DDL Commands to perform creation of table, alter, modify and drop column operations.
2. Write a program to implement ER model entity.
3. Write a program to retrieve the data from database.
4. Write a program to create a student database.
5. Write a program to insert new record in student database.
6. Write a program to delete and update the record in student database.
7. Write a program that implement the commit and rollback command.
8. Write a program to implement the equi join operation on database.
9. Write a program to implement the nested queries.
10. Write a program to recover the data.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1534

MASTERING .NET

BCA-DSC-502

BCA-V Semester

Total Credits: 4
L – T - P
3 - 0 - 2

Internal Marks: 20
External Marks: 50
Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of .NET Framework.
CO_2: Understanding the concepts of ADO.NET.
CO3: Learn about ASP.NET.
CO_4: Understanding the OOPS and File I/O.

UNIT I

.Net Framework: CLR, CLS & CTS, Compilation process in .NET, Assemblies & Versioning C# - Language Syntax , Data Types, Variables & Operators, Conditional Statements & Looping Structures

.Classes and Objects: Abstract Classes and Interfaces, S Constructors and Destructors.

UNIT II

OOPS: Encapsulation, Inheritance, Polymorphism, and Data Abstraction.

Namespace: Namespace, Nested Namespace, Properties, Indexer & Indexer Overload • Errors and Exceptions Arrays, Collections & Generics, Single Dimension Array, Multi Dimension Array.

UNIT III

File I/O and Streams: Working with Directories and Files, Read and write file.

ADO.NET (Working with Database): Overview of ADO.NET, Connected vs Disconnected Architecture , Data Connection Object, Data Command Object, Data Adapter Object, Data Readers .

UNIT IV

ASP.NET 4.0: Introduction to Web Programming, Client / Server Technology, Understanding Web Server IIS Web Form, Web Control Class, Creating Web Forms Application, Handling Images, Navigating between pages, Managing Server Controls.

Recommended Reading:

1. Professional ASP.NET MVC 5 (WROX)" by Jon Galloway and Brad Wilson.
2. ASP.NET: The Complete Reference" by Matthew Macdonald.
3. ASP.NET 4.5, Covers C# and VB Codes, Black Book" by Kogent Learning Solutions Inc.
4. ASP.NET 4.5 in Simple Steps" by Kogent Learning Solutions Inc.
5. Professional ASP.NET 4.5 in C# and VB (WROX)" by Jason N Gaylord and Christian Wenz

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1535

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Program to display the addition, subtraction, multiplication and division of two number using console application.
2. Program to display the first 10 natural numbers and their sum using console application.
3. Program to display the addition using the windows application.
4. Write a program to convert input string from lower to upper and upper to lower case.
5. Write a program to simple calculator using windows application.
6. Write a program working with Page using ASP.Net.
7. Write a program working with forms using ASP.NET.
8. Write a program to connectivity with Oracle database.
9. Write a program to access data source through ADO.NET.
10. Write a program to manage the session.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1536

DATA COMMUNICATION & NETWORKING

BCA-DSC-503
BCA-V Semester

Total Credits: 4
L – T - P
3 - 1 - 0

Internal Marks: 30
External Marks: 70
Total Marks: 100

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of Computer Networks.
CO_2: Understanding the different layer in data communication.
CO3: Learn about protocols and transmission medium.
CO_4: Understanding the basic concepts TCP/IP and OSI models.

UNIT-I

Network Classification: Local area networks, metropolitan area network, wide area network, and wireless network, Internetworking Devices: Hub, Repeaters, Bridge, Switch, Router and Gateway.
Network Reference Models: Layered architectures, protocol hierarchies, interface and services: ISO- OSI reference model, TCP/IP reference model; internet protocol stacks.

UNIT-II

Data link Layer Functions and Protocols: Framing, error-control, flow -control; sliding window protocol; HDLC, Error detection and correction, Data link layer of internet.

Medium Access Sub layer: CSMA/CD protocol, IEEE standards for LAN and MAN; satellite networks, X.25, frame relay, narrow band and broad band ISDN, asynchronous transfer modes.

UNIT-III

Network Layer And Routing: Network-Layer Services and Principles, Introduction and Network Service Models, Routing Principles and Routing Algorithms, Hierarchical Routing, Inter Protocol (IP) - IPv4 Addressing, Datagram Format, IPv6 Addressing and Format.

UNIT-IV

Transport Layer: UDP, TCP, Frame Format of TCP and UDP.

Network Applications: File Transfer Protocol, electronic mail, World Wide Web.

Recommended Reading:

1. A.S. Tanenbaum: Computer Networks, Prentice-Hall of India.
2. W. Tomasi: Introduction to Data Communications and Networking, Pearson Education.P.C.Gupta: Data Communications and Computer Networks, Prentice-Hall of India.
3. Behrouz Forouzan and S.C. Fegan: Data Communications and Networking, McGraw Hill.

1537

Chairperson
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4. L. L. Peterson and B. S. Davie: Computer Networks: A Systems Approach, MorganKaufmann.
5. William Stallings: Data and Computer Communications, Pearson Education.
6. Any other book(s) covering the contents of the paper in more depth.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 15 marks each. The students will be required to attempt four questions (at least one question from each unit).

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15-38

WEB DESIGNING
BCA-MIC (VOC)-504
BCA-V Semester

Total Credits: 4
L – T - P
3 - 0 - 2

Internal Marks: 20
External Marks: 50
Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts HTML tag.
CO_2: Understanding the concepts of Server-Side Programming
CO3: Learn about Web Application.
CO_4: Understanding the Handling sessions and JSP.

UNIT I

HTML Common tags: List, Tables, images, forms, frames, Basics of CSS and types of CSS.
Client-Side Programming (Java Script): Introduction to Java Script, prompt dialog box, operators, Control Structures, functions, Event handlers (on click, on submit, etc.).
Introduction to XML: XML basics, structuring data, Document type definition, XML name spaces, Document Object Model (DOM).

UNIT II

Server-Side Programming (PHP): Declaring Variables, Data types, Operators, Control Structures, strings and arrays, Functions, reading data from web form controls (like text buttons, radio buttons, list, etc.), working with databases.

UNIT III

Introducing JDBC, JDBC drivers, features of JDBC, JDBC APIs, major classes and Interfaces, JDBC processes with the java.sql package, processes with the javax.sql package, working with transactions.
Web applications: exploring the HTTP protocol, web architecture models, the MVC architecture.
Working with Servlets: the features of servlets, exploring servlet API, the servlet life cycle, creating a servlet, the Http Servlet Request.

UNIT IV

Handling sessions: introducing session tracking mechanism, the java servlet API for session racking.
Introducing JSP, advantages, the architecture, life cycle of JSP, JSP basic tags and implicit objects, action tags.

Recommended Reading:

Chairperson
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1. Internet & World Wide Web How To Program By P.J. Deitel, H.M. Deitel, 4th Edition,Person Publication.
2. PHP: The complete reference by Steven Holzner, McGraw Hill Education.
3. Java Server Programming (J2EE1.7) black book by DT Editorial Services, DreamTechPress.
4. Web Technologies, Uttam K Roy, Oxford University Press.
5. Programming world wide web-Sebesta, Pearson Education, 2007.
6. Core Servlets .Andjavaserver Pages Volume 1: Core Technologies by Marty HallAndLarryBrown Pearson.
7. Internet and World Wide Web – How to program by Dietel and Nieto PHI/PearsonEducation Asia.
8. An Introduction to Web Design and Programming –Wang-Thomson

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs.

Internal Marks: 10
External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Html program to display a table with 5 rows and 4 columns. Provide appropriate heading to the form.
2. HTML Page to display the following table.
3. Design a html form using fieldset and legend.
4. HTML page to demonstrate a Clickable image.
5. HTML page to demonstrate target attribute in Frames.
6. HTML code to display country name in red color.
7. Create html web page for Gateway of India.

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1540

8. Create a hyperlink in html which when clicked links to www.google.com in a new window.
9. HTML program segment that contains hypertext links from one document to another.
10. Html code to design multiple list

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1541

INTERNSHIP
BCA-V Semester

Total Credits: 4

Internal Marks: 30
External Marks: 70
Total Marks: 100

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4542

PROGRAMMING USING R
BCA-DSC-601
BCA-VI Semester

Total Credits: 4
L – T - P
3 - 0 - 2

Internal Marks: 20
External Marks: 50
Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of R and RStudio.
CO_2: Understanding the basic concepts of R Programming
CO3: Learn about RApplication and data import /export.
CO_4: Understanding the data visualization.

UNIT 1

Introduction to R and R Studio: R and Coding Environments, Installing and Setting Up R and R Studio, Command Line and Script, Command Line and Script, Management of Code and Other Files.

UNIT 2

Basic Object Types and Operations in R: Data Types, Vectors, Arrays and Matrices, Lists and Data Frames

UNIT 3

Data Import and Export: Data Input via Keyboard or Number Generation Loading External Files, Data Export and Reusing R Data.

UNIT IV

Data Visualization: Base-R and ggplot2 Graphics, Creating Histograms, Creating Scatterplots, Creating Boxplots, Creating Time Series Plots,

Recommended Reading:

1. The Art of R Programming: A Tour of Statistical Software Design.
2. R For Dummies.
3. The Book of R: A First Course in Programming and Statistics
4. R Cookbook: Proven Recipes for Data Analysis, Statistics, and Graphics

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

15 43

Department of Computer Science & Engineering and Information Technology
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Practical

Time: 3:00 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to,but including the following types of problems:

1. Download and install R-Programming environment and install basic packages using install. Packages () command in R.
2. Learn all the basics of R-Programming (Data types, Variables, Operators etc.)
3. Implement R-Loops with different examples.
4. Learn the basics of functions in R and implement with examples.
5. Implement data frames in R. Write a program to join columns and rows in a data frame using c bind () and r bind () in R.
6. Implement different String Manipulation functions in R.
7. Implement different data structures in R (Vectors, Lists, and Datas Frames).
8. Write a program to read acsv file and analyze the data in the file in R.
9. Create pie charts and bar charts using R.
10. Create a data set and do statistical analysis on the data using R.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1544

THEORY OF COMPUTATION
BCA-DSC-602
BCA-VI Semester

Total Credits: 4
L – T - P
3 - 1 - 0

Internal Marks: 30
External Marks: 70
Total Marks: 100

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of automata.
CO_2: Understanding the concepts of Grammars.
CO3: Learn about application of automata.
CO_4: Understanding the turning machine.

UNIT-I

Finite Automata: Languages: Alphabets, String, Language, Basic operations on language, Union, Concatenation, Kleene closure, Regular Expressions, Deterministic Finite Automata,Non-deterministic Finite Automata, Equivalence of Deterministic and Non-FiniteAutomata, Properties of the Languages Accepted by Finite Automata. Moore and Mealy Machines.

UNIT-II

Grammars: Definition, Context free and Context sensitive grammar, Parse trees, Ambiguityin grammars, Reduced forms, Removal of useless Symbols and unit production, Chomsky Normal Form (CNF), Greibach Normal Form (GNF).

UNIT-III

Pushdown Automata: Definitions, Moves, Instantaneous Description, Deterministic Pushdown Automata, Equivalence of Pushdown Automata and CFL, Pumping lemma for CFL, Applications of Pushdown Automata.

UNIT-IV

Turing Machines: Turing Machine as a model of computation, Design of T.M, Universal Turing machine, Language Acceptability, Halting problem.
Computability: Basic concepts, Primitive Recursive Functions.

Recommended Reading:

1. Introduction to automata theory, language & computations- Hopcroaft & O.D.Ullman, R.Mothwani, 2001, AW.
2. Daniel I.A. Cohen, Introduction to Computer Theory, Second Edition, John Wiley,1997.
3. Theory of Computer Sc. (Automata, Languages and computation):

1545

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K.L.P.Mishra&N.Chandrasekaran, PHI.
4. Introduction to formal Languages & Automata-Peter Linz, Narosa Publ.
5. Fundamentals of the Theory of Computation- Principles and Practice by RamondGreenlawand H. James Hoover, Harcourt India Pvt. Ltd.
6. Elements of theory of Computation by H.R. Lewis & C.H. Papaditriou, PHI.
7. Introduction to languages and the Theory of Computation by John C. Martin,T.M.H.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 15 marks each. The students will be required to attempt four questions (at least one question from each unit).

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15·46

ARTIFICIAL INTELLIGENCE
BCA-DSC-603
BCA-VI Semester

Total Credits: 4
L – T - P
3 - 1 - 0

Internal Marks: 30
External Marks: 70
Total Marks: 100

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of Artificial Intelligence.
CO_2: Understanding the concepts of Knowledge Representation.
CO3: Learn about Natural language processing.
CO_4: Understanding the Expert System.

UNIT I

Overview of A.I: Introduction to AI, Importance of AI, AI and its related field, AI techniques, Criteria for success. Problems, problem space and search: Defining the problem as a state space search, Production system and its characteristics, Issues in the design of the search problem. Heuristic search techniques : Generate and test, hill climbing, best first search technique, problem reduction, constraint satisfaction.

UNIT II

Knowledge Representation: Definition and importance of knowledge, Knowledge representation, Various approaches used in knowledge representation, Issues in knowledge representation. Using Predicate Logic: Represent ting Simple Facts in logic, Representing instances and is_a relationship, Computable function and predicate.

UNIT III

Natural language processing: Introduction syntactic processing, Semantic processing, Discourse and pragmatic processing. Learning: Introduction learning, Rote learning, Learning by taking advice, Learning in problem solving, Learning from example-induction, Explanation based learning.

UNIT IV

Expert System: Introduction, Representing using domain specific knowledge, Expert system shells.

Expert system development life cycle: Problem selection, Prototype construction, Formalization, Implementation, Evaluation, Knowledge acquisition: Knowledge engineer, Cognitive behavior, Acquisition techniques.

Recommended Reading:

1. David W. Rolston: Principles of Artificial Intelligence and Expert System Development, McGraw Hill Book Company.
2. Elaine Rich, Kevin Knigh : Artificial Intelligence, Tata McGraw Hill.
3. D.W. Patterson, "Introduction to AI and Expert Systems", PHI, 1999.
4. Nils J Nilsson ,"Artificial Intelligence -A new Synthesis" 2nd Edition (2000), Harcourt Asia Ltd.

18.47

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Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 15 marks each. The students will be required to attempt four questions (at least one question from each unit).

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1548

MULTIMEDIA TECHNOLOGIES

BCA-MIC-604

BCA-VI Semester

Total Credits: 4	**Internal Marks: 20**
L – T - P	**External Marks: 50**
3 - 0 - 2	**Total Marks: 70**

Course outcomes: A Successful completion of the course, the students will be able to:

CO_1: Understanding the basic concepts of Multimedia Technology.

CO_2: Understanding the concepts of Compression and Decompression.

CO3: Learn about Audio & Video.

CO_4: Understanding the Multimedia Application Design.

UNIT-1

Basics of Multimedia Technology: Computers, communication and entertainment; multimedia introduction; framework for multimedia systems; multimedia devices; CD- Audio, CD-ROM, CD-I, presentation devices and the user interface; multimedia presentation and authoring; professional development tools; LANs and multimedia; internet, World Wide Web & multimedia distribution network-ATM & ADSL; multimedia servers & databases; vector graphics; 3D graphics programs; animation techniques; shading; anti-aliasing; morphing; video on demand.

UNIT-2

Compression and Decompression Techniques : Types of Compression, Binary Image Compression Schemes, Color, gray scale, still-video image compression, Discrete Cosine Transform, Video Image compression, MPEG Coding methodology, Audio Compression, Data and File format standards- RTF, TIFF,RIFF, MIDI, JPEG, AVI, JPEG, TWAIN Architecture.

UNIT-3

Audio & Video: Digital representation of sound; time domain sampled representation; method of encoding the analog signals; subband coding; fourier method; transmission of digital sound; digital audio signal processing; stereophonic & quadraphonic signal processing; MPEG Audio; audio compression & decompression; brief survey of speech recognition and generation; audio synthesis; musical instrument digital interface; digital video and image compression; MPEG motion video compression standard; DVI technology; time base media representation and delivery.

UNIT-4

Multimedia Application Design: Types of Multimedia systems, desktop virtual reality, VR operating system, Virtual Reality Design - Components of Multimedia system, intelligent VR software systems. Distributed Application Design Issues, Multimedia Authoring and User Interface, Hypermedia Messaging, Distributed Multimedia Systems.

1549

Chairperson
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BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat (HR.)

Recommended Reading:

1. An introduction, Villamil & Molina, Multimedia Mc Milan, multimedia: Sound & Video, Lozano, PHI, (Que)
2. Multimedia: Production, planning and delivery, Villamil & Molina,Que.
3. Multimedia on the PC, Sinclair,BPB
4. Multimedia: Making it work, Tay Vaughan, TMH.
5. Multimedia in Action by James E Shuman, Wadsworth Publ.,
6. Multimedia in Practice by Jeff coate Judith,PHI.
7. Multimedia Systems by Koegel, AgWL
8. Multimedia Making it Work by Vaughar, etl.
9. Multimedia Systems by John .F. Koegel, Buford.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Write a program to read a paragraph and store it to a file name suggested by the author.
2. Devise a routine to produce the animation effect of a square transforming to a triangle and then to a circle.
3. Write a program to show a bitmap image on your computer screen.
4. Create a web page for a clothing company which contains all the details of that company and at least five links to other web pages.
5. Write a program by which we can split mpeg video into smaller pieces for the purpose of sending it over the web or by small capacity floppy diskettes and then joining them at the destination.
6. Write a program to simulate the game of pool table.
7. Write a program to simulate the game mine sweeper.
8. Write a program to play "wave" or "midi" format sound files.
9. Write a program to justify a text entered by the user on both left and right hand side. for

1550

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Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya,Khanpur Kalan, Sonepat (HR.)

example the test "An architect may have a graphics program to draw an entire building but be interested in only ground floor", can be justified in 30 columns .An architect may have a graphics programs draw an entire building but interested in ground floor.

10. Study the notes of a piano and stimulate them using the keyboard and store them in file.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1551

ADVANCED WEB DEVELOPMENT

BCA-MIC (VOC)-605

BCA-VI Semester

Total Credits: 4	**Internal Marks: 20**
L – T - P	**External Marks: 50**
3 - 0 - 2	**Total Marks: 70**

Course outcomes: A Successful completion of the course, the students will be able to:

CO_1: Understanding the basic concepts of advanced web languages like DHTML and CSS.

CO_2: Understanding the concepts of JavaScript and VBScript.

CO3: Learn Implementation of dynamic web page designing.

CO_4: Understanding the use of control statement and objects of ASP.

UNIT-I

Interactivity Tool: JavaScript: Introduction, Features, Data types, Operators, Statements, Functions, Event Handling, Use of Predefined Object and Methods, Frames, Windows, Tables, Images, Links; JQuery Concept, Adding JQuery to Web Page, JQuery Selectors, JQuery Event Methods, JQuery Effects (Hide/Show, Fade, Slide), Insertion of header /footer in HTML Pages using JQuery, Bootstrap .

UNIT-II

PHP: Versions of PHP, Installation of PHP, Php.ini basics. Testing Installation. Building Blocks of PHP: Variables, data types, Operators & Expressions, Constants, Switching, Flow, Loops, Code Blocks and Browser Output, Functions: Meaning, Calling, Defining a function. Return value from user defined function. Saving state with 'static' function. Arrays: Creating arrays, Array related functions, Working with String, Date & Time: Formatting String with PHP, Using Date and time Functions with PHP.

UNIT-III

Forms: Creating simple input Form. Accessing Form input with user defined arrays, HTML and PHP Code on a single page. Redirecting User. Working with File Upload. Uploading & Downloading. State management: Using query string (URL rewriting), Using Hidden field, Using cookies, Using session. String matching with regular expression: What is regular expression, Pattern matching in Php, Replacing text, Splitting a string with a Regular Expression.

UNIT – IV

Connecting to the MYSQL: Selecting a database, Adding data to a table, Displaying returned data on Web pages, Inserting data, Deleting data, Entering and updating data, Executing multiple queries. Creating web applications involving front-end and back-end.

1552

Chairperson
Department of Computer Science & Engineering and Information Technology
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Recommended Reading:

1. Jon Duckett, Beginning Web Programming with HTML, XHTML, CSS and JavaScript – Wiley India Pvt. Ltd.
2. . Paul Wilton, Beginning JavaScript – Wiley India Pvt. Ltd.
3. Mitchell and Atikinson, Active Sever Page" – Techmedia Publishing.
4. Adrian Kingsley ,VB Script Programming Reference – Wiley India Pvt. Ltd.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3 Hrs.

Internal Marks: 10

External Marks: 20

Students are advised to do practical practice not limited to,but including the following types of problems:

1. Write HTML code to display a text mobile world having font size 24, background colour Aqua and blinking effect using CSS.
2. Write HTML code to display the text 12 online exam having font size 36, test colour red and underline text effect using CSS.
3. Write HTML code to book ticket of a show. Form field are Name, Contact number, drop down list for show timings and submit and Reset buttons.
4. Write HTML code to display a text "Information Technology "having font size applied doted border to the page.
5. Write a program to create dynamic web page using JavaScript.
6. Write a program to create web page using HTML and CSS.
7. Write a program to build web application using PHP.
8. Write a program to develop interactive web application using HTML forms and servlet.
9. Write a program to select a query using JDBC.
10. Write a program to create web application involving front and back and using MYSQL.

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1553

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1554

MOBILE APPLICATION DEVELOPMENT

BCA-DSC-701

BCA-VII Semester

Total Credits: 4
L – T - P
3 - 0 - 2

Internal Marks: 20
External Marks: 50
Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of mobility and mobile platforms.
CO_2: Understanding the concepts of App data handling.
CO3: Learn the working of mobility.
CO_4: Understanding the Testing Mobile Application.

UNIT-I

Introduction: mobility and mobile platforms, Android overview, Setting up Development environment, Mobile OS architectures of android, iOS and Windows, Android App project structure, Setting up an Android Virtual Device (AVD) or Emulator, Logical components of an Android App., Tool repository, installing and running App devices.

UNIT-II

Building Blocks: Activity- states and life cycle of an Activity, User Interface resources, events, interaction among Activities, working with Threads, Services- states and life cycle, Notifications, Broadcast receivers, Telephony and SMS API.

UNIT-III

App data handling - Flat Files, shared preferences, Relational data- SQLite Database, Graphics and animations- custom views, canvas, animation APIs, Multimedia- audio/video playback and record, location services and maps, Sensors.

UNIT-IV

Testing Mobile Application: debugging mobile application, White box testing, black box testing, and test automation of mobile apps using JUnit for android, Signing and packaging mobile apps, Distributing apps on market place.

Recommended Reading:

1. Anubhav Pradhan and Anil V. Deshpande, "Composing Mobile Apps: Learn,Explore,Apply using Android", Wiley India, 1st Edition.
2. Valentino Lee, Heather Schneider, Robbie Schell, "Mobile Applications:Architecture,Design, and Development", Hewlett-Packard Professional Books, 2004.
3. Barry A Burd, "Android Application Development All-in-one for Dummies",

1555

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JohnWiley&Sons Inc., 1st Edition.

4. Jeff McWherter , Scott Gowell , "Professional Mobile Application Development", 1stEdition,WROX Publishing.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Installation of Android studio.
2. Development of Hello World Application.
3. Create an application that takes the name from a text box and shows hello message along with the name entered in text box, when the user clicks the OK button.
4. Create a screen that has input boxes for User Name, Password, Address, Gender (radio buttons for male and female), Age (numeric), Date of Birth (Date Picket), State (Spinner) and a Submit button. On clicking the submit button, print all the data below the Submit Button (use any layout).
5. Design an android application to create page using Intent and one Button and pass the Values from one Activity to second Activity.
6. Design an android application Send SMS using Intent.
7. Create an android application using Fragments.
8. Design an android application Using Radio buttons.
9. Design an android application for menu.
10. Create a user registration application that stores the user details in a database table

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1556

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

Computer Science and Information Technology
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1557

SOFTWARE TESTING

BCA-DSC-702

BCA-VII Semester

Total Credits: 4	**Internal Marks: 30**
L – T - P	**External Marks: 70**
3 - 1 - 0	**Total Marks: 100**

Course outcomes: A Successful completion of the course, the students will be able to:

CO_1: Understanding the basic concepts of software testing.

CO_2: Understanding the various software testing.

CO3: Learn the working of software development process.

CO_4: Understanding the Testing process.

UNIT-I

Introduction: Faults, Errors, and Failures, Basics of software testing, Testing objectives, Principles of testing, Requirements, behavior and correctness, Testing and debugging, Test metrics and measurements, STLC, Verification, Validation, Types of testing: Functional and non – functional Testing; system testing, recovery testing, security testing, stress testing, performance testing, usability testing; Software Quality and Reliability, Software defect tracking.

UNIT-II

Testing Techniques: White box testing, static testing, static analysis tools, Structural testing: Unit/Code functional testing, Code coverage testing, Code complexity testing, Black Box testing, Requirements based testing, Boundary value analysis, Equivalence partitioning, state/graph based testing, Model based testing and model checking, Differences between white box and Black box testing.

UNIT-III

Integration, System, and Acceptance Testing: Top down and Bottom up integration, Bi-directional integration, System integration, Scenario Testing, Defect Bash, Design/Architecture verification, Deployment testing, Scalability testing, Reliability testing, Alpha, Beta and Acceptance Testing: Acceptance criteria; test cases selection and execution. Testing Object Oriented Software: Unit Testing in OO Context, Integration Testing in OO Context, OO testing methods, Class level testing, Interclass test case design, testing for real time system.

UNIT-IV

Test Selection & Minimization for Regression Testing: Regression testing, Regression test process, Initial Smoke or Sanity test, Selection of regression tests, Execution Trace, Dynamic Slicing, Test Minimization, Tools for regression testing, Ad hoc Testing: Pair testing, Exploratory testing, Iterative testing, Defect seeding. Test Management and Automation Test Planning: Management, Execution and Reporting, Software Test Automation: Scope of automation, Design & Architecture for automation, Generic requirements for test tool framework, Test tool selection.

1558

Chairperson
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Recommended Reading:

1. Jorgensen P. C., "Software Testing-A Craftman's Approach", CRC Press.
2. Software Testing techniques - Baris Beizer, Dreamtech.
3. Software Testing Tools – Dr.K.V.K.K.Prasad, Dreamtech.
4. Jeff Tian, Software Quality Engineering (SQE), Wiley
5. Stephen H. Kan, Metrics and Models in Software Quality Engineering, Addison-Wesley
6. John W. Horch, Practical Guide to Software Quality Management, Artech house publisher.
7. Robert Dunn, Software Quality Concepts and Plans, Prentice-Hall.
8. Alan Gillies, Software Quality, Theory and Management, Chapman and Hall. Reference
9. Tom Gilb, Principles of Software Engineering Management, Addison-Wesley.
10. Michael Dyer, The Cleanroom approach to Quality Software Engineering, Wiley & Sons.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 15 marks each. The students will be required to attempt four questions (at least one question from each unit).

Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat (HR.)

1559

SOFT COMPUTING
BCA-DSC-703
BCA-VII Semester

Total Credits: 4
L – T - P
3 - 0 - 2

Internal Marks: 20
External Marks: 50
Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of soft computing.
CO_2: Understanding the Artificial neural networks and applications.
CO3: Learn the Fuzzy systems and applications.
CO_4: Understanding the application of soft computing.

UNIT-I
Introduction: Introduction to soft computing, introduction to biological and artificial neural network; introduction to fuzzy sets and fuzzy logic systems. Introduction to Genetic Algorithm: Genetic Operators and Parameters, Genetic Algorithms in Problem Solving, Theoretical Foundations of Genetic Algorithms, Implementation Issues.

UNIT-II
Artificial neural networks and applications: Different artificial neural network models; learning in artificial neural networks; neural network applications in control systems. Neural Nets and applications of Neural Network.

UNIT-III
Fuzzy systems and applications: fuzzy sets; fuzzy reasoning; fuzzy inference systems; fuzzy control; fuzzy clustering; applications of fuzzy systems. Neuro-fuzzy systems: neuro-fuzzy modeling; neuro-fuzzy control.

UNIT-IV
Applications: Pattern Recognitions, Image Processing, Biological Sequence Alignment and Drug Design, Robotics and Sensors, Information Retrieval Systems, Share Market Analysis, Natural Language Processing

Recommended Reading:

1. M. Mitchell: An Introduction to Genetic Algorithms, Prentice-Hall.
2. J.S.R.Jang, C.T.Sun and E.Mizutani: Neuro-Fuzzy and Soft Computing, PHI, Pearson Education.
3. Timothy J.Ross: Fuzzy Logic with Engineering Applications, McGraw-Hill.
4. Davis E.Goldberg: Genetic Algorithms: Search, Optimization and Machine Learning, Addison Wesley.
5. S. Rajasekaran and G.A.V.Pai: Neural Networks, Fuzzy Logic and Genetic Algorithms, PHI.

15 Co

Chairperson
Department of Computer Science & Engineering and Information Technology
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6. D. E. Goldberg: Genetic Algorithms in Search, Optimization, and Machine Learning,

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Performing Union, Intersection and Complement operations.
2. Implementation of De-Morgan's Law.
3. Plotting various membership functions.
4. Using fuzzy toolbox to model tips value.
5. Implementation of Fuzzy Inference System.
6. Perform simple fuzzy set operations.
7. Using Hopfield network with no self connection.
8. Generation of ANDNOT function using McCulloch-Pitts neural net.
9. Finding weight matrix and bias of HebbNet to classify two dimensional input patterns.
10. Perceptron net for AND function with bipolar inputs and targets.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

1561

Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat (HR.)

ADVANCED DATABASE MANAGEMENT SYSTEM
BCA-DSC-704
BCA-VII Semester

Total Credits: 4	Internal Marks: 20
L – T - P	External Marks: 50
3 - 0 - 2	Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:
CO1: Design databases using data models.
CO2: Query and manage databases.
CO3: Distinguish between centralized and distributed databases.
CO4: Implement applications involving complex transaction processing.

UNIT - I

Database Overview: History of Data base Systems. Data base System Applications, data base System VS file System. data Models – the ER Model – Relational Model – Other Models – Database Languages – DDL – DML. Introduction to the Relational Model – Integrity Constraint Over relations – Enforcing Integrity constraints – Querying relational data – Logical data base Design – Introduction to Views – Destroying /altering Tables and Views. Introduction of Object Database Systems, Structured Data types, operations on structured data, Encapsulation and ADTS; Inheritance.

UNIT – II

ORDBMS: Database design for ORDBMS, ORBMS implementation and challenges, OODBMS, comparison of RDBMS, OODBMS and ORDBMS. (chapter 23 from text book 1) Introduction to Parallel databases, architectures for parallel databases, Parallel Query Evaluation – data partitioning and parallelising sequential operator evaluation code, Parallelising individual operations, and parallel Query optimization.

UNIT – III

Introduction to distributed databases: features of distributed databases vs centralized databases, Why distributed databases, DDBMS, levels of transparency- reference architecture for DDB, types of data fragmentation, distribution transparency for read-only and update applications, distributed database access primitives, Integrity Constraints in Distributed databases.

UNIT – IV

Distributed database design: framework for distributed database design, the design of database fragmentation, allocation of fragments; Distributed Query processing: Equivalence of transformations for queries, transforming global queries into fragment queries, distributed grouping and aggregation functions, parametric queries.

1569

Chairperson
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Recommended Reading:

1. Raghuramakrishnan and Johannes Gehrke, "Database Management Systems", 3rd Edition, TMH, 2006.
2. S Ceri and G Pelagatti, "Distributed databases principles and systems", 1st Edition, TMH, 2008.
3. Silberschatz, Korth, "Database System Concepts", 6th Edition, TMH, 2010.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Implement Data Definition Language Commands.
2. Implement Data Manipulation Language Commands .
3. Implement Data Control Language, Transfer Control Language Commands.
4. Implement In Built Functions.
5. Implement Nested Queries And Join Queries.
6. Implement Set operators.
7. Implement Views.
8. Implement Control Structure.
9. Implement Procedure and Function.
10. Implement Trigger

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

Engineering and Information Technology
BPS Mahila Vishwavidyalaya,Khanpur Kalan, Sonepat (HR.)

1563

MASTERING CYBER SECURITY
BCA-DSC-705
BCA-VII Semester

Total Credits: 4	**Internal Marks: 20**
L – T - P	**External Marks: 50**
3 - 0 - 2	**Total Marks: 70**

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of Cyber Security.
CO_2: Understanding the Cyberspace, the Law and Cyber Forensics.
CO3: Learn the Cybercrime.
CO_4: Understanding the Cyber Security.

UNIT I

Introduction to Cyber Security: Basic Cyber Security Concepts, layers of security, Vulnerability, threat, Harmful acts, Internet Governance – Challenges and Constraints,Computer Criminals, CIA Triad, Assets and Threat, motive of attackers, active attacks, passive attacks, Software attacks, hardware attacks, Spectrum of attacks, Taxonomy of various attacks, IP spoofing, Methods of defense, Security Models, risk management, CyberThreats-Cyber Warfare, Cyber Crime, Cyber terrorism, Cyber Espionage, etc., Comprehensive Cyber Security Policy.

UNIT - II

Cyberspace and the Law & Cyber Forensics: Introduction, Cyber Security Regulations, Roles of International Law. The INDIAN Cyberspace, National Cyber Security Policy. Introduction, Historical background of Cyber forensics, Digital Forensics Science, The Needfor Computer Forensics, Cyber Forensics and Digital evidence, Forensics Analysis of Email,Digital Forensics Lifecycle, Forensics Investigation, Challenges in Computer Forensics, Special Techniques for Forensics Auditing.

UNIT - III

Cybercrime: Mobile and Wireless Devices: Introduction, Proliferation of Mobile and Wireless Devices, Trends in Mobility, Credit card Frauds in Mobile and Wireless ComputingEra, Security Challenges Posed by Mobile Devices, Registry Settings for Mobile Devices, Authentication service Security, Attacks on Mobile/Cell Phones, Mobile Devices: Security Implications for Organizations, Organizational Measures for Handling Mobile, Organizational Security Policies and Measures in Mobile Computing Era,Laptops.

UNIT - IV

Cyber Security: Organizational Implications: Introduction, cost of cybercrimes and IPR issues, web threats for organizations, security and privacy implications, social media marketing: security risks and perils for organizations, social computing and the associated challenges for

1564

Chairperson
Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya,Khanpur Kalan, Sonepat (HR.)

organizations. Cybercrime and Cyber terrorism: Introduction, intellectual property in the cyberspace, the ethical dimension of cybercrimes the psychology, mindset and skills of hackers and other cyber criminals.

Recommended Reading:

1. Nina Godbole and Sunit Belpure, Cyber Security Understanding Cyber Crimes,Computer Forensics and Legal Perspectives, Wiley
2. B. B. Gupta, D. P. Agrawal, Haoxiang Wang, Computer and Cyber Security: Principles, Algorithm, Applications, and Perspectives, CRC Press, ISBN 9780815371335, 2018.
3. Cyber Security Essentials, James Graham, Richard Howard and Ryan Otson, CRCPress.
4. Introduction to Cyber Security, Chwan-Hwa(john) Wu,J.David Irwin.CRC PressT&amp.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs.

Internal Marks: 10

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Study of steps to protect your personal computer system by creating User Accounts with Passwords and types of User Accounts for safety and security.
2. Study the steps to protect a Microsoft Word Document of different version with different operating system.
3. Study the steps to remove Passwords from Microsoft Word.
4. Study various methods of protecting and securing databases.
5. Study "How to make strong passwords" and "passwords cracking techniques". 6 Study the steps to hack a strong password.
6. Write the steps to Install and configure Network Components like switches, Hub and

1565

Chairperson
Department of Computer Science & Engineering and Information Technology
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Modem and how do you connect to Dial-Up networking.

7. What are the features of firewall? Write the steps in providing network security and to set Firewall Security in windows.
8. What is WiFi? How do you configure the Wifi on Windows operating system
9. Write a Program to check the strength of the password.
10. Write the steps for installation of System Software, Application software and Antivirus.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1566

LINUX AND SHELL PROGRAMMING
BCA-DSC-706
BCA-VII Semester

Total Credits: 4	**Internal Marks: 20**
L – T - P	**External Marks: 50**
3 - 0 - 2	**Total Marks: 70**

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the use of various Linux commands that are used to manipulate system operations.
CO_2: Understanding the Linux architecture.
CO3: Learn the Linux File System.
CO_4: Understanding the effective use of I/O and shell scripting language to solve problems.

UNIT – I
Introduction to Linux: Linux distributions, Overview of Linux operating system, Linux architecture, Features of Linux, Accessing Linux system, Starting and shutting down system, Logging in and Logging out, Comparison of Linux with other operating systems.

UNIT – II
Commands in Linux: General-Purpose commands, File oriented commands, directory oriented commands, Communication oriented commands, process oriented commands, etc. Regular expressions & Filters in Linux: Simple filters viz. more, wc, diff, sort, uniq, grep; Introducing regular expressions.

UNIT – III
Linux file system: Linux files, inodes and structure and file system, file system components, standard file system, file system types. Processes in Linux: Starting and Stopping Processes, Initialization Processes, Mechanism of process creation, Job control in linux using at, batch, cron & time.

UNIT – VI
Shell Programming: vi editor, shell variables, I/O in shell, control structures, loops, subprograms, creating & executing shell scripts in linux.

Recommended Reading:

1. Yashwant Kanetkar, Unix & Shell programming – BPB Publications.
2. Richard Petersen, The Complete Reference – Linux, McGraw-Hill.
3. M.G.Venkateshmurthy, Introduction to Unix & Shell Programming, Pearson Education.
4. Stephen Prata, Advanced UNIX-A Programmer's Guide, SAMS Publication.
5. Sumitabha Das, Your Unix - The Ultimate Guide, Tata McGraw-Hill.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and

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BPS Mahila Vishwavidyalaya,Khanpur Kalan, Sonapat (HR.)

1567

questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. To Install Ubuntu Linux and LINUX Commands(File Handling utilities, Text processing utilities, Network utilities, Disk utilities, Backup utilities and Filters).
2. Write a Shell Script that accepts a file name, starting and ending line numbers as arguments and displays all lines between the given line numbers.
3. Write a shell script that deletes all lines containing the specified word in one or more files supplied as arguments to it.
4. Write a shell script that displays a list of all files in the current directory to which the user has read, write and execute permissions.
5. Write a shell script that receives any number of file names as arguments checks if every argument supplied is a file or directory and reports accordingly. whenever the argument is a file it reports no of lines present in it
6. Write a shell script that accepts a list of file names as its arguments, counts and reports the occurrence of each word that is present in the first argument file on other argument files.
7. Write a shell script to list all of the directory files in a directory.
8. Write a shell script to find factorial of a given number.
9. Write an awk script to count number of lines in a file that does not contain vowels.
10. Write an awk script to find the no of characters, words and lines in a file.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

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1568

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1569

CLOUD COMPUTING
BCA-MIC-707
BCA-VII Semester

Total Credits: 4
L – T - P
3 - 0 - 2

Internal Marks: 20
External Marks: 50
Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the basic concepts of cloud computing,
CO_2: Understanding the cloud architecture.
CO3: Learn the various services of cloud computing.
CO_4: Understanding the security problems in cloud computing.

UNIT I

Cloud Computing Basics: History of Cloud Computing, Characteristics of Cloud Computing, Need for Cloud computing, Advantages and Possible Disadvantages of cloud computing, Cloud Deployment Models: Public, Private, Hybrid, Community, Other deployment Models.

UNIT II

Cloud Services: Introduction to Cloud Services, Infrastructure as a Service (IaaS) – Overview, Virtualization, Container, Pricing Models, Service Level Agreements, Migrating to the Cloud, IaaS Networking options, Virtual Private Cloud(VPC), IaaS Storage – File and Object storage, Data Protection, IaaS security, Benefits, Risks and Examples of IaaS. Platform as a Service (PaaS) – Overview, IaaS vs PaaS, PaaS Examples, benefits and risks. Software as a Service (SaaS).

UNIT III

Cloud Platforms: Introducing Cloud Platforms, Evaluating cloud platforms, Cloud Platform technologies – Amazon Web Services, Microsoft Azure, Google Cloud Platform, Salesforce.com, Impact of Cloud platforms. Private Cloud Platforms - Introducing Private clouds – Microsoft Azure stack, Open stack, AWS Greengrass, Impact of Private clouds Cloud Migration: Delivering Business Processes from the Cloud: Business process examples, Broad Approaches to Migrating into the Cloud.

UNIT IV

Cloud Storage, Application performance, Data Integration, Security. Ensuring Successful Cloud Adoption: Designing a Cloud Proof of Concept, Vendor roles and capabilities, moving to the Cloud. Impact of Cloud on IT Service Management. Risks and Consequences of Cloud Computing – Legal Issues, Compliance Issues, Privacy and Security. Managing and Securing Cloud Services, Virtualization and the Cloud, Managing Desktops and devices on the cloud, SOA and Cloud computing, managing the Cloud environment.

Recommended Reading:

1. Kirk Hausman, Susan L. Cook, TelmoSampaio, CLOUD ESSENTIALS, John Wiley & Sons Inc.

1570

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2. Judith Hurwitz , Robin Bloor , Marcia Kaufman , Fern Halper. "Cloud Computing for Dummies", Wiley Publishing Inc.
3. Erl, Cloud Computing: Concepts, Technology & Architecture, Pearson Education.
4. Srinivasan, Cloud Computing: A Practical Approach for Learning and Implementation, Pearson Education.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Install a c compiler in the virtual machine and execute a sample program.
2. Install google app engine.
3. Hosting a static website on google app engine.
4. Simulate a cloud scenario using cloudsim and run a scheduling algorithm that is not present in cloudsim.
5. Moving files between virtual machines.
6. Kvm and open stack installation.
7. Find procedure to set up the one node hadoop cluster.
8. Find a procedure to tansfer the files from one virtual machine to another virtual machine.
9. Find a procedure to launch virtual machine using trystack (Online Openstack DemoVersion).
10. Install Virtualbox/VMware Workstation with different flavours of linux or windows OS on top of windows7 or8.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

1571

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1579

DESIGN &ANALYSIS OF ALGORITHMS

BCA-DSC-801

BCA-VIII Semester

Total Credits: 4
L – T - P
3 - 0 - 2

Internal Marks: 20
External Marks: 50
Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:

CO_1: Understanding the Sets and disjoint sets.

CO_2: Understanding the Greedy Methods.

CO3: Learn the Back Tracking problems.

CO_4: Understanding the NP Hard and NP Complete Problems.

UNIT-I

Sets and disjoint sets, union, sorting and searching algorithms and their analysis in terms of space and time complexity. Divide and Conquer: General method, binary search, merge sort, quick sort, selection sort, Strassen's matrix multiplication algorithms and analysis of algorithms for these problems.

UNIT-II

Greedy Method: General method, Knapsack problem, Job sequencing with deadlines, Minimum spanning trees- Prim's and Kruskal's algorithms, Single source paths- Dijkastra algorithms and analysis of these problems. Dynamic Programming: General method, Optimal binary search trees, 0/1 Knapsack, Traveling Salesperson Problem.

UNIT-III

Back Tracking: General method, 8 Queen's Problem, Graph coloring, Hamiltonian cycles and analysis of these problems. Branch and Bound: Method, 0/1 Knapsack and Traveling Salesperson Problem, efficiency considerations.

UNIT-IV

NP Hard and NP Complete Problems: Basic concepts, Cook's theorem, NP hard graph and NP scheduling problems some simplified NP hard problems. Advanced data structures: Red-Black trees, B-trees, Fibonacci Heaps.

Recommended Reading:

1. Fundamental of Computer algorithms, Ellis Horowitz and Sartaj Sahni, Galgotia Publ.
2. Introduction to Algorithms, Thomas H Cormen, Charles E Leiserson And Ronald L Rivest: TMH.
3. The Design and Analysis of Computer Algorithm, Aho A.V. Hopcroft J.E., Addison Wesle
4. Algorithms-The Construction, Proof and Analysis of Programs, Berlion, P.Bizard, P., Johan Wiley & Sons.
5. Writing Efficient Programs, Bentley, J.L., PHI.
6. Introduction to Design and Analysis of Algorithm, Goodman, S.E. & Hedetnieni, MGH
7. Introduction to Computers Science- An algorithms approach , Jean Paul Trembley, Richard

1573

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B.Bunt, T.M.H.
8. Fundamentals of Algorithms: The Art of Computer Programming Voll, Knuth, D.E., Naresh Publicaton.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Implement in Java, the 0/1 Knapsack problem using Dynamic Programming method.
2. Implement in Java Greedy method.
3. From a given vertex in a weighted connected graph, find shortest paths to other vertices using Dijkstra's algorithm.
4. Write the program in Java find Minimum Cost Spanning Tree of a given connected undirected graph using Kruskal's algorithm. Use Union-Find algorithms in your program.
5. Write the program in Java find find Minimum Cost Spanning Tree of a given connected undirected graph using Prim's algorithm.
6. Write Java programs to (a) Implement All-Pairs Shortest Paths problem using Floyd's algorithm.
7. Write the program in Java find implement Travelling Sales Person problem using Dynamic programming.
8. Design and implement in Java to find a subset of a given set S = {Sl, S2,.....,Sn} of n positive integers whose SUM is equal to a given positive whose SUM is equal to a given positive integer d. For example, if S ={1,2, 5, 6, 8} and d= 9, there are two solutions {1,2,6}and {1,8}. Display a suitable message, if the given problem instance doesn't have a solution.
9. Design and implement in Java to find all Hamiltonian Cycles in a connected undirected

1574

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DATA ANALYTICS
BCA-DSC-802
BCA-VIII Semester

Total Credits: 4
L – T - P
3 - 0 - 2

Internal Marks: 20
External Marks: 50
Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the Data analytics tasks, methods and process.
CO_2: Understanding the concepts of data exploratory analysis.
CO3: Learn the Steps in Data Analytics Projects, Data Analytics tasks and methods, Data Gathering and Preparation.
CO_4: Understanding the data interaction and visualization techniques.

UNIT-1

Steps in Data Analytics Projects, Data Analytics tasks and methods, Data Gathering and Preparation: Data Formats, Parsing and Transformation, Scalability and Real-time Issues; Data Cleaning: Consistency Checking, Heterogeneous and Missing Data, Data Transformation and Segmentation.

UNIT-2

Exploratory Analysis: Descriptive and comparative statistics, Hypothesis testing, Statistical Inference. Association rule mining, Clustering. Visualization: Visual Representation of Data, Gestalt Principles, Information Overloads; Creating Visual Representations: Visualization Reference Model, Visual Mapping, Visual Analytics, Design of Visualization Applications.

UNIT-3

Classification of Visualization Systems: Interaction and Visualization Techniques, Visualization of One, Two and Multi-Dimensional Data, Textand Text Documents; Visualization of Groups: Trees, Graphs, Clusters, Networks, Software, Metaphorical Visualization.

UNIT-4

Visualization of Volumetric Data: Vector Fields, Processes and Simulations, Visualization of Maps, Geographic Information, GIS systems, Collaborative Visualizations, Evaluating Visualizations; Recent Trends in Various Perception Techniques: Various Visualization Techniques, Data Structures used in Data Visualization.

Recommended Reading:

1. Glenn J. Myatt, Wayne P. Johnson, Making Sense of Data I: A Practical Guide to Exploratory Data Analysis and Data Mining, 2nd Edition, John Wiley & Sons Publication, 2014.
2. Glenn J. Myatt, Wayne P. Johnson, Making Sense of Data II: A Practical Guide to Data Visualization, Advanced Data Mining Methods, and Applications, John Wiley & Sons Publication, 2009.

1576

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Graph G of n vertices using backtracking principle

10. Sort a given set of n integer elements using Quick Sort method and compute its time complexity.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1578

3. E. Tufte. The Visual Display of Quantitative Information, (2e), Graphics Press, 2007.
4. Jules J., Berman D., Principles of Big Data: Preparing, Sharing, and Analyzing Complex Information, (2e), 2013.
5. Matthew Ward and Georges Grinstein, Interactive Data Visualization: Foundations, Techniques, and Applications, (2e), A K Peters/CRC Press, 2015.
6. Jurgen Kai-Uwe Brock, Data Design: The Visual Di.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs.

Internal Marks: 10

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. To perform Exploratory Data Analysis on Automobile data.
2. To Perform Linear Regression study on the 3D printing-dataset.
3. To determine mechanical properties from stress strain curve data.
4. To perform Machine Predictive Maintenance5. To develop Manufacturing Cost Model.
5. Write a python program to perform linear search.
6. Write a python program to insert achievement into sorted list.
7. Geneting visualization with pyplot.
8. Write a program to find the mean median mode range and standard derivation in python.
9. Implement text classification techniques.
10. Implementing text clustering techniques.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

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1577

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1578

INFORMATION AND NETWORK SECURITY

BCA-DSC-803

BCA-VIII Semester

Total Credits: 4	**Internal Marks: 30**
L – T - P	**External Marks: 70**
3 - 1 - 0	**Total Marks: 100**

Course outcomes: A Successful completion of the course, the students will be able to:

CO_1: Understanding the information and network security.

CO_2: Understanding the various security techniques.

CO3: Learn the Solutions for information and network security.

CO_4: Understanding the data security polices and models.

UNIT I

The Security Problem in Computing: The meaning of Computer Security, Computer Criminals, Methods of Defense, Elementary Cryptography: Substitution Ciphers, Transpositions, Making "Good" Encryption Algorithms, The Data Encryption Standard, The AES Encryption Algorithm, Public Key Encryptions, Uses of Encryption.

UNIT II

Program Security: Secure Programs, Non-malicious Program Errors, viruses and other malicious code, Targeted Malicious code, controls Against Program Threats, Protection in General-Purpose operating system protected objects and methods of protection, File protection Mechanisms, User Authentication Designing Trusted O.S : Security polices, models of security, trusted O.S. design, Assurance in trusted OS.

UNIT-III

Database Security: Security requirements, Reliability and integrity, Sensitive data, Inference, multilevel database, proposals for multilevel security. Security in Network: Threats in Network, Network Security Controls, Firewalls, Intrusion Detection Systems, Secure E-mail.

Unit-IV

Administering Security: Security Planning, Risk Analysis, Organizational Security policies, Physical Security. Legal Privacy and Ethical Issues in Computer Security: Protecting Programs and data, Information and the law, Rights of Employees and Employers, Software failures, Computer Crime, Praia, Ethical issues in Computer Security, Case studies of Ethics.

Recommended Reading:

1. P. Pfleeger, Shari Lawrence Pfleeger Charles: Security in Computing, PHI.
2. William Stallings: Cryptography & Network Security, Pearson Education.
3. Charlie Kaufman, Radia Perlman, Mike Speciner: Network Security, Private communication in a public world, PHI.
4. Douglas R.Stinson: Cryptography – Theory and Practice, CRC Press.
5. Bruce Schneier , Niels Ferguson: Practical Cryptography, Wiley Dreamtech India

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1579

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6. Any other book(s) covering the contents of the paper in more depth. Note: Latest and additional good books may be suggested and added from time to time

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 15 marks each. The students will be required to attempt four questions (at least one question from each unit).

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1580

BIG DATA
BCA-DSC-804
BCA-VIII Semester

Total Credits: 4
L – T - P
3 - 0 - 2

Internal Marks: 20
External Marks: 50
Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:
CO_1: Understanding the concept of Big Data.
CO_2: Understanding the various Big Data Models.
CO3: Learn about Hadoop environment.
CO_4: Understanding the Hadoop Distributed File System.

UNIT I

Introduction To Big Data: Introduction to Big Data, Challenges of Big Data, Intelligent data analysis, Nature of Data, Analytic Processes and Tools, Analysis vs Reporting, Modern Data Analytic Tools, Statistical Concepts: Sampling Distributions, Statistical Inference, Prediction Error.

UNIT II

Mining Data Streams: Introduction To Streams Concepts, Stream Data Model and Architecture, Stream Computing, Sampling Data in a Stream, Filtering Streams, Counting Distinct Elements in a Stream, Estimating, Moments, Counting Oneness in a Window, Decaying Window.

UNIT III

Hadoop: History of Hadoop, The Hadoop Distributed File System, Components of Hadoop, Analyzing the Data with Hadoop, Scaling Out, Hadoop Streaming, Design of HDFS, Map Reduce Introduction, Map Reduce Features, How Map Reduce Works, Map Reduce Types and Formats.

UNIT IV

Hadoop Environment: Setting up a Hadoop Cluster, Cluster specification, Cluster Setupand Installation, Hadoop Configuration, Security in Hadoop, Visualizing Large Data Setswith D3, Big Data in E-Commerce and IT, Big Data in Energy Consumption, Social and Health Science.

Recommended Reading:

1. Michael Berthold, David J. Hand, "Intelligent Data Analysis", Springer.
2. Tom White, "Hadoop: The Definitive Guide" Third Edition, O'reilly Media.
3. Chris Eaton, Dirk DeRoos, Tom Deutsch, George Lapis, Paul Zikopoulos,

1581

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"UnderstandingBig Data: Analytics for Enterprise Class Hadoop and Streaming Data", McGrawHill Publishing.
4. Anand Rajaraman and Jeffrey David Ullman, "Mining of Massive Datasets", CambridgeUniversity Press.
5. Bill Franks, "Taming the Big Data Tidal Wave: Finding Opportunities in Huge Data Streamswith Advanced Analytics", John Wiley & sons.
6. Glenn J. Myatt, "Making Sense of Data", John Wiley & Sons.
7. Pete Warden, "Big Data Glossary", O'Reilly.
8. Jiawei Han, Micheline Kamber "Data Mining Concepts and Techniques", Elsevier, Reprinted.
9. Da Ruan,Guoquing Chen, Etienne E.Kerre, Geert Wets, Intelligent Data Mining, Springer.
10. Paul Zikopoulos, Dirk deRoos, Krishnan Parasuraman, Thomas Deutsch, James Giles.
11. David Corrigan, Harness the Power of Big Data The IBM Big Data Platform, Tata McGraw Hill Publications.
12. Michael Minelli (Author), Michele Chambers (Author), Ambiga Dhiraj (Author), Big Data, Big Analytics: Emerging Business Intelligence and Analytic Trends for Today'sBusinesses,Wiley Publications.
13. Zikopoulos, Paul, Chris Eaton, Understanding Big Data: Analytics for Enterprise Class Hadoop and Streaming Data, Tata McGraw Hill Publications.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Install Apache Hadoop.
2. Develop a Map Reduce program to calculate the frequency of a given word in a given file.
3. Develop a Map Reduce program to find the maximum temperature in each year.

1582

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4. Develop a Map Reduce program to find the grades of student's.
5. Develop a Map Reduce program to implement Matrix Multiplication.
6. Develop a Map Reduce to find the maximum electrical consumption in each year given electrical consumption for each month in each year.
7. Develop a Map Reduce to analyze weather data set and print whether the day is shinny or cool day.
8. Develop a Map Reduce program to find the tags associated with each movie by analyzing movie lens data.
9. Write queries to sort and aggregate the data in a table using HiveQL.
10. Develop a Java application to find the maximum temperature using Spark.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

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1583

MCANINE LEARNING
BCA-DSC-805
BCA-VIII Semester

Total Credits: 4	**Internal Marks: 20**
L - T - P	**External Marks: 50**
3 - 0 - 2	**Total Marks: 70**

Course outcomes: A Successful completion of the course, the students will be able to:

CO_1: Understanding the concept of Machine learning.

CO_2: Understanding the various Models of Machine learning.

CO3: Learn about learning theory.

CO_4: Understanding the geometric models.

UNIT-I

Machine Learning Concepts: Introduction to Machine Learning, Machine Learning applications, Types of learning: Supervised, Unsupervised and semi-supervised, reinforcement learning techniques.

Models of Machine learning: Geometric model, Probabilistic Models, Logical Models, Grouping and grading models, Parametric and non-parametric models, Predictive and descriptive learning, Classification concepts, Binary and multi-class classification.

UNIT-I

Learning Theory: Feature Extraction, Feature Construction and Transformation, Feature Selection, Dimensionality Reduction: Subset selection, the Curse of dimensionality, Principle Components analysis, Independent Component analysis, Factor analysis, Multidimensional scaling, Linear discriminant analysis, Bias/Variance tradeoff, Union and Chhernoff/Hoeffding bounds, VC dimension, Probably Approximately Correct (PAC) learning, Concept learning, the hypothesis space, Least general generalization, Internal disjunction, Paths through the hypothesis space, model Evaluation and selection .

UNIT-III

Geometric Models: Regression, Logistic regression , Assessing performance of regression - Error measures, Overfitting, Least square method, Multivariate Linear regression, Regression for Classification, Perceptron, Multi-layer perceptron, Simple neural network, Kernel based methods, Support vector machines(SVM), Soft margin SVM, Support Vector Machines as a linear and non-linear classifier, Limitations of SVM, Concept of Relevance Vector, K-nearest neighbor algorithm

UNIT- IV

Logical, Grouping And Grading Models: Decision Tree Representation, Alternative measures for selecting attributes, Decision tree algorithm: ID3, Minimum Description length decision trees, Ranking and probability estimation trees, Regression trees, Clustering trees, Rule learning for

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1584

subgroup discovery. Association rule mining, Distance based clustering-K-means algorithm, Choosing number of clusters, Clustering around medoids – silhouettes, Hierarchical clustering, Ensemble methods: Bagging and Boosting.

Recommended Reading:

1. C.M. Bishop: Pattern Recognition and Machine learning, Springer
2. Hastie, Tibshirani, Friedman: Introduction to statistical machine learning with applications in R, Springer.
3. Tom Mitchell: Machine Learning, McGraw Hill.
4. Parag Kulkarni: Reinforcement and Systemic Machine learning for Decision Making, Wiley-IEEEPress.
5. Any other book(s) covering the contents of the paper in more depth.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs.

Internal Marks: 10

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Implement linear regression using python.
2. Implement Naïve Bayes theorem to classify the English text.
3. Implement an algorithm to demonstrate the significance of genetic algorithm.
4. Implement the finite words classification system using Back-propagation algorithm.
5. The probability that it is Friday and that a student is absent is 3 %. Since there are 5 school days in a week, the probability that it is Friday is 20 %. What is theprobability that a student is absent given that today is Friday? Apply Baye's rule in python to get the result. (Ans: 15%).
6. Extract the data from database using python.
7. Implement k-nearest neighbors classification using python.
8. Implement k-nearest neighbors classification using python
9. Given the following data, which specify classifications for nine combinations of VAR1 and

1585

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BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat (HR.)

VAR2 predict a classification for a case where VAR1=0.906 and VAR2=0.606, using the result of k-means clustering with 3 means (i.e., 3 centroids).

10. Build KNN Classification model for a given dataset.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

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1586

BLOCKCHAIN TECHNOLOGY AND APPLICATION

BCA-DSC-806

BCA-VIII Semester

Total Credits: 4	**Internal Marks: 20**
L – T - P	**External Marks: 50**
3 - 0 - 2	**Total Marks: 70**

Course outcomes: A Successful completion of the course, the students will be able to:

CO_1: Understand the fundamentals of blockchain technology and its components.

CO_2: Explore different Blockchain subjects, platforms, and their unique features.

CO3: Analyse the impact of blockchain on various industries.

CO_4: Gain hands-on experience with blockchain development tools and frameworks.

UNIT I

Introduction to Blockchain Technology: History and evolution of blockchain, Basic concepts: decentralization, consensus mechanisms, cryptography,Key components: blocks, chains, nodes, miners, Types of blockchains: public, private, consortium

UNIT II

Cryptographic Foundations: Cryptographic hash functions, Public and private keys, Digital signatures, Merkle trees.

UNIT III

Blockchain Platforms and Ecosystems: Overview of major blockchain platforms: Bitcoin, Ethereum, Hyperledger, Corda, Comparative analysis of platform features, Blockchain as a Service (BaaS), Case studies of platform applications

UNIT IV

Blockchain Development Tools and Frameworks: Development environments: Truffle, Remix, Blockchain APIs and libraries, Setting up a private blockchain network,Testing and debugging blockchain applications.

Blockchain Security and Privacy: Common security threats in blockchain, Mitigating attacks: 51% attack, Sybil attack, replay attack, Privacy-enhancing technologies: zk-SNARKs, ring signatures

Recommended Reading:

1. Mastering Bitcoin" by Andreas M. Antonopoulos, "Blockchain Basics" by Daniel Drescher
2. **Online resources:** Ethereum and Hyperledger documentation, online tutorials
3. **Software:** Ethereum, Hyperledger Fabric, Truffle, Remix

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and

1587

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BPS Mahila Vishwavidyalaya,Khanpur Kalan, Sonepat (HR.)

questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Creating Merkle tree.
2. Creation of Block.
3. Blockchain implementation.
4. Creating ERC20 token.
5. Blockchain implementation using Merkle Trees.
6. Mining in Blockchain.
7. Peer-to-Peer implementation using Blockchain.
8. Creating Crypto-currency Wallet.
9. Set up metamask in the system and create a wallet in metamask with test network.
10. Create multiple account in metamask and perform the balance transfer between the accounts and describe the transaction specifications.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

Chairperson
Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat (HR.)

1588

INTERNET OF THINGS (IoT)

BCA-MIC-807

BCA-VIII Semester

Total Credits: 4
L – T - P
3 - 0 - 2

Internal Marks: 20
External Marks: 50
Total Marks: 70

Course outcomes: A Successful completion of the course, the students will be able to:

CO_1: Understanding the concept of Internet of Things.

CO_2: Understanding the programming the microcontroller for IoT

CO3: Learn about hardware interfacing.

CO_4: Understanding the resource management in IoT.

UNIT I

Introduction To Internet Of Things: Definition & Characteristics of IoT - Challenges and Issues - Physical Design of IoT, Logical Design of IoT - IoT Functional blockssecurity. **Components in Internet of things:** Control Units – Communication modules –Bluetooth – Zigbee –Wifi – GPS- IOT Protocols (IPv6. 6LoWPAN, RPL, CoAP), MQTT, Wired Communication, Power Sources. Current trends in IoT.

UNIT II

Programming the Microcontroller For IoT: Introduction of Raspberry Pi 3 B+ - About Raspberry version and processor, specification, pin details, features. Raspberry OS, IP configuration, Wi-Fi configuration, supporting package installation. Basic Linux commands, basic python programming, web server installation, Basic HTML and PHP, connecting My SQL data base. Different type of IoT Gate way.

UNIT III

Hardware Interfacing: Working principles of sensors – IOT deployment for Raspberry Pi – Reading from Sensors, Communication: Connecting microcontroller with mobile devices – communication through Bluetooth, Wi-Fi and USB - Contiki OS. Camera interface, Think speck IoT platform, Android interface with IoT.

UNIT IV

Resource Management in IoT: Clustering, Clustering for Scalability, Clustering Protocols for IoT - From the internet of things to the web of things - The Future Web of Things – Set up cloud environment – Cloud access from sensors– Data Analytics for IOT.

IoT Applications: Business models for the internet of things, Home energy management, home automation etc.

Recommended Reading:

1. The Internet of Things" by Samuel Greengard.
2. Getting started with Internet of Things" by Cuno Pfister.
3. Getting Started with the Internet of Things: Connecting Sensors and Microcontrollers to

1589

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the Cloud.

Instruction for Theory paper setter/ Examiner: The examiner shall set five questions in all covering the whole syllabus. Question no.1 will be compulsory covering all the units and carry five small question of two marks each. The eight questions will be set from all four units and questions shall carry 10 marks each. The students will be required to attempt four questions (at least one question from each unit).

Practical

Time: 3:00 Hrs. **Internal Marks: 10**

External Marks: 20

Students are advised to do practical practice not limited to, but including the following types of problems:

1. Controlling the Light Emitting Diode (LED) with a push button.
2. Interfacing the RGB LED with the Arduino.
3. Controlling the LED blink rate with the potentiometer interfacing with Arduino.
4. Detection of the light using photo resistor.
5. Interfacing of temperature sensor LM35 with Arduino.
6. Interfacing Servo Motor with the Arduino.
7. Interfacing of the Active Buzzer with Arduino.
8. Interfacing of the Relay with Arduino.
9. Actuator Controlling by Mobile Using Arduino.
10. Controlling Two Actuators Using Arduino.

NOTE: At least ten experiments have to be performed in the semester. Out of which at least seven experiments should be performed from above list. Remaining three experimental performed from the above of designed and set by the concerned institution.

Instructions for external practical paper setter/ Examiner: Any two practical exam can be performed are assigned by external examiner for evaluation.

1590

Chairperson
Department of Computer Science & Engineering and Information Technology
BPS Mahila Vishwavidyalaya,Khanpur Kalan, Sonepat (HR.)

Annexure -33

Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpswomenuniversity.ac.in

Ref. No. BPSMV/ FET/24/ 55

Date:-23/10/2024

Proceeding of the meeting of Faculty of Engineering and Technology held on 23.10.2024 at 11:00 am. in the office of Dean, Faculty of Engineering and Technology, BPSMV, Khanpur Kalan.
The following members were present:-

1. Dr. Vijay Nehra, Dean FET, BPSMV, Khanpur Kalan
2. Dr. Priyanka, Chairperson, ECE, BPSMV, Khanpur Kalan, Sonipat
3. Mrs. Sonal, Chairperson, CSE&IT, BPSMV, Khanpur Kalan,Sonipat
4. Mr. Ashish Hooda , In-Charge, Deptt of FT, BPSMV, Khanpur Kalan, Sonipat
5. Dr. Manju Saroha, Assistant Professor, Deptt of CSE&IT, Khanpur Kalan
6. AR, Secretary, BPSMV, Khanpur Kalan

After detailed discussion and deliberation, the following decisions were taken:-

Agenda No.1: To consider the proposal to start B.C.A (Bachelor of Computer application) course at Regional Center Krishan Nagar (Rewari).

Considered and approved the proposal to start B.C.A at Reginal center Krishan Nagar (Rewari). Possibilities be explored interms of infrastructure, faculty and other resource required to start the same. The programme offered diverse placement opportunities in digital era and beneficial for the Regional Center and surrounding area. The syllabus and scheme may be adopted as already approved by the university of affiliating college.

Agenda No. 2: To consider the ordinance of PGDCA.
Considered and approved the ordinance of PGDCA.

Agenda No. 2: To consider the scheme and Syllabus of BCA programme as per NEP-2020.
Considered and approved the scheme and Syllabus of BCA programme as per NEP-2020.

Prof. (Dr) Vijay Nehra	**Dr. Priyanka**	**Mrs. Sonal**	**Mr. Ashish Hooda**
Dean, FET	**Chairperson, ECE**	**Chairperson, CSE&IT**	**In-Charge, FT**

Dr. Manju Saroha
Member

Assistant Registrar
(Academic Branch)

1591

Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpswomenuniversity.ac.in

Ref. No. BPSMV/ FET/24/ 55

Date:-23/10/2024

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The following members were present:-

1. Dr. Vijay Nehra, Dean FET, BPSMV, Khanpur Kalan
2. Dr. Priyanka, Chairperson, ECE, BPSMV, Khanpur Kalan, Sonipat
3. Mrs. Sonal, Chairperson, CSE&IT, BPSMV, Khanpur Kalan,Sonipat
4. Mr. Ashish Hooda , In-Charge, Deptt of FT, BPSMV, Khanpur Kalan, Sonipat
5. Dr. Manju Saroha, Assistant Professor, Deptt of CSE&IT, Khanpur Kalan
6. AR, Secretary, BPSMV, Khanpur Kalan

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Considered and approved the proposal to start B.C.A at Reginal center Krishan Nagar (Rewari). Possibilities be explored interms of infrastructure, faculty and other resource required to start the same. The programme offered diverse placement opportunities in digital era and beneficial for the Regional Center and surrounding area. The syllabus and scheme may be adopted as already approved by the university of affiliating college.

Agenda No. 2: To consider the ordinance of PGDCA.

Considered and approved the ordinance of PGDCA.

Agenda No. 2: To consider the scheme and Syllabus of BCA programme as per NEP-2020.

Considered and approved the scheme and Syllabus of BCA programme as per NEP-2020.

Prof. (Dr) Vijay Nehra
Dean, FET
23/10/24

Dr. Priyanka
Chairperson, ECE
23/10/24

Mrs. Sonal
Chairperson, CSE&IT
23/10/24

Mr. Ashish Hooda
In-Charge, FT
23/10/24

Dr. Manju Saroha
Member
23/10/24

Assistant Registrar
(Academic Branch)
For

CSE & IT/24/D/363
27/08/2024

Department of Computer Science & Engineering and InformationTechnology
BPS MahilaVishwavidyalayaKhanpurKalanSonipat
(A State University Established under the Legislative Act No. 31/2006)
Accredited with 'B++' grade by NAAC

Minutes of the meeting of the UGBOS of Computer Science & Engineering of Department of Computer Science & Engineering and Information Technology, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 27.08.2024 at 2:00 pm. The following were present:

1. Prof Yudhvir Singh Dept. of CSE, UIET, MDU, Rohtak (online)
2. Dr Satinder Bal Gupta, Dept of Computer Science, IGU, Meerpur (online)
3. Ms. Sonal, Chairperson, Dept. of CSE&IT, BPSMV, Khanpur Kalan
4. Mr Vikas Malik, Assistant Professor, Dept. of CSE/IT
5. Ms. Pooja Sarin, IIT, Delhi
6. Ms Anju Bala, Asstt Prof GCW, Gohana
7. Dr. Arun Kumar, Asstt Prof, GCW, Gohana
8. Ms. Pearl, Asstt Prof, GCW, Gohana

The aforesaid meeting is convened in the Department of Computer Science & Engineering and Information Technology, BPSMV, Khanpur Kalan, Sonipat. The agenda items were discussed in detail and following decisions have been taken:

1. The panel of Examiners for credit examination for Btech (CSE) & Btech (IT) for the academic session 2024-25 were drawn and recommended.

Further, the Board authorized the Chairperson to supply additional panels, if needed.

2. The Board recommended the proposal of Bachelor of Computer Applications of Regional Centre, Krishan Nagar, Rewari.
3. The Board finalized the syllabus of BCA (2nd Year Onwards) as per NEP 2020.

With this, the meeting ended with a vote of thanks to the chair.

(Yudhvir Singh)
Outside expert

(Satinder Bal Gupta)
Outside expert

27/08/24
(Arun Kumar)
Member

(Vikas Malik)
Member

27/8/24
(Pooja Sarin)
Alumni Representative

27/08/24
(Pearl)
Member

27/8/24.
(Anju Bala)
Member

27/8/24
(Sonal)
Chairman, BOS

A copy of the above is forwarded to the following for information:-

1. PA to Hon'ble Vice-Chancellor (for kind information of Hon'ble Vice-Chancellor)
2. PA to Registrar (for kind information of Worthy Registrar).
3. Assistant Registrar (Academic), for information.
4. Controller of Examinations for information and necessary action.

1893

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CSE(IT)/24/D/263
27/8/24

Department of Computer Science & Engineering and InformationTechnology
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Minutes of the meeting of the UGBOS of Computer Science & Engineering of Department of Computer Science & Engineering and Information Technology, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 27.08.2024 at 2:00 pm. The following were present:

1 Prof Yudhvir Singh Dept of CSE UIET MDU Rohtak (online)
2 Dr Satinder Bal Gupta, Dept of Computer Science IGU Meerpur (online)
3 Ms Sonal Chairperson Dept of CSE&IT BPSMV Khanpur Kalan
4 Mr Vikas Malik Assistant Professor Dept of CSE/IT
5 Ms Pooja Sarin IIT, Delhi
6 Ms Anju Bala Asstt Prof GCW, Gohana
7 Dr Arun Kumar, Asstt Prof, GCW, Gohana
8 Ms Pearl, Asstt Prof, GCW, Gohana

The aforesaid meeting is convened in the Department of Computer Science & Engineering and Information Technology, BPSMV, Khanpur Kalan, Sonipat. The agenda items were discussed in detail and following decisions have been taken

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Further, the Board authorized the Chairperson to supply additional panels if needed

2 The Board recommended the proposal of Bachelor of Computer Applications at Regional Centre Krishan Nagar Rewari
3 The Board finalized the syllabus of BCA (2nd Year Onwards) as per NEP 2020

With this, the meeting ended with a vote of thanks to the chair

(Yudhvir Singh)
Outside expert

(Satinder Bal Gupta)
Outside expert

(Arun Kumar)
Member

(Vikas Malik)
Member

(Pooja Sarin)
Alumni Representative

(Pearl)
Member

(Anju Bala)
Member

(Sonal)
Chairman BOS

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1 PA to Hon'ble Vice-Chancellor (for kind information of Hon'ble Vice-Chancellor)
2 PA to Registrar (for kind information of Worthy Registrar)
3 Assistant Registrar (Academic), for information
4 Controller of Examinations for information and necessary action

(Sonal)
Chairman BOS

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Department of Computer Science & Engineering and InformationTechnology

BPS MahilaVishwavidyalayaKhanpurKalanSonipat

(A State University Established under the Legislative Act No. 31/2006)

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Minutes of the meeting of the UGBOS of Computer Science & Engineering of Department of Computer Science & Engineering and Information Technology, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 27.08.2024 at 2:00 pm. The following were present:

1. Prof. Yudhvir Singh Dept. of CSE, UIET, MDU, Rohtak (online)
2. Dr. Satinder Bal Gupta, Dept. of Computer Science, IGU, Meerpur (online)
3. Ms. Sonal, Chairperson, Dept. of CSE&IT, BPSMV, Khanpur Kalan
4. Mr. Vikas Malik, Assistant Professor, Dept. of CSE/IT
5. Ms. Pooja Sarin IIT Delhi
6. Ms. Anju Bala, Asstt Prof GCW, Gohana
7. Dr. Arun Kumar, Asstt Prof, GCW, Gohana
8. Ms. Pearl, Asstt Prof, GCW, Gohana

The aforesaid meeting is convened in the Department of Computer Science & Engineering and Information Technology, BPSMV, Khanpur Kalan, Sonipat. The agenda items were discussed in detail and following decisions have been taken

1. The panel of Examiners for credit examination for Btech (CSE) & Btech (IT) for the academic session 2024-25 were drawn and recommended.

Further, the Board authorized the Chairperson to supply additional panels, if needed

2. The Board recommended the proposal of Bachelor of Computer Applications of Regional Centre, Krishan Nagar, Rewari
3. The Board finalized the syllabus of BCA (2nd Year Onwards) as per NEP 2020

With this, the meeting ended with a vote of thanks to the chair.

(Yudhvir Singh)
Outside expert

(Satinder Bal Gupta)
Outside expert

27/08/24
(Arun Kumar)
Member

(Vikas Malik)
Member

27/8/24
(Pooja Sarin)
Alumni Representative

27/08/24
(Pearl)
Member

27/8/24
(Anju Bala)
Member

27/3/24
(Sonal)
Chairman BOS

A copy of the above is forwarded to the following for information:-

1. PA to Hon'ble Vice-Chancellor (for kind information of Hon'ble Vice-Chancellor)
2. PA to Registrar (for kind information of Worthy Registrar).
3. Assistant Registrar (Academic), for information.
4. Controller of Examinations for information and necessary action.

15/09/25

(Sonal)
Chairman BOS

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Annexure -34

Minutes of the meeting of DRC (Departmental Research committee) Department of Food and Nutrition, BPSIHL, Khanpur Kalan (Sonepat) held on 6/08/2021. The members present.

Dr. Veena	Principal , BPSIHL
Dr. Asha Kawatra	Professor,CCSHAU,Hisar
Dr. Vinti Davar	Retd. Professor Food and Nutrition,KUK
Dr.Kalpana	Associate professor , Home Science, BPSIHL
Dr. Santosh Hooda	Associate professor , Home Science, BPSIHL
Dr.Parvinder Kaur	Assistant professor Food and Nutrition, BPSIHL

Meeting held via online mode and following items were discussed by the experts and other members:

1. Research synopsis was approved for the course qualified PhD students. Details are as follows:

Sr. no	Roll no	Name	Topic of research	Name of supervisor
1	18091001	Aarzoo Tomar	Evaluation of Chlorogenic Acid and Antioxidant Properties of Green Coffee Beans Based Value Added Products.	Dr. Parvinder Kaur
2	18091002	Anuradha	Formulation of Instant Probiotic Water Kefir Herbal Mocktail and its Nutritional,Antioxidant Analysis.	Dr. Nutan
3	18091003	Mahima Kumari	Nutritional, Phytochemical Assessment of Giloy(*Tinospora cordifolia*)and its Utilization in Value Added Food Products	Dr. Veena
4	18091004	Preeti Dhankhar	Development and Nutritional Analysis of Value Added Products Based on Black Rice.	Dr. Parvinder Kaur
5	18091005	Ramni Purnima Katyal	Nutritional, Phytochemical Analysis of Underutilized Medicinal Plants and their Utilization in Product Development.	Dr. Veena

2. Annual Reports of P.hD scholars Poornima, Anmol, Jyoti, Sonal were evaluated and found satisfactory.

3. Approved the panel of examiners for PhD Thesis Evaluation of Poornima , Anmol, jyoti and Sonal.

Meeting ended with vote of thanks to the following members:

Veena 6/8/2021

Dr. Veena

Dr. Asha Kawatra

Dr. Vinti Davar

Kalpana

Dr. Kalpana

Dr. Santosh Hooda

Dr. Parvinder Kaur

1596

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Minutes of the meeting of PGBOS, Department of Food and Nutrition, BPSIHL, Khanpur Kalan (Sonepat) held on 12/08/2021. The members present.

Dr. Veena	Principal , BPSIHL
Dr. Asha Kawatra	Professor,CCSHAU, Hisar
Dr. Vinti Davar	Retd. Professor Food and Nutrition, KUK
Ms Upasana	Associate professor , Home Science, BPSIHL
Dr.Kalpana	Associate professor , Home Science, BPSIHL
Dr. Nutan	Assistant professor Food and Nutrition, BPSIHL
Dr.Parvinder Kaur	Assistant professor Food and Nutrition, BPSIHL

Meeting held via online mode and following items were discussed by the experts and other members:

1.Research synopsis were approved for the course qualified Ph.D students. Details are as follows:

Sr. no	Roll no	Name	Topic of research	Name of supervisor
1	18091001	Aarzoo	Evaluation of Chlorogenic Acid and Antioxidant Properties of Green Coffee Beans Based Value Added Products.	Dr. Parvinder Kaur
2	18091002	Anuradha	Formulation of Instant Probiotic Water Kefir Herbal Mocktail and its Nutritional, Antioxidant Analysis.	Dr. Nutan
3	18091003	Mahima Kumari	Nutritional, Phytochemical Assessment of Giloy(*Tinospora Cordifolia*)and its Utilization in Value Added Food Products	Dr. Veena
4	18091004	Preeti Dhankhar	Development and Nutritional Analysis of Value Added Products Based on Black Rice.	Dr. Parvinder Kaur
5	18091005	Ramni Purnima Katyal	Nutritional, Phytochemical Analysis of Underutilized Medicinal Plants and their Utilization in Product Development.	Dr. Veena

2. Approved the panel of examiners for P.hD thesis evaluation of Ms Poornima Saini, Ms Babita, Ms. Monika, Ms Sonal and Ms. Anmol.

3. Approved the list of External and Internal Paper Setters and practical examiners in M.Sc and Ph.D Food & Nutrition.

4 .Added the Subjects of Research and Publication Ethics, Advanced Food and Nutrition and Quantitative Techniques in Food and Nutrition In Pre PhD course Work.

Meeting ended with vote of thanks to the following members:

Veena 12/8/2021

Dr. Veena Dr. Asha Kawatra Dr. Vinti Davar Ms. Upasana

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Office,Dean Faculty of Sciences
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
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BPSMV/DFOS/25/03

Date:-22.01.2025

Minutes of the Meeting

Minutes of the Meeting of the adhoc PG Board of Studies and Research in Home Science, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 22.01.2025 at 11:00 am. in the office of Dean, Faculty of Sciences.

The following were present:

1. Dr. Sunil Sangwan, Dean Faculty of Sciences — Convener
2. Dr. Veena, Principal, Institute of Higher Learning — Member
3. Prof. Beenu Tanwar, Chairperson, DOF&N — Member
4. Prof. Raj Bala Grewal, Retired Professor, CCSHAU, Hisar — Outside Expert
5. Prof. Tarvinder Jeet Kaur, Department of Home Science, KUK — Outside Expert

All the agenda items were circulated vide letter no. DFOS/25/02 dated 17.01.2025 and discussed in detail on 22.01.2025 at 11:00 am in the meeting. After detailed deliberations & discussion, the following was resolved:

Agenda Item No. 1: To approve the minutes of adhoc DRC of Food and Nutrition regarding the registration cases of Ph.D. (Food and Nutrition) of Mahima Kumari, Ramni Purnima Katyal, Neeru, Aayushi, Swati Malik, Shabnam and Kapila Bajaj.

Decision Taken: The adhoc PG Board of Studies and Research approve the minutes of DRC held on 25.04.2024 & 14.10.2024 (copy attached) and recommended the below mentioned candidates for Registration.

Sr. No.	Name of Candidate	Name of Supervisor /Co-Supervisor	Topic of Research
1	Mahima Kumari D/o Karan Singh	Dr. Parvinder Kaur Dr. Veena	Nutritional, Phytochemical Assesment of Giloy (*Tinospora Cordifolia*) and its utilization in Value Added Food Products
2	Ramni Purnima Katyal D/o Rajender Katyal	Dr. Nutan Dr. Veena	Nutritional Phytochemical Analysis of Underutilized Medicinal Plants and their Utilization in Product Development
3	Neeru	Dr. Nutan	Nutritional, Antioxidant and Antibacterial activity of *Acacia nilotica* bark powder and its utilization in food products.
4	Aayushi	Dr. Parvinder Kaur	Nutritional and antibacterial activity of *Butea monosperma* flower, leaf powder and their products.
5	Swati Malik	Dr. Nutan	Effect of selected spice extracts on stability of hydrogenated vegetable oil.
6	Shabnam	Dr. Parvinder Kaur	Nutritional and Phytochemical properties of *Mangifera indica* kernel and its utilization in food products.
7	Kapila Bajaj	Dr. Parvinder Kaur Dr. Veena	Development and nutritional evaluation of ready to cook moong microgreen powder supplemented products.

22/1/25. Veena 22/1/2025 1598 Beenu 22/01/25 22/1/2025 Rgrawal 22/01/2025

— PTO —

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Minutes of DRC (Food and Nutrition)

A meeting of the adhoc Departmental Research Committee (Food and Nutrition) was held in office of Principal, BPSIHL on 25.04.2024 (Thursday) at 11:00 am.

The following were present:

1. Prof. Asha Kawatra, CCSHAU, Hisar (Outside Expert)
2. Prof. Raj Bala Grewal,Retired Professor,CCSHAU, Hisar (Outside Expert)
3. Dr. Veena, Principal BPSIHL,BPSMV (Member)
4. Prof. Sanket Viz, Dean Academic Affair, BPSMV (Special Invitee)
5. Dr. Sunil Kumar, Dean Faculty of Sciences, BPSMV (Convener)

Following agenda items were discussed:

1. To adopt the proper procedure for the compliance of statement given in minutes of 25th meeting of Academic Council.

As per the decision of 25th meeting of Academic Council Resolution No.35 the following Supervisor/Co-Supervisorhave been allotted to the below mentioned candidates:

Sr. No.	Name of Candidate	Name of Supervisor /Co-Supervisor	Topic of Research
1	MahimaKumari D/o Karan Singh	Dr. Parvinder Kaur- Supervisor /Dr. Veena- Co-Supervisor	Nutritional, Phytochemical Assesment of Giloy (Tinospora Cordifolia) and its utilization in Value Added Food Products
2	Ramni Purnima Katyal D/o Rajender Katyal	Dr. Nutan - Supervisor /Dr. Veena- Co-Supervisor	Nutritional Phytochemical Analysis of Underutilized Medicinal Plants and their Utilization in Product Development

2. Finalization of synopsis of the candidates: Kapila, Neeru, Shabnam, Swati Malik, Aayushi. **Candidates presented their synopsis and the DRC suggested the changes and revision. The revised synopsis needs to be presented again before DRC in the next meeting.**
3. To discuss the progress report of the candidates: Sonal, Anmol, Jyoti, Anuradha, Arzoo, Preeti. **Not Presented.**
4. To discuss the progress report of the candidates: Mahima Kumari & Ramni Purnima in reference to Agenda Item-1.(As candidates not registered till date). **In reference to agenda item-1 same can be considered after registration of candidates.**
5. To discuss the matter related to candidates who are eligible(Exempted from entrance/qualify the entrance test) as per Ph.D. prospectus and Ordinance for the academic session 2023-24 after resolving Agenda Item-1. **In reference to agenda item-1 same will be considered if seats will be available under faculty members.**

The meeting ended with a vote of thanks to the chair

Asha Kawatra Raj Bala Grewal Veena 25/4/2024 Sanket Viz Sunil Kumar 25/04/24.

1599.

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Office of Dean, Faculty of Sciences
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpsmv.ac.in

DFOS/24/51
14/10/2024

Minutes of Meeting

A meeting of the adhoc Departmental Research Committee (Food and Nutrition) was held in office of Principal, BPSIHL on 14.10.2024 (Monday) at 11:00 am.

The following were present:

1. Dr. Sunil Kumar, Dean Faculty of Sciences, BPSMV — Convener
2. Prof. Asha Kawatra, CCSHAU, Hisar — Outside Expert
3. Prof. Raj Bala Grewal, Retired Professor, CCSHAU, Hisar — Outside Expert
4. Dr. Veena, Principal BPSIHL,BPSMV — Member
5. Prof. Beenu Tanwar, BPSMV, Khanpur Kalan — Special Invitee
6. Dr. Nutan, Associate Professor, BPSIHL — Special Invitee
7. Dr. Parvinder Kaur, Associate Professor, BPSIHL — Special Invitee

Following agenda items were discussed:

1. To finalize the revised synopsis of Research Scholars: Kapila, Neeru, Shabnam, Swati Malik, Aayushi.

The revised synopsis were discussed in detail and finalized as under:

Sr. No.	Name of Candidate	Name of Supervisor /Co-Supervisor	Topic of Research
1	Neeru	Dr. Nutan	Nutritional, Antioxidant and Antibacterial activity of *Acacia nilotica* bark powder and its utilization in food products.
2	Aayushi	Dr. Parvinder Kaur	Nutritional and antibacterial activity of *Butea monosperma* flower, leaf powder and their products.
3	Swati Malik	Dr. Nutan	Effect of selected spice extracts on stability of hydrogenated vegetable oil.
4	Shabnam	Dr. Parvinder Kaur	Nutritional and Phytochemical properties of *Mangifera indica* kernel and its utilization in food products.
5	Kapila Bajaj	Dr. Parvinder Kaur / Dr. Veena	Development and nutritional evaluation of ready to cook moong microgreen powder supplemented products.

2. To discuss the progress report of Ph.D. Scholars: Anuradha, Arzoo & Preeti.

The progress report of these candidates will be considered in the next meeting of DRC.

The meeting ended with a vote of thanks to the chair

Sunil Kumar 14/10/24
Asha Kawatra 14/10/2024
Raj Bala Grewal 14/10/2024
Veena 14/10/2024
Beenu Tanwar 14/10/2024
Nutan 14/10/2024
Parvinder Kaur 14/10/2024

1600

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Annexure - 35

CSE/24/R/468
16/10/24

Department of Computer Science & Engineering and Information Technology

BPS MahilaVishwavidyalayaKhanpurKalanSonipat

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MINUTES

Proceedings of the meeting of DSC of Computer Science & Engineering and Information Technology

A meeting of Departmental Staff Council was held on 16.10.2024 at 11:30 AM in the office of Chairperson, Department of CSE&IT. The following agenda items were discussed and resolved unanimously by the members of DSC:

1. Ph. D Scholar namely Ms. Rajni, PRN No. 2021041100042847 presented her progress report (from January, 2024 to May, 2024) before the Departmental Staff Council. The Departmental Staff Council considered her progress report and found satisfactory.
2. The following research scholars of Department of CSE&IT presented their synopsis before the Staff Council and Council recommended the same for the DRC:-

Sr. No.	Name	Roll No.	Supervisor Name	Topic of Research
1	Nisha	23011001	Dr. Vinod Saroha	Designing a deep learning based robust crime prediction model(s) using effective data mining techniques.
2	Punerva	23011002	Prof. Ajit Singh	Design of technique(s) for detection and prevention of phishing using Machine Learning
3	Saya	23011003	Prof. Ajit Singh	Enhancement of security through Hybrid Deep Learning Model (s) over Internet of Things
4	Meenakshi Gahlawat	23011004	Dr. Vinod Saroha	A Novel approach using deep learning techniques for optimized energy management in cloud data centers.

Prof. Ajit Singh 16/10/2024

Ms. Sonal 16/10/24

Dr. Vinod Saroha 16/10/24

Dr. Manju Saroha 16/10/24

Dr. Sunita Rani 16/10/24

1601

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Meeting of the Departmental Research Committee of the Department of Computer Science and Engineering and Information Technology was held on 22.10.2024 at 11:30 AM in the office of Chairperson, Department of CSE&IT;

The following members were present;

1.	Ms. Sonal, Chairperson, Dept. of CSE &IT, BPSMV, K.K.	Chairman
2.	Prof. Vijay Nehra, Dean FET, BPSMV, K. K.	Member
3.	Prof. Ajit Singh, Dept. of CSE&IT	Member
4.	Prof. Shuchita Upadhayay, DCSA, KUK	Outside expert
5.	Prof. Nasib Singh Gill, DCSA, MDU, Rohtak	Outside expert
6.	Dr. Vinod Saroha, Asstt. Professor	Member
7.	Dr. Manju Saroha, Asstt. Professor	Special invitee
8.	Dr. Sunita Rani, Assistant Professor, Dept. of CSE&IT, BPSMV	Special invitee

Agenda:

1. To consider the progress reports of Ms. Rajni and Ms. Rubi for Ph.D (CSE) for the period of January 2024 to June 2024.
2. To consider the synopsis of research scholars for Ph.D (CSE).

Item No. 1

The Departmental Research Committee considered the recommendations of the Department Staff council held on 21.8.2024 and 16.10.2024 regarding progress reports of the duration January- June 2024 of following Research Scholars:-

Sr. No.	Name of the candidate	Research Topic	Name of the Supervisor	Remarks
1.	Ms. Rajni D/o Sh. Jai Bhagwan PRN-2021041100042847	Design of Hybrid Techniques for Information Security using Digital Watermarking and Cryptography	Prof. Ajit Singh	DSC meeting held on 16.10.2024; Progress report-02 (January 2024 to June 2024)
2.	Ms. Rubi D/o Sh. Shab Singh PRN-2022041100043001	Enhancing Data Security in Cloud Computing using Cryptographic Technique(s)	Dr. Sunita Rani (Supervisor) Dr. Vinod Kr. Saroha (co-supervisor)	DSC meeting held on 21.08.2024 Progress report-01 (January 2024 to June 2024)

22/X/2024 1602 22/10/24 22/10/24

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Both Ph.D Scholars, namely, Ms. Rajni D/o Sh. Jai Bhagwan and Ms. Rubi D/o Sh. Shab Singh appeared before the Departmental Research Committee and presented their research progress reports of duration January to June 2024 in a satisfactory manner and the committee recommends the progress reports for further necessary action.

Item No. 2

The Departmental Research Committee considered the recommendations of the Departmental Staff Council held on 16.10.2024 with regard to Synopsis/Topics of four candidates. All the four candidates defended their Research Proposals/ topics and the Committee recommends all the candidates with specified topics of research for consideration of PGBOS for Ph.D registration as per details given below:

Sr. No.	PRN	Name of the candidate	Supervisor Name	Topic of Research
1.	20230411000041517	Nisha	Dr. Vinod Kr. Saroha	Designing Deep Learning based Crime Prediction Model(s).
2.	20230411000041525	Punerva	Prof. Ajit Singh	Design of Machine Learning based technique(s) for detection and prevention of phishing.
3.	20230411000041533	Saya	Prof. Ajit Singh	Enhancement of security using Deep Learning Model(s) for IoT Networks.
4.	20230411000041541	Meenakshi Gahlawat	Dr. Vinod Kr. Saroha	Design of Deep Learning based Technique(s) for Load balancing in Cloud Environment.

(Vijay Nehra) 22/X/2024

(Ajit Singh) 22/10/2024

(Shuchita Upadhayay) 22/10/24

(Nasib Singh Gill)

(Vinod Saroha) 22/10/24

(Manju Sarohe) 22/10/24

(Sunita Rani) 22/10/24

(Sonal Beniwal)
Chairman, DRC

Forwarded to the following for information and further necessary action:- (through email)

1. PS to Hon'ble Vice-Chancellor (for kind information of Hon'ble Vice-Chancellor)
2. All members of DRC.

1603

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Department of Computer Science & Engineering and InformationTechnology
BPS MahilaVishwavidyalayaKhanpurKalanSonipat

(A State University Established under the Legislative Act No. 31/2006)

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Minutes of the meeting of the PGBOS of Computer Science & Engineering of Department of Computer Science & Engineering and Information Technology, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 03.12.2024 at 11:00 AM in the Department of Computer Science & Engineering and Information Technology, BPSMV, Khanpur Kalan, Sonipat. The following members were present:

1. Ms. Sonal, Chairman
2. Prof. Ajit Singh, Member
   Dept. of CSE/IT
3. Prof. (Dr.) Dilbag Singh, Outside Expert
   CDLU, Sirsa
4. Prof. Mrs. Shuchita Upadhyaya, Outside Expert
   DCSA, KUK
5. Dr. Sunita Rani, Member
   Assistant Professor, CSE/IT
6. Mr. Vikas Malik

The board considered the followings and approved as under:

1. The recommendations of DRC held on 22.10.2024 in the Department of Computer Science and Engineering &Information Technology has been considered and approved as follows:

Sr. No.	PRN	Name of the candidate	Supervisor Name	Topic of Research
1.	2023041100041517	Nisha	Dr. Vinod Kr. Saroha	Designing Deep Learning based Crime Prediction Model(s).
2.	2023041100041525	Punerva	Prof. Ajit Singh	Design of Machine Learning based technique(s) for detection and prevention of phishing.
3.	2023041100041533	Saya	Prof. Ajit Singh	Enhancement of security using Deep Learning Model(s) for IoT Networks.
4.	2023041100041541	Meenakshi Gahlawat	Dr. Vinod Kr. Saroha	Design of Deep Learning based Technique(s) for Load balancing in Cloud Environment.

Meeting ended with a vote of thanks to the chair.

(Dilbag Singh) 03/12/24

(Shuchita Upadhyaya)

(Ajit Singh) 03/12/2024

(Sunita Rani) 03/12/24

(Vikas Malik)

(Sonal) 03/12/24
Chairman, BOS

A copy of the above is forwarded to the following for information:-

1. PA to Hon'ble Vice-Chancellor (for kind information of Hon'ble Vice-Chancellor).
2. PA to Registrar (for kind information of Worthy Registrar).
3. Assistant Registrar (Academic), for information.
4. Controller of Examinations for information and necessary action.

03/12/24
Ms. Sonal
Chairman, BOS

1604

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Annexure – 36

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

Scheme and Syllabus of Zoology Subject for 4 Year UG Programme
Bachelor of Life Science (Multidisciplinary)
w.e.f. Academic session 2025-26

Scheme of Examination for 3rd Semester:

Second year: Third semester												
Sr. No.	Course Code	Course Type	Course Title	Work Load			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-ZOO-301	DSC	Diversity of Non-Chordates -II	3	2	0	3 +1=4	20	10	50	20	100
2	B-ZOO-302	MIC 3	Entomology	3	2	0	3+1=4	20	10	50	20	100
3	B-ZOO-303	MDC-III	Vermiculture	2	2	0	2+1=3	15	10	35	15	75

Scheme of Examination for 4th Semester:

Second year: Fourth semester												
Sr. No.	Course Code	Course Type	Course Title	Work Load			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-ZOO-401	DSC	Diversity of Chordates-I	3	2	0	3 +1=4	20	10	50	20	100
2	B-ZOO-402	MIC4 [VOC]	Economic Zoology	3	2	0	3+1=4	20	10	50	20	100

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1605

Scheme of Examination for 5th Semester:

Third year: Fifth semester												
Sr. No.	Course Code	Course Type	Course Title	Work Load			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-ZOO-501	DSC	Diversity of Chordates-II	3	2	0	3 +1=4	20	10	50	20	100
2	B-ZOO-502	MIC5 [VOC]	Ethology	3	2	0	3+1=4	20	10	50	20	100

Scheme of Examination for 6th Semester:

Third year: Sixth semester												
Sr. No.	Course Code	Course Type	Course Title	Work Load			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-ZOO-601	DSC	Mammalian Physiology	3	2	0	3 +1=4	20	10	50	20	100
2	B-ZOO-602	MIC6	Fundamentals of Epidemiology	3	2	0	3+1=4	20	10	50	20	100
3	B-ZOO-603	MIC7 [VOC]	Biodiversity conservation and wildlife management	3	2	0	3+1=4	20	10	50	20	100

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Diversity of Non-Chordates – II

B-ZOO-301

Total Credits: 4
L-T-P
3-0-2

External Marks: 50
Internal Marks: 20
Time allowed: 3hrs

Course Outcomes (CO):

CO1. Students will be able to understand, classify, identify, and diversity of lower animals.

CO2 Knowing this he or she may engage themselves as a protector, preserver and Promoter of life.

CO3. Students will be well equipped to become very competent in research or teaching fields.

CO4. To discusses the basic concept of the diversity of non-chordates.

UNIT-I

Arthropoda - General characters and Classification up to Orders with examples.
Type study - Periplaneta,
Social organization in Insects Honey Bee and Termites Life-cycle of Anopheles and Culex, Economic importance of insects.

UNIT-II

Mollusca - General characters and Classification upto Orders with examples
Type study - Pila
Natural history, Morphology, Histology, Pallial complex, Digestive system, Respiratory system, Excretory system, Nervous system, Reproductive system, Circulatory system, Torsion and Detorsion in Gastropod

UNIT -III

Echinodermata - General characters and classification upto Orders with examples
Type study- Asterias.
Larval forms in Echinodermata, Phylogeny and Affinities of Echinodermata. - Asterias.

UNIT -IV

Hemichordata - General characters and Classification up to Orders with examples.
Type study- Balanoglossus.
Habitat and Habits, External characters, Body wall, Coelom, Skeleton, Digestive system, Circulatory system, Respiratory system, Excretory system, Nervous system, Reproductive system, Affinities, Aristotle's Lantern.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Suggested reading:

1. L Dhami, P.S. & Dhami, J.K, Invertebrates, R. Chand & Co., New Delhi, 2001

2.Barnes, R.D. Invertebrates Zoology, W.B. Saunders, Philadelphia, 1999

3 Rotpal, R.L., Invertebrates, Rastogi Pab. Meerut.

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Practical

External Marks:-20
Internal Marks:-10
Time Allowed:-2hrs

Course outcome (CO):
CO1. Students will be well equipped to become very competent in research or teaching fields.
CO2. Students will be well equipped to become very competent in research or teaching fields

1. Study of museum specimen -

A. Arthropoda ;-*Periplaneta, Palaemon, Lobster, Cancer, Sacculina, Eupagurus, Lepas, Balanus, Cyclops, Daphnia, Lapisma, Schistocerca, Poecilocerus, Gryllus, Mantis, Cicada, Forficula, Dragonfly, Termite queen, Bug, Moth, Beetle, Polistes, Apis, Bombyx, Pediculus, Millipede, Centipede, Palamnaeus, Aranea, Limulus*
. B. Mollusca ;- *Mytilus, Ostrea, Cardium, Pholas, Solen, Pecten, Haliotis, Patella, Aplysia, Doris, Limax, Loligo, Sepia, Octopus, Nautilus shell, Chiton and Dentalium.*
C. Echinodermata;- *Asterias, Echinus, Ophiothrix, Antedon, Cucumaria, Astrophyton.*
D. Hemichordata;-*Balanoglossus.*

2. Study of the following permanent stained preparations
a. Insect trachea, mouthparts of Periplaneta. e, Coridium larva
b. Radula and osphradium of Pila.
c. T.S. Starfish. d. T.S. Balanoglossus

3. Preparation of following slides
a. Mouth parts and trachea of Grasshopper/ Cockroach
b. Permanent slides of mosquito larva.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weight age will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Entomology
B-ZOO-302

Total Credits: 4
L-T-P
3- 0 -2

External Marks: 50
Internal Marks: 20
Time allowed: 3 hrs

Course Outcomes (CO):

CO1. Student learn about insect biology, including morphology, physiology, biodiversity and systematic
CO2. Student develop an appreciation for insects in society and human affair
CO3. Expertise in the identification, life history and ecology of insect pests and predators.
CO4. To conduct studies related all aspects of ecology related to insect borne diseases.

Unit-I

Classification and diagnostic features of insects.
Insect Predation and parasitism
Insect societies: Sub sociality in insect
Eusociality in insects (Colony and Castes in Hymenoptera and Isoptera) Evolution of Eusociality. Insect defense.

Unit-II

Metamorphosis: Types and Hormonal control
Diapause: diagnosis, ecological causes and its role
Mounting of insects

Unit-III

Digestive system: Alimentary canal: Digestion (Including unusual food materials);
Absorption: Nutrition. Circulatory system: Circulatory organs;
Hemolymph; circulation of blood; Immune system Respiratory system: Tracheal system, Spiracles; Gaseous exchange; Respiration in aquatic and end parasitic insects.

Unit-IV

Excretory system: Malpighian tubules; Nitrogenous excretion; Urine production; fat body and other haemocoelic tissues. Reproductive system: male and female reproductive organs; Spermatozoa and sperm transfer; ovulation and fertilization; types of reproduction. Nervous system: Central nervous system (brain in brief); sympathetic nervous system; Controlling behaviour.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Suggested reading:

1. Ayer, L.V. R. 1936. Hand book of Economic Entomology for South India. Narendra Publishing House. New Delhi, pp- 528.
2. Vasantharaj David, B. and V.V. Ramamurthy. 2016. Elements of Economic Entomology, Eighth Edition, Brillion Publishing, New York, pp-400.
3. Ross. H.H. 1965. A Text Book of Entomology, John Wiley & Sons Inc., New York, pp-746.
Recommended texts
4. Chapman, R.F., S.J. Simpsonand A.E.Douglas. 2012. The Insects: Structure and Function, Fifth Edition, Cambridge University Press, pp-959.
5. Imms, A.D., O.W.Richards and R.G. Davies (Eds.) IMMS' General Textbook of Entomology, Volume.

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Practical

External Marks:-20
Internal Marks:-10
Time Allowed:-2hrs

Course outcomes (CO):

CO1. Expertise in the identification, life history and ecology of insect pests and predators.

CO2. To conduct studies related all aspects of ecology related to insect borne diseases.

Practical:

1. Identification of insect preserved insects.

2. Observation of insect life cycles stages (e.g- egg, larva, pupa, and adult) of species like Butterflies and moths.

3. Study of Phototactic behaviour (response to light) in insects.

4. Study of common pests and their identification in stored grain samples.

a) Pulse beetle,

b) Rice weevil,

c) Grain and flour moth,

d) Red flour beetle,

e) Lessor grin borer.

5. Preparation of taxonomic keys for specific insect group.

6. Study of insect legs adapted for walking, jumping, swimming, etc.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Vermiculture

B-ZOO-303

Total Credits: 3
L-T-P
2- 0 -2

External Marks: 35
Internal Marks: 15
Time Allowed: 2hrs

Course outcomes (CO):

CO1. Understand the importance of vermicompost application to the soil.
CO2. Understand the study of scopes and opportunities for vermicompost production.
CO3. Compairing and contrasting earthworm characteristics.
CO4. Understanding the potential of vermicompost as an alternative to chemical fertilizers.

UNIT-I:

Introduction to earthworms, their taxonomy and nomenclature. Distribution, ecology and the food habits of earthworms.

UNIT-II:

Vermiculture the use of earthworms and their influence on soil structure,, composition and infiltration.

UNIT-III:

Role of earthworms in agro-ecosystems, land reclamation and sustainable soil fertility.

UNIT-IV:

Methods of vermicomposting, changes during vermicomposting, chemical composition of vermicast and the economics of vermiculture.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 7 questions asking two questions of 9 marks from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will be of 8 marks covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Suggested reading:

1. Edwards CA & Bater JE. 1977. Biology of Earthworms. Chapman & Hall.
2. Edwards CA. 1998. Earthworm Ecology. CRC Press.
3. Sultan An Ismail. 1997. Vermicology- the Biology of Earthworms Orient Longman.

Practical

External Marks:-20
Internal Marks:-10
Time Allowed:-2hrs

Course outcome (CO):

CO1. Understand the importance of vermicompost application to the soil.
CO2. Understand the study the scopes and opportunities for vermicompost production .

Practical:

1. Identification different types of earthworms.
2. Study the systematic position, habitats, and habit & external character of *Eisenia fetida.*
3. Study of verms diseases & enemies.
4. Study the effects of sewage water on the development of worms.
5. Study of vermiculture, vermiwash & vermicompost &equipments, devices.
6. Comparative study on growth rate & population increase in different waste mix.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Diversity of Chordates -I

B-ZOO-401

Total Credits: 4
L-T-P
3- 0 -2

External Marks: 50
Internal Marks: 20
Time Allowed: 3hrs

Course Outcomes (CO):

CO1. This field imparts knowledge regarding various chordate protochordata to amphibia and their regulatory processes to safeguard them.
CO2. Student will be understanding the taxonomy of higher animals.
CO3. Student will be Understanding ecological and behavioural patterns
CO4. Student should be able to recognise the life function of urochordates to fishes.

UNIT -I

Chordate General characters and classification up to order level with examples.
1. Origin and evolutionary tree of chordates.
2. Urochordate General characters and classification up to order level with examples. .
Type study of Herdmania (Urocordate);
Systematic position, Natural history, External characters, Digestive system, Blood vascular system, Respiratory system, Nervous system and sense organs, Excretion, Reproductive system, Larva, Adaptations.

UNIT-II

Cephalochordata: General characters and classification up to Orders with examples;-
Type study - Amphioxus.
Cyclostomes: General characters and classification up to Orders with examples
Type study - Petromyzone.
Systematic position, Natural history, External characters, Body wall, Coelom, Digestive system Respiratory system, Circulatory system, Nervous system, Reproductive system, Excretory system, Ammocetoes larva.

UNIT-III

Pisces: General characters and classification up to Orders with examples;-
Type study of Labeo
Systematic position, Natural history, Morphology, Digestive system, Respiratory system, Circulatory system, Nervous system, Reproductive system, Excretory system, Scales & fins of fishes, Parental care in fish, Fish Migration

UNIT -IV

Amphibia; General characters and classification upto Orders with examples
Type study of frog (Rana Tigrana)
. Systematic position, Natural history, Morphology, Digestive system, Respiratory system, Circulatory system, Nervous system, Reproductive system, Excretory system, Sense organs. Adaptations

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Suggested reading:

1. Colbert, E.H., Evolution of vertebrates, II Edition Wiley Ltd. 1989.
2. Dhami,P.S. and Dhami, J.K., Vertebrates, R. Chand and Co, New Delhi, 1997.
3. Kotpal's vertebrates.

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1612

Practical

External Marks:-20

Internal Marks:-10

Time Allowed:-2hrs

Course outcome (CO):

CO1.This field imparts knowledge regarding various chordates Protochordata to amphibian and their regulatory processes to safeguard them.

CO2. Student should be able to recognise the life function of Urochordate to fishes.

Study of Museum Specimens

Protochordata:

Branchiostoma, Balanoglossus, Herdmania and a colonial Urochordata

Fishes: *Petromyzon, Pristis, Zygaena, Ophiocephalus Clarius. Labeo, Mystis, Anguila, Syngnathus, Tetraodon, Ostacodon, Solea, Exocoetus.*

Amphibia: *Salamander, Necturus, Hyla, Rhacophorus, Bufo, limbless amphibian.*

Skeleton: Labeo and Frog.

Temporary mounts: Placoid, cycloid and ctenoid scales. Wheel organ of amphioxus.

Dissection: Herdmania: General Anatomy Labeo: Digestive System, Reproductive system and Excretory System. (Demonstration only)

Slides: Study of permanent slides of WM of chick and frog embryo (13-18h, 24-36h, 36-48h, 48-72h)

Window preparation and identification of development in chick eggs

Project: Based on theory papers.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Economic Zoology

B-ZOO-402

Total Credits: 4
L-T-P
3- 0 -2

External Marks: 50
Internal Marks: 20
Time allowed: 3hrs

Course Outcomes (CO):

CO1. Knowledge in this field can be used in research by knowing the life cycle of pests and their eradication methods by using Chemicals or by genetic modification.
CO2. It is a vast field of research having great career opportunities.
CO3. Student will understand the methods of preservation and collection pattern of pest.
CO4. Student will learn all the biochemical nomenclature which is added into pest preservation

UNIT-I

Study importance of insect pests of crops with their systemic position, habit and nature of damage caused

Crops: 1-**Sugarcane**

a) Sugarcane leaf hopper (*Pyrilla perpusilla*)
b) Sugarcane white fly (*Aleurolobus barodensis*)
c) Sugarcane top borer (*Scirpophaga nivella*)
d) Sugarcane root borer (*Emmalocera depressella*)
e) Gurdaspur borer (*Bissetia Steniellus*)
Life cycle and control of *Pyrilla perpusilla* only.

2- **Cotton:**

f) Pink bollworm (*Pectinophora gossypiella)*
g) Red cotton bug *(Dysdercus koenigii)*
h) Cotton grey weevil *(Myllocerus undecimpustulatus*)
i) Cotton jassid (*Empoasca devastans)*
ii) Life cycle of control of *Pectinophora gossypiella*

3- Paddy

a. Gundhi bug (*Leptocorisa varicormus)*
b. Rice grasshopper *(Hieroglyphus banian)*
C. Rice stem borer *(Scirpophaga incertulas)*
d. Rice hispa *(Hispa armigera)*
Life cycle and control of *Leptocorisa varicormus.*

UNIT-II

Study of importance of insect pests of crops and vegetables, with their systematic position, habit and nature of damage caused

Wheat-

Wheat stems borer- Sesamia inferens, with systematic position, habit, nature of damage caused, and life cycle.

Vegetables pests

a) *Raphidopalpa foveicollis*-The red pumpkin beetle.
b) *Dacus cucurbitae*-The red pumpkin fruit fly.
c) *Tetarnychus telarius*-The vegetable mite.
d) *Epilachna* -The Hadda beetle Life cycle & control of Aulacophora foveicollis

Pests of stored grains:-

a) Pulse beetle (*Callosobruchus maculatus)*
b) Rice weevil *(Sitophilus oryzae)*
c) Wheat weevil *(Trogoderma granarium)*
d) Lesser grain borer *(Rhyzopertha Dominica)*
e) Grain and flour moth *(Sitotroga cerealell)*

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Khanpur Kalan (Sonepat)

UNIT-III

Pest Control:-

1) Physical Control
ii) Chemical Control; history, categories of pesticides, from each category of pest against which they can used, insect repellent and attractant
iii) Biological Control; History, requirement and precautions, a feasibility of biological agent for control

iv) Hormonal Control; Mechanical control, physical control, cultural methods, sterilization, pheromones, allelochemicals- allomones, kairomones, synomones.
v) Legal Control. Integrated pest management

UNIT-IV

Some Useful insects:-
Honey Bee - systematic position, general appearance, social organization, products, composition and uses of honey and other by-products of apiculture, life cycle.
Lac insect - systematic position, general appearance, culture, composition and uses of lac, life cycle.
Silk moth - systematic position, general appearance, culture, types of silk, composition and uses of silk, life cycle

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Suggested reading:
1. Perry A.S Yamamoto, I.I shaay and R.Perry , Insectides in Agriculture and Environment-Narora Publishing House.
2. B.S Parmer && S.S Tomar Pesctides formulation CBS Publishers and distributors, New Delhi.
3. R.Wade, M.Dekker, Pesticide Formulation.
4. G. Shukla G.S Upadhay V.B Rastogi publications Meerut.
5 Mcden's Zoology

Practical

External Marks:-20
Internal Marks:-10
Time Allowed:-2hrs

Course Outcomes (CO):
CO1. It is a vast field of research having great career opportunities.
CO2. Student will understand the methods of preservation and collection pattern of pest.
List of Practicals:

1. External morphology, identification marks, nature of damage and host of the Following pests

Sugarcane –
a) Sugarcane leaf hopper,
b) sugarcane white fly,
c) sugarcane top borer,
d) Sugarcane root borer,
e) Gurdaspur borer

Cotton –
f) Red cotton bug.

Wheat –

g) Wheat stem borer.

Paddy-
h) Gundhi bug,
i) Rice grasshopper,
j) Rice stem borer,
k) Rice hispa.

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Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Vegetable-

(l) Aulacophora faviecollis,

(m) Dacus cucurbitas,

(n)Tetranychus tecarious,

(o) Epilachna.

Stored grains – 1. Pulse beetle, rice weevil, grain and flour moth, red flour beetle, lessor grin borer.
2. Stages of life history of silk moth and honey bee.
3. Demonstration of law of segregation, independent assortment and epistasis. Numerical for segregation and independent assortment.
4. Segregation demonstration in preserved material.
5. Inheritance other human characterstics, ability to test PTC, thiourea.
6. Study of polytene chromosomes of Chironomous / Drosophila through permanent Slide.
7. Dermatography - Palm print taking and finger ip patterns. 8. Collection and identification of pest.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Khanpur Kalan (Sonepat)

Diversity of Chordates -II
B-ZOO-501

Total Credits: 4
L-T-P
3- 0 -2

External Marks: 50
Internal Marks: 20
Time allowed: 3hrs

Course outcomes (CO):

CO1. Students will be able to understand, classify and identify diversity of animals from reptilia to Mammals.
CO2. Studying this student may become a protector, preserver and Promoter of life.
CO3. They get employment in Forestry, museum and zoological parks.
CO4. Student will be able to understand the chordates taxonomy.

UNIT -I

Reptila: General characters and classification up to orders with examples
Type study - Lizard
Natural history, external characters, digestive system, respiratory system, circulatory system, nervous system, sense organs, excretory system, adaptations, systematic position Reptilia- Origin, Evolutionary tree, extinct reptiles.
Poisonous and non-poisonous snakes, Poison apparatus in snake

UNIT-II

Aves: General characters and classification up to orders with examples.
Type study of Pigeon,
Systematic position, Natural history, external characters, digestive system, respiratory system, circulatory system, nervous system, sense organs, excretory system, reproductive system, adaptations.
Flight adaptations, Aerodynamics in birds, Migration in birds.

UNIT -III

Mammals: General characters and classification up to orders with examples.
Type study - Rat
Systematic position, natural history, external characters, digestive system, respiratory system, circulatory system, nervous system, sense organs, excretory system, reproduction and gestation, adaptations.

UNIT-IV

Dentition- Structure of tooth, types of teeth dental formula of man. rat, cow. horse, pig, elephant
Stomach of ruminants Adaptive Radiation in prototheria, metatheria and cuthena.
Skin and its Derivatives: hair, nail, horns

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question

Suggested reading:

1. Dhami, P.S. and Dhami, J.K., Chordate Zoology, Pradeep Pub, Jalandhar, India
2. Jorden, E.L., and VERMA, P.S. Chordate Zoology

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B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Practical

External Marks:-20
Internal Marks:-10
Time Allowed:-2hrs

Course Outcomes (CO):
CO1. By studying this student may become a protector, preserver and promoter of life.
CO2. They get employment in Forestry, museum and zoological parks.
Practical:
Study of museum specimens -
Reptilia Specimen:
Chelone Testudo, Trionyx. Hemidactylus, Calots, Varanu5 Uromastix, Ophiosaurus, Chamaeleon, Draco, Python, Eryx. Natrix Piyas, Bungarus, Naja, Hydrus, Enhydrina Viper, Crocodilus. Osteology; Skeleton of Varanus

Aves Specimen:
Casuarius, Arden, Anas, Milvis, Pavo, Eudynamis. Tyto. Alerdo, Halcyon. Temporary mounts- barbs, study of a dozen common birds of Haryana, types of feathers.
Ostology; skeleton of fowl, different types of palate in birds
Mammalian Specimen:
Ornithorynchus, Pteropus, Echidna, Macropus, Didelphisnnis, Loris, Oryctolagus, Funambulus, Herpestes, Capra, Cat, Langur, Macacca, Hedgehog Shrew, Insectivorous bat.
Osteology: skeleton of rabbit.
Permanent Slides;- Mammalian skin, salivary glands, oesophagus, stomach, duodenum, ileum, rectum, liver, pancreas, spleen, trachea, lung, kidney, cartilage, Bone, pituitary, adrenal, thyroid, parathyroid, ovary and testis.
Report on field trip to zoological park, national museum of natural history or a Wildlife sanctuary and national park.
Instructions for External Practical Paper Setter/Examiner:
The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Khanpur Kalan (Sonepat)

Ethology
B-ZOO-502

Total Credits: 4
L-T-P
3- 0 -2

External Marks: 50
Internal Marks: 20
Time allowed: 3hrs

Course outcomes (CO):

CO1. To investigation of behaviour with the methods used in the natural sciences
CO2. Students will learn about animal behaviour.
CO3. Understand the correlation between Mammalian Nervous system and behaviour.
CO4. Assess Methods of studying brain and behaviour.

Unit I

Approaches and Methods in Study of Behavior; Proximate and Ultimate Causation; Altruism and Evolution-Group Selection, Kin Selection, Reciprocal Altruism; Concept Of Learning, Memory, Cognition, Sleep And Arousal; Biological Clock.

Unit II

Development of Behaviour, Social Communication, Social Dominance; Territoriality; Mating Systems, Parental Care, Aggressive Behaviour, Migration, Orientation And Navigation; Domestication and Behavioural Changes

Unit III

Definition and basic concepts of biosystematics and taxonomy, Principles and theories of biological classification, hierarchy of categories. Taxonomic procedures- collections, preservation, and curetting process of identification. Taxonomic characters: different kinds and their significance, Taxonomic keys-different kinds of taxonomic keys, their merits and demerits. Chemotaxonomy, Cytotaxonomy,

Unit IV

International code of Zoological Nomenclature (ICZN) - its operative principles, interpretation and application of important rules, Zoological nomenclature; formation of scientific names of various taxa. Systematic publications: - different kinds of publications.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Suggested reading:

1. G.G. Simpson. Principle of animal taxonomy, Oxford IBH Publishing Company
2. E. Mayer. Elements of Taxonomy.
3. E.O. Wilson. The Diversity of Life (The College Edition), W.W. Northern & Co.
4. B.K. Tikadar. Threatened Animals of India, ZSI Publication, Calcutta.
5. Mechanism of Animal Behaviour, Peter Marler and J. Hamilton; John Wiley & Sons, USA
6. Animal Behaviour, David McFarland, Pitman Publishing Limited, London, UK
7. Animal Behaviour, John Alcock, Sinauer Associate Inc., USA

Practical

External Marks:-20
Internal Marks:-10
Time Allowed:-2hrs

Course Outcomes (CO):

CO1. Students will learn about animal behaviour.
CO2. Understand the correlation between Mammalian Nervous system and behaviour.

Practical:

1. Study the animal behaviour (Interspecies and Intraspecies).
2. Study how predator and prey species interact.
3. Study the migration habits of animals.
4. Study how environmental factors (such as weather, habitat, or time of day) affect animal behaviour.
5. Analyse the social dynamics and hierarchy within a group of animals.
6. Study mutualistic relationships between species.
7. Study the reproductive behaviour and strategies in different species.
8. Study how animals use mimicry or camouflage to avoid predators or capture

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Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental result

Mammalian Physiology
B-ZOO-601

Total Credits: 4
L-T-P
3- 0 -2

External Marks: 50
Internal Marks: 20
Time allowed: 3hrs

Course Outcomes (CO):

CO1. Students can make their career in developing vaccines and other pharmaceuticals that affect their body by knowing the fundamental processes like digestion circulation respiration excretion chemical control and coordination etc.

CO2. They can make their career in forensic science Labs.

CO3. Student will have enhanced knowledge and appreciation of mammalian physiology.

CO4. Student will understand the functions of important physiological systems including the cardio-respiratory, renal, reproductive and metabolic systems.

UNIT -I

Digestion-Nutritional components; Proteins, carbohydrates, vitamins , minerals types of nutrition and feeding digestion and dietary constituents, viz. Lipids, proteins, carbohydrates, nucleic acids, symbiotic digestion absorption. Control of enzyme secretion.

UNIT-II

Circulation- Origin, conduction and regulation of heart beat, cardiac cycle, electrocardiogram, cardiac output, fluid pressure and flow pressure in closed and open circulatory system, composition and functions of blood and lymph, mechanism of coagulation factors, anticoagulants, haemopoiesis.

UNIT -III

Respiration - Exchange of respiratory gases, transport of gases, lung air volumes, oxygen dissociation curve of haemoglobin, Bohr's effect, hamburger phenomenon, control of respiration. Control and Coordination. Nervous integration and chemical integration of endocrinology, nature, origin, propagation of nerve impulse, structure and mechanism of hormone action, physiology of pituitary, thyroid, parathyroid, adrenal, pancreas, gonads.

UNIT-IV

Excretion- Patterns of excretory products viz, ammonotelic, ureotelic, uricotelic; ornithine cycle, urine formation, counter-current mechanism, osmoregulation, micturition Reproduction-Gametogenesis, structure of gametes, ovulation, capacitation, fertilization, gestation, parturition

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Suggested reading:

1. Dhami, P.S. and Dhami, J.K., Zoology-Biochemistry and animal physiology, Pradeep Pub, Jalandhar, India.
2. Eckert and Randall, Animal Physiology.

Practical

External Marks:-20
Internal Marks:-10
Time Allowed:-2hrs

Course Outcomes (CO):

CO1. Students can make their career in developing vaccines and other pharmaceuticals that affect their body by knowing the fundamental processes like digestion circulation respiration excretion chemical control and coordination etc.

CO2. They can make their career in forensic science Labs.

Practical:

1. Effects of isotonic, hypotonic, hypertonic solution on erythrocytes.
2. Enumeration of red blood cells using haemocytometer
3. Enumeration of total and different types of white blood cells.
4. Estimation of haemoglobin n content of blood using Sahli's haemometer
5. Preparation of haemin crystals. Blood Grouping; Recording of blood pressure by using a sphygmomanometer.

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Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2 or 3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

1620

Fundamentals of Epidemiology
B-ZOO-602

Total Credits: 4
L-T-P
3- 0 -2

External Marks: 50
Internal Marks: 20
Time allowed: 3hrs

Course outcomes (CO):

CO1. An advanced understanding of epidemiology theory and its role and contribution in health - related disciplines.

CO2. Students will be able to define epidemiology, explain its scope, and understand its role in public health. They will gain insight into basic concepts such as disease distribution, determinants, and patterns of health-related events.

CO3. Students will be able to define risk factors and determinants (biological, behavioural, environmental, and social) that contribute to the onset and progression of diseases, and how these factors are measured in epidemiological.

CO4. Students will be able to analyze global health issues, including pandemics, emerging diseases, and health disparities, and apply epidemiological principles to develop strategies for addressing these challenges at a global level.

UNIT- I

Epidemiology of Infectious Diseases 12 hrs Modes of infections with suitable examples. Overview of cause, extent, prevention, treatment and control of the diseases: Respiratory infections, Intestinal infections, Arthropod-borne infections, Zoonosis and Surface infections.

UNIT- II

Understanding Epidemiological Data 8 hrs Understanding incidence, mortality (rates, ratios and proportions); Components of epidemiology: disease frequency, distribution and determinants of diseases. Epidemiological approach and measurements- vital statistics, health indicator parameters (morbidity, mortality and fertility rates); Analysis of data from National Cancer Registry Program (NCRP) and Covid-19 data.

UNIT- III

Epidemiologic Methods and Survey 6 hrs outlining the parameters for ethical issues in a study. Determining the target and control populations; Designing of questionnaires; Data collection: Strength of observation (descriptive and analytical) and experimental studies.

UNIT-IV

Epidemiology study designs- case control and cohort studies (prospective and retrospective), procedures of sampling and matching, sources of bias.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Suggested reading:

1. Glantz, S. (2011) Primer of Biostatistics, 7th edition, McGraw-Hill Medical. ISBN-13: 978-0071781503.
2. Park, K.(2011) Park's Textbook of Preventive and Social Medicine, 21st edition, M/s BanarsiDas Bhanot Publishers.
3. Bonita, R., Beaglehole, R., TordKjellstrèom, (2006) Basic epidemiology, 2nd edition (2006), Contributor; World Health Organization, illustrated, Publisher: World Health Organization.
4. Pagano, M. and Gauvrean, K. (2000) Principles of Biostatistics, 2nd edition, Thompson learning

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Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Practical

External Marks:-20
Internal Marks:-10
Time Allowed:-2hrs

Course outcomes:

CO1. Students will gain an understanding of the ethical principles involved in conducting epidemiological research, including informed consent, confidentiality, and the protection of vulnerable populations.

CO2. Students will demonstrate the ability to apply epidemiological methods to investigate public health problems, including outbreak investigations, surveillance, and data collection techniques for assessing health outcomes and trends.

Practical:

1. To design and conduct a cross-sectional study to assess the prevalence of a health condition or risk factor in a specific population.\ diagnosis health of a community.
2. Risk factor identification for diseases (cardiovascular, cancer)
3. To determine the best treatment approaches for diseases (Cardiovascular, cancer)
4. To evaluate the effectiveness of health services.
5. To study the diseases trends overtime.
6. To study the distribution and frequency of Dengue.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Biodiversity Conservation & Wildlife management
B-ZOO -603

Total Credits: 4
L-T-P
3-0-2

External Marks: 50
Internal Marks: 20
Time allowed: 3hrs

Course outcomes (CO):

CO1. To understand the importance of biodiversity and its protection for the sustainable development in the society.

CO2. To understands the basic principles and doctrines of biodiversity.

CO3. Students will be able to analyze ecological interactions within an ecosystem (e.g., predator-prey, competition, and symbiosis) and how these relationships contribute to ecosystem stability and biodiversity.

CO4. Students will learn about the importance of keystone species and ecosystem engineers in maintaining biodiversity and understand their critical role in ecosystem functioning.

Unit-I

Wildlife: Definition, significance and wildlife zones of the world and India, Protected Area Systems, Present status of National PA-Systems.

Unit-II

Theory and Practice of Biosphere Reserves of the world: Biosphere Reserves of India. Natural Heritage sites, Wildlife and livelihood; Wildlife and illegal trade & control.

Unit-III

Wildlife Damage, electric fences for wildlife damage control, Basic electric fence design, Trench design, line trapping, Mist netting, Rocket netting Chemical capture: Equipment, Drugs, Plan of operation. Poaching: Its implications, conducting anti-poaching operations.

Unit-IV

Wildlife conservation techniques, role of WWF, IUCN, UNEP, Red Data Book; Categories of Endangered Wildlife Species. National Projects: Project Tiger, Project elephant, Project Rhinoceros, Project Crocodiles

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Suggested reading:

1. Techniques for Wildlife Census in India by W.A. Rogers (A field manual); Wildlife Institute of India, Dehradun.
2. Wildlife Wealth of India by T.C. Majupuria; Tecpress Services, L.P., 487/42-SOL Wattenslip, Pratunam Bangkok, 10400, Thailand
3. Ali, S. Ripley S.D. Handbook of Birds of India, Pakistan 10-Vols. Oxford University Press, Bombay.
4. The Book of Indian Animals by S.H. Prater, BNHS-Publication, Bombay.
5. Wildlife in India by V.B. Saharia Natraj Publishers, Dehradun.
6. E.P. Gee, the Wildlife of Indias

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Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Practical

External Marks:-20
Internal Marks:-10
Time Allowed:-2hrs

Course outcome (CO):

CO1. Students will be able to define biodiversity, understand its components (species, genetic, and ecosystem diversity), and explain its significance in maintaining healthy ecosystems.

CO2. Students will develop the ability to identify various species of plants, animals, and microorganisms in their local environment, categorize them into broader groups, and understand their role in the ecosystem.

Practical:

1. Study and record the different species of plants and animals in a specific habitat (park, forest, and field).
2. Understand the role of insects in pollination and biodiversity.
3. Investigate the diversity of bird species and their behaviours.
4. Understand the importance of protected areas (national parks, wildlife reserves) in biodiversity conservation.
5. Model a basic ecosystem to understand species interactions and biodiversity.
6. Investigate the concept of keystone species and their impact on ecosystems.
7. Understand how human activities impact local wildlife and create solutions to reduce harm.
8. Study the migration patterns of local bird species and understand their conservation needs.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

Dean
Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

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Scheme and Syllabus of **Botany** Subject for 4 Year UG Programme
Bachelor of Life Science (Multidisciplinary)
W.e.f. Academic session 2025-26

Scheme of Examination for 3rd Semester

Second Year: Third Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-BOT-301	DSC	Diversity of Archegoniate and Seed Plants-I	3	2	0	4	20	10	50	20	100
2	B-BOT-302	MIC	Microbiology	3	2	0	4	20	10	50	20	100
3	B-BOT-303	MDC	Horticulture	2	2	0	3	15	10	35	15	75

Scheme of Examination for 4th Semester

Second Year: Fourth Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-BOT-401	DSC	Plant Anatomy and Reproduction	3	2	0	4	20	10	50	20	100
2	B-BOT-402	MIC (VOC)	Organic Farming	3	2	0	4	20	10	50	20	100

Dean
Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

1625

Scheme of Examination for 5th Semester

Third Year: Fifth Semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-BOT-501	DSC	Plant Taxonomy	3	2	0	4	20	10	50	20	100
2	B-BOT-502	MIC (VOC)	Gardening & Floriculture	3	2	0	4	20	10	50	20	100

Scheme of Examination for 6th Semester

Third Year: Sixth Semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-BOT-601	DSC	Plant Physiology	3	2	0	4	20	10	50	20	100
2	B-BOT-602	MIC	Economic Botany	3	2	0	4	20	10	50	20	100
3	B-BOT-603	MIC (VOC)	Mushroom Cultivation	3	2	0	4	20	10	50	20	100

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Khanpur Kalan (Sonepat)

1696

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Diversity of Archegoniates & Seed Plants-I
B-BOT-301

Total Credits: 4
L–T–P
3 0 2

External Marks: 50
Internal Marks: 20
Time allowed: 3hrs

Course Outcomes:

CO-1 Students will be able to understand the general characteristics of Bryophytes.
CO-2 Students will develop a conceptual understanding of Pteridophytes.
CO-3 Students will develop a conceptual understanding of Gymnosperms.
CO-4 Knowing diversity and Systematics of seed plants students will be able to give specific examples of the physiological adaptations, development, reproduction and behavior of Gymnosperms.

UNIT- I

Bryohpyta: General characters and classification (up to classes), Amphibians of Plant kingdom displaying alternation of generations, Economic importance.
Structure and Reproduction: *Marchantia* (Hepaticopsida), *Funaria* (Bryopsida).

UNIT- II

Pteridophyta: General characteristics of Pteridophytes (First vascular Plants) and classification (up to classes), Alternation of generation, Economic importance.

Structure and Reproduction: *Selaginella* (Lycopsida), *Pteris* (Pteropsida).

UNIT- III

Characteristics of Seed plants; evolution of seed habit.
Gymnosperms (Seed plants without fruits): General characteristics of gymnosperms, Evolution & diversity of gymnosperms, Classification of gymnosperms (up to classes), Distribution and Economic importance of Gymnosperms.

UNIT- IV

Cycas: Morphology of vegetative & reproductive parts; Anatomy of root, stem & leaf; Reproduction and life cycle of *Cycas.*

Pinus: Morphology of vegetative & reproductive parts; Anatomy of root, stem & leaf; Reproduction and life cycle of *Pinus.*

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking Course Outcomes (CO) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Readings:

1. Parihar, N. S. (1972). An introduction to Embryophyta Vol. Bryophyta Central Book Ltd Allahabad.
2. Waston, E.V. 1982. Structure and Life of Bryophytes B.I. Publishers.
3. Smith, G.M. 1971. Cryptogamic Botany. Vol. 11. Bryophytes and Pteridophytes. Tata Mc Graw Hill Publishing Co., New Delhi.
4. Sharma O. P. 1990. Text Book of Pteridophyta, Mcmillan, India Ltd.
5. Puri, P. 1980, Bryophyta Atma Ram & Sons Delhi.
6. Sporne, K.R., 1982. The Morphology of Pteridophytes. B.I.Gifford, E.H. and Heywood, V.H., 1963. Morphology and Evolution of Vascular Plants, W.H. Freeman & Company

Dean
Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

1687

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Bhatnagar, S.P. and Moirtra, A., 1996. Gymnosperms, New Age International Limited, New Delhi., New York.
7. Sporne, K.R., 1965. The morphology of Gymnosperms, Hutchinson & Co.,(Publishers) Ltd., London.
8. Stewart, W.M., 1983. Paleobotany and The Evolution of Plants, Cambridge University Press, Cambridge.
9. Bierhorst, D.W. (1971). Morphology of Vascular Plants. MacMillian Company Ltd. New York.
10. Sporne K.R., 1982. The Morophology of Gymnosperms. B.I. Publishers.

Practical

External Marks: 20
Internal Marks: 10
Time Allowed: 2hrs

Course Outcomes:
CO-1 Students will gain the knowledge of practical aspects of Bryophytes, Pteridophytes.
CO-2 Students will gain the knowledge of practical aspects of Gymnosperms.

List of Practicals:
1. Study of Specimens of Bryophytes (as per syllabus).
2. Study of Specimens of Pteridophytes (as per syllabus).
3. Identification and classification of the specimens from Gymnosperms and with a note on features for identification (as per syllabus).
4. Identification of permanent slides of bryophytes, pteridophytes and gymnosperms (as per theory Syllabus).
5. Permanent and double stained slide preparations of gymnosperms (as per syllabus).
6. Field Tour of an area rich in diversity of bryophytes, pteridophytes and gymnosperms (Hill Station) and Preparation of Herbarium and Survey Report.
7. Practical Record and Viva-voice.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weight age will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Microbiology
B-BOT-302

Total Credits: 4
L – T – P
3 0 2

External Marks: 50
Internal Marks: 20
Time allowed: 3hrs

Course Outcomes:

CO1. Identifying and describing the parts of a microscope and their functions.

CO2. Students can learn how microorganisms interact with each other, with plants and animals and with their environments.

CO3. Students can learn how microorganisms interact with each other, with plants and animals and with their environments.

CO4. Students will learn about microbial ecology.

UNIT- I

Microscopy: Scanning Electron Microscope (SEM), Transmission Electron Microscope (TEM), Phase Contrast Microscope, Fluorescence Microscope.

Sterilization techniques: Autoclave, Hot Air Oven, Laminar Flow Inoculation Chamber, BOD Incubator.

UNIT-II

Diversity of Microorganisms:

General characteristics of different groups: Acellular microorganisms (Viruses, Viroids, Prions) and cellular microorganisms (Prokaryotes: Archaebacteria and eubacteria; Eukaryotes: Algae, Fungi and Protozoa).

Protozoa: Cellular structure, nutrition, locomotion, reproduction and life cycle of *Amoeba*, *Paramecium* and *Plasmodium*.

UNIT-III

Microorganisms and their Habitats

Terrestrial Environment: Soil profile and soil microflora; **Aquatic Environment:** Microflora of fresh water and marine habitats; **Atmosphere:** Aero-microflora and dispersal of microbes,

Extremophiles: Microbes thriving at high & low temperatures, pH, high hydrostatic & osmotic pressures, salinity & low nutrient levels.

Microbial succession in decomposition of plant organic matter.

UNIT-IV

Microbial Interactions: Mutualism, synergism, commensalism, competition, amensalism, parasitism, predation. Microbes in/on human body & animal (ruminants) body. Plant-microbe interactions (symbiotic and non-symbiotic interactions).

Industrial Microbiology: Definition and types of fermentation; Fermenters; Role of microbes in producing important: industrial products, dairy and non-dairy based fermented food products and probiotics. Microorganisms in food spoilage and food borne infections (cite examples).

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Suggested Readings:

1. Tortora GJ, Funke BR and Case CL (2008). Microbiology: An Introduction. 9th edition. Pearson Education.
2. Madigan MT, Martinko JM, Dunlap PV and Clark DP (2014). Brock Biology of Microorganisms. 14th edition. Pearson International Edition.

Dean
Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

1629

3. Cappucino J and Sherman N (2010). Microbiology: A Laboratory Manual. 9th edition. Pearson Education Limited.
4. Wiley JM, Sherwood LM and Woolverton CJ (2013). Prescott's Microbiology. 9 th Edition. McGraw Hill International.
5. Atlas RM (1997). Principles of Microbiology. 2nd edition. WM.T.BrownPublishers.
6. Pelczar MJ, Chan ECS and Krieg NR (1993). Microbiology. 5th edition. McGrawHill Book Company.
7. Stanier RY, Ingraham JL, Wheelis ML, and Painter PR (2005). GeneralMicrobiology. 5th edition. McMillan.
8. Willey JM, Sherwood LM, and Woolverton CJ (2013). Prescott's Microbiology. 9th edition. McGraw Hill Higher Education.

Practical

External Marks: 20

Internal Marks: 10

Time Allowed: 2hrs

Course Outcomes:

CO-1 Students will learn about microbiology laboratory practices and bio-safety measures.

CO-2 Students will learn about aseptic techniques and develop the skill of media preparation for culturing the microbes.

CO-3 Students will learn about different types of microscopy techniques.

List of Practicals:

1. Microbiology good laboratory practices and biosafety measures.
2. To study the principle and applications of important instruments (autoclave, BOD incubator, hot air oven, light microscope, pH meter) used in the microbiology laboratory.
3. Sterilization of medium using Autoclave and assessment for sterility.
4. Sterilization of glassware using Hot Air Oven and assessment for sterility
5. To acquire the knowledge on aseptic techniques and develop the skill of media preparation for culturing the microbe.
6. Demonstration of the presence of microflora in the environment by exposing nutrient agar plates to air.
7. Study of the following protozoans using permanent mounts/photographs: *Amoeba, Entamoeba*, *Paramecium* and *Plasmodium.*
8. Demonstration of alcoholic fermentation.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Khanpur Kalan (Sonepat)

Horticulture
B-BOT-303

Total Credits: 3
L – T – P
2 0 2

External Marks: 35
Internal Marks: 15
Time Allowed: 2 hrs

Course Outcomes:

CO-1 Students can learn to comprehend the interdisciplinary science of horticulture, agriculture and plantation science.

CO-2 Students will be able to understand methods of plant disease management.

CO-3 Students will be able to learn about post-harvest management.

UNIT-I

Importance of horticulture and its scope; preparation of field and pits; methods of propagation of fruit plants and pruning of fruit trees; manuring, irrigation, weeding, harvesting and plant protection measures.

Importance of vegetables and their role in nutrition. Types of vegetable gardening (kitchen/Nutrition gardening, commercial gardening). Cultivation of important vegetables (tomato, okra, peas, cauliflower, radish and leafy vegetables): Preparation of nursery beds and nursery management, irrigation, manuring, weeding, harvesting and plant protection.

UNIT-II

Principles and methods of plant disease management, Integrated Plant disease management Fungicides classification based on chemical nature; commonly used insecticides, fungicides, bactericides and nematicides. Preparation of fungicidal solutions, slurries, pastes and their application.

UNIT-III

Post-harvest management, its importance and scope; methods of determining maturity indices; post-harvest operation like harvesting, sorting, grading, packaging, storage, marketing and transportation of important fruit and vegetable crops.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 7 questions asking two questions of 9 marks from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will be of 8 marks covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Recommended Readings:

1. Chadha, K. L. 2002. Hand book of Horticulture. ICAR, New Delhi.
2. Denisen, E. L. 1957. Principles of Horticulture. Macmillan Publishing Co., New York.
3. Edmond, J. B., Sen, T. L., Andrews, F. S. and Halfacre, R. G. 1963. Fundamentals of Horticulture. Tata Mc Graw Hill Publishing Co., New Delhi.
4. Hooker. J.R., 1957. Fundamentals of Fruit Production. Mac Graw Hill Book Co., New York.
5. Kumar, N. 1990. Introduction to Horticulture.. Rajyalakshmi Publications, Nagarcoil, Tamilnadu
6. Misra, K.K. and Kumar, R. 2014. Fundamentals of Horticulture. Biotech Books.
7. Peter, K. V. 2009. Basics Horticulture. New India Publishing Agency
8. Prasad, S. and Kumar, U. 2010. A Handbook of Fruit Production. Agrobios (India).
9. Prasad, S. and Kumar, U. 2019. Principles of Horticulture (2nd Edt.). Agrobios (India).
10. Salunkhe, D. K. and Kadam, S. S. 2013. A handbook of Fruit Science and Technology. CRC Press.
11. Singh, J. 2002. Basic Horticulture. Kalyani Publishers, Hyderabad.
12. Singh, J. 2011. Basic Horticulture. Kalyani Publications, New Delhi.
13. Singh, N. P. 2005. Basic Concepts of Fruit Science (1 stEdt.). IBDC Publishers.

Dean
Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Practical

External Marks: 15

Internal Marks: 10

Time Allowed: 2hrs

Course Outcomes:

CO-1 Students will understand technologies like preparation of nursery bed, pruning etc. in horticulture.

CO-2 Students will learn basis of plant propagation and nursery management techniques.

CO-3 Students will learn advanced propagation methods of horticultural crops.

List of Practicals:

1. Identification of rocks and minerals and identification of chemical fertilizers and fertilizer application methods.
2. Examination of soil profile in the field- determination of soil texture, bulk density, particle density, pH, EC, porosity of soil and organic carbon of soil.
3. Identification of crops and their varieties and weeds.
4. Different weed control methods.
5. Study of seed viability and germination test.
6. Identification and description of important fruit, flowers and vegetables crops.
7. Study of different garden tools, preparation of nursery bed; practices of pruning and training in some important fruit crop

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Khanpur Kalan (Sonepat)

Plant Anatomy and Reproduction
B-BOT-401

Total Credits: 4
L – T – P
3 0 2

External Marks: 50
Internal Marks: 20
Time allowed: 3hrs

Course Outcomes:

CO-1 The practical study of anatomical structures helps to reveal the relationships between structure, functions, taxonomy, ecology and developmental genetics.

CO-2 Anatomical characters of vegetative and floral parts of flowering plants have been successfully employed to solve taxonomic problems and for the elucidation of phylogenetic relationships.

CO-3 Students will get knowledge about reproduction, pollination, pollinating agencies, about differentiation of reproductive organs of flowering plants.

CO-4 They will know about structure and formation of endosperm, seed and fruit.

UNIT- I

Diversity in plant forms in annuals, biennials and perennials, Body parts of Flowering plant and Modular growth.

Tissues: Types of tissues in flowering plants. Cambium & its functions.

The Shoot System: Shoot Apical Meristem (SAM) & its histological organization; Secondary growth in xylary and extraxylary region. A general account of wood structure and its characteristics. Anomalous Secondary growth in *Boerhaavia* and *Dracaena*.

UNIT- II

Leaf: Origin, development, arrangement & diversity in size & shape, internal structure in relation to photosynthesis & water loss. Adaptations to water stress; Senescence and abscission.

The Root System- Types of root system; Root Apical Meristem (RAM); Differentiation of Primary & Secondary tissues and their roles; Structural modifications in roots for: storage, respiration, propagation and perennation. Root nodules. Vegetative propagation and its economic aspects.

UNIT- III

Flower: A modified shoot; structure & functions of various floral parts, types of Inflorescence. Structure of Microsporangium and dehiscence mechanism, Microsporogenesis, Pollen grains and its structure, Pollination (Types and Agencies).

Microgametogenesis: Pollen germination, Development of male Gametophyte. Pollen-Pistil interaction; Self – Incompatibility.

UNIT- IV

Megasporogenesis and Megagametogenesis: Structure of Megasporangium (Ovule); Types of ovule; megasporogenesis; Development of female gametophyte & its Types (Mono, Bi & tetrasporic); Double fertilization. **Endosperm:** Types and its biological importance.

Embryogenesis in Dicot and monocot; Polyembryony.

Seed & Fruit- Formation of seed; seed structure; types of seed; germination; ecological; adaptations, dispersal strategies. Formation of fruit & types of fruit.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Readings:

1. Cutter, E.G. (1969). Part I, Cells and Tissues, Edward Arnold, London.
2. Cutter, E.G. (1971). Plant Anatomy: Experiment and Interpretation, Part II, Organs, Edward Arnold, London.
3. Esau, K. (1977). Anatomy of Seed Plants, (2nd Edition), John Wiley & Sons, New York.

Dean
Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

4. Eames, A.J. and Mac Daniels L.H. (1947). An introduction to Plant Anatomy. Mc. Graw Hill Book Co. New York.
5. Esau, K. (1985). Plant Anatomy, Wiley-Eastern, New Delhi.
6. Fahn, A. (1974). Plant Anatomy, (2nd Edition), Pergamon Press, Oxford.
7. Hartmann, H.T., and Kestler, D.E. (1976). Plant Propagation: Principles and Practices, (3rd Edition), Prentice Hall of India Pvt. Ltd., New Delhi.
8. Mauseth, J.D. (1988). Plant Anatomy, The Benjamin/Cumming Publishing Company Inc., Menlo Park, California, U.S.A.
9. Bier horst, D.W. (1971). Morphology of Vascular Plants. MacMillian Company Ltd. New York.
10. Bhojwani. S.S.and Bhatnagar S.P. (1985). The Embrylogy of Angiosperms. Vani Educational Books , New Delhi.
11. Bhojwani , S.S. and Bhatnagar, S.P. (2000). The Embryoligy of Angiosperms, 4th Revised and Enlarged Edition, Vikas Publishing House, Delhi.
12. Fageri, K., and Van Der Pijl (1979). The Principles of Pollination Ecology, Pergamon Press, Oxford.
13. Proctor, M. and Yeo, P. (1973). The Pollination of Flowers, William Collins Sons London.
14. Raven, P.H., Evert, R.F. and Eichhorn, S.E. (1999). Biology of Plants, 5th Edition , W.H., Freeman and Co., Worth Publishers, New York.
15. Thoms, P. (2000): Trees: Their Natural History, Cambridge University Press, Cambridge.
16. Mukundan, U. (1997). Botany A New Approach . Agrobios , India.
17. Purohit, S.S. (2002). Flowering Physiological, Biochemical and Molecular Aspects. Agrobios, India.
18. Good, R. (2006). Flowering Plants and their evolution . Agrobios, India.
19. Shivanna, K.R., Johris,B.M. (1985). Angiosperm Pollens. Narosa.
20. Dey , S.C. 2005. Fruits growing in Pots Agrobios , India.

Practical

External Marks: 20
Internal Marks: 10
Time Allowed: 2hrs

Course Outcomes:

CO-1 Students will get the practical knowledge of anatomical aspects of plants.

CO-2 Students will get the practical knowledge of reproductive aspects of plants.

List of Practicals:

1. Identification of permanent slides of anatomical parts of angiospermic plants giving reasons (as per theory syllabus).
2. Identification of angiospermic parts with a note on features of identification (as per theory syllabus).
3. Permanent and double stained slide preparations of angiosperms (as per theory syllabus).
4. Identification of slides (from Angiosperms), & development & embryology) giving reasons.
5. Embryo study by dissecting out the globular/heart shaped embryo from the given plant material.
6. Note Book.
7. collection & collection report/Model
8. Viva-voice.

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B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

Organic Farming
B-BOT-402

Total Credits: 4
L- T- P
3 0 2

External Marks: 50
Internal Marks: 20
Time Allowed: 3 hrs

Course Outcomes:

CO-1 Students will learn the skills required for organic farming practices.
CO-2 Students can develop a critical understanding of agronomy, including the application of nutrients to plants, cropping methods and crop rotation.
CO-3 Students will be able to learn about methods of weed management.
CO-4 Students will learn about crops physiology and storage of field crop.

UNIT--I

Organic Farming: Introduction; Need of Organic Farming; Benefits of Organic Farming; Social aspects of Organic Farming; Market aspects of Organic Farming.
Characteristics and quality of seeds, seed treatment and its objectives; methods of sowing seeds.

UNIT-II

Organic Fertilizers: Introduction; Need of Organic Fertilizer; Benefits of Organic Fertilizer; Preparation of Organic Fertilizer; Demonstration & land preparation.
Sources of nutrients for Organic Agriculture: Organic Manure – FYM/Rural compost, City compost, Oil cakes, Animal wastes, Vermi-composts; Green Manure – Green Manure with Leguminous crops in crop rotation. In-situ incorporation of crop residues –Benefits; Liquid Manure.

UNIT-III

Weed management
Weeds, its definition, characteristics of weeds, demerits of weeds, meaning of crop weed competition, Allelopathic effect of weeds.
Principles and methods of weed management viz., cultural, mechanical, chemical, biological weed control methods and integrated weed management

UNIT-IV

Crop rotation: Definition, principles and advantages of crop rotation. Crop harvesting, Signs of maturity in different field crops; physiology of crop maturity. Methods of threshing crops, cleaning, drying and storage of field crops.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Readings:

1. Arun K. Sharma. 2002. A Hand book of organic farming. Agrobios, India. 627p.
2. Palaniappan, S.P and Annadurai, K.1999. Organic farming-Theory and Practice. Scientific publishers, Jodhpur,India. 257p.
3. Mukund Joshi and Prabhakarasetty, T.K. 2006. Sustainability through organic farming. Kalyani publishers, New Delhi. 349p.
4. Balasubramanian, R., Balakishnan, K and Siva Subramanian, K. 2013. Principles and practices of organic farming. Satish Serial Publishing House. 453p
5. Tarafdar, J.C., Tripathi, K.P and Mahesh Kumar, 2009. Organic agriculture. Scientific Publishers, India. 369p.

Dean
Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

6. Tiwari, V.N., Gupta, D.K., Maloo, S.R and Somani, L.L. 2010. Natural, organic, biological, ecological and biodynamic farming. Agrotech Publishing Academy, Udaipur. 420p.
7. DushyentGehlot. 2005. Organic farming- standards, accreditation, certification and inspection. Agrobios, India. 357p.

Practical

External Marks: 20
Internal Marks: 10
Time Allowed: 2 hrs

Course Outcomes:

CO-1 To provide a skill set of Organic farming to students to help them become self-reliant.

CO-2 Students will learn about cropping methods and crop rotation, which can improve soil health and break disease and pest cycles.

CO-3 Students will get knowledge about various weed management practices.

CO-4 Students will learn about different aspects of crop harvesting.

List of Practicals:

1. Study of organically grown field crops through nutrient, diseases and pest management; vermi-composting; macro quality analysis, grading, packaging and post-harvest management; quality of various composts made from different raw materials; green manure.
2. Study of various types of greenhouse/poly house and their suitability for different crops.
3. Equipment used in the greenhouses, growing media used in raising of greenhouse crops and their preparation and pasteurization/sterilization; light, humidity and temperature management in greenhouse; calculation of nutrient requirement for different crops;
4. Post-harvest handling of greenhouse crops.
5. Study of profitable utilization of agricultural wastes.
6. Visit to commercial greenhouses and flower markets.
7. Visits to organic farm to study various components and utilization; study of degraded lands.
8. Visit to urban waste recycling unit.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Khanpur Kalan (Sonepat)

Plant Taxonomy
B-BOT-501

Total Credits: 4
L – T – P
3 0 2

External Marks: 50
Internal Marks: 20
Time allowed: 3hrs

Course Outcomes:

CO-1 By knowing diversity and systematic of seed plants students will be able to give specific examples of the physiological adaptations, development, reproduction and behavior of Angiosperms.

CO-2 Students will be able to know about species diversity of Angiosperms.

CO-3 Students will study about the botanical nomenclature and criteria of classification.

CO-4 Students will learn the use of cytology, phytochemistry and taximetrics in studying angiospermic taxonomy.

UNIT-I

Taxonomy and Systematic: Aims & fundamental components of taxonomy (identification, classification, nomenclature, description and phylogeny), taxonomic literature. Role of chemotaxonomy, cytotaxonomy and taximetrics in relation to taxonomy.

UNIT- II

Botanical Nomenclature: Principles and rules, Principle of priority, Type concept, Taxonomic ranks. Keys for plant identification- Herbarium, Botanical gardens, Dichotomous keys.

UNIT- III

Classification of Angiosperms: Salient features of the system proposed by Bentham & Hooker and Engler & Prantle. Origin of angiosperms and relationship of major groups.

Diversity of flowering plants as illustrated by members of the families. Ranunculaceae, Brassicaceae, Malvaceae.

UNIT- IV

Euphorbiaceae, Rutaceae, Fabaceae, Apiaceae, Asclepediaceae, Lamiaceae, Solanaceae, Asteraceae, Liliaceae and Poaceae.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Readings:-

1. Sivarajan, V.V. (1985). Introduction to Principles of Plant Taxonomy .Oxford & IBH Publ. Co., New Delhi.
2. Mathur, R.C. and Chauhan, S.V.S. (1989). Systematic Botany, Agra Book Store, Agra.
3. Davis, P.H. and Heywood, V.H., 1963. Principles of Angiosperm Taxonomy, Oliver and Boyd, London.
4. Heywood, V.H. and Moore, D.M. (eds.), 1984. Current Concepts in Plant Taxonomy, Academic Press, London.
5. Jeffrey, C., 1982. An introduction to Plant Taxonomy, Cambridge University Press London.
6. Jones, S.B., Jr. and Luchsinger A.F., 1986. Plant Systematics (2nd Edition), McGrawHill Book co., New York.
7. Maheshwari, J.K., 1963. Flora of Delhi, CSIR, New Delhi.
8. Radford, A.E., 1986. Fundamentals of Plant Systematics, Harper and Row, New York.
9. Stace, C.A., 1989. Plant Taxonomy and Biosystematics (2nd Edition), Edward Arnold, London.

Dean
Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

10. Willis, K.J. and Mc Elwaine, J.C. (2002). The evolution of plant, Oxford University Press.
11. Singh , G. (2004). Plant systematics- Theory and Practice (2nd ed.) Oxford of IBH Publishing Co. Pvt. Ltd New Delhi.
12. Gurcharan Singh. Plant Taxonomy.

Practical

External Marks: 20

Internal Marks: 10

Time Allowed: 2 hrs

Course Outcomes:

CO-1 Students will learn about the Identification of Plants.

CO-2 Students will learn about the herbarium preparation.

List of Practicals:

1. Describe and compare the given flowers a & b ,in semi technical language giving V.S. of flower, T.S. of ovary & floral diagrams with floral formulae. Identify & assign them to their respective families giving reasons
2. Morphological note on the specimens from Angiosperms
3. Identification of slides from Angiosperms giving reasons.
4. Collection of wild Angiospermic plants and preparation of Herbarium and their identification.
5. Practical File and Viva-voice.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Gardening and Floriculture
B-BOT-502

Total Credits: 4
L – T – P
3 0 2

External Marks: 50
Internal Marks: 20
Time Allowed: 3 hrs

Course Outcomes:

CO-1 Students will be able to describe and differentiate between the types of gardens.
CO-2 Students will learn different methods for propagation of plants.
CO-3 Students will be able to understand general requirements of floriculture.
CO-4 Students will learn about important diseases and insects- pests of floricultural crops.

UNIT-I

Garden and its components, adornments, description and design of garden structures; styles of garden – Formal & Informal; Types of gardens – Persian gardens, Mughal gardens, English gardens, French gardens, Spanish gardens, Japanese gardens. Lawn establishment and maintenance. Popular gardens in India.

UNIT-II

Seed bed preparation and method of plant propagation. Handling and maintenance of garden equipments.

Special types of gardens (indoor and outdoor) and key features of gardens – Temple garden, Healing/Therapeutic garden, water garden, Vertical gardens, Roof gardens, Terrace garden, Rock garden (methods of designing rockery, layout of rockery), Clock garden, moonlight garden, garden for blind persons, bog garden, sunken garden, miniature garden, Table garden, dish/bowl or bottle garden, terrariums, window garden, indoor gardens, Parks and public gardens, etc.

UNIT-III

Classification of flowers, their nursery production, study of different type of herbs and shrubs for hedge purpose. Commercial Flower production– Commercial varieties, water and nutrient management, fertilization, weed management, crop specific practices, ratooning, training and pruning, pinching, deshooting, bending, desuckering, disbudding. Use of growth regulators, physiological disorders and remedies. Flower regulation: Flower forcing and year round/ offseason flower production through physiological interventions, chemical regulation, environmental manipulation.

UNIT-IV

Important diseases and insect pests of floricultural crops of economic importance- Rose, Gladiolus, Gerbera, Carnation, Orchids, Tuberose, Chrysanthemum, Anthurium, China Aster, Crossandra, Jasmine, Marigold. Flower arrangement, Culture and art of making bonsai.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recomended Readings:

1. Arora, J.S. 1998, Kalyani Publishers, Ludhiana- Introductory Ornamental Horticulture –.
2. Littlepage, R., Littlepage, R. (2017). Fundamentals of Garden Design: An Introduction to Landscape Design. (n.p.): CreateSpace Independent Publishing Platform.
3. Bose, T.K. and L.P. Yadav (Eds) 1988. Naya Prokash Calcutta- Commercial Flowers
4. Swarup,V. 1997. Mac Millan, Indian Ltd. Delhi- Ornamental Horticulture
5. Yadav,I.S. and M.L.Choudhary, 1997. The House of Sarpan, Bangalore- Progressive Floriculture
6. Udyan Vigyan – Dr.Shyam Sundar Shrivastava, Central Book House, Raipur. (in Hindi)
7. Floriculture in India – G.S.Randhawa

Dean
Faculty of Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

1639

8. Floriculture and Landscaping: T.K.Bose , R.G. Maiti, R.S. Dhua & P. Das. Naya Prakash, Calcutta.
9. Shyam Sundar Shrivastava, Central Book House, Sadar Bazar, Raipur- "Udyan Vigyan" (in Hindi).
10. Hartman H.T. & D.E. Kester, Prentice Hall of India, New Delhi- Plant propagation: principles & Practices.

Practical

External Marks: 20

Internal Marks: 10

Time Allowed: 2 hrs

Course outcomes:

CO-1 Students will be able to execute several nursery and gardening operations.

CO-2 Students will be able to assess growth conditions of different horticultural plants.

List of Practicals

1. Preparation of nursery and seed bed of different flowers and plants and after care.
2. Practice in manuring, sowing, transplanting various flowers and plants.
3. Familiarization of horticultural tools and their uses. Handling and maintenance of gardening equipments.
4. Study and practice of different propagation methods viz., cutting, layering, division, grafting and budding.
5. Demonstration of different composting methods for Bio-fertilizers.
6. Preparation of compost mixture and manuring practice in nursery and pots.
7. Practice in trimming, pruning and thinning.
8. Identification of pests and diseases of flower plants and fruit trees.
9. Practice of flower arrangements.
10. Visit to nurseries.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental result.

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Khanpur Kalan (Sonepat)

Plant Physiology
B-BOT-601

Total Credits: 4
L – T – P
3 0 2

External Marks: 50
Internal Marks: 20
Time allowed: 3 hrs

Course Outcomes:

CO-1 It imparts an insight in to the various plant processes.
CO-2 Students study about various metabolic processes like water absorption, mineral nutrition, stomatal functioning, transpiration, plant movements and flowering etc.
CO-3 Students study about photosynthesis, growth and development etc.
CO-4 It gives proper knowledge about agriculture and horticulture practices.

UNIT-I

Plant Water Relations: Importance of water to plant life, physical properties of water, diffusion, osmosis, imbibitions and plasmolysis. Absorption and transport of water; Transpiration: Introduction, types, Physiology of stomata, factors affecting transpiration, importance of transpiration.

UNIT-II

Mineral nutrition: Essential macro and microelements and their role; mineral uptake, deficiency and toxicity symptoms.
Transport of organic substances: Mechanism of phloem transport, source-sink relation, factors affecting translocation.

UNIT-III

Photosynthesis: Significance, Historical aspects, photosynthetic pigments, absorption and action spectra, enhancement effect, Concept of two photosystems , Z- Scheme, Photophosphrylation, Calvin cycle, C-4 pathway, CAM plants, Photorespiration.
Plant movements, Concept of photoperiodism, physiology of flowering, florigen concept.

UNIT-IV

Seed: Seed dormancy, Seed germination, Factors regulating seed germination. Fruit ripening. Physiology of senescence.
Respiration: ATP as biological energy currency, aerobic and anaerobic respiration, Kreb's cycle, electron transport mechanism (chemi-osmotic theory), redox potential, oxidative phosphorylation, pentose phosphate pathway.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Readings:

1. Hopkins, W.G. (1999), Introduction to Plant Physiology. John Wiley and Sons, New York.
2. Krishanamoorthy, H.N. (1993) Physiology of Plant Growth and Development, Atma Ram & Sons: Delhi .
3. Kumar, H.D. and Singh, H.N. (1993) . Plant Metabolism (22nd edition), Affiliated East-West Press Pvt. Ltd., New Delhi.
4. Noggle, G.Ray and Fritz, George, J. (1976) Introductory Plant Physiology. Prentice Hall of India Pvt. Ltd., New Delhi.
5. Salisbury, Frank, B. and Ross, Clean, (1974). Plant Physiology Prentice Hall of India Pvt, Ltd., New Delhi.
6. Wilking, M.B. (editer) (1969). Physiology of Plant Growth and Development, Tata McGraw Hill, India.
7. Galston, A.W. 1989. Life Processes in Plants , Scientific American Library, Springer Verlag, New York.

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Practical

External Marks: 20
Internal Marks: 10
Time Allowed: 2 hrs

Course Outcomes:

CO-1 Students will learn the plant processes by performing various physiological experiments.

CO-2 Students will learn about the various types of movements in plants.

List of Practicals:

1. Study of plasmolysis and deplasmolysis. Study of osmotic pressure of cell sap and DPD by plasmolytic method.
2. Demonstration of imbibition by plaster of Paris method, study of osmotic phenomenon by potato osmoscope.
3. To measure stomatal frequency and stomatal index by using epidermal peels of leaf.
4. Comparison of stomatal and cuticular transpiration by four leaf /cobalt chloride method.
5. Demonstration of transpiration by Ganongs potometer/ farmers potometer.
6. Separation of plant pigments by paper chromatography/thin layer chromatography.
7. Effect of kind of light intensity and conc. of CO2 on oxygen evolution during photosynthesis using Wilmot's bubbler.
8. Demonstration of aerobic and anaerobic respiration.
9. Evolution of heat during respiration.
10. Demonstration of phenomena of fermentation.
11. Experiment on plant movements and growth.
12. Practical File and Viva-voice.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2 or 3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Economic Botany
B-BOT-602

Total Credits: 4
L – T – P
3 0 2

External Marks: 50
Internal Marks: 20
Time Allowed: 3 hrs

Course Outcomes:

CO-1 Knowledge about economic botany increases understanding that how domestication may have changed a plant species over time.
CO-2 Students will understand about human plant interactions.
CO-3 Students will understand the use of spices and condiments, beverages and medicinal plants.
CO-4 Students will understand about the sustainable use of plants, and also for that will understand about the conservation of plants.

UNIT- I

Food Plants: Rice, Wheat, Maize, Potato, Sugarcane, their origin and distribution, growing regions, Botanical description, uses , Evolution, improved varieties.
Fibers: Cotton & Jute, Origin and Distribution, Botanical description, Cultivation, uses, processing, improved varieties.

UNIT-II

Vegetable oils (Groundnut, mustard and coconut): Origin and distribution, cultivation, Botanical description, uses & pests, improved varieties.
Timber Yielding Plants (Teak, Sal, Shisham, Chir, Bamboo): Distribution, Botanical description, Cultivation, uses, seasoning of wood, Characteristics of wood.

UNIT-III

Spices: General Account of Ginger, Turmeric, Coriander, Clove.
Drugs and Medicinal Plants: General Account of Sarpagandha, Neem, Belladonna, Cannabis and Opium.

UNIT-IV

Beverages: Tea & Coffee, Origin and Distribution, Cultivation, Botanical description, Uses, Preparation techniques.
Rubber: Origin and distribution, Cultivation, Botanical description, Uses, Processing of rubber.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recomended Readings:

1. Kochhar, S.L.1998. Economic Botany in Tropics, 2nd Edition . Macmillan India Ltd New Delhi.
2. Sambamurthy, A.V.S.S. and Subramnyan, N.S. 1989. A Textbook Economic Botany. Wiley Eastern Ltd., New Delhi.
3. Sharma , O.P. 1996. Hill's Economic Botany . Tata McGraw Hill Co. Ltd., New Delhi.
4. Simpson, B.B. and Conner-Oghorzaly, M. 1986. Economic Botany-Plants in Our World. McGraw Hill , New York.
5. Trivedi, P.C. 2006. Medicinal Plants: Ethnobotanical Approach. Agrobios India.
6. Singh, V.P. 2006. An Introduction to Modern Economic Botany. Agrobios India.

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Practical

External Marks: 20
Internal Marks: 10
Time Allowed: 2 hrs

Course Outcomes:

CO-1 Students will have the knowledge of various economically important plants like cereals, fibers, oil yielding as well as spices.

CO-2 Students will have the knowledge of various economically important plants like medicinal, timber and rubber yielding etc.

List of Practicals:

1. Identification and classification of the various food articles, fibers, oils, timber articles, spices, medicinal plants, rubber plant with reference to their morphology, economic importance and plant part used.
2. Identification and classification of the various fibers with reference to their morphology, economic importance and plant part used.
3. Identification and classification of the various oil yielding plants with reference to their morphology, economic importance and plant part used.
4. Identification and classification of the various timber plants with reference to their morphology, economic importance and plant part used.
5. Identification and classification of the various spices with reference to their morphology, economic importance and plant part used.
6. Identification and classification of the various medicinal plants with reference to their morphology, economic importance and plant part used.
7. Identification and classification of the rubber yielding plant with reference to their morphology, economic importance and plant part used.
8. Collection | Project report.
9. Viva- Voice and practical file.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Mushroom Cultivation
B-BOT-603

Total Credits: 4
L – T – P
3 0 2

External Marks: 50
Internal Marks: 20
Time Allowed: 3 hrs

Course Outcomes:

CO-1 Students will learn about the types of mushrooms, including edible and poisonous and their morphology.

CO-2 Students will learn how to cultivate different types of mushrooms, including preparation of spawn, compost and casing material.

CO-3 Students will learn about the diseases and pests that affect mushrooms and how to manage them.

CO-4 Students will learn how to prepare value-added products from mushrooms.

UNIT- I

Introduction to Mushroom, History and Scope of Mushroom Cultivation; Taxonomical rank of Mushroom; Vegetative characters of edible and poisonous mushrooms.
Common edible Mushrooms: Button Mushroom (*Agaricus bisporous*), Oyster mushroom (*Pleurotus sajorcaju*), paddy straw mushroom (*Volvariella volvacea*), Milky Mushroom (*Calocybe indica*); Other economically important and medicinal mushroom- Shiitake Mushroom (*Lentinula edodes*), Kabul Dhingri (King Oyster) Mushroom.

UNIT- II

Structure and construction of mushroom house; Sterilization and sanitation of mushroom house; Spawn production, culture media preparation, Preparation of mother spawn, production of planting spawn, storage/transportation of spawn, Criteria for selection of good quality spawn. Cultivation of Button mushroom, *Volvariella volvacea* (paddy straw mushroom) and *Pluerotus sajorcaju* (oyster mushroom).

UNIT- III

Disease and Pest Management in cultivated mushrooms: Major diseases of cultivated mushroom- Dry Bubble and wet bubble; Major insect pests, Mushroom flies / nematodes / mites.

UNIT- IV

Preservation of mushrooms- freezing, dry freezing, drying, canning, quality assurance and entrepreneurship. Value added products of mushrooms.

Nutritional and health benefits of mushrooms. Therapeutic aspects- anti-tumor effects.

Value added products / recipes, Quality assurance, Packaging. Marketing of mushroom: market demand; market channels; direct marketing and wholesale marketing.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain ten parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Readings:

1645

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1. Pandey, R.K. and Ghosh, S.K. (1996). A handbook of Mushroom Cultivation. Emkey Publication.

2. Pathak, V.N. and Yadav, N. (1998). Mushroom Production and Processing Technology. Agrobios, Jodhpur.

3. Nita, B. (2000). Handbook of Mushrooms. Vol 1, & 2. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.

4. Tewari, P. and Kapoor S.C. (1998). Mushroom Cultivation, Mittal Publication, New Delhi.

5. Marimuthu, T. et al. (1991). Oster Mushroom. Department of Plant Pathology. Tamil Nadu Agricultural University, Coimbatore.

6. Tripathi, D.P. (2005) Mushroom Cultivation, Oxford & IBH Publishing Co. PVT.LTD, New Delhi.

7. V.N. Pathak, Nagendra Yadav and Maneesha Gaur, Mushroom Production and Processing Technology/ Vedams Ebooks Pvt Ltd., New Delhi (2000).

Practical

External Marks: 20

Internal Marks: 10

Time Allowed: 2 hrs

Course Outcomes:

CO-1 Students will learn how to harvest mushrooms and the post-harvesting processes.

CO-2 Students will become self-reliant and employable.

CO-3 Students will be able to develop a business plan for mushroom cultivation.

List of Practicals:

1. Sterilization of glassware, equipment and culture media used in mushroom cultivation.
2. Preparation of culture media: Potato Dextrose medium, Richards medium.
3. Mushroom bed preparation - paddy straw, sugarcane trash, maize straw, banana leaves.
4. Demonstration of Button and Oyster cultivation.
5. Identification of edible and poisonous wild Mushrooms.
6. Mushroom cultivation and harvesting techniques
7. Disease identification in Mushroom.
8. Hands on training in Mushroom cultivation farm.
9. Field trip to commercial mushroom farms and scientific institutions.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2/3 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to the Experiments. The evaluation will be done on the basis of practical record, viva-voice, write up and experimental results.

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Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

Scheme and Syllabus of Bachelor of Home Science 2nd year and 3rd year
(Interdisciplinary scheme)
With effect from the Academic Session 2024-25

Syllabus and Scheme of B. Sc. Home Sc. 2nd year and 3rd year

Scheme of Examination for 3rd Semester

Third Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-CN-301	DSC-A	Community Nutrition	3	2	0	4	20	10	50	20	100
2	B-LSD-302	DSC-B	Life Span Development-I	3	2	0	4	20	10	50	20	100
3	B-FRM-303	DSC-C	Family Resource Management	3	2	0	4	20	10	50	20	100
4	B-CE-304	MIC	Consumer Education	3	2	0	4	20	10	50	20	100
5	B-HSC-303	MDC	Introductory Home science-III	3	0	0	3	25	0	50	0	75
6		AEC					2					50
7		SEC					3					75
Total Credits							24	Total Marks				600

Scheme of Examination for 4th Semester

Forth Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-CD-401	DSC-A	Community Development	3	2	0	4	20	10	50	20	100
2	B-LSD-402	DSC-B	Life Span Development-II	3	2	0	4	20	10	50	20	100
3	B-TET-403	DSC-C	Traditional Embroideries and Textiles of India	3	2	0	4	20	10	50	20	100
4	B-FS-404	MIC(VOC)	Food Science	3	2	0	4	20	10	50	20	100
5		AEC					2					50
6		VAC					2					50
Total Credits							20	Total Marks				500

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Scheme of Examination for 5th Semester

Fifth Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-NN-501	DSC-A	Normal Nutrition	3	2	0	4	20	10	50	20	100
2	B-ECE-502	DSC-B	Early Childhood Education	3	2	0	4	20	10	50	20	100
3	B-PDP-503	DSC-C	Principles of Dyeing, Printing and Finishing	3	2	0	4	20	10	50	20	100
4	B-FM-504	MIC(VOC)	Food Microbiology	3	2	0	4	20	10	50	20	100
5		SEC	Internship during summer vacations				4					100
Total Credits							20	Total Marks				500

Scheme of Examination for 6th Semester

Sixth Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-THN-601	DSC-A	Therapeutic Nutrition	3	2	0	4	20	10	50	20	100
2	B-HHP-602	DSC-B	Hygiene & Human Physiology	3	2	0	4	20	10	50	20	100
3	B-HSM-603	DSC-C	Housing & Space Management	3	2	0	4	20	10	50	20	100
4	B-NBC-604	MIC	Nutritional Biochemistry	3	2	0	4	20	10	50	20	100
5	B-ETT-605	MIC(VOC)	Entrepreneurial Trends & Techniques	3	2	0	4	20	10	50	20	100
Total Credits							20	Total Marks				500

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Community Nutrition
B-CN-301

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Be familiar with the common nutritional problems of the community.
CO2 Get exposed to the schemes programmes and policies of government of India to combat malnutrition
CO3 Understand about food habits and dietary pattern of India.
CO4 Be familiar with different food adulterants and nutrition assessment methods.

Unit-I

Definition, concept and scope of community nutrition. Food habits and factors affecting food habits: family size, composition, economic status, education, working status of parents, education and socio-cultural factors. Dietary pattern of India.

Unit-II

Nutritional problems of India their causes, signs/symptoms, prevention and management: Protein energy malnutrition, Fluorosis, Nutritional Anaemia, IDD, Vitamin A deficiency, Osteomalacia, Pellagra. Nutrition education: definition, methods, teaching aids used in nutrition education.

Unit-III

Food adulteration: definition, types, common adulterants and their ill effects on health, common household methods to detect adulterants, consumer protection from adulterated food. Assessment of nutritional status-clinical signs and symptoms, nutritional anthropometry, biochemical tests, biophysical tests, diet survey methods.

Unit-IV

National programmes and role of national and international agencies in improving nutritional status of the community- Integrated Child Development Service (ICDS), Supplementary Nutrition Program (SNP), Applied Nutrition Program (ANP), Mid-Day Meal Program (MDMP), Vitamin A Prophylaxis Program, Anaemia Prophylaxis Programme. Food and Agricultural Organization (FAO), World Health Organization (WHO), United Nations Children's Fund (UNICEF), UNDP, CARE and other Voluntary and Government Agencies.

Recommended Readings

1. Sehgal, S. and Raghuvanshi, R.S. (2007). Text Book of Community Nutrition. ICAR, New Delhi.
2. Srilakshmi, B. (2002). Nutrition Science. New Age International Limited Publishers, New Delhi.
3. Swaminathan, M.C. (2013). Advanced Text Book on Food and Nutrition (Vol. II) BAPPCO, Bangalore.
4. Khanna, K, Gupta, S, Passi, S. J, Seth, R, Mahna, R, & Puri, S. (1997). Textbook of Nutrition and dietetics.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

1649

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BPSMV Khanpur Kalan

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Assessment of nutritional status of an individual/community using anthropometry and dietary survey- preparation of schedule, survey work, analysis of data and writing of report. Visit to local health center to identify clinical signs and symptoms of nutritional problems. Identification of adulterants in common foods. Visit to an ICDS Block. Development of audio-visual aids-popular articles, chart/posters, leaflets etc. Planning, implementation and evaluation of nutrition education for a target group.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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Life Span Development-I
B-LSD-302

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Discuss factors that affect physical, cognitive and socio-emotional development during adulthood and old age.
CO2 Understand concept of marriage and family.
CO3 Understand various developmental tasks of adulthood.
CO4 Understand different types of challenges of adults and elders.

Unit-I

Stages of adult development and the process of aging: characteristics-physical, cognitive, social, sexual, vocational. Emotional needs in early adulthood (18-25 years). Hazards-physical, vocational.

Unit-II

Marriage-types and functions. Family-types, functions, challenges in interpersonal relationship, responsibilities. Hazards- social, sexual and emotional.

Unit-III

Development in adulthood (25-45 years) - developmental tasks. Physical changes-cardiovascular and respiratory system, motor performance, immune system. Cognitive development-changes in mental abilities, crystallized and fluid intelligence. Life transitions and adjustments during early adulthood: exploring sexual orientations, stable romantic relationships, alternative life choices. Marriage, family life, parenting and care giving, social mobility.

Unit-IV

Cultural, gender and social class variations in the experience of adulthood and aging. Interpersonal relationships and responsibility challenges in different spheres of life balancing work and family. Socio-cultural responsibilities, health challenges, emotional stress, financial security. Hazards of adulthood.

Recommended Readings

1. Berk, E.L. (2013). Exploring Life Span Development (3rd Ed.). McGraw Hill, New York.
2. Grinder, R.E. (1993). Adolescence. John Wiley and Sons, New York.
3. Hurlock, E. B. (2001). Child Development. Tata McGraw-Hill Education, India.
4. Papalia, D.E. and Olds, S.W. (2008). Human Development (11th Ed.). McGraw Hill, New York.
5. Santrock, J. (2012). Life Span Development (14th Ed.). McGraw Hill, New York.
6. Schaimberg, L.B. (1988). Child and Adolescent Development. McGraw Hill, New York.

❖ Instructions for External Theory Paper Setter/Examiner

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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BPSMV Khanpur Kalan

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Preparation of an album on developmental transitions, individual and family life transitions during adult life. Visit to leisure facilities for adults like laughing clubs, recreational clubs. Visiting your parents' workplace to understand their roles and responsibilities. Documenting your mother's life aspirations and experiences before and after marriage. Interviewing adult couples about their relationship, life challenges and satisfactions.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

1659

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Family Resource Management
B-FRM-303

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Acquaint the skill of time, energy, and money management.
CO2 Understand the concept of human and non-human resources.
CO3 Gain knowledge regarding budget, investment, and savings.
CO4 Understand the principles and techniques of work simplification.

Unit-I

Family Resource Management: Definition, importance and scope. Family: types of family, stages of family life cycle. Resources: Definition, importance, classification, characteristics and factors affecting use of resources.

Unit-II

Time Management: Tools in time management, process of time management and its importance. Energy Management: Definition, aims, types and process of energy management. Fatigue: Types and reasons of fatigue, various ways to overcome fatigue.

Unit-III

Work Simplification: Definition, importance, principles, and techniques. Family income: Definition and types of family income (money income, real income and psychic income) meaning & sources; factors affecting personal family income. Savings: Meaning, objectives and types.

Unit-IV

Family Budget: Definition, types, factors affecting budget, advantages and limitations. Investment: Meaning, objectives, need & types of investment. Insurance: Meaning and various types of insurance.

Recommended Readings

1. Bhargava, B. (2005). Family Resource Management and Interior Decoration. Apple Printer and V. R. Printers, Jaipur.
2. Mann, M.K. (2004). Home Management for Indian Families. Kalyani Publisher, Ludhiana.
3. Nickell, P. and Dorsey, J.M. (1970). Management of Family Living. Wiley Eastern, New Delhi.
4. Oberoi, K. (2006). Resource Management for Better Homes. R.K. Offset, Delhi.
5. Premalatha M. (2011). Textbook of Home Science, Kalyani Publications, New Delhi
6. Santosh S, Tikoo. (2021), Family Resource Management, Modern Publication New Delhi.

❖ Instructions for External Theory Paper Setter/Examiner

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

1653

Chairperson
Department of Food & Nutrition
BPSMV Khanpur Kalan

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

To analyze family: type, composition, stages of family life cycle. Time plans for working day and holiday, implementation, and evaluation/feedback. Making family, personal budget. Method of taking insurance policies.

- **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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Consumer Education
B-CE-304

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Develop awareness about consumerism.
CO2 Gain knowledge of the Consumer Protection Act.
CO3 Acquaint themselves with standardized marks and consumer protection agencies.
CO4 Recognize problems in purchasing and understand the means of redressal.

Unit-I

Consumer education: Definition, meaning and importance of consumer. Problems of consumers: Adulteration in food, medicines, and clothes. Steps for prevention of problems of adulteration.

Unit-II

Weight and measures: Problems and prevention of defective weight and measures. Labelling: Definition, problems, and prevention of inadequate labelling. Imitations: Problems and steps for prevention of sale of imitations.

Unit-III

Consumer choice: Factors affecting and decision taken for proper consumer choice. Consumer selection: Food selection, cloth selection, equipment's selection, and selection of services. Consumer rights and responsibilities.

Unit-IV

Consumer protection act and Government legislation and order, NGOs for consumer protection and welfare. Consumer guidance society of India (CGSI), Consumer unity of trust society.

Recommended Readings

1. Seetharaman P. and Sethi M. (2002). Consumerism Strategies and Tactics. CBS Publishers and Distributors, New Delhi.
2. Shukul, M. and Gandotra, N. (2006). Home Management and Family Finance. Dominant Publishers and Distributors, New Delhi.
3. Tiwari, O.P. (2000). Consumer Protection Act. Allahabad Law Agency.
4. Bela Bhargava (2005). Family Resource Management and Interior decoration. Apple Printer and V.R. Printers, Jaipur.
5. Varghese, M.N., Ogale, N.N. and Srinivasaan, K. (1992). Home Management. Wiley Eastern, New Delhi.
6. Premalatha Mullick (2011). Textbook of Home Science, Kalyani Publishers, New Delhi.
7. Sushma Gupta, Neeru Garg and Amita Aggarwal (1993). Home Management, Hygiene and Physiology. Kalyani Publishers, Ludhiana.
8. Mann, M.K. (2004). Home Management for Indian Families. Kalyani Publisher, Ludhiana.
9. Singh, S. (2007). Ergonomics Integration for Health and Productivity. Himanshu Publications, Udaipur and New Delhi.
10. Sharma, Karuna and Verma, Sandhya. (2008). "Family Finance & Consumer Education", Shiva Publication, Indore.
11. Aggarwal, S.C. (2004). "Principles of Marketing", Dhanpat Rai Publishing Company, New Delhi.

1655

Chairperson
Department of Food & Nutrition
BPSMV Khanpur Kalan

12. Sarkar, A., "Problem of Consumers in Modern India", Discovery Publication House.
13. Santosh Tikoo. (2021). Family Resource Management, Modern Publications, New Delhi.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Creating a flowchart of the steps involved in filing a case in a consumer forum. Understanding the standard quality control measures with illustrations, including ISI, BIS, FPO, AGMARK, Eco Mark, Wool Mark, Silk Mark, Cotton Mark, and Handloom Mark. Prepare an article on labelling and packaging.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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Introductory Home Science -III
B-HSC-303

Total Credits: 3
L-T-P
3-0-0

Internal marks: 25
External marks: 50
Time allowed: 2 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Develop skills in cooking.
CO2 Become aware of consumer education and Consumer Protection Act.
CO3 Gain knowledge regarding child development.

Unit-I

Cooking: Principles, aims, methods, advantages and disadvantages of cooking. Enhancing nutritive value of food: Germination, fermentation, and combination of different kind of food, supplementation, fortification. Problems and prevention of adulteration, adulteration in food stuffs, medicines, and clothes.

Unit-II

Budget: Definition, types, factors affecting budget, advantages and limitations. Fatigue: Types of fatigue, various methods to overcome fatigue. Consumer education: Definition and importance. Consumer protection: Consumer Protection Act, steps taken by the Government, voluntary organisations and responsibilities of consumer.

Unit-III

Adolescence: Definition, problems and characteristics of adolescent age. Traditional embroidered of India: kashida, phulkari, chikankari and kantha. Principles and approaches of extension education. Extension Education and its relationship with other social sciences.

Recommended Readings

1. Bhargava, B. (2005). Family Resource Management and Interior Decoration. Apple Printer and V. R. Printers, Jaipur.
2. Dahama, O.P. and Bhatnagar, O.P. (2003), Education and Communication for Development. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
3. Kalia, M. and Sood, S. (2010), Food Preservation and Processing. Revised Edition, Kalyani Publishers, New Delhi.
4. Srilakshmi, B. (2011), Food Science. 5th Edition. New Age International Publishers, New Delhi.
5. Schaimberg, L.B. (1988), Child and Adolescent Development. McGraw Hill, New York.
6. Tikoo,S.S,(2017), Physiology, Clothing & Textiles. Modern Publications. New Delhi.
7. Tikoo,S.S,(2021), Family Resource Management, Modern Publication

❖ Instructions for External Theory Paper Setter/Examiner

The examiner will set 7 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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BPSMV Khanpur Kalan

Community Development
B-CD-401

Total Credits: 4

L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Understand the concept of community development in India.

CO2 Impart knowledge about organizational set up and working of community development program.

CO3 Understand the impact of community development on rural life.

CO4 Gain knowledge about community welfare programs of the government.

Unit-I

Community Development: Concept, need, meaning, objectives, characteristics, elements, philosophy, importance, and scope. Principles and functions of community development in India.

Unit-II

Organizational set up and working of community development program at Central, State, District and Village level. Importance of community development program in rural reconstruction. Role of home scientist in community development.

Unit-III

Community problems. Role of community development worker. Impact of community development on rural life of India. Similarities and dissimilarities between community development and extension education.

Unit-IV

Community development for national integration. Developmental programes for the welfare of women and children in India.

Recommended Readings

1. Dahama, O.P. and Bhatnagar, O.P. (2003). Education and Communication for Development. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
2. Pattni M. Thakur. U.S. (2002). Extension Education and community development, Shiva publication, Indore.
3. Ray, G.L. (2003). Extension Communication and Management. Kalyani Publishers. Fifth Revised and Enlarged Edition, New Delhi.
4. Sandhya RM. (2017). Home Science extension Education and Rural Development. Anchor Academic Publishing.
5. Vikram G. (2011). Principles of Agricultural extension. Discovery Publishing. Badot U.P.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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BPSMV Khanpur Kalan

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Planning an activity to create awareness among women and children of community surveyed according to their needs and interests - Lecture cum group discussion. Field Visits – ICDS /Anganwadi center to collect information. Community development – Need based group project work. Analysis of developmental programs for the welfare of women and children in India.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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Life Span Development-II
B-LSD -402

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Discuss factors that affect physical, cognitive and socio-emotional development during adulthood and old age.
CO2 Identify groups of adults and elderly across contexts.
CO3 Evaluate policy recommendations for adults and elderly across contexts.
CO4 Execute developmental programs of intervention for varied groups of adults and elders.

Unit-I

Adulthood (45-65 years): Definition, characteristics, developmental tasks, physical and cognitive changes, changes in interests-social, emotional and vocational development.

Unit-II

Relationships at midlife: Marriage and divorce, changing parent-child relationships, grandparenthood, siblings, friendships, relationship across generations: middle aged children and their aging parents. Preparation for old age from work to retirement, emotional, financial, social, and familial transitions. The phenomenon of aging: Biological, psychological, sociological, and functional age, optimal aging, normal aging. Gerontology: definition, concept, history, importance, and scope.

Unit-III

Psychosocial development in old age, Erikson's theory–ego integrity vs. despair, Wisdom theories. Changing relationships in old age: Marriage and divorce, widowhood, never-married, childless, older adults, siblings, friendships, physical and mental changes. Vocational adjustments: Adjustment to retirement, different living arrangements, familial roles and relationships.

Unit-IV

Dealing with stressful life events, divorce, terminal illness, death, and bereavement. Overview of Alzheimer, Dementia, Parkinson's disease. Common abuses among elderly-physical, emotional, psychological, verbal and financial, reporting abuse. Adult protective services. Policy provisions for the elderly: Global and national.

Recommended Readings

1. Berk, E.L. (2013). Exploring Life Span Development (3rd Ed.). McGraw Hill, New York.
2. Grinder, R.E. (1993). Adolescence. John Wiley and Sons, New York.
3. Hurlock, E. B. (2001). Child Development. Tata McGraw-Hill Education, India.
4. Papalia, D.E. and Olds, S.W. (2008). Human Development (11th Ed.). McGraw Hill, New York.
5. Santrock, J. (2012). Life Span Development (14th Ed.). McGraw Hill, New York.
6. Schaimberg, L.B. (1988). Child and Adolescent Development. McGraw Hill, New York.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Chairperson
Department of Food & Nutrition
BPSMV Khanpur Kalan

1660

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Preparation of an album on developmental transitions, individual and family life transitions during adult life. Visit to old age home or specialized living arrangements for elderly. Visit to leisure facilities for elderly like laughing clubs, recreational clubs Visiting your parents' workplace to understand their roles and responsibilities. Documenting your mother's and grandmother's life aspirations and experiences before and aftermarriage. Preparing a list of specialized services for the elderly in the city and / or preparing an elderlysupport kit (support with amenities, important phone numbers, medicines, reminders etc.) Planning a hands-on workshop session for teaching internet and smart phone use to elderly Interviewing elderly couples about their relationship, life challenges and satisfactions

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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BPSMV Khanpur Kalan

Traditional Embroideries and Textiles of India
B-TET-403

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Get acquainted with traditional embroideries of different states of India.
CO2 Gain knowledge about traditional textiles of India.
CO3 Understand the manufacturing process of woven textile.
CO4 Know the advantages and importance of sustainable fibres and care labels used for clothing and textiles.

Unit-I

Traditional embroideries of India: Different embroideries associated with various states of India. Origin, types, fabric used, motifs, color combinations, stitches and thread used in Phulkari, Kantha, Chikankari, Chamba, Kashida, Kasuti, Zardozi, Kutch and Kathiawar embroidery.

Unit-II

Resist dyed and printed textiles of India: Different textiles associated with various states of India. Origin, manufacturing process, colour combinations and motifs used in Bandhani of Gujarat, Bandhej & lehariya of Rajasthan. Ikat: Patola of Gujarat, Bandhas of Odisha, Ikat textiles of Andhra Pradesh (Telia Rumal, Pochampalli Ikats). Dabu, Ajrakh from Gujarat, Bagru and Sanganer prints from Rajasthan, Kalamkari from Andhra Pradesh, Madhubani from Bihar.

Unit-III

Hand-woven textiles of India: Origin, manufacturing process, colour combinations and motifs used in Sarees (Banaras Brocades, Baluchari, Jamdani, Paithani, Kanjeevaram, Chanderi and Maheshwari).

Unit-IV

Shawls: Kashmir, Himachal Pradesh, Sikkim and Manipur. Floor coverings: Carpets, Durries & Rugs of Kashmir and Uttar Pradesh.

Recommended Readings

1. Bhatnagar, P. (2005). Decorative Design History in Indian Textiles and Costumes. Abhishek Publication, Chandigarh.
2. Chattopadhyay, K. (1977). Indian Embroidery. Wiley Eastern Limited, New Delhi.
3. Chattopadhaya, K. (1974). Carpet and Floor Covering of india. Vikas Publishing House Pvt. Ltd.
4. Gillow, J. and Barnard, M. (1991). Traditional Indian Textiles. Thames and Hudson Ltd., London.
5. Naik, S. D. (1996). Traditional Embroideries of India. APH Publishing Co. New Delhi.
6. Pandit, S. (1979). Indian Embroideries and its Variegated Charms. Vikas Publishing House Pvt. Ltd., Baroda, Gujrat.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Sample preparation of Phulkari, Kantha, Chikankari, Chamba, Kashida, Kasuti embroideries. Portfolio of different traditional textiles along with their motifs. Preparation of one article of any one traditional embroidery.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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Department of Food & Nutri
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Food Science
B-FS-404

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Acquire knowledge of various concepts of food science.
CO2 Impart knowledge about improving nutritional quality of various foods.
CO3 Develop understanding of various nutrients and their requirements for healthy living.
CO4 Understand processing of various food groups.

Unit-I

Cereals and millets: Structure, processing, storage, use in various preparations, breakfast cereals. Pulses and legumes: Nutritional aspects, variety, storage, use in various preparations. Milk and milk products: Composition, classification, pasteurisation, storage, use in various preparations, nutritional aspects, shelf life.

Unit-II

Eggs: Structure, composition, grading, selection, spoilage, nutritional aspects, role in cookery. Meat, fish, poultry: Types, selection, storage, spoilage, nutritional aspects, use in various food preparations. Vegetables and fruits: Nutritional aspects, selection, storage, use in various preparations.

Unit-III

Sugar and sugar products: Types of natural sweeteners, manufacture, storage and use as preservatives, stages in sugar cookery. Fats and oils: Types and sources (animal &vegetable), processing, storage, spoilage, nutritional aspects, use in various preparations. Spices, condiments and herbs: classification and uses. Beverages: Tea, coffee, chocolate: processing and use in various preparations. Aerated beverages: Types, processing and use.

Unit-IV

Food additives (antioxidants, preservatives, food colours, food flavours, emulsifiers and stabilizers, anti-caking agents, sequestrants, acid, bases and buffers, anti-foaming agents, enzymes, and leavening agents). Sensory evaluation of food products and selection of sensory panel.

Recommended Readings

1. Srilakshmi, B. (2017) Food Science (2nd edition). New Age International Pvt. Ltd. Publishers: New Delhi.
2. Maney S (2008). Foods, Facts and Principles, 3 rd Edition Published by Wiley Eastern, New Delhi. 3. Usha Chandrasekhar (2002) Food Science and Application in Indian Cookery, Phoenix Publishing House P. Ltd., New Delhi.
3. Mahtab, S. Bamji, Kamala Krishnasamy, Brahmam G.N.V (2012) Text Book of Human Nutrition, Third Edition, Oxford and IBH Publishing Co. P. Ltd., New Delhi.
4. Sunetra Roday (2017). Food Science and Nutrition, Oxford University Press, New Delhi.
5. Kalia, M. and Sood, S. (2010). Food Preservation and Processing. Revised Edition, Kalyani Publishers, New Delhi.

Chairperson
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BPSMV Khanpur Kalan

1664

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Laboratory conduct and responsibilities. Knowledge of different food stuffs in English, Hindi and local language. Terms used in cookery, weights and measures. Identification and use of different kitchen items and equipment. Identification and listing of various food groups. Market survey of processed and preserved foods; cereal cookery, pulse cookery, preparation of cereal and pulse combined recipes; nuts and oilseeds; milk cookery; fruits and vegetables cookery. Demonstration on canning and bottling of fruits and vegetables. Sugar cookery-preparation of fudge and fondant. Process of caramelization. Demonstration of 1-thread and 2-thread consistency syrups. Visit to food industries.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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Department of Food & Nu
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Normal Nutrition
B-NN-501

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Understand nutritional requirements across various stages of life.
CO2 Understand dietary needs of Indians.
CO3 Develop the skills for meal planning at various life stages using recommended dietary intake and reference values.
CO4 Understand special dietary needs and nutritional needs.

Unit-I

Definition of health and nutrition and effect of nutrition on health. Determination of nutritional requirements. Reference man and woman. Recommended dietary allowance. Calorie consumption unit. Energy requirement: Factors affecting energy requirements, BMR, activity, age, diet induced thermogenesis (SDA).

Unit-II

Concept of nutritionally adequate diet. Meal planning, importance of meal planning and factors to be considered while planning meals. Use of food groups and food exchange list in planning meals.

Unit-III

Nutritional requirements during pregnancy and lactation, infancy: growth, development and nutritional requirement, importance of breast feeding, weaning and supplementary foods. Pre-school children: growth and development, food habits and nutritional requirements. School age children and adolescents: growth and development, food habits and nutritional requirements.

Unit-IV

Nutritional requirements, problems, and food selection during early, middle and late adulthood. Geriatric nutrition: Nutritional requirements, problems, food selection, physiological and psychological changes during old age.

Recommended Readings

1. Agarwal, A. and Udipi, S. (2014). Text Book of Human Nutrition. Jaypee Medical Publication, Delhi.
2. ICMR (2010). Dietary Guidelines for Indians. ICMR, NIN: Hyderabad.
3. Gopalan, C., Rama Shastri, B.V. and Balasubramanian, S.C. (2007). Nutritive Value of Indian Foods. NIN, ICMR, Hyderabad.
4. ICMR (2010). Nutrient Requirement and Recommended Dietary Allowance for Indians. A Report of Expert Group of the ICMR, NIN, Hyderabad.
5. Khanna, K., Gupta, S., Seth, R. and Puri, S. (2013). Text Book of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd., New Delhi.
6. Raghuvanshi, R.S. and Mittal, M. (2014). Food Nutrition and Diet Therapy. Westvills Publication, Delhi.
7. Srilakshmi, B. (2011). Dietetics (5th Ed.). New Age international Pvt. Ltd. Publishers, New Delhi.
8. Swaminathan, M.C. (2013). Advanced Text Book on Food and Nutrition (Vol. II) BAPPCO, Bangalore.

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BPSMV Khanpur Kalan

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Standardization of serving size portions. Planning and preparation of diets for different age groups: infancy, preschool age, school age, adolescent, adult, old age. Planning and preparation of diets for pregnant and lactating women. Planning and preparation of diets for special occasions like birthdays, festivals and packed lunches.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

Chairperson
Department of Food & Nutri
BPSMV Khanpur Kalan

Early Childhood Education
B-ECE -502

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Understand the concept of ECCE.
CO2 Understand the contributions of Indian philosophers in the field of child education.
CO3 Develop the skills of play in children.
CO4 Understand the various educational models across the world.

Unit-I

Introduction to Early Childhood Care and Education (ECCE): Concept, meaning, scope, and significance of ECCE. Expansion from ECE to ECCE to ECD. Aims and objectives of ECCE: general and specific. Types of ECCE service delivery: formal and informal; government-funded, philosophy-oriented, laboratory nursery school, and franchise-oriented.

Unit-II

ECCE in India: History of early childhood care and education in India. Contributions of educational philosophers: McMillan Sisters, Montessori, Tagore, and Mahatma Gandhi. Policy perspectives in ECCE. Curriculum framework for Early Childhood Care and Education – New Education Policy, 2020.

Unit-III

Play and Its Importance: Play and its characteristics, theories of play – surplus energy theory, recreational theory, types of play, and the role of play in the overall development of children. Teacher's role in creating an environment and promoting play. Use of the play-way approach in the curriculum for young children.

Unit-IV

Innovative ECCE Models: Nutan Bal Sikshan Sangh, India; Dakshina Murti Bal Mandir, India; Gram Bal Shikshan Kendra, India; Lok Jumbish Programme, India; Mirambika, India; Rishi Valley, India; High Scope Model, USA; and the ECEC Model, Sweden.

Recommended Readings

1. Hendrick, J. (1980). Total Learning for the Whole Child. The C V Mosby, St. Louis.
2. Kaul, V. (1991). Early Childhood Education Programme. NCERT, New Delhi.
3. Kaul, V. and Bhatnagar, R. (1992). Early Childhood Education: A Trainer's Handbook. NCERT, New Delhi.
4. Lacper, S., Witherspoon, R. and Day, B. (1984). Good Schools for Young Children. Mac Millan, New York.
5. Maxim, G. (1985). The Very Young. Wadsworth Publishing Company, Belmount, California.
6. Murlidharan, R. and Asthana, S. (1991). Stimulation Activities for Young Children. NCERT, New Delhi.
7. Swaminathan, M. (1984). Play Activities for Young Children. UNICEF, New Delhi.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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BPSMV Khanpur Kalan

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Observation of early childhood programs at government and non-government institutions. Listing the activities for each domain: language, social, motor to promote all round development in young children. Planning and recording activities and methods of playful interactions to foster development in children (birth –two years and two –six years). Conducting workshops in any two of the following: Developing worksheets to teach readiness concepts and enhance social and language skills, as well as incorporating music, movement, and drama for children. Preparing four low-cost play materials/equipment for children.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

Chairperson
Department of Food & Nut
BPSMV Khanpur Kalan

Principles of Dyeing, Printing and Finishing
B-PDP-503

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Gain knowledge about basics of dyeing, printing, and finishing.
CO2 Acquaint students with the importance of finishing of textiles.
CO3 Develop the skills in doing dyeing and printing of textiles.
CO4 Enhance the understanding of the relation between the dyes, pigments, and fabrics.

Unit-I

Dyeing and printing: Introduction concept and technology. Selection of suitable dyes. Difference between dyes and pigments.

Unit-II

Dyes: Definition, classification of dyes (In brief) on the basis of source of dye, Natural: vegetable, animal & mineral; Synthetic dye: Basic, acidic & neutral dye. On the basis of method of dyeing: Sulphur, direct, Vat, Mordant and developed dyes. Stages of dyeing: Raw stock dyeing, skein dyeing, fabric and garment dyeing. Principles and methods of dyeing, faults in dyeing and their remedies.

Unit-III

Printing: Definition, classification. Methods of printing, Hand printing: Block, stencil and screen. Machine printing: Roller, screen, discharge, resist and duplex printing. Resist dyeing: Tie and dye, batik and screen.

Unit-IV

Fabric finishes: Definition and importance, Classification of finishes: Physical: Singeing, napping, brushing, shearing, sizing, tendering, and calendaring. Chemical: Mercerising. Special-purpose finishes: Wrinkle resistant, water resistant, soil repellent and flame retardant, Bleaching and its types.

Recommended Readings

1. Gopal Krishnan, D. and Karthik, T. (2016). Basics of Textile Chemical Processing. Daya Publishing House, Astral International Pvt. Ltd., New Delhi.
2. Koushik, C.V. and Josico, A.I. (2003). Chemical processing of Textiles: Preparatory processes and dyeing. NCUTE, New Delhi.
3. Sekhri, S. (2011). Text Book of Fabric Science: Fundamentals to Finishing. PHI Learning, Pvt. Ltd, New Delhi.
4. Shenai, V.A. (2000). Chemistry of Dyes and Principles of Dyeing. Sevak Publications, Mumbai.
5. Shehnai V.A. (1991). Introduction to the Chemistry of Dye Stuffs. Sevak Publications, Mumbai.
6. Sheikh, I.A. (2006). Dyeing, Printing and Finishing Expert. Edited and Published by Textile Info Society, Lahore, Pakistan.
7. Vatsala R, (2003). Textbook of Textiles and Clothing. Indian Council of Agricultural Research, New Delhi.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Chairperson
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BPSMV Khanpur Kalan

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Preparation of fabric for dyeing and printing: Desizing, scouring and bleaching. Preparation of samples: block, screen and stencil printing, tie and dye and batik. Application of starch by varying concentration and material. Product development using of printing technique.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

Chairperson
Department of Food & Nutri
BPSMV Khanpur Kalan

Food Microbiology
B-FM-504

Total Credits: 4

L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Understand various causes of food spoilage.
CO2 Gain knowledge about microorganisms, their beneficial and harmful effects on food.
CO3 Understand about food borne infection and various diseases.
CO4 Understand about sanitation and personal hygiene.

Unit-I

Food microbiology: Definition and importance, brief history of food microbiology and important microorganisms in food. Classification and characteristics of microorganisms (bacteria, yeast, moulds, fungi). Extrinsic and intrinsic factors affecting the growth of microorganisms.

Unit-II

Types and causes of spoilage of cereals and cereal products, meat, egg and poultry, milk and milk products, fruits and vegetables, canned foods. General principles of food preservation: Physical, chemical and biological methods of preservation. Use of high and low temperature, dehydration, freezing, freeze drying, irradiation in food preservation.

Unit-III

Public health hazards due to contaminated food: Food borne infections and intoxication, symptoms, mode and sources of infection transmission (Botulism, Staphylococcal food poisoning, Clostridium perfringens food poisoning, Bacillus cereus gastroenteritis, Salmonellosis, Escherichia coli diarrhea, and colitis, Vibrio cholera).

Unit-IV

Microbes used in food biotechnology, fermented foods and their benefits. Indices of food, milk, water sanitary qualities, microbiological criteria of food, water and milk testing (Bacteriological analysis) and HACCP.

Recommended Readings

1. Adams, M.R., & Moss, M.O. (1995). *Food Microbiology.* New Age International Pvt. Ltd.
2. Ananthanarayan, R., & Paniker, C.K.J. (1986). *Textbook of Microbiology.*
3. Frazier, W.C., & Westhoff, D.C. (1998). *Food Microbiology.* Tata McGraw-Hill Publishing Co. Ltd.
4. Powar, C.B., & Daginawala, H.F. (1986). *General Microbiology.* Himalaya Publishing House, New Delhi.
5. Sethi, M., & Surjeet, M. (1993). *Catering Management.* New Time International Pvt. Ltd.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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1672

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Getting acquainted with of the following laboratory equipment: Compound microscope, autoclave, hot air oven, laminar flow chamber, colony counter, incubator, and a pH meter. Preparation of bacterial medium. Preparation of plates and slants. Isolation of pure cultures of bacteria by streaking method. Growing of bacterial colonies following dilution plate method and Estimation of CFU count by spread plate method. Staining methods: 1. Simple staining 2. Negative staining 3. Gram's staining 4. Capsule staining 5. Spore staining. Acid fast staining-observing permanent slides. Preparation of different types of solid media for growth of microorganism: 1) Synthetic media 2) Complex Media-Nutrient Agar 3) Selective and differential media: McConkey agar, EMB agar, Mannitol Salt Agar.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

Chairperson
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Therapeutic Nutrition
B-THN-601

Total Credits: 4
L-T-P
3-0-

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Understand the diet modifications for therapeutic purposes.
CO2 Gain knowledge about dietary management of diseases.
CO3 Modify normal diets to best suit therapeutic conditions.
CO4 Understand the role of dietitians.

Unit-I

Diet Therapy: Objectives and principles of diet therapy. Scope of dietetics. Role of dietitians. Special feeding methods: Intravenous and tube feeding.

Unit-II

Modification of normal diet for therapeutic purposes: full diet, soft diet, clear fluid diet, bland diet, high protein diet, high fiber diet, low fiber diet, calorie restricted diet. Dietary management and prevention of underweight, overweight and obesity.

Unit-III

Etiology, symptoms and dietary management in acute and chronic fevers- typhoid, influenza and tuberculosis. Etiology, symptoms and dietary management in gastrointestinal disorders- diarrhea, constipation and peptic ulcer. Etiology, symptoms and dietary management in Kidney disorders. Nutritional management for burn patients.

Unit-IV

Etiology, symptoms and dietary management in liver diseases- hepatitis, jaundice and cirrhosis of liver. Etiology, symptoms and dietary management in cardiovascular diseases- atherosclerosis and hypertension. Etiology, symptoms and dietary management in diabetes mellitus. Etiology, symptoms and dietary management in Cancer.

Recommended Readings

1. Agarwal, A. and Udipi, S. (2014). Text Book of Human Nutrition. Jaypee Medical Publication, Delhi.
2. ICMR (2010). Dietary Guidelines for Indians. ICMR, NIN: Hyderabad.
3. Gopalan, C., Rama Shastri, B.V. and Balasubramanian, S.C. (2007). Nutritive Value of Indian Foods. NIN, ICMR, Hyderabad.
4. ICMR (2010). Nutrient Requirement and Recommended Dietary Allowance for Indians. A Report of Expert Group of the ICMR, NIN, Hyderabad.
5. Khanna, K., Gupta, S., Seth, R. and Puri, S. (2013). Text Book of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd., New Delhi.
6. Raghuvanshi, R.S. and Mittal, M. (2014). Food Nutrition and Diet Therapy. Westvills Publication, Delhi.
7. Srilakshmi, B. (2011). Dietetics (5th Ed.). New Age international Pvt. Ltd. Publishers, New Delhi.
8. Agarwal, A. and Udipi, S. (2014). Text Book of Human Nutrition. Jaypee Medical Publication, Delhi.

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❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Planning and preparation of therapeutically modified diets: Full diet, soft diet, bland diet, high protein diet, high fiber diet, low fiber diet, and calorie restricted diet. Planning and preparation of therapeutically modified diets in following disease conditions: constipation, diarrhoea, fever: typhoid, tuberculosis, diabetes, hypertension, CHD, peptic ulcer, and obesity.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

Chairperson
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BPSMV Khanpur Kalan

1678

Hygiene & Human Physiology
B-HHP-602

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Gain knowledge about symptoms, prevention, and treatment of various diseases.
CO2 Understand the importance of hygiene and health.
CO3 Learn about human anatomy.
CO4 Understand the physiological functions of the human body.

Unit-I

Meaning and principle of food hygiene, Health and factors affecting health; Eating & drinking habits, Body posture, sleep, exercise & games, cleanliness of body and house; Immunity - Definition and types of immunity, vaccination schedule.

Unit-II

Causes, symptoms & prevention/control of following diseases: (a) Diseases spread by insects: Malaria & Dengue; (b) Diseases spread by ingestion: Typhoid, diarrhea & Dysentery (c) Diseases spread by droplet infection: T. B. & Chickenpox (d) sexually transmitted disease: AIDS.

Unit-III

Cell biology: Animal cell structure; Digestive system: Structure and functions of various parts of alimentary canal, functions of liver, pancreas and salivary glands. Cardiovascular system: Blood and its composition, structure and functions of heart, blood pressure and its regulation. Skeletal System: Functions, names and number of different bones, joints of skeleton their names with examples.

Unit-IV

Reproductive system: Structure of reproductive organs in women, menstrual cycle, physiology of pregnancy parturition, lactation and menopause. Nervous system: Structure and functions of brain, spinal cord and nerve cell. Excretory system: Structure and functions of kidney, formation of urine, functions of skin, regulation of temperature of body. Respiratory system: Structure of lungs mechanism of respiration and its regulation, O_2 and CO_2 transport in blood.

Recommended Readings

1. A.K Jain. (2017), Textbook of Physiology 7th edition Avichal Publishing Company.
2. D.K Sharma & Sameer R. (2018). Textbook of human anatomy and physiology Mackingee publishers.
3. G.K,Pal.(2019). Comprehensive Textbook of Medical Physiology Second edition, aypee Brothers Medical Publishers.
4. Santosh S, Tikoo. (2018). Health, Hygiene and Applied Science, Modern Publishers, New Delhi
5. Sweera Rehlan (2018) Hygiene, S. Dinesh Sales Corporation, Near Sitla Mandir, Circular Road, Mai Hiran Gate, Jalandhar.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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BPSMV Khanpur Kalan

1676

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Preparation of a leaflet on prevention of any disease (as mentioned above) for creating awareness. Immunization schedule survey in PHC or local hospital and report writing. Study of human systems through charts & models. Study of Human skeleton. Organizing activity on health & hygiene or any other related topic. Preparation of report of the workshop organized.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

Chairperson
Department of Food & Nut
BPSMV Khanpur Kalan

Housing and Space Management
B-HSM-603

Total Credits: 4

L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Learn the relationships that characterize art and design practice in building a house.

CO2 Impart knowledge and skills for making different floor plans for different income groups.

CO3 Enable the students to explore theories and modern methods of interior space planning and management.

CO4 Encourage learning of traditional and contemporary housing materials, technical processes and methods of modern construction.

Unit-I

House: Concept and importance of housing, needs at different stages of family life cycle, difference between house and home. Choice of site for house and factors affecting site selection. Concept of green home sustainability.

Unit-II

Self-owned and rented houses: Advantages and disadvantages. Housing schemes for urban and rural families. Building byelaws.

Unit-III

House plan- Architectural symbols, floor plan making, types of house floor plans, planning of rooms for different activities, factors affecting planning of a house orientation, roominess, grouping, circulation, privacy, flexibility, sanitation, ventilation, economy, fire protection.

Unit-IV

Brief introduction of conventional and non- conventional building material for construction of a house. Building materials: various building materials like stone, clay, steel, cement, timber etc. Low-cost building materials like hollow bricks etc. Paints and distempers: various paints and finishing materials.

Recommended Readings

1. Dr. N. Kumara Swamy & A. Kameswara Rao (2019), Building Planning And Drawing,Charotar Publishing House Pvt. Ltd.
2. Dr. Brinda Singh (2020), Grah prabandh Evam aantrik sajja (Home Management & Interior Decoration), Panchsheel Prakashan.
3. Dr. Bhargava B. (2007), Principles of art,University Book House Pvt. Ltd.
4. Goldstein,H.andGoldstein,V(1967): Art in Everyday life; New Delhi: Oxford and IBH publishing company .
5. Lawrence M, (1987), Interior Decoration, New Jersey: Chartwell Books.
6. Adler, David.(2004), Metric HandBook planning & Design, Architectural press.
7. Kumar, Sushil (2008), Building Construction, Standard publisher.
8. Tssie, A. The house, its plan and use. Oxford and IBH Publishing Co. New Delhi
9. Deshpande R.S,modern Ideal Homes for India, Poona united Book Corporation
10. Sharma, K. Home Management shiva prakasham Indore, M.P.

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1. Deshpande, R.S. 1981Build your own home, United Book Corporation
2. Megarh,H. 1982 About the house. Oxford University Press, New Delhi

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Preparation of graphs on space planning for different rooms: living room, dining room, bedroom and kitchen. Presentation of signs used for reading house plans for LIG, MIG and HIG through illustration. Preparation of portfolio on modern methods of house construction: Precast Cladding Panels, Twin Wall Technology, Precast Concrete Foundation and modular kitchen.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

Chairperson
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BPSMV Khanpur Kalan

Nutritional Biochemistry
B-NBC-604

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Understand about carbohydrates and their metabolic process.
CO2 Gain knowledge about Proteins, lipids and their metabolic process.
CO3 Understand about structure and functions of Nucleic acids.
CO4 Gain knowledge about Enzymes and their action, specificity and velocity of enzyme catalysed reaction.

Unit-I

Carbohydrates: Definition, classification and properties of monosaccharides, disaccharides and Polysaccharides. Metabolism of carbohydrates: Glycolysis, glycogenesis, Gluconeogenesis, Citric Acid Cycle. Proteins: Definition, classification, structure of proteins, Amino Acids-Introduction. Metabolism of Proteins: Transamination, Deamination, Urea cycle.

Unit-II

Lipids: Definition, classification of lipids, acid value, saponification value and iodine value. Metabolism of lipids: β-Oxidation of fatty acids, synthesis and utilization of ketone bodies, ketosis. Vitamins: Biochemical role of fat-soluble vitamins- A, D, E, K and water-soluble vitamins-B1, B2, B3, B12 & C. Minerals: Biochemical role of Calcium, Phosphorus, Iron, Iodine, Zinc, Magnesium.

Unit-III

Enzymes: Definition, classification of enzymes, specificity of enzymes, factors affecting velocity of enzyme catalysed reactions, Lock and key hypothesis of enzyme action, enzyme inhibition.

Unit-IV

Nucleic acids: Components, structure and functions of DNA and RNA, replication, transcription, genetic code, biosynthesis of proteins (Translation). Hormones – Biological role of Insulin, Glucagon. Glands: Biological role of Pituitary, Thyroid, Parathyroid glands.

Recommended Readings

1. Satyanarayana, U., & Chakrapani, U. *Biochemistry.* Elsevier.
2. Conn, E.E., & Stumpf, P.K. *Outlines of Biochemistry.* John Wiley & Sons.
3. West, E.S., & Todd, W.R. *Textbook of Biochemistry.* Oxford Publication.
4. Murray, R.K., & Granner, D.K. *Harper's Biochemistry.* McGraw Hill.
5. Plummer, D.T. *An Introduction to Practical Biochemistry.* McGraw Hill.
6. Wilson, K., & Walker, J. *Practical Biochemistry – Principles & Techniques.* Cambridge Edition.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Reactions of carbohydrates and their identification. Determination of acid value and saponification value. Separation of amino acid mixture by paper Chromatography. Estimation of Lactose in Milk. Estimation of ascorbic acid content of food (Titrimetric method)

- **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

Chairperson
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BPSMV Khanpur Kalan

Entrepreneurial Trends & Techniques
B-ETT-605

Total Credits: 4

L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Sensitize and motivate students for entrepreneurship in the present scenario and understand the need to take up self-employment.

CO2 Understand the types, stages, and competencies of entrepreneurs.

CO3 Create awareness regarding SWOT analysis and financial management.

CO4 Understand the various government schemes for the development of women entrepreneurs.

Unit-I

Concept and significance of entrepreneurship in India. Causes of slow growth of entrepreneurship in India. Functions of Entrepreneur: Entrepreneurial, promotional, managerial and commercial functions. Difference between an entrepreneur and an employee/intrapreneur.

Unit-II

Types of Entrepreneurs: on the basis of economic development, type of business, technology used, motivation, ownership, personality traits and stages of development. Competencies of an entrepreneurs. Successful Indian entrepreneurs.

Unit-III

Process of entrepreneurship. Elements of business plan. Financial management: estimation of project cost and profit assessment. SWOT analysis and matrix.

Unit-IV

Women Entrepreneur: Classification of women entrepreneur, barriers for women entrepreneur. Government programs for women entrepreneurs. Incentives given by Government for promotion of entrepreneurship.

Recommended Readings

1. Desai, V. (2011). Entrepreneurial Development Potential beyond Boundaries. Himalaya Publishing House, New Delhi.
2. Khanka S.S. (2007) Entrepreneurial Development. S. Chand & Company Ltd.
3. Neck, H. M., Neck, C. P. and Murray, E. L. (2016). Entrepreneurship: The Practice and Mindset. Sage Publishing.
4. Norman, M. S. (2016). Essentials of Entrepreneurship and Small Business Management. Pearson Education Limited.
5. Shills, M. B. (2007). Entrepreneurship and Small Business Management. Kitab Mahal Publication, Delhi.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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BPSMV Khanpur Kalan

1683

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Visit to small scale industries; interaction with successful entrepreneurs; visit to financial institutions and support agencies; preparation of project proposal for funding by different agencies.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

Chairperson
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1884

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

Scheme and Syllabus of Home Science Subject (2nd and 3rd year) for 3 Year UG Program for Bachelor of Arts w.e.f. Academic session- 2024-25

Scheme of Examination for 3rd Semester

Third Semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-HSC-301	DSC	Basics of Garment Construction	3	2	0	4	20	10	50	20	100
2	B-HSC-302	MIC	Food Preservation	3	2	0	4	20	10	50	20	100
3	B-HSC-303	MDC	Introductory Home science-III	3	0	0	3	25	0	50	0	75

Scheme of Examination for 4th Semester

Fourth Semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-HSC-401	DSC	Textile Science and Fabric Care	3	2	0	4	20	10	50	20	100
2	B-HSC-402	MIC	Traditional Textiles of India	3	2	0	4	20	10	50	20	100

Scheme of Examination for 5th Semester

Fifth Semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-HSC-501	DSC	Rural Development	3	2	0	4	20	10	50	20	100
2	B-HSC-502	MIC	Basics of Meal Planning and Dietetics	3	2	0	4	20	10	50	20	100

Scheme of Examination for 6th Semester

Sixth Semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-HSC-601	DSC	Basics of Nutrition	3	2	0	4	20	10	50	20	100
2	B-HSC-602	MIC	Home Management	3	2	0	4	20	10	50	20	100

1685

Chairperson
Department of Nutrition
BPSMV Khanpur Kalan

Basics of Garment Construction
B-HSC-301

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Comprehend the importance and function of clothes.

CO2 Gain an insight of various sewing machines and other sewing equipment available in the market, their functioning & common problems faced while usage.

CO3 Utilize design components in garment construction.

CO4 Understand basic principles of clothing construction.

Unit-I

Basic terminology related to clothing construction: bias, grainline, grain, dart, notches, fasteners, contours, interfacing, placket, seam allowance. Parts of the basic sewing machine, its care, maintenance & functioning. Study of different types of sewing machines, their use in the garment industry.

Unit-II

Anthropometric measurements, tools and instruments used for measuring, drafting, cutting, and sewing. Techniques of clothing construction drafting, paper pattern and draping.

Unit-III

Basic principles of clothing designing: Harmoney, balance, rhythm, emphasis etc. Basic elements of clothing designing: colour, line, texture, shape etc. Relation between elements and principles of design to the clothing and fashion. Colour, line and texture in relation to age, season, occasion, figure and complexion.

Unit-IV

Importance and functions of clothes. Socio- economic and psychological factors affecting clothing choices. Clothing requirements for infants, toddlers, pre-schoolers and elementary school children. Advantages and disadvantages of tailor-made, readymade and homemade garments.

Recommended Readings

1. Doongaji, S. and Deshpande, R. (1957). Basic Processes and Clothing Construction (3rd Ed.). Raj Prakashan, New Delhi.
2. Mansfield, E.A. and Lucas, E.L. (1974). Clothing Construction. (2nd Ed.) Houghton Mifflin Company, London.
3. Mazumdar, L. and Vatsala, R. (2004). Text Book of Fundamentals of Clothing Construction. ICAR, New Delhi.
4. Sannapapamma, K.J. and Jahan, S. TXAD111-Fundamentals of Clothing Construction. ecourse.iasri.res.in.
5. Vatsala, R. (2003). Textbook of Textiles and Clothing. ICAR, New Delhi.
6. Sushma Gupta, Neeru Gupta and Renu Saini, (2013). Text book of clothing, textiles and laundry. Kalyani pub.

❖ Instructions for External Theory Paper Setter/Examiner

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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1686

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Demonstration, use and care of sewing machine and other equipment used in clothing construction. Samples preparation of basic hand processes: visible and invisible hemming, tacking, overcasting, running stitch, backstitch, buttonhole and application of fasteners. Samples preparation of different seams: plain seam, counter seam, run and fell seam, french seam and mantua maker. Samples preparation of fullness in pleats, gathers, darts and placket. Drafting cutting and stitching of baby frock.

- **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

Chairperson
Department of Food & Nutrition
BPSMV Khanpur Kalan

Food Preservation
B-HSC-302

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Understand different food preservation methods.
CO2 Gain knowledge about the shelf life of food products.
CO3 Identify the various causes of food spoilage.
CO4 Gain knowledge about the use of preservatives at home.

Unit-I

Food Preservation: Definition and Importance. Classification of foods based on shelf life. Food Spoilage: Causes and effects, including external factors (chemical, physical, microbial, and changes due to insects) and internal factors (enzymatic action).

Unit-II

Principles of Food Preservation. Methods of Food Preservation: Bacteriostatic methods: Drying and dehydration (sun drying, household drying, commercial-level drying), advantages and disadvantages. Cooling methods: Conventional and modern methods (chill storage, cold storage, freezing), advantages and disadvantages.

Unit-III

Bactericidal methods: Use of high temperature, including conventional and modern methods (pasteurization and its types, sterilization, canning, bottling, irradiation), advantages and disadvantages.

Unit-IV

Food preservation by the use of preservatives: Class I preservatives (sugar, salt, oil, spices, acids). Class II preservatives (sodium benzoate, potassium metabisulphite, BHT, BHA). Precautions, advantages and disadvantages.

Recommended Readings

1. Santosh Sharma Tikoo, Food and Nutrition, Modern Publication
2. B. Srilakshmi (2019). Food science, 6th Edition, New Age International Publishers

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Chairperson
Department of Food & Nutrition
BPSMV Khanpur Kalan

1688

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Preparation of preserved products: Jam, *murabba*, pickle, sauce, *chutney*. Observation of different food preservatives present in Packaged food products. Drying of fruits and vegetables.

- **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

Chairperson
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RPSMV ...

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Introductory Home Science -III
B-HSC-303

Total Credits: 3
L-T-P
3-0-0

Internal marks: 25
External marks: 50
Time allowed: 2 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Develop skills in cooking.
CO2 Become aware of consumer education and Consumer Protection Act.
CO3 Gain knowledge regarding child development.

Unit-I

Cooking: Principles, aims, methods, advantages and disadvantages of cooking. Enhancing nutritive value of food: Germination, fermentation, and combination of different kind of food, supplementation, fortification. Problems and prevention of adulteration, adulteration in food stuffs, medicines, and clothes.

Unit-II

Budget: Definition, types, factors affecting budget, advantages and limitations. Fatigue: Types of fatigue, various methods to overcome fatigue. Consumer education: Definition and importance. Consumer protection: Consumer Protection Act, steps taken by the Government, voluntary organisations and responsibilities of consumer.

Unit-III

Adolescence: Definition, problems and characteristics of adolescent age. Traditional embroidered of India: kashida, phulkari, chikankari and kantha. Principles and approaches of extension education. Extension Education and its relationship with other social sciences.

Recommended Readings

1. Bhargava, B. (2005). Family Resource Management and Interior Decoration. Apple Printer and V. R. Printers, Jaipur.
2. Dahama, O.P. and Bhatnagar, O.P. (2003), Education and Communication for Development. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
3. Kalia, M. and Sood, S. (2010), Food Preservation and Processing. Revised Edition, Kalyani Publishers, New Delhi.
4. Srilakshmi, B. (2011), Food Science. 5th Edition. New Age International Publishers, New Delhi.
5. Schaimberg, L.B. (1988), Child and Adolescent Development. McGraw Hill, New York.
6. Tikoo,S.S,(2017), Physiology, Clothing & Textiles. Modern Publications. New Delhi.
7. Tikoo,S.S,(2021), Family Resource Management, Modern Publication

❖ Instructions for External Theory Paper Setter/Examiner

The examiner will set 7 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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Textile Science and Fabric Care
B-HSC-401

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Develop an understanding of concepts and basics of textile fibers.
CO2 Develop critical understanding of the techniques of yarn manufacturing.
CO3 Identify different weaving methods, weaving, knitting and non-woven fabric.
CO4 Analyse and appropriate use of laundering reagents.

Unit-I

Textile Fiber: Definition & classification of fiber. Difference between natural & man-made fibers. Manufacturing & properties of following: Natural fiber-Cotton, wool and silk and Man made-Nylon, rayon & polyester.

Unit-II

Yarn: Definition and process of yarn making (s twist and z twist). Basic principles of yarn making (mechanical, chemical, spinning: wet, dry & melt). Classification and types- simple, filament, spun, novelty, complex yarns. Properties of yarn: Elasticity, plasticity, strength & elongation.

Unit-III

Woven fabrics: Looms and its parts. Classification of weaves: Basic weaves, Plain, Twill and Satin, Novelty weaves- Pile, Leno-Gauze, Honeycomb. Knitted fabrics: Types of knitting, Hand knitting and Machine knitting. Introduction of nonwoven fabrics.

Unit-IV

Laundry, storage, and care of textiles (cotton, wool, silk and synthetic). Water, Soaps and Detergents. Methods and care during laundering of different textiles (cotton, wool, silk and synthetic).

Recommended Readings

1. Hess, K. P. (1959). Textile Fibres and their Use. (8th Ed.) Oxford and IBH Publishing Co., New Delhi.
2. Potter, M.D. and Corbman, B.P. (1967). Textiles: Fibre to Fabric. Macmillan Hill Co., New York.
3. Spencer, J. D. (1983). Knitting Technology. Pergamon Press.
4. Stout, E.E. (1970). Introduction to Textiles. (3rd Ed.) John Wiley and Sons, Inc., New York.
5. Vatsala, R. (2003). Textbook of Textiles and Clothing. ICAR, New Delhi.
6. Wynne, A. (1997). Textiles. Macmillan Education Ltd., London.
7. Sushma Gupta, Neeru Garg and Renu Saini. (2013). Text book of clothing, textiles and laundry Kalyani Pub.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Fiber identification: Identification of natural (cotton, silk and wool) and manmade (Nylon and Rayon) fibers by following three methods i.e. microscopic test, burning test and solubility test. Making samples of different types of weaves. Study of Yarn count using pick glass. Care of Textiles: Stain removal, mending of textiles and Starching using different types of starches.

- **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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Traditional Textiles of India

B-HSC-402

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Get acquainted with traditional embroideries of different states of India.
CO2 Gain knowledge about traditional textiles of India.
CO3 Understand the manufacturing process of woven textile.
CO4 Know the advantages and importance of sustainable fibres and care labels used for clothing and textiles.

Unit-I

Traditional Embroideries of India: Different embroideries associated with various states of India. Origin, types, fabric used, motifs, color combinations, stitches and thread used in Phulkari, Kantha, Chikankari, Chamba, Kashida, Kasuti, Zardozi, Kutch and Kathiawar embroidery.

Unit-II

Resist Dyed and Printed Textiles of India: Different textiles associated with various states of India. Origin, manufacturing process, colour combinations and motifs used in Bandhani of Gujarat, Bandhej & lehariya of Rajasthan. Ikat: Patola of Gujarat, Bandhas of Odisha, Ikat Textiles of Andhra Pradesh (Telia Rumal, Pochampalli Ikats). Dabu, Ajrakh from Gujarat, Bagru and Sanganer prints from Rajasthan, Kalamkari from Andhra Pradesh, Madhubani from Bihar

Unit-III

Hand-woven Textiles of India: Origin, manufacturing process, colour combinations and motifs used in Sarees: Banaras Brocades, Baluchari, Jamdani, Paithani, Kanjeevaram, Chanderi and Maheshwari.

Unit-IV

Shawls: Kashmir, Himachal Pradesh, Sikkim and Manipur. Floor coverings: Carpets, Durries & Rugs of Kashmir and Uttar Pradesh.

Recommended Readings

1. Bhatnagar, P. (2005). Decorative Design History in Indian Textiles and Costumes. Abhishek Publication, Chandigarh.
2. Chattopadhyay, K. (1977). Indian Embroidery. Wiley Eastern Limited, New Delhi.
3. Chattopadhaya, K. (1974). Carpet and Floor Covering of india. Vikas Publishing House Pvt. Ltd.
4. Gillow, J. and Barnard, M. (1991). Traditional Indian Textiles. Thames and Hudson Ltd., London.
5. Naik, S. D. (1996). Traditional Embroideries of India. APH Publishing Co. New Delhi.
6. Pandit, S. (1979). Indian Embroideries and its Variegated Charms. Vikas Publishing House Pvt. Ltd., Baroda, Gujrat.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Sample Preparation of Phulkari, Kantha, Chikankari, Chamba, Kashida, Kasuti embroideries. Portfolio different traditional textiles along with their motifs. Preparation of one article of any one traditional embroidery.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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Rural Development
B-HSC-501

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Understand the socioeconomic structure and system in the society.
CO2 Understand Panchayati Raj.
CO3 Understand different concepts related to marriage.
CO4 Become aware regarding different rural development schemes.

Unit-I

Rural Development: Definition, meaning, importance and objectives. Status of Indian women before Independence. Position of women in present India. Programmes for empowerment of rural women in India.

Unit-II

Corrective approaches for sustainable extension education services in rural India. Low-cost appropriate technologies for rural areas. Panchyati Raj: Three tier system of administration: Zila Parishad, Panchayat Samiti and Village Panchayat.

Unit-III

Self-help groups: Definition, functions, need, advantages, problems and way forward for effective self-help groups. Rural development schemes in India. NGOs: Role, objectives, importance and challenges faced by rural communities in India.

Unit-IV

Social institution in India: Society and community primary group and secondary group. Rural Family: Types, functions. Joint family: Merits, demerits and change. Marriage in rural communities: Type, functions, marriage rules and marriage age.

Recommended Readings

1. Adams B.N. (1980), The Family: A Sociological Interpretation (3rd Ed.).
2. Ahuja, R. (2005), Indian Social System. Rawat Publication, New Delhi.
3. Benokraitis, V.N. (2014), Marriage and Families (8th Ed.). Pearson Publications, USA.
4. Chitambar, J.B. (2008), Introductory Rural Sociology. New Age International (P) Limited.
5. Dahama, O.P. and Bhatnagar, O.P. (2003), Education and Communication for Development. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
6. Goode, W.J. (1989), The Family. Prentice Hall, New Delhi.
7. Lal A.K, (1990), The urban family; A study of Hindu social system, Vikas Publishing House, New Delhi.
8. Ray, G.L. (2003), Extension Communication and Management. Kalyani Publishers. Fifth Revised and Enlarged Edition, New Delhi.
9. Sachdeva, D. R. and Bhushan, V (2007), An Introduction to Sociology. Kitab Mahal Agency, Delhi.
10. Sandhu, A.S. (1993), Textbook on Agricultural Communication: Process and Methods. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.

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1695

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Analysis rural development schemes in India. Visit and analysis of SHGs and collect information. Construction, use and maintenance of low-cost rural technologies. Visit and analysis working of NGO and collect information.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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1696

Basics of Meal Planning and Dietetics
B-HSC-502

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Plan menu for different age groups.
CO2 Apply nutrition concept to evaluate and improve nutritional status.
CO3 Understand about therapeutic diet and gain experience to modify diet in disease condition.
CO4 Gain knowledge on current nutritional science

Unit-I

Meal planning: Definition, importance, factors affecting meal planning. Definition and importance of balanced diet, different food groups and use of food groups in planning meals, food guide pyramid.

Unit-II

Nutrition during adulthood: Nutritional requirements, meal planning for a normal adult man and woman. Nutrition during pregnancy: Physiological changes and discomforts during pregnancy, nutritional requirements, meal planning for pregnant woman.

Unit-III

Nutrition during Lactation: Physiology of lactation, nutritional requirements, meal planning for lactating mother. Nutrition during Infancy: Nutritional requirements, meal planning for infant. Importance of breast feeding and weaning.

Unit-IV

Nutrition during childhood and adolescence: Nutritional requirements, meal planning, problems faced during meal planning for children and adolescents. Dietary management in typhoid fever, diarrhoea, constipation, diabetes, high blood pressure, CVD, jaundice.

Recommended Readings

1. Srilakshmi, B. (2017). Nutrition Science. New Age International Limited, Publishers, New Delhi.
2. Dr. Santosh Sharma Tikoo, Food and Nutrition, Modern Publishers
3. Sushma Gupta, Neeru Garg, Amita Aggarwal, Jaspreet kaur and Parminder kaur text book of Foods and Nutrition by Kalyani Publications.
4. Raina U, Kashyap S, Narula V, Thomas S Suvira, VirS, Chopra S (2010) Basic Food Preparation: A Complete Manual, 4th Edition, Orient Black Swan Ltd, Mumbai.
5. Mahtab, S. Bamji, Kamala Krishnasamy, Brahmam G.N.V (2012) Text Book of Human Nutrition, Third Edition, Oxford and IBH Publishing Co. P. Ltd., New Delhi.
6. Sunetra Roday (2017). Food Science and Nutrition, Oxford University Press, New Delhi.

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7. Longvah, T, Ananthan, R., Bhaskarachary, K., Venkaiah, K (2017). Indian Food Composition Tables (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabad

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Planning and preparation of meal for: Preschool and school going child, Adolescents: boys and girls. Adult – belonging to low, middle and high-income groups, Pregnant and lactating mother, Typhoid fever, Diarrhoea, Constipation, Diabetes.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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Basics of Nutrition
B-HSC-601

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Understand both fundamental and applied aspects of Food Science and nutrition.
CO2 Able to explain functions of specific nutrients in maintaining health.
CO3 Identify nutrient specific force and apply the principles from the various factors of foods and related disciplines to solve practical as well as Real world problems.
CO4 Develop an ability to improve the nutritional quality of food.

Unit-I

Foods: Definition and classification. Functions of food. Basic Food groups, Food Guide Pyramid. Nutrition: Definition, meaning and importance. Definitions of Basic Terms used in Nutrition: Overnutrition, Undernutrition, Malnutrition.

Unit-II

Macro nutrients (carbohydrates, fats, protein): Classification, Sources, Functions, Deficiency and Excess. Micronutrients (Vitamins): Sources, Functions, Deficiency and Excess.

Unit-III

Micronutrients (Minerals): Sources, Functions, Deficiency and Excess (Calcium, Phosphorus, Sodium, Potassium, Iron, Iodine). Water: Physiological functions of water, sources of water for human body, effect of excess and low intake of water in the human body. Fibre: Types, functions, source and role of dietary fibre in human body.

Unit-IV

Methods of cooking, advantages and disadvantages, effect on nutritive value. Methods of enhancing nutritive value of foods germination, supplementation, fermentation, fortification and combination.

Recommended Readings

1. Srilakshmi, B. (2017). Nutrition Science. New Age International Limited, Publishers, New Delhi.
2. Dr. Santosh Sharma Tikoo, Food and Nutrition, Modern Publishers
3. Sushma Gupta, Neeru Garg, Amita Aggarwal, Jaspreet kaur and Parminder kaur text book of Foods and Nutrition by Kalyani Publications.
4. Raina U, Kashyap S, Narula V, Thomas S Suvira, VirS, Chopra S (2010) Basic Food Preparation: A Complete Manual, 4th Edition, Orient Black Swan Ltd, Mumbai.
5. Mahtab, S. Bamji, Kamala Krishnasamy, Brahmam G.N.V (2012) Text Book of Human Nutrition, Third Edition, Oxford and IBH Publishing Co. P. Ltd., New Delhi.
6. Sunetra Roday (2017). Food Science and Nutrition, Oxford University Press, New Delhi.
7. Longvah, T, Ananthan, R., Bhaskarachary, K., Venkaiah, K (2017). Indian Food Composition Tables (IFCT), Indian Council of Medical Research, National Institute of Nutrition, Hyderabads
8. Assmore .R and Davidson, S. (1986); Human nutrition and Dietetics, livingstone publishers
9. Robinson C.H. Laer, M.R. Chenoweth, W.L Garwick, A.E. (1986): Normal and Therapeutic Nutrition, Mc Millan Publishing House Company, New York.
10. Williams S.R. (1989): Nutrition and Diet Therapy. 4th edition C.V Mosby. Co.

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1699

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

Standard weights and measures. Household measures for raw and cooked food. Preparation of various dishes under following heads using different methods (Minimum 3 dishes each): Beverages, Soups, Deserts, Snacks.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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1700

Home Management
B-HSC-602

Total Credits: 4
L-T-P
3-0-1

Internal marks: 20
External marks: 50
Time allowed: 3 Hrs

Course Outcomes: Upon successful completion of this course, the students will be able to:

CO1 Acquaint the skill of time, energy, and money management.
CO2 Understand the concept of human and non-human resources.
CO3 Analyse and gain knowledge the family income, saving and budget.
CO4 Understand the principles and techniques of work simplification.

Unit-I

Management: Importance, definition and scope of family resource management. Family and types of family, stages of family life cycle. Resources: Definition, classification, characteristics, factors affecting use of resources.

Unit-II

Time Management: Tools in time management, Process of time management and importance. Energy Management: Importance, process of energy management.

Unit-III

Work Simplification: Definition, importance, principles, and techniques. Family Savings: Meaning, needs, objectives and types. Insurance; meaning and various types of insurance.

Unit-IV

Family income: Definition and types of family income-money income, real income and psychic income, meaning & sources, factors affecting personal family income. Investment: meaning, objectives, need & types of investment.

Recommended Readings

1. Bhargava, B. (2005), Family Resource Management and Interior Decoration. Apple Printer and V. R. Printers, Jaipur.
2. Mann, M.K. (2004), Home Management for Indian Families. Kalyani Publisher, Ludhiana.
3. Nickell, P. and Dorsey, J.M. (1970), Management of Family Living. Wiley Eastern, New Delhi.
4. Oberoi, K. (2006), Resource Management for Better Homes. R.K. Offset, Delhi.
5. Santosh S, Tikoo. (2021), Family Resource Management, Modern Publication
6. Vargeese, M.N. Ogale, N.N. and Srinivasan, K. (1992), Home Management. Wiley Eastern, New Delhi.

❖ **Instructions for External Theory Paper Setter/Examiner**

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

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Practical

Internal marks: 10
External marks: 20
Time: 3 Hrs

Practical

To analyze family: type, composition, stages of family life cycle. Time plans for working day and holiday, implementation and evaluation/feedback. Making family, personal budget. Method of taking insurance policies.

❖ **Instructions for External Practical Paper Setter/Examiner**

The examiner will set two questions at the time of practical examination by taking course learning outcomes into consideration. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the practical work done in the class and at the time of the examination.

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Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

Subject: Computer Science

Name of Programme: Bachelor of Physical Science

w.e.f Academic Session 2025-26

Scheme of Examination

Second Year: Third Semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				Total Marks
				L	P	T		Internal Marks		External Marks		
								T	P	T	P	
1.	B-CSC-301	DSC	Data and File Structure Using C	3	2	0	3+1=4	20	10	50	20	100
2.	B-CSC-302	MIC	Logical Organization of Computer	4	0	0	4	30	0	70	0	100
3.	B-CSC-303	MDC	Advance IT Skills	2	2	0	2+1=3	15	10	35	15	75

Second Year: Fourth Semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				Total Marks
				L	P	T		Internal Marks		External Marks		
								T	P	T	P	
1.	B-CSC-401	DSC	Object Oriented Programming with C++	3	2	0	3+1=4	20	10	50	20	100
2.	B-CSC-402	MIC (VOC)	Basic of Data Structure	4	0	0	4	30	0	70	0	100

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1703

Third Year: Fifth Semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1.	B-CSC-501	DSC	Data Base Management System	3	2	0	3+1=4	20	10	50	20	100
2.	B-CSC-502	MIC (VOC)	Operating System	4	0	0	4	30	0	70	0	100

Third Year: Six Semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1.	B-CSC-601	DSC	Programing in Python	3	2	0	3+1=4	20	10	50	20	100
2.	B-CSC-602	MIC	Software Engineering	4	0	0	4	30	0	70	0	100
3.	B-CSC-603	MIC(VOC)	E-Commerce	4	0	0	4	30	0	70	0	100

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1704

Semester-3
Data and File Structure Using C
B-CSC-301

Total Credits: 4
L - T - P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3hrs

Course outcomes: After completing this course, the learner will be able to:
CO1: To study the data structures and operations.
CO2: To study implantation of stacks, queues and linked list.
CO3: To implement the techniques of searching and sorting.
CO4: To study the concepts of files, files operation and types.

Unit-I

Introduction to data structures, memory management techniques, data structure Operations, Algorithm notations, complexity of algorithm & time space trade off, arrays, different operations on arrays.

Unit-II

Stack, memory representation of stacks, operation of stack, application of stack (Polish notations recursion), Queues, Operations on Queues, types of Queues, liked lists, representation of liked list, types of linked list.

Unit-III

Searching (Internal & External), Searching techniques (Linear &Binary Search)
Sorting techniques: Bubble Sort, Selection Sort, Insertion sort, Quick sort, merge sort.

Unit-IV

Introduction to files: Components of file. Reasons for structuring files, logical data organization concepts of keys, types of files (According to function, Access mode), file operations, and file system.

Recommended Readings:

1. Lipschutz: Data Structures (Schaum's Outline Series), Tata McGraw-Hill.
2. Adam Drozdek: Data Structures and Algorithms in C++, Vikas Pub. House (Thmpson), New Delhi.
3. Gupta Amit: Data Structures Through C, GalgotiaBooksource Pvt. Ltd., New Delhi.
4. Sofat S.: Data Structures With C and C++, Khanna Book Pub. Co.(P) Ltd, N. Delhi.
5. Dromey R.G: How to Solve it by Computer?, Prentice Hall India.
6. Loomis: Data Structure and File Management, Prentice-Hall India Ltd.
7. Tannenbaum: Data Structure Using C, Tata McGraw-Hill.
8. Seymour Lipschutz, Data Structures, Tata McGraw- Hill Publishing Company Limited, Schaum's Outlines.
9. Yedidyanl angsam, Moshe J. Augenstein, and Aaron M. Tenenbaum, Data Structures Using C, Pearson Education

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1705

10. Trembley, J.P. And Sorenson P.G., An Introduction to Data Structures With Applications, McGraw- Hill.
11. Mark Allen Weiss, Data Structures and Algorithm Analysis in C, Addison- Wesley.
Note: Latest and additional good books may be suggested and added from time to time, covering the syllabus.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering the entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Practical

External Practical Marks: 20
Internal Assessment Marks: 10
Time allowed: 2hrs

Course Outcomes:
The following activities will be carried out/ discussed in the lab during the initial period of the semester.

Laboratory:
Students are advised to do laboratory/practical practice not limited to, but including the following types of problems:

1. Write a program that uses functions to perform the following operations on an array
i) Creation ii) Insertion iii) Deletion iv) Traversal.
2. Write a program that uses functions to perform the following operations on strings
i) Creation ii) Insertion iii) Deletion iv) Traversal.
3. Write a program that uses functions to perform the following operations on a singly linked list
i) Creation ii) Insertion iii) Deletion iv) Traversal.
4. Write a program that uses functions to perform the following operations on a doubly linked list
i) Creation ii) Insertion iii) Deletion iv) Traversal
5. Write a program that implements stack (its operations) using i) Arrays ii) Linked list (Pointers).
6. Write a program that implements Queue (its operations) using i) Arrays and ii) Linked lists (Pointers).
7. Write a program that implements the following sorting i) Bubble sort ii) Selection sort iii) Quick sort.

Instructions for External Practical Paper Setter/Examiner:
The examiner will set 4 questions at the time of practical examination by taking course learning outcomes (CLOs) into consideration. The examinee will be required to solve two problems.Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the program of the practical work done in the class and at the time of the examination.

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1706

Semester-3
Logical Organization of Computer
B-CSC-302

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3:00Hrs

Course outcomes: After completing this course, the learner will be able to:
CO1: To gain the knowledge of number systems and concepts of coding.
CO2: To understand Boolean algebra and K-map.
CO3: To study the working of logic gates.
CO4: To study combinational and sequential circuits

Unit-I

Information Representation: Number Systems, Binary Arithmetic, Fixed-point and Floating-point representation of numbers, BCD Codes, Error detecting and correcting codes, Character Representation – ASCII, EBCDIC, Unicode.

Unit- II

Binary Logic: Boolean algebra, Boolean Theorems, Boolean Functions and Truth Tables, De-Morgan's theorem, Simplifying logic circuits, sum of product and product of sum of form, algebraic simplification, Karnaugh simplification.

Unit-III

Digital Logic: Basic Gates - AND, OR, NOT, Universal Gates – NAND, NOR, Other Gates –XOR, XNOR etc. NAND, NOR, AND-OR-INVERT and OR-AND-INVERT .
Sequential Logic: Characteristics, Flip-Flops, Clocked RS, D type, JK, T type, Race Around condition and Master-Slave flip flops.

Unit-IV

Combinational Circuits: Half-Adder, Full-Adder, Half-Subtractor, Full-Subtractor, Encoders, Decoders, Multiplexers, Demultiplexers, Comparators, Code Converters, BCD to Seven-Segment, Decoder.

Recommended Readings:

1. M. Mano: Computer System Architecture, Prentice-Hall of India Ltd., New Delhi.
2. Gill N.S. and Dixit J.B.: Digital Design and Computer Organization, University Science Press (An Imprint of Laxmi Publications), N. Delhi)
3. William Stallings: Computer Architecture and Organization, Maxell Publication.
4. Mano, M.M.: Digital Design, 2nd ed., Prentice-Hall of India.
5. Salivahanan and Arivazhagan: Digital Circuits and Design, Vikas Publ. House Pvt. Ltd.,
6. J.P. Hayes: Computer Architecture and Organization by J.P. Hayes, Tata McGraw-Hill, New Delhi.
7. M. Morris Mano, Digital Logic and Computer Design, Prentice Hall of India Pvt. Ltd.

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1767

8. V. Rajaraman, T. Radhakrishnan, An Introduction to Digital Computer Design, Prentice Hall.
Reference Books:
9. Andrew S. Tanenbaum, Structured Computer Organization, Prentice Hall of India Pvt. Ltd.
10. Nicholas Carter, Schaum's Outlines Computer Architecture, Tata McGraw-Hill.
11. Gear C.W.: Computer Organization and Architecture, Prentice Hall of India Ltd., New Delhi.

Note: Latest and additional good books may be suggested and added from time to time, covering the syllabus.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering the entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

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Semester-3

Advance IT Skills
B-CSC- 303

Total Credits: 3
L-T - P
2 - 0 -2

External Theory Marks: 35
Internal Assessment Marks: 15
Time allowed: 2 hrs

Course Outcomes: A successful completion of this course, the students will be able to:
CO1: Use e-Governance applications; and use computer to improve existing skills and learn new skills
CO2: Using internet for Digital Financial services
CO3: Understand the concept of Cyber security and issues and challenges associated with it

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Unit –I

WWW and E-Governance - Website Address and URL, Introduction to IP, Address, ISP and Role of ISP, Internet Protocol, Modes of Connecting Internet (HotSpot, Wifi, LAN Cable, BroadBand, USB Tethering), Downloading Web Pages, Printing Web Pages Introduction to Blogs

Unit-II

Digital Financial Tools and Applications Digital Financial Tools, Understanding OTP [One Time Password]and QR [Quick Response] Code, UPI [Unified Payment Interface], AEPS [Aadhaar Enabled Payment System], USSD[Unstructured Supplementary Service Data], Card [Credit / Debit], eWallet, PoS [Point of Sale], Internet Banking, National Electronic Fund Transfer (NEFT), Real Time Gross Settlement (RTGS), Immediate Payment Service (IMPS), Online Bill Payment

Unit-III

Cyber Security: Cyber Security, Concept of cyber security, Issues and challenges of cyber security. Classification of cybercrimes, Common cybercrimes- cybercrime targeting computers and mobiles, cybercrime against women and children, financial frauds, social engineering attacks, malware and ransomware attacks, zero day and zero click attacks

Recommended Readings:

1. Cyber Crime Impact in the New Millennium, by R. C Mishra, Auther Press. Edition 2010. 2.
2. Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by SumitBelapure and Nina Godbole, Wiley India Pvt. Ltd. (First Edition, 2011)
3. Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform. (Pearson, 13th November, 2001)
4. Electronic Commerce by Elias M. Awad, Prentice Hall of India Pvt Ltd.
5. Computer Fundamentals - By Pradeep K. Sinha, Priti Sinha, BPB Publications, 6th Edition

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1709

Note: Latest and additional good books may be suggested and added from time to time, covering the syllabus.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 7 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering the entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Practical

External Practical Marks: 15
Internal Assessment Marks: 10
Time allowed: 2hrs

Course Outcomes:
The following activities will be carried out/ discussed in the lab during the initial period of the semester.

Laboratory:
Students are advised to do laboratory/practical practice not limited to, but including the following types of problems:

WWW and E-Governance:
1. Understanding the various devices related to Internet
2. Using e-governance services
3. Writing e-blogs.

Digital Financial Tool:
1. Using digital financial tools.

Cyber Security:
1. Checklist for reporting cyber-crime at Cybercrime Police Station
2. Checklist for reporting cybercrime online
3. Reporting phishing emails
4. Demonstration of email phishing attack and preventive measures.

Instructions for External Practical Paper Setter/Examiner:
The examiner will set 4 questions at the time of practical examination by taking course learning outcomes(CLOs) into consideration. The examinee will be required to solve two problems. Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and and execution of the program of the practical work done in the class and at the time of the examination.

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1710

Semester-4

Object Oriented Programming with C++
B-CSC-401

Total Credits: 4
L - T - P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3hrs

Course outcomes: After completing this course, the learner will be able to:

CO1: To study the basic concepts of object oriented programming and applications.

CO2: To learn object. oriented programming, data types, variables, operators, recursion, array, data hiding and encapsulation, inline function and friend function.

CO3: To implement inheritance, polymorphism, virtual function, console I/O operation.

CO4: To analyse classes for file stream, operation on file, error detection in file.

Unit-I

Object Oriented Programming: Software evolution. Object oriented Languages and Applications.
Object Oriented Concepts: Class, Object, Abstraction, Inheritance, Polymorphism, Overriding, Abstract Class & methods. Generalization, Aggregation, Associations.

Unit-II

Introduction to Programming C++: Object-Oriented Features of C++, data types in C++, variables, operators, flow control, recursion, array, Pointers and their manipulation, strings, structures, Class and Objects, Data Hiding & Encapsulation, Data members and Member functions, Inline Functions ,Friend Functions, Comparing C with C++.

Unit- III

Inheritances: Single Inheritance, Multiple Inheritance, Hierarchical, Hybrid Inheritance, polymorphism, pointers, virtual functions, console I/O operations.

Unit- IV

Files: Classes for file stream Operations-opening, closing and processing file, End of file detection, file pointers, updating a file, Error Handling during file Operations.

Recommended Readings:

1. Lipschutz: Data Structures (Schaum's Outline Series), Tata McGraw-Hill.
2. Adam Drozdek: Data Structures and Algorithms in C++, Vikas Pub. House (Thmpson), New Delhi.
3. Gupta Amit: Data Structures Through C, GalgotiaBooksource Pvt. Ltd., New Delhi.
4. Sofat S.: Data Structures With C and C++, Khanna Book Pub. Co.(P) Ltd, N. Delhi.
5. Dromey R.G: How to solve it by Computer? Prentice Hall India.
6. Loomis: Data Structure and File Management, Prentice-Hall India Ltd.
7. Tannenbaum: Data Structure Using C, Tata McGraw-Hill.

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Note: Latest and additional good books may be suggested and added from time to time, covering the syllabus.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Practical

External Practical Marks: 20
Internal Assessment Marks: 10
Time allowed: 2hrs

Course Outcomes:
The following activities will be carried out/ discussed in the lab during the initial period of the semester.

Laboratory:
Students are advised to do laboratory/practical practice not limited to, but including the following types of problems:

1. Write a program in C++ to find the area and circumference of a circle.
2. Write a program to display the size of different data types available in C++.
3. Write a program to check whether the given number is even or odd (using?: ternary operator).
4. Write a program to check whether the given number is positive or negative (using?: ternary operator).
5. Write a program that inputs three numbers and displays the largest number using the ternary operator.
6. Write a C++ program to swap two numbers without using a third variable.
7. Write a program to find max number among the given three numbers using if-else statement.
8. Write a program to convert decimal numbers to binary number using loop.
9. Write a program to print the Fibonacci series up to the given number of terms.
10. Write a program to find whether a number is palindrome or not.
11. Write a C++ program to find area of a triangle, square, circle, rectangle using switch statement
12. Write a program to print reverse the order of elements of an array and also print their sum.
13. Write a program to count positive and negative numbers using a while loop.
14. Write a program to merge ascending and descending array into the third array.
15. Write a program to compare two strings without using any inbuilt function.
16. Write a program for count words in given string including spaces between words.
17. Print Fibonacci series in C++ using user defined function.
18. Write a program to swap two numbers without using a third variable using functions.
19. Write a program to find the number is even or odd using pointer.

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Department of Computer Science & Engineering and Information Technology
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1712

20. Write a program to read infinite numbers and then arrange them in ascending order using a pointer.
21. Write a program to convert infix to postfix expression.
22. Write a program to illustrate dynamic memory allocation.
23. Write a program to use new and delete operators for arrays.
24. Write a program illustrating use of different constructors.
25. Write a program to read and print student's information using two classes and simple inheritance.
26. Write a program to demonstrate example of multilevel inheritance.
27. Write a program to read and print employee information using multiple inheritance.
28. Write a program to demonstrate example of hierarchical inheritance to get square and cube of a number.
29. Write a program to overload sum( ) function.
30. Write a program to overload ++ operator when used as prefix.

Instructions for External Practical Paper Setter/Examiner:

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 4 questions at the time of practical examination by taking course learning outcomes(CLOs) into consideration. The examinee will be required to solve two problems.Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record. viva-voce, write up and execution of the program of the practical work done in the class and at the time of the examination.

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1713

Semester-4

Basics of Data Structure
B-CSC-402

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3:00hrs

Course Outcomes: After completing this course, the learner will be able to:
CO1: To study the data structure and operations.
CO2: Implementation stack and Queue
CO3: To study the basic of files.
CO4: To study the file organizations.

Unit-I

Introduction to data structures, memory management techniques, data structure Operations, Algorithm notations, complexity of algorithm & time space trade off, arrays, different operations on arrays.

Unit-II

Stack, memory representation of stacks, operation of stack, application of stack (Polish notations recursion), Queues, Operations on Queues, types of Queues, liked lists, representation of liked list, types of linked list.

Unit-III

Introduction to Files:, Storage devices, Magnates tape (Blocking & De –Blocking), tape utilization, Size of Block, Application Areas of Magnetic tape, Advantage & Disadvantage of tape, Timing Determination, Magnetic Disk (Access time, Advantage & Disadvantages), floppy disk, Comparison between different Storage Devices

Unit-IV

File Organization: Types of File Organization: Serial Sequential, Direct, Indexed Sequential Access Method (ISAM), Hashing algorithm, Collision & Synonym, Choice of file organization Methods. Types of Files (According to function, Access mode), files Operations, file System

Recommended Readings:

1. Lipschutz: Data Structures (Schaum's Outline Series), Tata McGraw-Hill.
2. Adam Drozdek: Data Structures and Algorithms in C++, Vikas Pub. House (Thmpson), New Delhi.
3. Gupta Amit: Data Structures Through C, GalgotiaBooksource Pvt. Ltd., New Delhi.
4. Sofat S.: Data Structures With C and C++, Khanna Book Pub. Co.(P) Ltd, N. Delhi.
5. Dromey R.G: How to Solve it by Computer ?, Prentice Hall India.
6. Loomis: Data Structure and File Management, Prentice-Hall India Ltd.
7. Tannenbaum: Data Structure Using C, Tata McGraw-Hill.
Note: Latest and additional good books may be suggested and added from time to time, covering the syllabus.

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Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

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1715

Semester-5

Data Base Management System
B-CSC-501

Total Credits: 4
L - T - P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3hrs

Course outcomes: After completing this course, the learner will be able to:
CO1: To understand fundamental concepts of database.
CO2: Understand user requirements and frame it in data model.
CO3: Acquire knowledge of Relational Model and Normalization.
CO4: Understand SQL as a query language.

Unit-I

Basic Concepts – Data, Information, Records and files. Traditional file – based Systems-File Based Approach-Limitations of File Based Approach, Database Approach-Characteristics of Database Approach, Database Management System (DBMS), Components of DBMS Environment, DBMS Functions, Advantages and Disadvantages of DBMS. Classification of Database Management System. Roles in the Database Environment Data and Database Administrator.

Unit – II

Centralized and Client Server architecture to DBMS. Database System Architecture – Three Levels of Architecture, External, Conceptual and Internal Levels, Schemas, Mappings and Instances.
Data Independence: Logical and Physical Data Independence. Data Models: Records- based Data Models, Object-based Data Models, Physical Data Models and Conceptual Modeling. Hierarchical, network and Relational model

Unit – III

Entity-Relationship Model – Entity Types, Entity Sets, Attributes and keys, Relationship, relationship sets, Role name & recursive relationship and structural constraints, Conceptual design using E-R Diagrams. **Relational Data Model**:-Introduction, Properties of Relations, Keys, Integrity Constraints over Relations, Views.
Relational Database Design: Functional Dependencies, Normalization: 1^{st} to 3^{rd} Normal Form, BCNF

Unit – IV

SQL: Types & components of SQL, Data Definition and data types, Data definition commands, Data manipulation commands, Data Control Commands Specifying Constraints (Primary Constraint, Foreign key, Unique, Not Null) in SQL, Schema, Basic Queries in SQL, Insert, Delete and Update operations, In-built Date, String functions, Commit, Rollback, save points. Views: Introduction, Advantages of creating views, Features, Destroying/ Altering table & Views.

Recommended Readings:
1. Elmasri & Navathe, "Fundamentals of Database Systems", 5th edition, Pearson Education.

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7/6

2. Thomas Connolly Carolyn Begg, "Database Systems", 3/e, Pearson Education
3. C. J. Date, "An Introduction to Database Systems", 8th edition, Addison Wesley N. Delhi.
4. RaghuramaKrishnan:Database Management Systems, Johannes Gehrke, TMH.
5. Siberschatz,Korth: Database System Concepts, McGRaw Hill, latest Edition
6. C.J Date: An Introduction to Date base Systems. VoI& II, Addison Wesley,
7. J.D Ullman, Principal of Date base systems, Golgotha, New Delhi.
8. Wiederhold, Date base Design, Mc Grew Hill
9. R. Elmasri, and S.B. Nava the, Fundamentals of database Systems, Pearson Education Asia.
10. R. Ramakrishna. J. Gemke, Date base Management Systems, McGraw-Hill

Note: Latest and additional good books may be suggested and added from time to time, covering the syllabus.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering the entire syllabus. The examinee will be required to attempt 5 questions. selecting one question from each unit and the compulsory question.

Practical

External Practical Marks: 20
Internal Assessment Marks: 10
Time allowed: 2hrs

Course Outcomes:
The following activities be carried out/ discussed in the lab during the initial period of the semester.

Laboratory:
Students are advised to do laboratory/practical practice not limited to, but including the following types of problems:

1. Write a SQL query for creating and describing a table of the salesman in a company.
2. Write a query to insert data into a table.
3. Write a SQL statement to display all the information of all salesmen.
4. Write a query that will retrieve the value of the salesman if of all salesman, getting orders from the customers in the orders table without any repeats.
5. Write a SQL statement to display the name and city of the salesman, who belongs to the city of Paris.
6. Write a SQL statement to display all the information for those customers with a grade of 200.
7. Write a SQL statement to delete a particular record from a table
8. Write an SQL statement that selects the highest grade for each of the cities of customers using the GROUP BY clause.
9. Write an SQL statement that selects the particular record using the ORDER BY clause.
10. Write a SQL statement to prepare a list with the salesman's name, the customer's name, and their cities for the salesman and customer who belong to the same city,
11. Write a SQL statement to know which salesman is working for which customers.
12. Write an SQL statement to create a view of the table.

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1717

13. Write an SQL statement to rename, update, and delete a view.
14. Write an SQL statement to update the record in a table.
15. Write a SQL statement to drop and truncate a table.
16. Understanding relational model concepts
17. Converting a table into various normal forms.
18. Understanding various concepts of databases

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 4 questions at the time of practical examination by taking course learning outcomes(CLOs) into consideration. The examinee will be required to solve two problems.Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the program of the practical work done in the class and at the time of the examination.

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Semester-5

Operating System
B-CSC-502

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3:00hrs

Course Outcomes:

CO1: Understand the role of operating systems as System software.
CO2: Able to compare the various algorithms and comment about performance of various algorithms used for management of memory, CPU scheduling, file handling and I/O operations.
CO3: Understand various concept related with Deadlock to solve problems related with Resources allocation, after checking the system in Safe state or not.
CO4: To understand the role of Process synchronization towards increasing throughput of a system.

Unit-I

Introduction: Introductory Concepts: Operating system functions and characteristics, historical evolution of operating systems, types of Operating System: Real time, Multiprogramming, Multiprocessing. Batch processing, O/S service system calls, system programs.

Unit-II

Process Management: Process concepts, operations on processes, Process states and Process Control Block. CPU Scheduling: Scheduling criteria, Levels of Scheduling, Scheduling algorithms.

Unit-III

Concurrent Processes: Critical section problem, Semaphores.
Deadlocks: Deadlock characterization, Deadlock prevention and Avoidance, Deadlock Detection and Recovery.

Unit-IV

Memory Management: memory management of single-user and multi-user operating system, partitioning, swapping, paging and segmentation, Thrashing.

Recommended Readings:

1. Deitel, H.M., "Operating Systems", Addison- Wesley Publishing Company, New York.
2. Tanenbaum, A.S., "Operating System- Design and Implementation", Prentice Hall of India, New Delhi.
3. Silberschatz A., Galvin P.B.,and Gagne G., "Operating System Concepts", John Wiley & Sons, Inc.,New York.
4. Godbole, A.S., "Operating Systems", Tata McGraw-Hill Publishing Company, New Delhi.

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1719

Note: Latest and additional good books may be suggested and added from time to time, covering the syllabus.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering the entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

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1720

Semester-6

Programming in Python
B-CSC-601

Total Credits: 4
L - T - P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3hrs

Course outcomes: After completing this course, the learner will be able to:
CO1: Understand the basic concepts of python programming.
CO2: Understand the Data types and Operators.
CO3: Understand the flow of control.
CO4: Develop the simple programs of python using arrays and functions.

Unit-I

Introduction to Python: History and Features of Python Programming, Basics of Python: Keywords, Variables, Operator: Arithmetic, Relational, Logical, comparison, Bitwise, Assignment, Identity operator and Membership operator; Input output statement; Indentation, and Comments: Purpose/use of comments, Single line comment/Multiline comment;
Python Data Types: Implicit Declaration of Data Types, Python Numbers (Integers, floating-point numbers, and complex numbers), Python Strings, Python Boolean data type;

Unit-II

Python Complex data types: String Data Type, String Manipulation Methods and implementation using Python Programming
String manipulations: Subscript operator, indexing, slicing a string, other functions on strings, string module. Strings and number system: Format functions, converting strings to numbers & Vice Versa. List, Tuples, Sets, Dictionaries: Basic list operators, replacing, inserting, removing an element, searching, Sorting lists, dictionary literals, adding & removing keys, accessing & replacing values, traversing dictionaries
Operators: Arithmetic, Comparison/Relational Operators, Increment Operators, Logical operators, Identity Operators, and Operators Precedence.

Unit-III

Python Control Flow Statement, Decision Making: Simple If Structure, if-else structure, if elif structure, and nested If Structure
Looping: Python Loop Statements. Python while loop, Python for loop, Python range(), Python Nested Loop Structures, and Inserting conditions in Loops and vice versa; Python Branching Statements – break, continue, pass.
Python Lists: Create Python Lists, Update Python Lists, Delete Elements from Python Lists, and Built-in Functions Methods for Python Lists.

Unit-IV

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BPS Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat (HR.)

1781

Python Functions: defining function, arbitrary arguments, keywords arguments, default parameter values, return value and return statements; Lambda; Arrays: looping through array elements, array methods; Array in Python, Design with Functions: hiding redundancy, complexity, arguments & return values; Formal/Actual arguments, named arguments, program structure and design, Recursive functions, scope & Global statements, Importing modules, Math modules & Random modules.

Recommended Readings:

1. Python Programming using problem solving approach by ReemaThareja, Oxford University Press.
2. Learning Python by Mark Lutz
3. Introduction to Computation and Programming Using Python with application to understanding data by Guttag John V, PHI
4. Introduction to Computer Science using Python by Charles Diorbach, Wiley.
5. Programming Python by Mark Lutz

Note: Latest and additional good books may be suggested and added from time to time, covering the syllabus.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering the entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Practical

External Practical Marks: 20
Internal Assessment Marks: 10
Time allowed: 2hrs

Course Outcomes:
The following activities will be carried out/ discussed in the lab during the initial period of the semester.

Laboratory:
Students are advised to do laboratory/practical practice not limited to, but including the following types of problems:

1. Find the sum of given numbers using a function with default arguments.
2. Demonstrate default constructor or no argument constructor.
3. Generate prime numbers between the given two numbers.
4. Perform arithmetic operations using Inline function.
5. Accept a three digit number and display it in words eg. 123 be printed out as One Two Three.
6. Swap two values using methods of passing arguments in function
7. Prepare a student Record using class and object.
8. Find the area of geometric shapes using function overloading.

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1782

9. Illustrate the use of the Friend function.
10. Demonstrate parameterized constructor.
11. Demonstrate copy constructor with constructor overloading.
12. Demonstrate destructors and constructor using "this: pointer.
13. To Perform Addition Subtraction Multiplication Division
14. To Check Whether a Character is Alphabet or Not
15. To Check Whether a Character is Vowel or Not
16. To Count Zeros, Positive and Negative Numbers
17. To Remove all Non Alphabet Characters from a String
18. To Find Average of Numbers Using Arrays
19. To Find Size of Variables using sizeof Operator
20. To Check Leap Year.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 4 questions at the time of practical examination by taking course learning outcomes(CLOs) into consideration. The examinee will be required to solve two problems.Equal weightage will be given to both the questions. The evaluation will be done on the bases of practical record, viva-voce, write up and execution of the program of the practical work done in the class and at the time of the examination.

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Semester-6

Software Engineering
B-CSC-602

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3:00hrs

Course Outcomes: After completing this course, the learner will be able to:

CO1: Able to design and conduct experiments, as well as to analyze and interpret data.
CO2: Able to identify, formulate, and solve engineering problems.
CO3: Able to analyze, design, verify, validate, implement, apply, and maintain software systems.
CO4: Able to understand different phases of SDLC.

Unit -I

Software and software engineering: Software characteristics, Software Processes, software crisis, Software life cycle models, Waterfall, Prototype, Evolutionary and Spiral Models, software engineering paradigms, goals and principles of software engineering.

Unit -II

Software requirement analysis – Structured analysis, object-oriented analysis and data modeling, software requirement specification, validation. Software requirements Analysis and Specifications: Requirement engineering, requirements analysis using DFD, Data Dictionaries and E-R Diagram, requirement documentation, nature of SRS, characteristics and organization of SRS.

Unit-III

Size Metrics, Function point analysis, phases process models, Software process, Software Quality, role of metrics & measurement.
Cost estimation COCOMO model, Project Scheduling Software Quality Assurance, Project monitoring plans

Unit -IV

Design and implementation of software- Software design fundamentals, software design principles, Cohesion and Coupling, Classification of Cohesion and Coupling, Function oriented design, and object oriented Design, design verification, monitoring and control. Concept of Software reliability & Availability. Safety of the software, Error, Fault & Failure of software. Reliability Models & limitations.

Recommended Readings:

1. Software Engineering By Nasib Singh Gill, Khanna Publication
2. Software Engg:- Metrics, testing and faults, Rajender Singh Chhillar, Excel Books new Delhi.
3. Software Engg:- Roger, S, Pressman, Mc-Graw hill
4. An Integrated Approach to Software Engg. PankajJolote. Narose

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1724

5. Software Runaways. Glass. R.L. Prentice Hall
6. Risk Management Economics Bohem B.IEEE Computer Society Press.
7. Software Engineering Economics Bohem B.IEEE Computer Society Press.
8. Software Engineering BySommerville.

Note: Latest and additional good books may be suggested and added from time to time, covering the syllabus.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering the entire syllabus. The examinee will be required to attempt 5 questions. selecting one question from each unit and the compulsory question.

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1785

Semester-6

E-Commerce
B-CSC-603

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3:00hrs

Course Outcomes: At the end of this course, the student will be able to:
CO1: Learn the main components of e-commerce and its prerequisites.
CO2: Understand the EDI and learn the different mode of electronic payment.
CO3: Learn the implementation of b2c type of e-commerce in real life applications.
CO4: Understand the idea of commerce over mobile phones, security prospectus of e-commerce.

Unit-I

Introduction to E-Commerce: Defining E-Commerce, Traditional Commerce and E-Commerce, Main Activities of E-Commerce, Benefits of E-Commerce, Broad Goals of E-Commerce, Components of E-Commerce, Functions of E-Commerce, Types of E-Commerce, Role of Internet and Web in E-Commerce, Scope of E-Commerce.

Unit-II

Electronic Data Interchange (EDI): Introduction and definition of EDI, EDI layered Architecture, Benefits and applications of EDI.
Electronic Payment Systems: Electronic Funds Transfer, Steps for Electronic Payment, Payment Security, Net Banking credit/debit/smart cards, E-money.

Unit-III

Products in B2C Model: On-line Travel Tourism Services, Benefits and Impact of E-Commerce on Travel Industry, Online Banking and its Benefits, On-line Financial Services and their Future, E-auctions: Benefits, Implementation and impact of E-auctions.

Unit-IV

Mobile Commerce and Future of E-Commerce: Introduction to Mobile Commerce, Benefits of Mobile Commerce. Impediments of M-Commerce, M-Commerce framework. Internet Security Issues, Emerging and future trends of E-commerce.

Recommended Readings:

1. Ravi Kalakota, Andrew B. Whinston: Frontiers of Electronic Commerce, Addison Wesley.
2. Turban E., Lee J..King D. and Chung H.M, Electronic Commerce-A Managerial Perspective, Prentice-Hall International, Inc.
3. K.K.Bajaj &D.Nag, E-Commerce, Tata McGraw Hill, New Delhi.
4. Bhatia V., E-commerce, Khanna Book Pub. Co. (P) Ltd., Delhi.

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1726

Note: Latest and additional good books may be suggested and added from time to time, covering the syllabus.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering the entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

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1787

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

Subject-Mathematics
Common for Bachelor of Arts and Bachelor of Physical Science
w. e. f. Academic session 2025-26

Scheme of Examination for 3rd semester

Second Year: 3rd Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-MAT-301	DSC	Analytical Geometry & Vector Calculus	3	2	0	4	20	10	50	20	100
2	B-MAT-302	MIC	Fundamentals of Mathematics	4	0	0	4	30	0	70	0	100
3	B-MAT-303	MDC	Elementary Mathematics	3	0	0	3	25	0	50	0	75

Scheme of Examination for 4th semester

Second Year: 4th Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-MAT-401	DSC	Ordinary Differential Equations	3	2	0	4	20	10	50	20	100
2	B-MAT-402	MIC (VOC)	Mathematical Computing using Python	3	2	0	4	20	10	50	20	100

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1728

Scheme of Examination for 5th semester

Third Year: 5th Semester												
Sr. No	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-MAT-501	DSC	Partial Differential Equations	3	2	0	4	20	10	50	20	100
2	B-MAT-502	MIC (VOC)	Computational Mathematics	3	2	0	4	20	10	50	20	100

Scheme of Examination for 6th semester

Third Year: 6th Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-MAT-601	DSC	Advanced Calculus	3	2	0	4	20	10	50	20	100
2	B-MAT-602	MIC	Probability Theory and Statistics	4	0	0	4	30	0	70	0	100
3.	B-MAT-603	MIC (VOC)	Operations Research	3	2	0	4	20	10	50	20	100

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Analytical Geometry & Vector Calculus

B-MAT-301

Total Credits: 4
L - T - P
3 - 0 - 1

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 Hrs

Course outcomes:

CO1: Gain knowledge of the general equation of second degree, tangent at any point to the conic, chord of contact, pole of line and director circle of conic.

CO2: Understand concepts of plane section of sphere, Intersection of two spheres, radical plane and co-axal system of spheres.

CO3: Have the knowledge of gradient of scalar point function, divergence and curl of vector point function and their related vector identities and Laplacian operator.

CO4: Gain knowledge of Line integral, Surface integral, Volume integral and theorems of Gauss, Green & Stokes.

Unit – I

General equation of second degree, equation of the conic referred to center as the origin. Length and equations of the axes, eccentricity of the conic. Tangent at any point to the conic, chord of contact, pole of line to the conic, director circle of the conic.

Unit – II

Sphere: Plane section of a sphere. Sphere through a given circle. Intersection of two spheres, Radical plane of two spheres. Co-axal system of spheres.

Unit – III

Gradient of a scalar point function and its geometrical interpretation. Divergence and curl of vector point function, characters of grad ϕ, Div. $\vec{f}$ and Curl $\vec{f}$ as point function, examples. Gradient, divergence and curl of sums and product and their related vector identities. Laplacian operator.

Unit – IV

Vector integration; Line integral, Surface integral, Volume integral. Theorems of Gauss, Green & Stokes and problems based on these theorems.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

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Practical

External Practical Marks: 20
Internal Assessment Marks : 10
Time allowed: 3 hrs

Course Outcomes:

CO1: Attain cognitive and technical skills required for solving different problems of conic section and sphere.

CO_2: Have technical and practical skills of solving vector calculus problems related to gradient, divergence and curl, vector integration.

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1. Practical problems to find nature of the curve, center and the equation of the conic referred to center as the origin.
2. Practical problems to demonstrate the length of axes, eccentricity and the equations of the conic.
3. Formulation and solution of real life situations which uses mathematical knowledge and characteristics of sphere (at least two).
4. Practical problems to understand geometrical meanings of gradient, divergence and curl.
5. Practical problems to demonstrate use of vector identities based on gradient, divergence and curl.
6. Practical problems to demonstrate use of line integral.
7. Practical problems to demonstrate use of surface integral.
8. Practical problems to demonstrate use of volume integral.
9. Problems of solving vector integration by Gauss divergence theorem.
10. Problems of solving vector integration by Stoke's theorem.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 4 questions at the time of practical examination by taking course learning outcomes (CLOs) into consideration. The examinee will be required to solve two problems. The evaluation will be done on the basis of practical record, viva-voce, write up and execution of the program.

Recommended Readings:

1. Robert J T. Bell (2022). *An Elementary Treatise on Coordinate Geometry of Three Dimensions*. Legare Street Press.
2. George B. Thomas Jr., Joel Hass, Christopher Heil & Maurice D. Weir (2018). *Thomas Calculus* (14th edition). Pearson Education.
3. Howard Anton, I. Bivens & Stephen Davis (2016). *Calculus* (11th edition). Wiley India.
4. James Stewart (2012). *Multivariable Calculus* (7th edition). Brooks/Cole Cengage Learning.
5. D. Chatterjee (2009). *Analytical Geometry: Two and Three Dimensions*. Narosa Publishing House.
6. Murray Spiegel and Seymour Lipschutz (2009). *Vector Analysis* (2nd edition). Schaum Outline Series.

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7. Shanti Narayan and P.K. Mittal (2007). *Analytical Solid Geometry*. S. Chand and Company.
8. Shanti Narayan and P.K. Mittal (2003). *A Text Book of Vector Calculus*. S. Chand.
9. Monty J. Strauss, Gerald L. Bradley & Karl J. Smith (2002). *Calculus* (3rd edition). Pearson Education.
10. Gordon Fuller and Dalton Tarwater (1992). *Analytic Geometry* (7th edition). Pearson.
11. J.H. Kindle (1990). *Analytic Geometry*. McGraw-Hill
12. Gabriel Klambauer (1986). *Aspects of Calculus*. Springer-Verlag.

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Fundamentals of Mathematics
B-MAT-302

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3 Hrs

Course Outcomes:

CO1: Gain the knowledge of solving many LPP using graphs.
CO2: Use methods of LPP to solve many problems related to transportation, maximization and minimization etc.
CO3: Obtain the knowledge of compound interest with different types of interest rates.
CO4: Understand the problems related to annuities.

Unit-I

Linear Programming-Formulation of LPP: Graphical method of solution; Problems relating to two variables including the case of mixed constraints; Cases having no solution, multiple solutions, unbounded solution and redundant constraints.

Unit-II

Simplex Method—Solution of problems up to three variables, including cases of mixed constraints; Duality; Transportation Problem.

Unit-III

Compound Interest: Certain different types of interest rates; Concept of present value and amount of a sum.

Unit-IV

Annuities: Types of annuities; Present value and amount of an annuity, including the case of continuous compounding; Valuation of simple loans and debentures; Problems relation to sinking funds.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Readings:

1. Allen R.G.D: Basic Mathematics; Mcmillan, New Delhi, 1971.
2. Volra. N. D. Quantitative Techniques in Management, Tata McGraw Hill, New Delhi, 1990.
3. Kapoor V.K. Business Mathematics: Sultan chand and sons, Delhi, 1985.

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Elementary Mathematics
B-MAT-303

Total Credits: 3
L - T - P
3 - 0 - 0

External Theory Marks: 50
Internal Assessment Marks: 25
Time allowed: 2 Hrs

Course Outcomes:

CO_1: Gain the knowledge of facts, concepts and rules to calculate simple and compound interests. Understand the technical terms related to income tax and Equated monthly installment (EMI).

CO_2: Have deeper knowledge of profit, loss, work, time and distance, coding and decoding inculcate technical and cognitive skill in solving problems related to these. Attain procedural skill to solve problems related to ratios and proportions. Gain procedural and technical knowledge to solve the practical problems of height and distances using concepts of trigonometry.

CO_3: Develop cognitive skill to analyze the results of a sample using measures of central tendency and graphical representation (pie charts, frequency polygons, ogive).

Unit-I

Simple interest, Compound interest, Equated monthly installment (EMI), Direct tax calculation.

Unit-II

Profit and loss, Work, time and distance, Coding and Decoding, Ratio and proportion, Trigonometry and its applications, Mensuration for practical purposes.

Unit-III

Permutation and combinations (simple problems). Mean, Mode, Median, Standard deviation, Variance. Bar graphs, Pie charts, Frequency polygons. Ogive.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 7 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Recommended Readings:

1. R. S. Aggarwal (2022). *Quantitative Aptitude*. S Chand & Company Limited, New Delhi.
2. Jaikishan & Premkishan (2022). *How to Crack Test of Reasoning in All Competitive Exams*. Arihant Publications.
3. A. Guha (2020). *Quantitative Aptitude* (7th Edition). McGraw Hill Publications.
4. R. V. Praveen (2016). *Quantitative Aptitude and Reasoning* (3rd Edition). PHI publications.
5. R.S. Aggarwal (2018). *A Modern Approach to Logical Reasoning*. S. Chand.
6. Richa Agarwal (2019). *How to Crack Test of Arithmetic*. Arihant Publications.

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1734

Ordinary Differential Equations

B-MAT-401

Total Credits: 4
L - T - P
3 - 0 - 1

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 Hrs

Course Outcomes:

CO_1: Have knowledge of the basic concepts of ordinary differential equations and learn various techniques of finding exact solutions certain solvable first order differential equations.

CO_2: Have procedural knowledge and cognitive and technical skills of solving homogeneous and non-homogeneous second order linear ordinary differential equations with constant coefficients and with variable coefficients.

CO_3: Have knowledge of finding solution of linear differential equations by various methods.

CO_4: Have knowledge of concepts and theories of Ordinary simultaneous differential equations.

Unit-I

Geometrical meaning of a differential equation, Order and degree of a differential equation, Solutions of differential equations of first order and first degree, Exact differential equations, Integrating factor, First order higher degree equations solvable for x, y and p, Lagrange's equations, Clairaut's form and singular solutions.

Unit-II

Orthogonal trajectories of one-parameter families of curves in a plane. Solutions of linear ordinary differential equations with constant coefficients, linear non-homogeneous differential equations. Linear differential equation of second order with variable coefficients.

Unit-III

Linear differential equations of second order: Reduction to normal form. Transformation of the equation by changing the dependent variable/ the independent variable. Solution by operators of non-homogeneous linear differential equations. Reduction of order of a differential equation. Method of variations of parameters. Method of undetermined coefficients.

Unit-IV

Ordinary simultaneous differential equations. Solution of simultaneous differential equations involving operators x (d/dx) or t (d/dt) etc. Simultaneous equation of the form $dx/P = dy/Q = dz/R$. Total differential equations. Condition for $Pdx + Qdy + Rdz = 0$ to be exact. General method of solving $Pdx + Qdy + Rdz = 0$ by taking one variable constant. Method of auxiliary equations.

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1735

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Practical

External Practical Marks: 20
Internal Assessment Marks:10
Time allowed: 3 hrs

Course Outcomes:

CO_1: To attain cognitive and technical skills required for selecting and using relevant methods and techniques to assess the appropriateness of approaches to solving problems associated with the differential equations.

CO_2: To attain technical skill of solving differential equations by using built in functions of MAXIMA software.

A) Problem Solving: Questions related to the following problems will be worked out and record of those will be maintained in the Practical Notebook:

1. Problems solving for differential equations which are reducible to homogeneous.
2. Problems solving for differential equations which are exact differential equations.
3. Problems solving for linear differential equations with constant coefficient.
4. Problems solving for linear differential equations with variable coefficient.
5. Problems solving for linear differential equations by changing the dependent/independent variable.
6. Problems solving for linear differential equations by reduction of order of differential equations.
7. Problems solving for simultaneous differential equations involving operators x (d/dx) or t (d/dt) etc.

B) The following practicals will be done using MAXIMA Software and their record will be maintained in the practical note Book:

1. Solutions of first and second order differential equations.
2. Plotting of family of solutions of differential equations of first, second and third order.
3. Growth and decay model (exponential case only).
4. Lake pollution model (with constant/seasonal flow and pollution concentration).
5. To find the solutions Linear differential equations of second order using built in functions of MAXIMA software.

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Khanpur-Kalan, Sonipat (Haryana)

6. To find numerical solution of a first order ODE using plotdf built in function of MAXIMA.
7. To find exact solutions of first and second order ODEs using ode2 and ic1/ic2 built in functions of MAXIMA.
8. To find exact solutions of first and second order ODEs using desolve and atvalue built in functions of MAXIMA.

Instructions for External Practical Paper Setter/Examiner:

The practical component of the course has two parts, Problem Solving and Practical using MAXIMA software. The examiner will set 4 questions at the time of practical examination asking two questions from the part (A) and two questions from the part (B) by taking course learning outcomes (CLOs) into consideration. The examinee will be required to solve one problem from the part (A) and to execute one problem successfully from the part (B). Equal weightage will be given to both the parts. The evaluation will be done on the basis of practical record, viva-voce, write up and execution of the program.

Recommended Readings:

1. Erwin Kreyszig (2011). *Advanced Engineering Mathematics* (10th edition). J. Wiley & Sons.
2. B. Rai & D. P. Choudhury (2006). *Ordinary Differential Equations-An Introduction.* Narosa Publishing House Pvt. Ltd. New Delhi.
3. Shepley L. Ross (2014). *Differential Equations* (3rd edition). Wiley India Pvt. Ltd.
4. George F. Simmons (2017). *Differential Equations with Applications and Historical Notes* (3rd edition). CRC Press. Taylor & Francis.
5. H. T. H. Piaggio (2004). *An Elementary Treatise on Differential Equations and Their Applications.* CBS Publishers.

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Mathematical Computing using Python

B-MAT-402

Total Credits: 4
L - T - P
3 - 0 - 1

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 hrs

Course Outcomes:

CO1: Know about basics of Python Programming.
CO2: Generate programming skill using flow statements.
CO3: Use of strings and various characteristics of strings in programming.
CO4: Solve various problems by creating lists and indexing.

Unit-I

Python Basics: Introduction, Thrust Area of Python, Installing Anaconda Python Distribution, Installing PyCharm, Getting Started with Python, Python as A Calculator, Installing and using Jupyter Notebook.
Identifiers, Keywords, Statement and Expressions, Variables, Mathematical Operators, Precedence and Associativity, Data types, Comments, Reading Input, Print Output, Type Conversions, The Type() Function and is Operator.

Unit-II

Control Flow Statements: The if, if...else, if...elif...else Decision Control Flow Statement, Nested if Statements, The while Loop, The for Loop, The continue and break Statements, Catching Exceptions using try and except Statement.
Mathematical Function: Built-In Functions, commonly used Mathematical Modules, Mathematical Function Definition and Calling the Function, The return Statement and void Function, Scope and Lifetime of Variables, Default Parameters.

Unit-III

Strings: Creating and Storing strings, Basic String Operations, Accessing Characters in String by Index Number, String Slicing and Joining, String Methods, Formatting Strings.

Unit-IV

Lists: Creating List, Basic List Operations, Indexing and Slicing in Lists, Built-In Functions Used in Lists, List Methods, The del Statement.
Basic Matrix Computations using Python Programming..

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question

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Practical

External Practical Marks: 20
Internal Assessment Marks:10
Time allowed: 3 hrs

Course Outcomes:

CO: To attain cognitive and technical skills required for selecting and using relevant methods and techniques to assess the appropriateness of approaches to solving mathematical problems.

There will be a separate practical paper consisting of implementation of all methods studied in the theory paper B-MAT-402. Atleast 10 programs are compulsory. The external examiner will set 4 questions at the time of practical examination and the examinee will be required to solve two problems. The evaluation will be done on the basis of practical record, viva-voce, write up and execution of the program.

Recommended Readings:

1. Gowrishankar S., Veena A., Introduction to Python Programming, Special Indian Edition, CRC Press
2. Michael Dawson, Python Programming for The Absolute Beginner, Third Edition
3. Swastika Mitra, Applied Numerical Mathematics and Computing (Using C, C++ and Python), Academic Publication
4. Prof. P. Subashini, Dr. N. Balamani, Dr. R. Janani, Explore Python for Mathematics, Notion Press
5. K. Varadu Rajkumar, Dr. Marlapalli Krishna, S. Jaya Prakash, Basic Python Programming for Beginners
6. Kevin Wilson, The Absolute Beginner's Guide to Python Programming, Apress
7. Dr. R. Nageswara Rao Core Python Programming, Second Edition, Dreamtech Press India Pvt. Ltd.

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Partial Differential Equations
B-MAT-501

Total Credits: 4
L - T - P
3 - 0 - 1

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 Hrs

Course Outcomes:

CO_1: Have the procedural knowledge and cognitive and technical skills of solving second and higher order linear partial differential equations (homogeneous and non-homogeneous). Develop the skills to find the solution of PDEs with variable coefficients.

CO_2: Have deeper knowledge to classify the second order partial differential equations and reduce them in canonical forms, to find characteristic equations and curves. Learn cognitive skill for solving non-linear partial differential equations and their application to solve problems of science and society.

CO_3: Gain theoretical and practical knowledge to solve the Laplace, heat and wave equations.

CO4: Have technical and cognitive skills to generate solutions for modelling and solving real world problems.

Unit-1

Partial differential equations: Formation, order and degree, Linear and Non-Linear Partial differential equations of the first order: Complete solution, singular solution, General solution, Solution of Lagrange's linear equations, Charpit's general method of solution. Compatible systems of first order equations, Jacobi's method.

Unit – II

Linear partial differential equations of second and higher orders, Linear and non-linear homogeneous and non-homogeneous equations with constant co-efficients, Partial differential equation with variable co-efficients reducible to equations with constant coefficients, their complimentary functions and particular Integrals, Equations reducible to linear equations with constant co-efficients.

Unit – III

Classification of linear partial differential equations of second order; Hyperbolic, parabolic and elliptic types, Reduction of second order linear partial differential equations to Canonical (Normal) forms and their solutions, Solution of linear hyperbolic equations, Monge's method for partial differential equations of second order.

Unit – IV

Cauchy's problem for second order partial differential equations, Characteristic equations and characteristic curves of second order partial differential equation, Method of separation of variables: Solution of Laplace's equation, Wave equation (one and two dimensions), Diffusion (Heat) equation (one and two dimension) in Cartesian Co-ordinate system.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question

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Practical

External Practical Marks: 20
Internal Assessment Marks:10
Time allowed: 3 hrs

Course outcomes:

CO: Acquire cognitive and technical skills to accomplish complex tasks of solving second order PDEs by analyzing different methods and using available softwares.

(A) Problem Solving-Questions related to the following problems will be solved and record of those will be maintained in the Practical Notebook:

1. Problems of solving homogenous linear partial differential equations of second and higher order.
2. Problems of solving non homogenous linear partial differential equations with constant coefficients.
3. Problems of solving partial differential equations with variable coefficients reducible to equations with constant coefficients.
4. Problems of reducing the second order partial differential equations to canonical form and solve it.
5. Problems of solving second order partial differential equations by Monge's method.
6. Solving problems of one dimensional Wave, Heat and Laplace equations.
7. Solving problems of two dimensional Wave, Heat and Laplace equations.

(B)The following practical's will be done using free and open source software (FOSS) Scilab/MAXIMA/SageMath record of those will be maintained in the practical note book:

1. To find the Solutions of second and higher order homogeneous linear partial differential equations.
2. To find the Solutions of second and higher order non-homogeneous linear partial differential equations.
3. To find characteristic equations of second order partial differential equation.
4. To find the solution of one dimensional Wave equations.
5. To find the solution of two dimensional Wave equations.
6. To find the solution of one dimensional Heat equations.
7. To find the solution of two dimensional Heat equations.
8. To find the solution of Laplace equations.

Instructions for External Practical Paper Setter/Examiner:

The practical component of the course has two parts, Problem Solving and Practicals using MAXIMA software. The examiner will set 4 questions at the time of practical examination asking two questions from the part (A) and two questions from the part (B) by taking course learning outcomes (CLOs) into consideration. The examinee will be required to solve one problem from the part (A) and to execute one problem

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B.P.S. Mahila Vishwavidyalaya
Khanpur-Kalan, Sonipat (Haryana)

successfully from the part (B). Equal weightage will be given to both the parts. The evaluation will be done on the basis of practical record, viva-voce, write up and execution of the program.

Recommended Readings:

1. Erwin Kreyszig (2011). *Advanced Engineering Mathematics* (10th edition). J. Wiley & Sons.
2. TynMyint-U & Lokenath Debnath (2013). *Linear Partial Differential Equation for Scientists and Engineers* (4th edition). Springer India.
3. H. T. H. Piaggio (2004). *An Elementary Treatise on Differential Equations and Their Applications*. CBS Publishers.
4. S. B. Rao & H. R. Anuradha (1996). *Differential Equations with Applications*. University Press.
5. Ian N. Sneddon (2006). *Elements of Partial Differential Equations*. Dover Publications.
6. Murray R. Spiegel (2005). *Laplace transforms*. Schaum's outline series.
7. Ian N. Sneddon (1974). *The use of Integral transforms*. McGraw Hill.
8. Lokenath Debnath, Dambaru Bhatta (2014). *Integral Transforms and Their Applications* (Third Edition). CRC Press, Boca Raton.

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Computational Mathematics
B-MAT-502

Total Credits: 4
L - T - P
3 - 0 - 1

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 hrs

Course Outcomes:

CO_1: Understand the basics of C language, algorithms and flow charts.
CO_2: Learn about the data inputs and outputs in C, data types, operators and decision statements.
CO_3: Understand the concept of Functions in C, arrays, strings.
CO_4: Understand the concept of solving Simultaneous linear algebraic equations.

Unit – I

Programmer's model of a computer, Algorithms, Flow charts, Introduction to C, Characters set, C-tokens, Input / output functions, Data types.

Unit – II

Operators and Expressions, Decisions control structure: Decision statements, Logical and conditional statements, Implementation of Loops, Switch Statement & Case control structures.

Unit – III

Functions, Arrays, Strings: Character Data Type, Standard String handling Functions, Arithmetic Operations on Characters.

Unit – IV

Simultaneous linear algebraic equations: Gauss-elimination method, Gauss-Jordan method, Triangularization method (LU decomposition method), Cholesky Decomposition Method, Iterative methods: Jacobi's method, Gauss-Seidal's method.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

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Practical

External Practical Marks: 20
Internal Assessment Marks:10
Time allowed: 3 Hrs

Course Outcomes:

CO: Present the experimental results and conclusions by having Hands-on experience in the Laboratory.

There will be a separate practical paper consisting of implementation of programming and methods studied in the theory paper B-MAT-502. Atleast 10 programs are compulsory. The external examiner will set 4 questions at the time of practical examination and the examinee will be required to solve two problems. The evaluation will be done on the basis of practical record, viva-voce, write up and execution of the program.

Recommended Readings:

1. B.W. Kernighan and D.M. Ritchie : The C Programming Language, 2nd Edition
2. V. Rajaraman : Programming in C, Prentice Hall of India, 1994
3. Byron S. Gottfried : Theory and Problems of Programming with C, Tata McGraw-Hill Publishing Co. Ltd., 1999.
4. Programming in ANSI C, E. Balagurusamy, Tata McGraw-Hill Publishing Co. Ltd.
5. Babu Ram: Numerical Methods, Pearson Publication.
6. R.S. Gupta, Elements of Numerical Analysis, Macmillan's India 2010.

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Advanced Calculus
B-MAT-601

Total Credits: 4
L - T - P
3 - 0 - 1

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 Hrs

Course Outcomes:

CO1: Have theoretical knowledge about various mean value theorems and their geometrical interpretations.

CO2: Learn conceptual variations while advancing from dealing with functions of one variable to several variables in calculus and discuss limit and continuity of such functions. Have deeper understanding of Euler's theorem and Taylor's theorem and practice to attain skill in multidisciplinary contexts.

CO3: Know about differentiability of real valued functions of two variables and understand Young's, theorem Schwarz's theorem and implicit function theorem. Determine maxima and minima of functions of two variables, learn Lagrange's method of undetermined multipliers and exploit this procedural knowledge for various realistic optimization problems.

CO4: Understand and acquire theoretical knowledge about Jacobians, Beta and Gamma functions, with acquisition of skill to analyse various methods of integration and evaluate double and triple integrals which find application in the determination of areas and volumes.

Unit – I

Continuous functions, Sequential criterion for continuity, Properties of continuous functions, Uniform continuity, Chain rule of differentiability, Mean value theorems: Rolle's Theorem, Lagrange's mean value theorem and their geometrical interpretations, Cauchy mean value theorem. Taylor's theorem with various forms of remainders.

Unit-II

Limit and continuity of real valued functions of two variables, Partial differentiation. Total Differentials; Composite functions & implicit functions. Change of variables. Homogenous functions & Euler's theorem on homogeneous functions. Taylor's theorem for functions of two variables.

Unit-III

Differentiability of real valued functions of two variables. Young's theorem, Schwarz's Theorem, Implicit function theorem. Extrema of functions of two and more variables: Maxima, minima and saddle points. Lagrange's method of undetermined multipliers.

Unit-IV

Jacobians. Beta and Gamma functions, Relation between Beta and Gamma functions, Legendre's duplication formula. Double integration over rectangular and non rectangular regions, Double integrals in polar co-ordinates. Change of order of integration. Volume by triple integrals, Triple integration in cylindrical and spherical co -ordinates. Dirichle t integrals, Liouville's extension of Dirichlet's integral.

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1745

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Practical

External Practical Marks: 20
Internal Assessment Marks:10
Time allowed: 3 hrs

Course outcomes:
CO1: Attain cognitive skills required for solving problems associated with continuity, differentiability of functions of several variables and applications of double and triple integrals.
CO2: Have technical and practical skills of solving problems related o plotting of curves in two and three dimensions and evaluating double and triple integrals by using built in functions of MAXIMA software.

(A) Problem Solving- Questions related to the following problems will be solved and record of those will be maintained in the Practical Notebook:
1. Problems to check continuity of functions of several variables.
2. Problems of checking differentiability of functions of several variables.
3. Problems of finding maxima/minima of functions of two variables.
4. Problems of determination of surface area through application of double integrals in Cartesian and polar coordinates.
5. Problems of determination of volume using triple integrals.
6. Problem to demonstrate uniform continuity of a function of single variable.
7. Problem to demonstrate the existence of a continuous function which is not uniformly continuous.
8. Problem to demonstrate that for a function f of two variables f_{xy} need not be equal to f_{yx}.

(B)The following practicals will be done using MAXIMA software and record of those will be maintained in the practical note book:
1. To find partial derivatives of a function.
2. To find total differential of a function of several variables.
3. To plot a curve for a function of two variables.
4. To plot a curve for a function of three variables.
5. To solve practical problems using method of Lagranges multipliers.
6. To evaluate double integrals.
7. To evaluate triple integrals.
8. To demonstrate Young's theorem.

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1746

Instructions for External Practical Paper Setter/Examiner:

The practical component of the course has two parts, Problem Solving and Practicals using MAXIMA software. The examiner will set 4 questions at the time of practical examination asking two questions from the part (A) and two questions from the part (B) by taking course learning outcomes (CLOs) into consideration. The examinee will be required to solve one problem from the part (A) and to execute one problem successfully from the part (B). Equal weightage will be given to both the parts. The evaluation will be done on the basis of practical record, viva-voce, write up and execution of the program.

Recommended Readings:

1. Howard Anton, I. Bivens & Stephan Davis (2021). *Calculus* (12th edition). Wiley India.
2. Gabriel Klambauer (1986). *Aspects of Calculus*. Springer-Verlag.
3. Wieslaw Krawcewicz & Bindhyachal Rai (2003). *Calculus with Maple Labs*. Narosa.
4. Gorakh Prasad (2016). *Differential Calculus* (19th edition). Pothishala Pvt. Ltd.
5. George B. Thomas Jr., Joel Hass, Christopher Heil & Maurice D. Weir (2018). *Thomas' Calculus* (14th edition). Pearson Education.
6. Monty J. Strauss, Gerald L. Bradley & Karl J. Smith (2011). *Calculus* (3rd edition). Pearson Education. Dorling Kindersley (India) Pvt. Ltd.
7. Jerrold Marsden, Anthony J. Tromba & Alan Weinstein (2009). *Basic Multivariable Calculus*, Springer India Pvt. Limited.
8. James Stewart (2012). *Multivariable Calculus* (7th edition). Brooks/Cole. Cengage.
9. Murray R Spiegel & Robert Wrede (2011). *Schaum's Advanced Calculus*. (3rd edition). McGraw Hill Publication.

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Probability Theory and Statistics

B-MAT-602

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3 hrs

Course Outcomes:

CO_1: Gain the deeper knowledge and understanding of theory of probability, distribution function, probability density functions and joint probability distribution function and learn to use those for problem solving.

CO_2: Have the knowledge of the concepts of mathematical expectation, moments, moment generating function uniform, binomial, geometric and Poisson distributions and attain the skills required for choosing statistical tool to solve real life problem.

CO_3: Gain the knowledge of the concepts of uniform, normal, beta, gamma, Cauchy, lognormal, Laplace distributions and their applications in real life statistical models.

CO_4: Gain the procedural knowledge to find correlation coefficient, covariance, linear regression and to solve problems by method of least squares. Acquire the skills required to apply studied statistical methods in investigation and solution of real based statistical models.

UNIT-I

Basic notions of probability, Conditional probability and independence, Baye's theorem. Random variables: Discrete and continuous, Cumulative distribution function (c.d.f.), Probability mass function (p.m.f.), Probability density functions (p.d.f.), Illustrations and properties of random variables, univariate transformations with illustrations.

UNIT-II

Two dimensional random variables: Discrete and continuous, Joint, Marginal and conditional c.d.f., p.d.f., p.m.f, independence of variables, bivariate transformations with illustrations.

Mathematical expectation, Moments, Moment generating function, Joint moment generating function, Characteristic function.

Unit-III

Discrete probability distributions: Uniform, Binomial and Poisson.

Continuous probability distributions: Uniform, Normal and Exponential.

Unit-IV

The Correlation coefficient, Covariance, Calculation of covariance from joint moment generating function, Linear regression, The method of least squares, Fitting of curves, Exponential curves.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question

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1798

Recommended Readings:

1. S.C. Gupta and V.K. Kapoor (2020). *Fundamentals of Mathematical Statistics*. Sultan Chand & Sons.
2. S.P. Gupta (2019). *Statistical Methods*. Sultan Chand & Sons.
3. N.G. Das (2017). *Statistical Methods*. McGraw Hill Education.
4. I. Miller and M. Miller (2014). *John E. Freund's Mathematical Statistics with Applications* (8th edition). Pearson. Dorling Kindersley Pvt. Ltd. India.
5. S. M. Ross (2014). *Introduction to Probability Models* (11th edition). Elsevier.
6. R. V. Hogg, J. W. McKean and A. T. Craig (2013). *Introduction to Mathematical Statistics* (7th Edition). Pearson Education.
7. S. David (2003). *Elementary Probability* (2nd Edition). Cambridge University Press.
8. Jim Pitman (1993). *Probability*, Springer-Verlag.

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Operation Research
B-MAT-603

Total Credits: 4
L - T - P
3 - 0 - 1

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 hrs

Course Outcomes:

CO1: Know about operations research models, its methodology and classification.
CO2: Formulate and solve LPP's using Graphical and Simplex methods.
CO3: Understand the concept of duality in linear programming.
CO4: Define, classify and handle different types of transportations problems. Distinguish between assignment problems, crew assignment problems, travelling salesman problems and the techniques to solve them.

Unit- I

Linear programming problems (LPP): Introduction to linear programming problems (LPP), Mathematical formulation of the linear programming problems with illustrations. Graphical method used for solving linear programming problem. Feasible region of LPP, unbounded solution to the LPP in graphical method, Canonical and standard form of LPP.

Unit-II

Simplex Method: Basic and non basic variables, Theory of Simplex method, optimality and unboundlessness, Simplex algorithm, Simplex method in tableau format. Introduction to artificial variables, Two -phase simplex method, Big-M method, Degeneracy problem in simplex method.

Unit-III

Transportation Problem: Introduction to transportation problem, Initial basic feasible solution to transportation problem using North-West Corner, Least Cost Method and Vogel's approximation Method. Optimal solution to transportation problem using MODI method, Unbalanced transportation problem, Degeneracy in transportation problem.

Unit-IV

Assignment Problem: Introduction to assignment problem, Mathematical formulation of assignment problem, Solution to assignment problem using Hungarian method. Game theory.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

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1750

Practical

External Practical Marks: 20
Internal Assessment Marks:10
Time allowed: 3 hrs

Course outcomes:

CO: Have technical and practical skills of solving problems related to linear programming.

There will be a separate practical paper consisting of implementation of Linear Programming, studied in the theory paper B-MAT-603. Atleast 10 problems are compulsory. The external examiner will set 4 questions at the time of practical examination and the examinee will be required to solve two problems. The evaluation will be done on the basis of practical record, viva-voce, write up and execution of the program.

Recommended Readings:

1. J.K. Sharma, Mathematical Model in Operations Research, Tata McGraw Hill.
2. H.A. Taha, Operations Research – An Introduction.
3. Kanti Swarup, P.K. Gupta, and Manmohan, Operations Research.
4. P.K. Gupta and D.S. Hira, Operations Research, S. Chand & Co.
5. S.I. Gass, Linear Programming (3rd Edition), McGraw Hill, New York, 1985.
6. S.D. Sharma, Operations Research.
7. N.S. Kambo, Mathematical Programming.
8. G. Hadley, Linear Programming, Narosa Publishing House, 1987.

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Scheme of Examination and Syllabi
Subject-Chemistry
For 4 Year UG Programmee in Bachelor of Physical Science/Bachelor of Life Science

Scheme of Examination for 3rd Semester

Second Year: Third Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-CHE-301	DSC	Chemistry-III	3	2	0	4	20	10	50	20	100
2	B-CHE-302	MIC	Minor Chemistry-III	3	2	0	4	20	10	50	20	100
3	B-CHE-303	MDC	Introductory Chemistry-III	2	2	0	3	15	10	35	15	75

Scheme of Examination for 4th Semester

Second Year: Forth Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
.1	B-CHE-401	DSC	Chemistry-IV	3	2	0	4	20	10	50	20	100
2	B-CHE-402	MIC (VOC)	Chemistry of Fertilizers and Pesticides	3	2	0	4	20	10	50	20	100

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1752

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Scheme of Examination and Syllabi in the subject of Chemistry
For 4 Year UG Programmee in Bachelor of Physical science/Life Science

Scheme of Examination for 5th Semester

Third Year: Fifth Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-CHE-501	DSC	Chemistry-V	3	2	0	4	20	10	50	20	100
2	B-CHE-502	MIC (VOC)	Chemistry of Cosmetics and Perfumes	3	2	0	4	20	10	50	20	100

Scheme of Examination for 6th Semester

Third Year: Sixth Semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-CHE-601	DSC	Chemistry-VI	3	2	0	4	20	10	50	20	100
2	B-CHE-602	MIC	Minor Chemistry-IV	3	2	0	4	20	10	50	20	100
3	B-CHE-603	VOC	Green Chemistry	3	2	0	4	20	10	50	20	100

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B.P.S. Mahila Vishwavidyalaya
Khanpur-Kalan, Sonipat (Haryana) 1753

Chemistry-III
B-CHE-301

Total Credits: 4
L - T - P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 hrs

Course outcomes:
After completing this course, the learner will be able to:

CO1. To learn about the structure of S and P-block elements, their properties and discuss their use in daily life as well as industrial applications.

CO2. To understand about various laws and theories related to eletrochemistry-I and know about their thermodynamic properties.

CO3. To understand about variation of conductance studies with concentration and explain with many phenomenon.

CO4. The fundamental properties, structures and reactivity of organic compounds such alkene, alkyne arenes, alkyl and aryl halide etc.

Unit – I

s and p-Block Elements Salient features of hydrides, oxides, halides, hydroxides of s-block elements (methods of preparation excluded). Structure, preparation and properties of Diborane and Borazine.Catenation, carbides, fluorocarbons, silicates (structural aspects), structure of oxides of Nitrogen and Phosphorous, structure of white and red phosphorus.Structure of oxyacids of Nitrogen, phosphorous, sulphur and chlorine and comparison of acidic strength of oxyacids.low chemical reactivity of noble gases, chemistry of xenon, structure and bonding in fluorides, oxides and oxyfluorides of xenon.

Unit – II

Electrochemistry-I: Electrolytic conduction, factors affecting electrolytic conduction, specific conductance, molar conductance, equivalent conductance and relation among them, their variation with concentration. Application of Kohlrausch' s Law in calculation of conductance of weak electrolytes at infinite dilution (Numericals) Concepts of pH and pKa, Buffer solution, Buffer action, Henderson – Hazel equation, Buffer mechanism of buffer action.

Electrochemistry-II: Reversible& irreversible cells, Calculation of thermodynamic quantities of cell reaction (▲G, ▲H & K). Types of reversible electrodes – metal- metal ion, gas electrode, metal – insoluble salt- anion and redox electrodes.Nernst equation, Standard Hydrogen electrode, reference electrodes, Applications of EMF measurement in solubility product and potentiometric titrations using glass electrode.

Unit – III

Alkynes: Nomenclature and its structure. Methods of formation: using Calcium carbide, dehydrohalogenation, Kolbe's electrolysis. Chemical reactions: Mechanism of electrophilic and nucleophilic addition reactions, formation of metal acetylides, addition of bromine and alkaline KMnO4, ozonolysis. Acidity of alkynes. Stereochemistry of Organic Compounds Concept of isomerism: Structural and Stereoisomerism. Symmetry elements, enantiomers, optical activity, properties of enantiomers, chiral and achiral molecules (up-to 2 asymmetric

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B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Sonipat (Haryana)

1754

centres), diastereomers, threo- and erythro- nomenclature, meso-compounds, Relative and absolute configuration, sequence rules, R and S system of nomenclature. Cis- Trans isomerism, E & Z system of nomenclature, Conformational analysis of ethane and n-butane, conformations of cyclohexane, axial and equatorial bonds. Newman and Sawhorse projection formulae.

Unit – IV

Benzene and its derivatives:Nomenclature, Aromatic nucleus and side chain, Huckels' rule of aromaticity. Aromatic electrophilic substitution, mechanism of nitration, halogenation, sulphonation, and Friedel- Crafts reaction. Energy profile diagrams. Activating, deactivating substituents and orientation. Alkyl halides: Nomenclature, methods of formation: from alkenes and alcohol, nucleophilic substitution reactions of alkyl halides, SN2 and SN1 reactions with energy profile diagrams. Aryl halides: Methods of formation: halogenation, Sandmeyer reaction. The addition-elimination, and the elimination-addition mechanisms of nucleophilic aromatic substitution reactions. Relative reactivities of alkyl halides vs allyl, vinyl, and aryl halides.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unitand one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Books/e-resources/LMS:

1. Lee, J.D.; (2010), Concise Inorganic Chemistry, Wiley India.

2. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, Vol 1, 6 th Edition, McGraw Hill Education.

3. Morrison, R. N.; Boyd, R. N. Organic Chemistry, Dorling Kindersley (India) Pvt. Ltd. (Pearson Education).

4. Finar, I. L. Organic Chemistry (Volume 1& 2), Dorling Kindersley (India) Pvt. Ltd. 34(862) (Pearson Educatión)

5. Solomons, T. W. G.; Fryhle, C. B. ; Snyder, S. A. (2016), Organic Chemistry, 12th Edition, Wiley.

6. Clayden, J.; Greeves, N.; Warren, S. (2012), Organic Chemistry, Oxford.

7. Nasipuri, D. (2018), Stereochemistry of Organic Compounds: Principles and Applications, 3rd Edition, New Age International.

8. Gunstone, F. D. (1975), Guidebook to Stereochemistry, Prentice Hall Press

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Khanpur-Kalan, Sonipat (Haryana)

1755

Practical

External Practical Marks: 20
Internal Assessment Marks: 10
Time allowed: 2hrs

Course Outcomes:
CO1: Hand on practice in preparation of solutions, compounds
CO2: Estimation and determination of physical properties of some compounds.

1. Gravimetriic Analysis: Estimation of Ni2+ as Ni-dimethylglyoxime and Al3 + as Al-oxinate.
2. Colorimetry: To verify Beer-Lambert law for KMnO4/K2Cr 2O7 and determine the unknown concentration of the given solution of KMnO4 /K2Cr 2O7 solution.

3. To prepare acidic and basic buffer solutions of pH 5 and 9 respectively.

4. Preparation of Cuprous chloride, tetra ammine cupric sulphate.

5. To determine the CST of phenol-water system.

6. To determine the solubility of Benzoic acid at various temperatures and to determine the ΔH of the dissolution process.

7. To determine the Enthalpy of neutralisation of strong base Vs strong acid and weak acid/weak base Vs. strong base/strong acid and determine the enthalpy of ionisation of the weak acid/weak base

8. Determine the rate constant of hydrolysis of ethyl acetate.

Instructions for External Practical Paper Setter/Examiner:
The examiner will set 2 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to both the Experiments. The evaluation will be done on the basis of practical record, viva-voce, write up and experimental results.

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B.P.S. Mahila Vishwavidyalaya
Khanpur-Kalan, Sonipat (Haryana)

1756

Minor Chemistry-III
B-CHE-302

Total Credits: 4
L - T - P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 hrs

Course outcomes:
After completing this course, the learner will be able to:

CO1 To learn about the bonding fundamentals for transition elements.
CO2 To learn on Qualitative ideas of valence bond and bond theories of metallic bond.
CO3 To learn about general physical properties, reactivities and application of coordination complexes.
CO4 To get knowledge on General physical properties, reactivities and application of coordination complexes.

Unit – I

Coordination Chemistry: Recapitulation of Werner's Coordination theory. IUPAC nomenclature of coordination Compounds, isomerism in coordination compounds with coordination numbers 4 and 6. A brief idea about chelate effect and labile and inert complexes.

Unit – II

Valence bond theory and its application to complexes of coordination numbers 4 and 6. Examples of inner and outer orbital complexes, Crystal field theory, measurement of Δo. Calculation of CFSE in weak and strong fields, concept of pairing energies, factors affecting the magnitude of Δo.

Unit – III

A brief discussion of differences between the first, second and third transition series. Some important compounds of Cr, Mn, Fe and Co and their roles as laboratory reagents; Potassium dichromate, potassium permanganate, potassium ferrocyanide, potassium ferricyanide, sodium nitroprusside and sodium cobaltinitrite. Lanthanoids and Actinoids: A brief discussion of electronic configuration, oxidation states, colour, spectral and magnetic properties.

Unit – IV

Inorganic Reaction Mechanism: Introduction to inorganic reaction mechanisms. Concept of reaction pathways, transition state, intermediate and activated complex. Substitution reactions in square planar complexes, Trans- effect, theories of trans-effect.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unitand one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

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1757

Recommended Books/e-resources/LMS:

1. Lee, J.D.; (2010), Concise Inorganic Chemistry, Wiley India.
2. Huheey, J.E.; Keiter, E.A.; Keiter; R. L.; Medhi, O.K. (2009), Inorganic Chemistry, Principles of Structure and Reactivity, Pearson Education.
3. Douglas, B.E.; McDaniel, D.H.; Alexander, J.J. (1994), Concepts and Models of Inorganic 34(866) Chemistry, John Wiley & Sons.
4. Atkins, P.W.; Overton, T.L.; Rourke, J.P.; Weller, M.T.; Armstrong, F.A. (2010), Shriver and Atkins Inorganic Chemistry, 5th Edition, Oxford University Press.

Practical

External Practical Marks: 20
Internal Assessment Marks: 10
Time allowed: 2hrs

Course Outcomes:

CO1: To learn about on quantitative estimation of Cu2+ ions.
CO2: Also get knowledge to the calculation of ΔH, ΔG and ΔS for dissolving a salts at given temperature.

1. Gravimetric Analysis: Estimation of Cu2+as copper isothiocyanate.
2. Colorimetry: To verify Beer-Lambert law for KMnO4/K2Cr2O7 and determine the unknown concentration of the given solution of KMnO4 /K2Cr 2O7 solution.
3. To prepare acidic and basic buffer solutions of pH 5 and 9 respectively.
4. Preparation of Cuprous chloride, tetra ammine cupric sulphate.
5. To determine the CST of phenol-water system.
6. To determine the solubility of Benzoic acid at various temperatures and to determine the ΔH of the dissolution process.
7. To determine the Enthalpy of neutralisation of strong base Vs strong acid and weak acid/weak base Vs. strong base/strong acid and determine the enthalpy of ionisation of the weak acid/weak base

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to both the Experiments. The evaluation will be done on the basis of practical record, viva-voce, write up and experimental results.

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1758

Introductory Chemistry-III
B-CHE-303

Total Credits: 4	**External Theory Marks: 35**
L - T - P	**Internal Assessment Marks: 15**
3 - 0 - 1	**Time allowed: 3 hrs**

Course Outcomes:

After completing this course, the learner will be able to:

CO1 To learn aboutget more knowledge on the impacts of pollution on environment and different energy resources.

CO2 To learn about the purification process of water quality

CO3 To Know more about Pesticides and their bad impacts on health.

UNIT-I

Pollution and their types: Plastic and polyethene pollution, pollution sources, Recycling of plastic, greenhouse effect, ozone depletion. Energy: Energy sources, renewable and non-renewable sources, cells and batteries, fuel cell, solar cell, polymer cell

UNIT-II

Water: Sources of drinking water and uses, water conservation, Permissible TDS, Techniques of purification of water, R.O. water purification process (Osmosis and Reverse Osmosis), wastewater management

UNIT-III

Pesticides and Herbicides: General introduction and definition, biological control and chemical control: natural and synthetic pesticides, benefits and adverse effects of DDT, BHC, malathion.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 7 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one question from each unit and the compulsory question.

Recommended Books/e-resources/LMS:

1 Zero Waste: Management Practices for Environmental Sustainability by Ashok K. Rathoure
2 Sustainable Solid Waste Management by Ni-Bin Chang
3 Handbook of Advanced Industrial and Hazardous Wastes Treatment by Lawrence K. Wang (Editor); Nazih K. Shammas (Editor); Yung Tse Hung (Editor)
4 Pesticides and Insecticides, Development and Use, Bobby Jones|2018
5 Water Treatment, How To Make Water Safe To Drink, David Holman
6 Energy,A Beginner's Guide,Vaclav Smil,2017
7 Goyal, P K, Water Pollution Causes, Effects and Control New age International Publishers

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Khanpur-Kalan, Sonipat (Haryana)

1759

Practical

External Practical Marks: 15
Internal Assessment Marks: 10
Time allowed: 2hrs

Course Outcomes:
CO1: Hand on practice in preparation of solutions, compounds, estimation and determination of physical properties of some compounds

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1.To check the TDS of different samples of water.

2. Purify the given sample of water using different purification techniques.

3. Identify the pH of different samples of food items.

4. Neutralize the given samples of the base using acids

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to both the Experiments. The evaluation will be done on the basis of practical record, viva-voce, write up and experimental results.

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1760

Chemistry-IV
B-CHE-401

Total Credits: 4
L - T - P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 hrs

Course outcomes:
After completing this course, the learner will be able to:

CO1 Classify d block and f block elements and also know their properties.

CO2 Learn about the basic idea of analysis with respect to qualitative as well as quantitative measures.

CO3 Know about the first and second law of thermodynamics and also their implications and also know about the concept of chemical equilibrium.

CO4 Know about the alcohols, phenols, aldehydes and ketones with respect to their general characteristics and their important reactions.

Unit – I

Chemistry of d and f-Block elements: Definition of transition elements, General characteristic properties of d-Block elements, Comparison of ionic radii 3d, 4d and 5d series elements, magnetic properties, Stability of various oxidation states and Latimer and Frost diagrams, Structure of some compounds of transition elements- TiO_2, $VOCl_2$, $FeCl_3$, $CuCl_2$ and $Ni(CO)_4$. Chemistry of f-Block elements: Lanthanide contraction, oxidation states, magnetic properties, complex formation, colour and ionic radii. Actinides: General characteristics of actinides, Transuranic elements, comparison of properties of Lanthanides and actinides with transition elements.

Unit – II

Theory of Qualitative and Quantitative Analysis: Chemistry of analysis of various groups of basic and acidic radicals, chemistry of identification of acid radicals in typical combination, common ion effect, solubility product, theory of precipitation, co-precipitation, post precipitation, purification of precipitates.

Unit – III

Thermodynamics-I: First law of thermodynamics: statement, concepts of internal energy and enthalpy. Heat capacity, heat capacities at constant volume and pressure and their relationship.Joule– Thomson coefficient for ideal gas and real gas and inversion temperature. Calculation of w, q, dU&dH for the expansion of ideal gases under isothermal and adiabatic conditions for reversible process. Second law of thermodynamics, Carnot cycles and its efficiency, Concept of entropy, entropy as a function of V & T, entropy as a function of P & T. Chemical Equilibrium Concept of Equilibrium constant, Temperature dependence of equilibrium constant, Clausius–Clapeyron equation and its applications.

Unit – IV

Alcohols: Monohyric alcohols: nomenclature, methods of formation by reduction of aldehydes, ketones, carboxylic acids, and esters. Hydrogen bonding, Acidic nature, Reactions of alcohols.Phenols Nomenclature, structure, and bonding. Preparation: Cumene hydroperoxide method, from diazonium salts, physical properties, and acidic character. Chemical Reactions:- electrophilic aromatic substitution, Mechanisms of Fries rearrangement, Claisen rearrangement, Reimer-Tiemann reaction, Kolbe's reaction. Aldehydes and Ketones Nomenclature and structure of the carbonyl group. Preparation: oxidation of alcohols, from acid chlorides and from

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Khanpur-Kalan, Sonipat (Haryana)

nitriles, Comparison of reactivities of aldehydes and ketones. Mechanism of nucleophilic additions to carbonyl group: benzoin, aldol, Perkin and Knoevenagel condensations. Condensation with ammonia and its derivatives.Wittig reaction.Mannichreaction, Baeyer–Villiger oxidation of ketones, Cannizzaro reaction, MPV, Clemmensen and Wolff-Kishner reductions.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unitand one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Books/e-resources/LMS:

1. Huheey, J.E.; Keiter, E.A.; Keiter; R. L.; Medhi, O.K. 009), Inorganic Chemistry-Principles of Structure and Reactivity, Pearson ucation.
2. Atkins, P.W.; Paula, J.de. (2014), Atkin's Physical Chemistry Ed., 10th Edition, Oxford University Press.
3. Kapoor, K.L.(2015), A Textbook of Physical Chemistry,Vol 1, 6 th Edition, McGraw Hill Education.
4. Clayden, J.; Greeves, N.; Warren, S. (2012), Organic Chemistry, Oxford.
5. Morrison, R. N.; Boyd, R. N. Organic Chemistry, Dorling Kindersley (India) Pvt. Ltd. (Pearson Education).
6. Nasipuri, D.(2018), Stereochemistry of Organic Compounds: Principles and Applications, 3 rd Edition, New Age International.
7. Gunstone, F. D. (1975), Guidebook to Stereochemistry, Prentice Hall Press.

Practical

External Practical Marks: 20
Internal Assessment Marks: 10
Time allowed: 2hrs

Course Outcomes:
CO1: To get knowledge about identification and confirmation of acidic and basic radicals in a given inorganic salts/mixtures

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1. To prepare salicylic acid from Aspirin.
2. To prepare m-nitroaniline from m-dinitrobenzene.
3. Semimicro qualitative analysis of mixture containing not more than four radicals (excluding interfering, Combinations and insoluble):Pb2+, Cu2+, Fe3+, Ni2+, Ca2+, NH4+, CO32-, NO3--, CH3COO-, Cl-, Br-, I -, PO43-, SO42-

Instructions for External Practical Paper Setter/Examiner:
The examiner will set 2 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to both the Experiments. The evaluation will be done on the basis of practical record, viva-voce, write up and experimental results.

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Chemistry of Fertilizers and Pesticides
B-CHE-402

Total Credits: 4
L - T - P
3 - 0 - 1

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 hrs

Course Outcomes:

After completing this course, the learner will be able to:

CO1 Know about fertilizers and nutrients.
CO2 Understand types of nitrate fertilizers
CO3 Understand types of phosphate fertilizers.
CO4 Get the knowledge about pesticides.

UNIT-I

Methods and time of fertilizer applications, tips to get best efficiency of Applied fertilizers, Integrated nutrient management, fertilizers and its relations to plant nutrients, Factors effecting optimum fertilizer dose.

UNIT-II

Classification and types of fertilizers, Nitrogenous fertilizers: Ammonium nitrate, Urea, Calcium Cyanamide, Calcium Ammonium Nitrate, Sodium Nitrate, Ammonium Chloride: Introduction, Raw materials, Action of as a fertilizers.

UNIT-III

Phosphate fertilizers: Normal super phosphate, Triple Super Phosphate, Ammonium Phosphate. Potassic fertilizers (Types and optimum doses).

UNIT-IV

pesticides: Classification, synthesis, structure activity relationship (SAR), mode of action, uses and adverse effects of representative pesticides in the following classes: Organochlorines (DDT, Gammaxene); Organophosphates (Malathion, Parathion); Carbamates (Carbofuran and Carbaryl); Quinones (Chloranil); Anilides (Alachlor and Butachlor).

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

RecommendedBooks/e-resources/LMS:

1. Gopal Rao: Outlines in Chemical Technology.
2. Shukla and Pandey: Introduction to Chemical Technology
3. Perry, A.S.; Yamamoto, I.; Ishaaya, I.; Perry, R.Y. (1998), Insecticides in Agriculture and Environment, Springer-Verlag Berlin Heidelberg.
4. Kuhr, R.J.;Derough, H.W. (1976), Carbamate Insecticides: Chemistry, Biochemistry and Toxicology, CRC Press, USA.

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Khanpur-Kalan, Sonipat (Haryana)
1763

Practical

External Practical Marks: 20
Internal Assessment Marks:10
Time allowed: 2 hrs

Course Outcomes:

CO1: Understand the issues involved in pesticides and fertilizers.

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1. To carryout market survey of potent pesticides with details as follows:

a) Name of pesticide b) Chemical name, class and structure of pesticide c) Type of formulation available and Manufacturer's name d) Useful information on label of packaging regarding: Toxicity, LD50 ("Lethal Dose, 50%"), Side effects and Antidotes.

2. To carryout market survey of potent botanical pesticides with details as follows:

a) Botanical name and family; b) Chemical name (active ingredient) and structure of active ingredient; c) Type of formulation available and Manufacturer's name; d) Useful information on label of packaging regarding: Toxicity, LD50 ("Lethal Dose, 50%"), Side effects and Antidotes.

3. Preparation of simple Organochlorine pesticides.

4. To calculate acidity/alkalinity in given sample of pesticide formulations as per BIS specifications.

5. To calculate active ingredient in given sample of pesticide formulations as per BIS specifications.

6. Preparation of Neem based botanical pesticides.

7. To study about identification of crops, seeds, fertilizers and pesticides.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to both the Experiments. The evaluation will be done on the basis of practical record, viva-voce, write up and experimental results

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Khanpur-Kalan, Sonipat (Haryana)

17 64

Chemistry-V
B-CHE-501

Total Credits: 4
L - T - P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 hrs

Course outcomes:
After completing this course, the learner will be able to:
CO1. Enable to understand the basis of coordination chemistry of complexes.
CO2. To learn about role of thermodynamics and equilibrium in predicting various physical properties of systems.
CO3. Get knowledge about the quantum mechanical properties and analysis of diatomic molecules by spectroscopy.
CO4. To understand the synthesis and mechanism of some organic reactions and heterocyclic compounds.

Unit – I

Coordination Compounds: Werner's theory of coordination compounds, EAN, chelates, nomenclature of coordination compounds, isomerism in coordination compounds.

Metal Ligand Bonding in Transition Metal Complexes: Valence bond theory, applications and their Limitation, Elementary idea of CFT (Only structural aspects), Crystal field splitting in octahedral, tetrahedral and square planer complexes.

Magnetic properties of transition metal complexes: Types of magnetic materials, magneticsusceptibility, method of determination, spin only formula, basic idea of L-S coupling.

Unit-II

Thermodynamics-II: Third Law of Thermodynamics, Nernst Heat Theorem, Statement of concept of residual entropy, evaluation absolute entropy from heat capacity data. Gibbs function and Helmholtz Function as thermodynamic quantities. Criteria for thermodynamic equilibrium and spontaneity. Variation of G with P, V and T, Partial molar properties, concept of chemical potential (numerical included)

Phase Equilibria: Statement and the meaning of terms-phase component and degree of freedom, Thermodynamic derivation of Gibbs phase rule, Phase equilibria of one component system-water system, phase equilibria of two component systems solid-liquid equilibria, simple Eutectic Pb-Ag system

Unit-III

Quantum Mechanics-I: Black body radiation, plank's radiation law, Explanation of spectral distribution of black body radiation on the basis of classical mechanics and quantum mechanics, Heat capacity of solids, Need of quantum mechanics, postulates of quantum mechanics, quantum mechanical operator, Commutation relations, Hamiltonian operator, Role of operators to derive Schrodinger wave equation, Application Schrodinger wave equation in determination of wave function and energy of a particle in one dimensional box

Spectroscopy-I: Electromagnetic radiations, reasons of electromagnetic spectrum, basic features of spectroscopy, introduction to molecular spectroscopy and its difference from atomic spectroscopy, signal to noise ratio, resolving power of spectrophotometer, Born-Oppenheimer approximation, Concept of degree of freedom.

Chairperson
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B.P.S. Mahila Vishwavidyalaya
Khanpur-Kalan, Sonipat (Haryana) 1765

Rotational Spectrum: Energy levels of rigid rotator of diatomic molecules, selection rules, spectral intensity distribution using Maxwell-Boltzmann distribution, Determination of bond length and concept of isotopic effect

Unit-IV

Organic Synthesis via Enolates: Acidity of α-hydrogens, alkylation of diethyl malonate and ethyl acetoacetate. Synthesis of ethyl acetoacetate: the Claisen condensation. Keto-enol tautomerism of ethyl acetoacetate.

Heterocyclic Compounds: Introduction, Molecular orbital picture and aromatic characteristics of pyrrole, furan, thiophene and pyridine. Methods of synthesis and chemical reactions with particular emphasis on the mechanism of electrophilic substitution.Mechanism of nucleophilic substitution reactions in pyridine derivatives.Comparison of basicity of pyridine, piperidine and pyrrole.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unitand one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Books/e-resources/LMS:

1. Organic Chemistry Volume III by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi.
2. Huheey, J.E.; Keiter, E.A., Keiter; R. L.; Medhi, O.K. (2009), Inorganic Chemistry Principles of Structure and Reactivity, Pearson Education.
3. Atkins, P.W.; Overton, T.L.; Rourke, J.P.; Weller, M.T.; Armstrong, F.A. (2010), Inorganic Chemistry, 5th Edition, W. H. Freeman and Company
4. Lee, J.D.; (2010), Concise Inorganic Chemistry, Wiley India.
5. Peter, A.; Paula, J. de. (2011), Physical Chemistry, 9th Edition, Oxford University Press.
6. Castellan, G. W. (2004), Physical Chemistry, 4th Edition, Narosa.
7. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, Vol 2, 6th Edition, McGraw HillEducation.
8. House, J.E. (2004), Fundamentals of Quantum Chemistry, 2nd Edition, Elsevier.
10. McQuarrie, D.A. (2016), Quantum Chemistry, Viva Books.
11. Chandra, A. K. (2001), Introductory Quantum Chemistry, Tata McGraw-Hill.
12. House, J.E. (2004), Fundamentals of Quantum Chemistry, 2nd Edition, Elsevier
13. Finar, I. L. Organic Chemistry (Volume 1), Dorling Kindersley (India) Pvt. Ltd.
14. Ahluwalia, V.K.; Bhagat, P.; Aggarwal, R.; Chandra, R. (2005), Intermediate for Organic Synthesis, I.K. International.
15. B.D. Khosla, V.C.Garg, A. Gulati, Senior Practical Physical Chemistry R. Chand & Company, New Delhi

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Khanpur-Kalan, Sonipat (Haryana)

1766

Practical

External Practical Marks: 20
Internal Assessment Marks:10
Time allowed: 2 hrs

Course Outcomes:

CO1: Hand on practice in preparation of metalcomplexes, identification of organicand measurement of surface tension of solutions.

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1. Systematic identification (detection of extra elements, Functional Groups, determination of Melting Point and preparation of atleast one solid derivative) of the following simple mono-functional organic compounds: Naphthalene, p-dichlorobenzene, m-dinitrobenzene, α & β naphthol, Oxalic acid, succinic acid, benzoic acid, phthalic acid, Benzamide, urea, thiourea, glucose, fructose and sucrose.
2. Determine the solubility product of $Ca(OH)_2$ at room temperature by titrating it against 0.5 N HCl solution volumetrically.
3. Determine electrode potential of Zinc and Copper electrode in 0.1 M and 0.01M solution and calculate E^0 value for these electrodes.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to both the experiments. The evaluation will be done on the basis of practical record, viva-voce, write up and experimental results

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B-CHE-502

Chemistry of cosmetics & perfumes

Total Credits: 4	**External Theory Marks: 50**
L - T - P	**Internal Assessment Marks: 20**
3 - 0 - 1	**Time allowed: 3 hrs**

Course Outcomes:

After completing this course, the learner will be able to:

CO1 Get the knowledge of cosmetics

CO2 Logically think regarding preparation strategies and uses of cosmetic products.

CO3 Understand about preparation strategies and uses of cosmetic creams.

CO4 Get to know about the essential oils present in nature &their importance for industrial uses.

Unit I

Cosmetics- Definition, History, Classification, Ingredients, Nomenclature, A general study including preparation and uses of the following: Hair dye, Hair spray, Shampoo, conditioners, Suntan lotions.

Unit-II

Preparation and uses of Face powder, Lipsticks, Talcum powder, Nail enamel.

Unit-III

Preparation and uses of creams (cold, vanishing, and shaving creams), Antiperspirants and Artificial flavours.

Unit-IV

Essential oils and their importance in cosmetic industries with reference to Eugenol, Geraniol, Sandalwood oil, Eucalyptus, Rose oil, 2-Phenyl ethyl alcohol, Jasmone, Civetone, Muscone.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Books/e-resources/LMS:

1. E. Stocchi: Industrial Chemistry, Vol -I, Ellis Horwood Ltd. UK.
2. P.C. Jain, M. Jain: Engineering Chemistry, Dhanpat Rai & Sons, Delhi.
3. B.K. Sharma: Industrial Chemistry, Goel Publishing House, Meerut.
4. Textbook of Cosmetics; M Vimaladevi; CBS Publishers & Distributors; 20155.
5. TextBook of Cosmetics; Dr Akanksha Garud, Dr PK Sharma, Dr Navneet Garud; PragatiPrakashan; 2012, ISBN 978-93-5006-691-1.
6. Pharmaceutics and Cosmetics; Praveen K. Gupta, Sanjeev K. Gupta; PragatiPrakashan;2011, ISBN 978-81-8398-995-4
7. Chemistry of Cosmetics; R. Kumari; Prestige Publisher, 2018, ISBN 978-81-936512-3-0

Chairperson
Department of Chemistry
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Khanpur-Kalan, Sonipat (Haryana) 168

Practical

External Practical Marks: 20
Internal Assessment Marks:10
Time allowed: 2 hrs

Course Outcomes:

CO1: learn about practical hands involved in preparation ofcosmetic products.

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1. Preparation of Talcum powder.
2. Preparation of Shampoo.
3. Preparation of Enamels.
4. Preparation of Hair remover.
5. Preparation of Face cream.
6. Preparation of Nail polish.
7. Preparation of Nail polish remover.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to both the Experiments. The evaluation will be done on the basis of practical record, viva-voce, write up and experimental results.

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1769

Chemistry-VI
B-CHE-601

Total Credits: 4
L - T - P
3 - 0 - 1

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 hrs

Course Outcomes:

After completing this course, the learner will be able to:

CO1 Enable to understand the chemistry of bioinorganic molecules
CO2 To learn about fundamentals of photochemistry and photophysical processes.
CO3 To understand the concept of IR and NMR spectroscopy of organic compounds.
CO4 Enable to understand the synthesis and other properties of amino acids, carbohydrates and their derivatives.

Unit I

Bioinorganic chemistry: Metal ions present in biological system, classification based on action (essential, non-essential, trace, toxic), Metalloporphyrins with special reference to haemoglobin and myoglobin. Biological role of Na^+, K^+, Ca^{+2}, Mg^{+2}, Fe^{+2} ions, Cooperativity effect, Bohr effect.

Unit-II

Photochemistry: Interaction of radiation with matter, difference between thermal and photochemical process, Law of photochemistry: Lambert-Beer Law, Grotthus-Drapper Law, Stark Einstein Law (Law of photochemical equivalence) , calculation of integrated absorption coefficient from electronic spectra, oscillator strength, concept of singlet and triplet states, Jablonski diagram – depicting various process occurring in excited states including fluorescence , phosphorescence and non-radiative processes (internal conversion, intersystem crossing). Calculation of lifetime of excited states.Quantum Yield, Photosensitized reaction-energy transfer process (Simple example).

Unit-III

IR Spectroscopy: Infrared (IR) absorption spectroscopy Molecular vibrations, Hooke's law, selection rules, intensity and position of IR bands, measurement of IR spectrum, fingerprint region, characteristic absorptions of various functional groups and interpretation of IR spectra of simple organic compounds.

NMR Spectroscopy: Principle of nuclear magnetic resonance, the PMR spectrum,number of signals, peak areas, equivalent and nonequivalent protons positions of signals and chemical shift, shielding and deshielding of protons, proton counting, splitting of signals and coupling constants, magnetic equivalence of protons. Discussion of PMR spectra of the molecules: ethyl bromide, n-propyl bromide, isopropyl bromide and 1,1-dibromoethane.

Unit-IV

Amino Acids, Peptides: Amino acids, Peptides, and their classification. α-Amino Acids-Synthesis, ionic properties, and reactions. Zwitterions, pKa values, isoelectric point, and

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B.P.S. Mahila Vishwavidyalaya
Khanpur-Kalan, Sonipat (Haryana)

1776

electrophoresis; Study of peptides: Synthesis of peptides using N-protecting, C-protecting, and C- activating groups.

Carbohydrates: Occurrence, classification, and their biological importance. Monosaccharides: Constitution and absolute configuration of glucose and fructose, epimers and anomers, mutarotation, determination of ring size of glucose and fructose, Haworth projection and conformational structures; Interconversion of aldoses and ketoses; Killiani-Fischer synthesis and Ruff degradation.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unitand one compulsory question by taking course outcomes (COs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Books/e-resources/LMS:

1. Organic Chemistry Volume II & III by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi.
2. Huheey, J.E.; Keiter, E.A., Keiter; R. L.; Medhi, O.K. (2009), Inorganic Chemistry Principles of Structure and Reactivity, Pearson Education.
3. Atkins, P.W.; Overton, T.L.; Rourke, J.P.; Weller, M.T.; Armstrong, F.A. (2010), Inorganic Chemistry, 5th Edition, W. H. Freeman and Company
4. Lee, J.D.; (2010), Concise Inorganic Chemistry, Wiley India.
5. Pavia, D. (2015), Introduction to Spectroscopy, Fifth Edition, Cengage Learning India Pvt. Learning.
6. Ahluwalia, V.K., Parashar, R.K. (2011), Organic Reaction Mechanisms, 4th Edition, Narosa Publishing House.
7. Horspool, W.M. (1976) Aspects of Organic Photochemistry, Academic Press.
8. Singh J, Awasthi S K, Singh J, Fundamentals of Organic Chemistry, Pragati Prakashan Meerut.
9. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, Vol 3, 6th edition, McGraw Hill Education.
10. Kapoor, K.L. (2015), A Textbook of Physical Chemistry, Vol 5, 6th Edition, McGraw Hill Education.
11. Kuashik, S., Singh, A. (2023), Biomolecules: From Genes to Proteins, First Edition, Berlin, Boston: De Gruyter.
12. DeMan, J.M., Finley, J.W., Hurst, W.J., Lee, C.Y. (2018), Principles of Food Chemistry, Fourth Edition, Springer.

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171

Practical

External Practical Marks: 20
Internal Assessment Marks:10
Time allowed: 2 hrs

Course Outcomes:

CO1: Hand on practice in preparation of organic/ inorganic compound, and determination of strength of various types of solutions using variousinstruments.

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1. To determine the strength of given acid solution (mono acid only) conductometrically.
2. To determine the solubility and solubility product of sparingly soluble salt using conductometer.
3. To determine the strength of given Mohr's salt solution using potentiometer.
4. To determine the molecular weight of organic compound by Rast method.
5. To determine the specific rotation of an optically active substance by polarimeter.
6. To prepare a sample of p-bromoaniline from p-bromoacetanilide.
7. To prepare a sample of cuprous chloride.
8. To study the photochemical reaction of benzophenone and isopropyl alcohol.

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to both the Experiments. The evaluation will be done on the basis of practical record, viva-voce, write up and experimental results

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1772

B-CHE-602
Minor Chemistry-IV

Total Credits: 4
L - T - P
3 - 0 - 1

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 hrs

Course Outcomes:
After completing this course, the learner will be able to:

CO1 Get the knowledge of UV-spectroscopy
CO2 Logically think regarding mechanism strategies of synthetic polymers.
CO3 Understand about synthetic strategies and classification of dyes.
CO4 Get to know about the separation techniques.

Unit-I

Ultraviolet (UV) absorption Spectroscopy: Absorption laws (Beer-Lambert law), molar absorptivity, presentation and analysis of UV spectra, types of electronic transitions, effect of conjugation. Concept of chromophore and auxochrome. Bathochromic, hypsochromic, hyperchromic and hypochromic shifts. UV spectra of conjugated enes and λ-max of simple enones,Woodward-Fieser rules, calculation of-unsaturated ketones. α, β-conjugated dienes. Application of UV in structure determination.

Unit-II

Synthetic Polymers: Addition or chain-growth polymerization. Free radical vinyl polymerization, ionic vinyl polymerization, Ziegler-Natta polymerization and vinyl polymers. Condensation or step growth polymerization. Polyesters, polyamides, phenol formaldehyde resins. Natural and synthetic rubbers

Unit-III

Synthetic Dyes: Classification, Colour and constitution; Mordant and Vat Dyes; Chemistry of dyeing;Synthesis and applications of: Azo dyes–Methyl orange; Triphenyl methane dyes-Malachite green, Phthalein Dyes – Phenolphthalein; Natural dyes –structure elucidation and synthesis of Alizarin; Edible Dyes with examples.

Unit-IV

Separation techniques: Solvent extraction: Classification, principle and efficiency of the technique. Qualitative aspects of solvent extraction: extraction of metal ions from aqueous solution and non-aqueous media. Chromatography: Classification, principle and efficiency of the technique, ion-exchangemethod.

Instructions for External Theory Paper Setter/Examiner:
The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course outcomes (COs) into consideration. The compulsory question

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VC73

(Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Books/e-resources/LMS:

1. Organic Chemistry Volume II by Mukherji, Singh, Kapoor and Dass, Published by New Age International Pvt. Ltd., New Delhi.
2. Pavia, D. (2015), Introduction to Spectroscopy, Fifth Edition, Cengage Learning India Pvt. Learning.
3. Scheinmann, F., Introduction to spectroscopic methods for identification of organic compounds, Volume 2, Pergamon Press.
4. Huheey, J.E.; Keiter, E.A., Keiter; R. L.; Medhi, O.K. (2009), Inorganic ChemistryPrinciples of Structure and Reactivity, Pearson Education.
5. Lee, J.D.; (2010), Concise Inorganic Chemistry, Wiley India.
6. Finar, I.L., (2012), Organic Chemistry Volume 1, 6th Edition, Pearson Education.
7. Singh J, Awasthi S K, Singh J, Fundamentals of Organic Chemistry, Pragati Prakashan Meerut.

Practical

External Practical Marks: 20
Internal Assessment Marks:10
Time allowed: 2 hrs

Course Outcomes:

CO1: Hand on practice to synthesize various compounds and determination of their melting points.

1. Preparation of 1,3,5-tribromobenzene from aniline.
2. Preparation of Phenolphthalein from phthalic anhydride
3. Preparation of p-bromoaniline from acetanilide.
4. Preparation of benzoic acid from toluene/benzyl chloride.
5. Preparation of Phenol-Formaldehyde Resins
6. Separation of a mixture of Potassium Permanganate and Potassium Dichromate by Column Chromatography
7. Separation of leaf pigments by Paper Chromatography

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to both the Experiments. The evaluation will be done on the basis of practical record, viva-voce, write up and experimental results

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1774

Green chemistry
B-CHE-603

Total Credits: 4
L - T - P
3 - 0 - 1

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 hrs

Course Outcomes:

After completing this course, the learner will be able to:

CO1 What green chemistry is, its goals, and the need for it

CO2 Describes, how injudicious use of chemicals can havean adverse/potentially damaging effect on humansand the environment. Understand types of phosphate fertilizers.

CO3 Propose ideas for innovative approaches to energychallenges.

CO4 Convert biomass into valuable chemicals through green technologies.

Unit I

Scheme for the traditional as well as green method for thesynthesis of ibuprofen. Compare theamount and hazards of wastegenerated in both Green Methods in Chemistry.Preparation of propeneby two methods can be studied(I) Hoffman elimination, (II) Dehydration of propanol

Unit II

Prevention/ minimization of hazardous/ toxic products reducingtoxicity. Risk = (function) hazards exposure:(a) Nitration of salicylic acid using green method Ca(NO3)2, (b) Preparation of dibenzalacetone by cross aldol condensationreaction using base catalysed green method, (c)Acetylation of primary aromatic amine using the greenmethod.Use of Green solvents and comparison of greenness of solvents:(a) Introduction to water as a solvent for chemical reactions.preparation of Manganese (III)acetylacetonate using green method, (b) Advantages and application of solventless processes inorganic reactions.(c) Benzil- Benzilic acid rearrangement in solid State undersolvent-free Condition.

Unit-III

Energy requirements for reactions – alternative sources of energy:use of microwaves and photochemical energy.(a) Photoreduction of benzophenone to benzopinacol in thepresenceofsunlight.(b) Microwave-assisted ammonium formate-mediatedKnoevenagel reaction: p-anisaldehyde, ethyl cyanoacetate,ammoniumformate.

Unit-IV

Importance of using catalytic reagents in preference tostoichiometric reagents; catalysis and green chemistry,comparison of heterogeneous and homogeneous catalysis,iocatalysis, asymmetric catalysis and photocatalysis.(a) Benzoin condensation using Thiamine Hydrochloride as acatalyst instead of cyanide(b) Rearrangement of diazoamino benzene to p-aminoazobenzene using K10 montmorilloniteclay

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Instructions for External Theory Paper Setter/Examiner:

The examiner will set 9 questions asking two questions from each unitand one compulsory question by taking course outcomes (COs) into consideration. The compulsory question

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1775

Practical

External Practical Marks: 20
Internal Assessment Marks:10
Time allowed: 2 hrs

Course Outcomes:
CO1: Hands on training towards green chemistry.

1. Dehydration of propanol
2. Nitration of salicylic acid using calcium nitrate
3. Photoreduction of benzophenone to benzopinacol in the presence of sunlight
4. Microwave assisted solvent free synthesis of aspirin
5. Synthesis of vitamin D3 using photochemical energy

Instructions for External Practical Paper Setter/Examiner:

The examiner will set 2 Experiments at the time of practical examination by taking course outcomes (CO) into consideration. Equal weightage will be given to both the Experiments. The evaluation will be done on the basis of practical record, viva-voce, write up and experimental results

Recommended Books/e-resources/LMS:

1. Kirchoff, M., Ryan, M.A. (2002), Greener approaches to undergraduate chemistry experiment, American Chemical Society, Washington DC.
2. Sharma, R.K., Sidhwani, I.T., Chaudhari, M.K. (2013), Green Chemistry Experiments: A monograph, I.K. International Publishing House Pvt Ltd. New Delhi.
3. Pavia, D.L., Lamponam, G.H., Kriz, G.S.W. (2006), Introduction to organic Laboratory Technique- A Microscale approach, 4th Edition, Brooks-Cole Laboratory Series for Organic chemistry.
4. Sidhwani, I.T.; Saini, G.; Chowdhury, S. Wealth from Waste: A green method to produce biodiesel from waste cooking oil and generation of useful products from waste further generated. University of Delhi, Journal of Undergraduate Research and Innovation, Volume 1, Issue 1, February 2015, ISSN: 2395-2334.
5. Sharma, R. K., Gulati, S., Mehta, S. (2012), Preparation of Gold Nanoparticles Using Tea: A Green Chemistry Experiment, Journal of Chemical Education, 89 (10), 1316-1318.

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1776

(Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.

Recommended Books/e-resources/LMS:

1. Anastas, P.T., Warner, J.C. (2014), Green Chemistry, Theory and Practice, Oxford University Press.
2. Lancaster, M. (2016), Green Chemistry: An Introductory Text, 3rd Ed., RSC Publishing.
3. Cann, M.C., Connely, M. E. (2000), Real-World cases in Green Chemistry, American Chemical Society, Washington.
4. Matlack, A.S. (2010), Introduction to Green Chemistry, 2nd Ed., CRC Press.
5. Alhuwalia, V.K.; Kidwai, M.R. (2012), New Trends in Green chemistry, Kluwer Academic Publishers, Springer.
6. Sidhwani, I.T; Sharma, R.K. (2020), An Introductory Text on Green Chemistry, Wiley India Pvt Ltd.
7. Etzkorn, F. A. (2019), Green Chemistry: Principles and Case Studies, Royal Society of Chemistry.

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1778

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

Scheme and Syllabus of **Physics** Subject for 4 Year UG Programme
Bachelor of Physical Science
w.e.f. Academic session 2024-25

Scheme of Examination for 3rd semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-PHY-301	DSC	Computer Programming & Optics	3	2	0	4	20	10	50	20	100
2	B-PHY-302	MIC	Kinetic Theory of gases	2	0	0	2	15	0	35	0	50
3	B-PHY-303	MDC	Basic Concept of Electricity	2	2	0	3	15	10	35	15	75

Scheme of Examination for 4th semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1	B-PHY-401	DSC	Thermodynamics & Statistical Physics	3	2	0	4	20	10	50	20	100
2	B-PHY-402	MIC (VOC)	Analog Electronics	3	2	0	4	20	10	50	20	100

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Scheme of Examination for 5th semester												
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1.	B-PHY-501	DSC	Atomic Spectroscopy & Solid State Physics	3	2	0	4	20	10	50	20	100
2.	B-PHY-502	MIC-VOC	Digital and Analog circuits and instrumentation	3	2	0	4	20	10	50	20	100

Scheme of Examination for 6th semester												
Sr. No	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks				
				L	P	T		Internal Marks		External Marks		Total Marks
								T	P	T	P	
1.	B-PHY-601	DSC	Nuclear & Quantum Physics	3	2	0	4	20	10	50	20	100
2.	B-PHY-602	MIC	Environmental Physics	2	0	0	2	15	0	35	0	50
3.	B-PHY-603	MIC (VOC)	Introduction to Modern Physics	3	2	0	4	20	10	50	20	100

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Computer Programming and Optics
B-PHY-301
(DSC)

Total Credits: 4
L - T - P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3Hrs

Course Outcomes (COs):

1. To understand the Interference by Division of Wave front and reasons of interference.
2. To understand the concept of diffraction like Fresnel's diffraction, Fraunhoffer diffraction.
3. To understand about Fortran Programming and applications of Fortran.

UNIT-I

Interference: Interference by Division of Wave front: Young's double slit experiment, Coherence, Conditions of interference, Fresnel's biprism and its applications to determine the wavelength of sodium light and thickness of a mica sheet, phase change on reflection. Interference by Division of Amplitude: Plane parallel thin film, production of colors in thin films, classification of fringes in films, Interference due to transmitted light and reflected light, wedge shaped film, Newton ring.

UNIT-II

Diffraction: Fresnel's diffraction: Huygens-Fresnel's theory, Fresnel's assumptions, rectilinear propagation of light, diffraction at a straight edge, rectangular slit and diffraction at a circular aperature. Diffraction due to a narrow slit, diffraction due to a narrow wire. Fraunhoffer diffraction: Single slit diffraction, double slit diffraction, plane transmission grating spectrum, dispersive power of grating, limit of resolution, Rayleigh's criterion, resolving power of telescope and a grating.

UNIT-III

Computer Programming: Computer organization, Binary representation, Algorithm development, Flow charts and their interpretation. FORTRAN Preliminaries: Integer and floating point arithmetic expression, built in functions, executable and non-executable statements, input and output statements, Formats, IF, DO and GO TO statements, Dimension arrays, statement function and function subprogram.

UNIT-IV

Applications of FORTRAN programming : Print out of natural numbers, Range of the set of given numbers, Ascending and descending order, Mean and standard deviation, Least square fitting of curve, Roots of quadratic equation, Product of two matrices, Numerical integration (Trapezoidal rule and Simpson 1/3 rule) .

Instructions for External Theory Paper Setter/Examiner:

Nine questions will be set in total. Question no. 1 will be compulsory and based on the conceptual aspects of the entire syllabus. This question may have 4 parts and the answer should be in brief but not in Yes/No. Four more questions are to be attempted, selecting one question out of two questions set from each unit. Each question may contain two or more parts. All questions will carry equal marks (10 marks) .20% numerical problems are to be set.Use of scientific (non-programmable) calculator is allowed.

Recommended Readings:

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1. Dinesh A textbook of Waves & Optics Published by S. DINESH Publications.
2. Modern's Waves and Optics by Rakesh Kumar Singla.
3. A Text Book of Optics by Dr. Subrahmabyam, Brijlal, Dr. M. N Avadhanulu.
4. Fundamentals of Optics by Jenkins and White.

Practical
(DSC)

External Theory Marks: 20
Internal Assessment Marks: 10
Time allowed: 3Hrs

Course Outcomes (COs):

CO: Learn to present observations, results, analysis and different concepts related to experiments of experimentsof light & optics and understand some basic of FORTRAN programming.

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1. To draw common base characteristics of transistor.
2. To draw common emitter characteristics of transistor.
3. To study the series and parallel resonant circuits.
4. To study voltage doubler and trippler circuits.
5. Determination the ripple factor in D.C. power supply.
6. To find out the frequency of tunning fork by Melde's experiment.
7. High resistance by substitution method.
8. To study the effect of intensity of light (by varying distance of thesource) on an LDR.
9. Write a program to compute the sum of finite series up to correct three decimal place.
10. To find maximum, minimum and range of a given set of number susing FORTRAN.
11. To evaluate sum of finite series.
12. Find the roots of a quadratic equation.
13. To find integration of a definite integral by trapezoidal rule.
14. To find the area of a triangle, sphere and cylinder.

Instructions for External Practical Paper Setter/Examiner:

Student will perform at least five experiments in complete semester. Practical group consists of 15 to 20 students in each group. The examiner will allot three practical at the time of end term examination. Out of four students should perform one experiment allotted by examiner.

Recommended Readings:

1. Advanced Practical Physics for students, B.L.Flint & H.T.Worsnop, 1971, Asia Publishing House.
2. Advanced level Physics Practicals, Michael Nelson and Jon M. Ogborn, 4th Edition, reprinted 1985, Heinemann Educational Publishers
3. A Text Book of Practical Physics, Indu Prakash and Ramakrishna, 11th Edition, 2011, Kitab Mahal, New Delhi.
4. A Laboratory Manual of Physics for Undergraduate Classes, D.P. Khandelwal, 1985, Vani Publication.

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Kinetic Theory of Gases

B-PHY-302

(MIC)

Total Credits: 2

L - T - P
2---0 -- 0

External Theory Marks: 35
Internal Assessment Marks: 15
Time allowed: 1.5 Hrs

Course outcomes (COs):

CO1: To Understand the concept of the gas behavior, properties and motion of gas molecules.
CO2: To Understand Maxwell's distribution of gases particles and their velocities.

UNIT-I

Kinetic theory of gases-I

Assumption of Kinetic theory of gases, pressure of an ideal gas (with derivation), Kinetic interpretation of Temperature, Ideal Gas equation, Degree of freedom, Law of equipartition of energy and its application for specific heat of gases, Real gases, Vander Wall's equation, Brownian motion (Qualitative).

UNIT-II

Kinetic Theory Of Gases-II

Maxwell's distribution of speed and velocities (derivation required), Experimental verification of Maxwell's law of speed distribution: most probable speed, average and r.m.s. speed, Mean free path, Thermal energy and specific heat of gases (C_p and C_v), γ, the ratio of C_p and C_v, Relation between γ and f, Specific heat of a monatomic, a diatomic gas (N_2) gas.

Instructions for External Theory Paper Setter/Examiner :

The examiner will set 5 questions asking two questions 12 marks from each unit and one compulsory question of 11marks by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 3 questions, selecting one question from each unit and the compulsory question. 20% numerical problems are to be set. Use of scientific (non-programmable) calculator is allowed.

Recommended readings:

1. Thermal Physics and Statistical Mechanics, S.K. Roy, New Age International Publishers, New Delhi
2. Thermodynamics and Statistical Physics, J.K.Sharma and K.K. Sarkar, Himalaya Publishing House, Bombay
3. Introduction to Thermodynamics and its Applications, Stowe Keith ,University Press (India) Pvt.Ltd,Hyderabad
4. Introductory Thermodynamics, PierreInfelta, Brown WalkerPress, Boca Ratan, Florida
5. Fundamentals of Thermodynamics, J. K.Johnson, University of Pittsburgh2009
6. Thermodynamics and Its Applications, Jefferson Tester, Michael Modell, 3rd Edition

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Basic Concept of Electricity

B-PHY-303

(MDC)

Total Credits: 3
L - T - P
2- 0 - 2

External Theory Marks: 35
Internal Assessment Marks: 15
Time allowed: 2Hrs

Course Outcomes (COs):

CO 1: To understand the concept of vector field and flux.
CO 2: To understand the capacitance of capacitor and dielectrics.
CO3: To understand of electromagnetism and electronic circuits and their applications.

Unit-I

Vector Background and Electric Field: Gradient of a scalar and its physical significance, Line, Surface and Volume integrals of a Vector and their physical significance, Flux of a vector field, Divergence and curl of a vector and their physical significance, Gauss's divergence theorem, Stoke's theorem. Derivation of electric field E from potential as gradient, Electric flux, Gauss's Law, Mechanical force of charged surface.

Unit-II

Basic Concepts of Electrostatics: Electric charge, Coulomb's law, Electric field, Electric field of a point charge, Electric potential, Electric potential of a point charge. Dielectric, Capacitor and Capacitance A dielectric or dielectric material, Dielectric polarization, Electric dipole moment (SI unit), Permittivity, Static dielectric constant, Capacitor and capacitance, Potential energy stored in a capacitor, Capacitance of a parallel plate capacitor, SI unit of capacitance, Relation between the dielectric constant and the capacitance of a dielectric.

Unit-III

Electrical Conductor: A conductor, Electric current, Resistance and conductance of a conductor and their units, Characteristics of good electrical conductor with examples, Ohm's law, Direct current and its sources, alternating current and its sources, Uses in electrical/ electronic circuits.

Magneto-statics: Biot Savert law, Magnetic field and its SI unit, Magnetic flux and force, Ampere's circuital law.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 7 questions asking two questions 09 marks from each unit and one compulsory question of 08marks by taking course learning outcomes (COs) into consideration. The compulsory question (Question No. 1) willcontain 04 parts covering entire syllabus. The examinee will be required to attempt 4 questions, selecting one questionfrom each unit and the compulsory question. 20% numerical problems are to be set. Use of scientific (non- programmable) calculator is allowed.

Reference Readings:

1. Electricity & Magnetism, Sehgal D. L., Chopra K.L., Sehgal N.K., 2020, Sultan Chand & Sons.
2. Electricity and Magnetism, S.P. Taneja, 2022, R. Chand and Company.
3. Electricity and Magnetism, R Murugeshan, 2017, S. Chand Publishing.
4. Basic Electrical and Electronics Engineering, S. K. Bhattacharya, 2011, Pearson Education India.
5. Basic Electronics, McGraw Hill Education, (2017).

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Practical (MDC)

External Practical Marks: 15
Internal Assessment Marks: 10
Time allowed: 2 Hrs

Course Outcomes (COs):

CO1: Learn to present observations, results, analysis and different concepts related to experiments of experimentsof light & optics.

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1. V-I characteristics of p-n junction diode.
2. V-I characteristics of Zener diode.
3. Characteristics of Solar Cell.
4. To verify the inverse square law of light using a photo-voltaic cell.
5. To determine value of Boltzmann constant using V-I characteristic of PN diode.
6. To study the effect of intensity of light (by varying distance of the source) on an LDR
7. To measure the numerical aperture of an optical fibre using He-Ne laser source.
8. Study double slit interference by He-Ne laser.
9. Determine the diameter of a wire using (He-Ne Laser) diffraction method.
10. To compare the illuminating power of sources using photometer.
11. To find out the refractive index of prism.
12. To determine the resistivity of different wires by plotting a graph for potential difference versus current.
13. To verify Ohm's law for metallic conductor and to determine its resistance.
14. To find the frequency of AC mains with a sonometer.
15. Use of Multimeter for measuring Resistance, A.C. and D.C. Voltage and Current, checking of electricalfuses.
16. Use of Multimeter to check the working condition of diode, an LED, a resistor and a capacitor.
17. To find frequency of ac mains by electrical vibrator.

Instructions for External Practical Paper Setter/Examiner:
Student will perform at least five experiments in complete semester. Practical group consists of 15 to 20 students in each group. The examiner will allot three practical at the time of end term examination. Out of four students should perform one experiment allotted by examiner.

Recommended Readings:

1. Advanced Practical Physics for students, B.L. Flint and H.T. Worsnop, 1971, Asia Publishing House
2. Advanced level Physics Practicals, Michael Nelson and Jon M. Ogborn 4 Edition, reprinted
3. B.Sc Practical Physics, C. L. Arora, R Chand & Co. New Delhi
4. B.Sc Practical Physics, Harnam Singh and Dr. P.S. Hemne, S Chand & Company Ltd.

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Thermodynamics & Statistical Physics
B-PHY-401
(DSC)

Total Credits: 4
L - T - P
3- 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 Hrs

Course Outcomes (COs):

CO1: To Understand the basic concepts and laws of thermodynamics
CO2: To Understand the concept of Thermodynamical Functions.
CO3: To Understand the concept of Microstate, Macrostate and Phase Space .
CO4: To Understand the energy distribution laws like Bose-Einstein and Fermi-Dirac.

Unit-I

Thermodynamics-I: Thermodynamic-systems, variables and equation of state, thermal equilibrium, Zeroth law of thermodynamics; Concept of heat, work and its sign (work done- by the system on the system) & its path dependence, First law ofthermodynamics- its significance and limitations, internal energy as a state function, different types of process- isochoric process, isobaric process, adiabatic process, isothermal process, cyclic process, Reversible and irreversible process, First law and cyclic process; Second law of thermodynamics and its significance, Carnot theorem; Absolute scale of temperature, Absolute Zero and magnitude of each division on work scale and perfectgas scale, Joule's free expansion, Joule Thomson effect, Joule-Thomson (Porous plug) experiment, conclusions and explanation, analytical treatment of Joule Thomson effect, Entropy, calculations of entropy of reversible and irreversible process.

UNIT-II

Thermodynamics-II : Derivation of Clausius-Clapeyron and Clausius latent heat equations and their significance, specific heat of saturated vapours, phase diagram and triple point of a substance, development of Maxwell thermodynamical relations, Thermodynamical functions: Internal energy (U), Helmholtz function (F), Enthalpy (H), Gibbs function (G) and the relations between them, derivation of Maxwell thermodynamical relations from thermodynamical functions, Application of Maxwell relations: relations between two specific heats of gas, Derivation of Clausius- Clapeyron and Clausius equation, variation of intrinsic energy with volume for (i) perfect gas (ii) Vander wall gas (iii) solids and liquids.

UNIT-III

Statistical Physics-I: Distribution of N (for N= 2, 3, 4) distinguishable and indistinguishable particles in two boxes of equal size, microstates and macrostates, thermodynamical probability, constraints and accessible states, statistical fluctuations,general distribution of distinguishable particles in compartments of different sizes, β-parameter, entropy and probability; Concept of phase space, division of phase space into cells, postulates of statistical mechanics; Classicaland quantum statistics, basic approach to these statistics, Maxwell-Boltzmann statistics applied to an ideal gas in equilibrium-energy distribution law, Maxwell's distribution of speed & velocity (derivation required), most probablespeed, average and r.m.s. speed, mean energy for Maxwellian distribution.

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1785

UNIT-IV

Statistical Physics-II: Dulong and Petit Law, derivation of Dulong and Petit law from classical physics; Need of Quantum statistics- classical versus quantum statistics, Bose-Einstein energy distribution Law, Application of B. E. Statistics to Planck's radiation law, degeneracy and B. E. condensation; Fermi-Dirac energy distribution Law, F. D. gas and degeneracy, Fermi energy and Fermi temperature; F. D. energy distribution Law for electron gas in metals, zero point energy, average speed (at 0 K) of electron gas.

Instructions for External Theory Paper Setter/Examiner:

Nine questions will be set in total. Question no. 1 will be compulsory and based on the conceptual aspects of the entire syllabus. This question may have 4 parts and the answer should be in brief but not in Yes/No. Four more questions are to be attempted, selecting one question out of two questions set from each unit. Each question may contain two or more parts. All questions will carry equal marks (10 marks). 20% numerical problems are to be set. Use of scientific (non-programmable) calculator is allowed.

Recommended Books:

1. Elementary Statistical Mechanics by Gupta and Kumar,
2. Statistical Physics Waves and Optics-II by Vikas Malik
3. Heat Thermodynamics and statistical Mechanics by Brijlal and N. Subaryanaman
4. Fundamentals of statistical and Thermal Physics by F. Rief

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Practical (DSC)

External practical: 20 Marks
Internal practical: 10 marks
Time Allowed: 3 Hours

Course Outcomes(COs):

CO1: Learn to present observations, results, analysis and different concepts related to experiments of experimentsof light & optics.

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1. To determine Refractive index of the material of a prism using sodium source.
2. Determination of wave length of sodium light using Newton's Rings.
3. To determine the dispersive power of the material of a prism using Mercury discharge source.
4. To draw a graph between wave length and minimum deviation for various lines from a Mercury
5. discharge source.
6. Determination of wavelength of sodium light by using a diffraction grating.
7. Resolving power of a telescope.
8. Resolving power of a grating .
9. Comparison of Illuminating Powers by a Photometer.
10. Measurement of (a) Specific rotation (b) concentration of sugar solution using polarimeter.
11. To analyse the basics of fiber optics using fibre optics trainer.
12. To print out all natural (even/odd) numbers between given limits using fortran.
13. o Finds the roots of quardratic equations using fortran.
14. To study He-Ne LASER.

Instructions for External Practical Paper Setter/Examiner:

Student will perform at least six experiments in complete semester. Practical group consists of 15 to 20 students in each group. The examiner will allot three practical at the time of end term examination. Out of four students should perform one experiment allotted by examiner.

Recommended Readings:

1. B.Sc. Practical Physics, C.L. Arora, S. Chand Publisher, New Delhi.
2. Advanced Level Practical Physics, M. Nelkon and Ogborn, Henemann Education Books Ltd., New Delhi.
3. Practical Physics, S.S. Srivastava and M.K. Gupta, Atma Ram & Sons, Delhi.
4. Practical Physics, S.L. Gupta and V. Kumar, Pragati Prakashan Meerut.
5. Modern Approach to Practical Physics, R.K. Singla, Modern Publishers, Jalandhar.
6. Advanced Practical Physics for students, B.L. Flint and H.T. Worsnop, Asia Publishing House.

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Analog Electronics
B-PHY-402
MIC (VOC)

Total Credits: 4
L-T-P
3-0-2

External Theory Marks: 50
Internal Assessment Marks: 20
Time Allowed: 3 Hrs

Course Outcomes (COs):

CO1: To study the basic components of measuring devices like voltmeter, ammeter multimeter & CRO.
CO2: Understanding the behavior of two-terminal Devices and their Applications.
CO3: Understanding the Bipolar Junction transistors.
CO4: Learn to present observations, results, analysis and concepts related to experiments of Amplifiers.

Unit-I

Introduction: Electronic Components and Measuring devices generally used for studying the following circuits viz. DC and AC Voltmeters, Ammeters and Multimeters and their general Characteristics.
Cathode-Ray Oscilloscope (CRO): Block diagram of CRO. Electron Gun. Deflection System and Time Base.

Unit-II

Two-terminal Devices and their Applications: Basics of P-N Junction, Zener Diode and Voltage Regulation. Bridge Full-wave Rectifiers, Calculation of Ripple Factor and Rectification Efficiency, C-filter & π filter (qualitative, expression only), Principle and structure of (1) LEDs, (2) Photodiode and (3) Solar Cell.

Unit-III

Bipolar Junction transistors: Physical Mechanism of Current Flow (unbiased). Current gains α and β, Relations between α and β, Load Line analysis of Transistors. DC Load line and Q-point. Active, Cut-off and Saturation Regions.

Unit-IV

Amplifiers: Transistor Biasing and Stabilization Circuits. Analysis of a single-stage CE amplifier using Hybrid Model. Input and Output Impedance. Current, Voltage and Power Gains. Classification of Class A, B & C Amplifiers. Two stage RC-coupled amplifier and its frequency response. Feedback in Amplifiers. Concept of feedback, Effects of Positive and Negative Feedback on Input Impedance, Output Impedance, Gain, Stability

Instructions for External Theory Paper Setter/Examiner:

Nine questions will be set in total. Question no. 1 will be compulsory and based on the conceptual aspects of the entire syllabus. This question may have 4 parts and the answer should be in brief but not in Yes/No. Four more questions are to be attempted, selecting one question out of two questions set from each unit. Each question may contain two or more parts. All questions will carry equal marks (10 marks). 20% numerical problems are to be set. Use of scientific (non-programmable) calculator is allowed.

Recommended books:

1. Electronic Devices and Circuit Theory. R.L. Boylestad and L. Nashelsky, 2012, Pearson.
2. Integrated Electronics, J. Millman and C.C. Halkias, 1991, Tata McGraw Hill.
3. Electronics: Fundamentals and Applications, J.D. Ryder, 2004, Prentice Hall.
4. Solid State Electronic Devices, B.G.Streetman & S.K.Banerjee, 6th Edn.,2009, PHI Learning
5. Electronic Devices & Circuits, S.Salivahanan & N.S.Kumar, 3rd Ed., 2012, Tata McGraw Hill
6. Quantum Mechanics, G R Chatwal and S K Anand, Himalaya Publishing House, New Delhi
7. Quantum Physics(Berkeley Physics Course), F H Witchman, Tata McGraw Hill, Chennai .

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Atomic Spectroscopy & Solid State Physics
B-PHY-501
(DSC)

Total Credits: 4
L - T - P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 Hrs

Course Outcomes (COs):

CO1: Understand and describe the basic concepts of atomic spectroscopy.
CO2: Study orbital magnetic dipole moment, behavior of magnetic dipole
CO3: To understand the concept of primitive and non- primitive unit cell.
CO4: To understand the concept of reciprocal lattice and its relation with other factors.

Unit -I

Historical background of atomic spectroscopy: Introduction of early observations, emission and absorption spectra, atomic spectra, wave number, Bohr atomic model(Bohr's postulates) , spectra of Hydrogen atom , explanation of spectral series in Hydrogen atom, short comings of Bohr's theory, Vector atom model; space quantization, electron spin, coupling of orbital and spin angular momentum, spectroscopic terms and their notation, quantum numbers associated with vector atom model, transition probability and selection rules.

Unit-II

Vector atom model (single valance electron): Orbital magnetic dipole moment (Bohr megnaton), behavior of magnetic dipole in external magnetic field; Larmor's precession and Larmor's theorem. Penetrating and Non-penetrating orbits, spin orbit interaction energy of the single valance electron. Hydrogen fine spectra, Main features of Alkali Spectra, Absorption spectra of Alkali atoms. observed doublet fine structure in the spectra of alkali metals and its Interpretation, Intensity rules for doublets, comparison of Alkali spectra and Hydrogen spectrum.

Unit-III

Solid State Physics I: Crystalline state, crystal lattice, basis, lattice translation vectors, primitive and non-primitive unit cells, symmetry operations, Bravais lattices in two and three dimensions, Miller Indices, crystallographic planes, interplanar spacing, simple crystal structures: NaCl, CsCl, HCP, Zinc blended, Diamond.

Unit-IV

Solid State Physics II: Diffraction of waves by crystals, Bragg's law, Idea of Reciprocal Lattice: Reciprocal lattice to sc, bcc and fcc lattices, Dulong and Petit law, Derivation of Dulong and Petit law from classical physics, specific heat at low temperature, Einstein theory of specific heat, limitation of Einstein theory, Debye model of specific heat of solid, success & short comings of Debye theory.

Instructions for External Theory Paper Setter/Examiner:

Nine questions will be set in total. Question no. 1 will be compulsory and based on the conceptual aspects of the entire syllabus. This question may have 4 parts and the answer should be in brief but not in Yes/No. Four more questions are to be attempted, selecting one question out of two questions set from each unit. Each question may contain two or more parts. All questions will carry equal marks (10 marks). 20% numerical problems are to be set. Use of scientific (non-programmable) calculator is allowed.

Recommended Readings:

1. Concept of Modern Physics (1987), A. Beiser, Mc Graw Hill Co Ltd. New Delhi

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1789

2. Atomic Physics (2007), J.B. Rajab, S Chand & Co, New Delhi
3. Atomic Physics Vol II (1991), J.H. Fewkes and J. Yarwood, Oxford University Press
4. Fundamental of Molecular Spectroscopy,Colin N. Banwell and Elaine M.McCash, McGraw Hill Co Ltd. New Delhi
5. Elements of Spectroscopy S.L.Gupta, V. Kumar and R.C.Sharma, Pragati Prakashan,Meerut.
6. Introduction to solid state physics by C. Kittle.

Practical
(DSC)

External practical: 20 Marks
Internal practical: 10 marks
Time Allowed: 3 Hours

Course Outcomes (COs):

CO: Learn to present observations, results, analysis and different concepts related to experiments of experimentsof BJT, Laser.

1. To determine the value of e/m by Thomson's Method.
2. To determine the value of Planck's Constant by using four different LEDs.
3. To determine the value of e/m by (a) Magnetic Focussing or (b) BarMagnet.
4. To determine the Wavelength and the Angular Spread of a He-NeLaser.
5. To determine the value of Stefan's Constant.
6. To estimate the temperature of Sodium flame by studying the reversalof spectral lines (D lines).
7. To study the characteristics of LASER.
8. To study the B-H Curve Using Oscilloscope
9. To measure the energy band gap by four probe method.
10. Compute the product of two matrices of different dimension using DO loop.
11. Fitting of a straight line using Least-Square method.
12. Using array variable, find out the average and standard deviation.
13. To study the common emitter Amplifier characteristics.
14. To study the common base Amplifier characteristics.
15. To study the common base Amplifier characteristics
16. To study the common collector Amplifier characteristics

Instructions for External Practical Paper Setter/Examiner:

Student will perform at least six experiments in complete semester. Practical group consists of 15 to 20 students in each group. The examiner will allot three practical at the time of end term examination. Out of four students should perform one experiment allotted by examiner.

Recommended readings:

1. Geeta Sanon, BSc Practical Physics, 1st Edn. (2007), R. Chand & Co.
2. B. L. Worksnop and H. T. Flint, Advanced Practical Physics, Asia Publishing House, New Delhi.
3. Indu Prakash and Ramakrishna, A Text Book of Practical Physics, Kitab Mahal, New Delhi.
4. D. P. Khandelwal, A Laboratory Manual of Physics for Undergraduate Classes, Vani Publication House, New Delhi.
5. Nelson and Jon Ogborn, Practical Physics.

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Digital and Analog Circuits & Instrumentation

B-PHY-502

(MIC-VOC)

Total Credits: 4
L - T - P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3 Hrs

Course Outcomes (COs):

CO1: To understand the concept of Gates and their types.
CO2: To study seven segment display and decoder.
CO3: To study Op-Amps and their applications.
CO1: To understand the concept electronic instruments.

Unit-I

Digital Circuits: Difference between Analog and Digital Circuits, Binary Numbers, Decimal to Binary and Binary to Decimal Conversion, Logic Gates: AND, OR and NOT (Their realization using Diodes and Transistor), NAND and NOR Gates as Universal Gates, XOR and XNOR Gates. De Morgan's Theorems, Boolean Laws, Simplification of Logic Circuit using Boolean Algebra.

Unit-II

Combinational Logic Circuits: Binary Addition, Binary Subtraction (using 2's Complement Method), Half & Full Subtractors, 4-bit binary Adder/Subtractor, Seven segment Display, Binary-coded-decimal (BCD) system, BCD-to-decimal decoder BCD-to-seven segment decoder

Unit-III

Operational Amplifiers: Characteristics of an Ideal and Practical Op-Amp (IC 741), Open-loop & Closed-loop Gain, Applications of Op-Amps: (i) Inverting and Non-inverting Amplifiers, (ii) Adder, (iii) Subtractor, (iv) Differentiator, (v) Integrator

Unit-IV

Instrumentations: Introduction to CRO: Block diagram of CRO, Applications of CRO (i) Study of Waveform (ii) Measurement of Voltage, Current, Frequency and Phase Difference. Timer IC: IC 555 Pin diagram and its applications.

Instructions for External Theory Paper Setter/Examiner:

Nine questions will be set in total. Question no. 1 will be compulsory and based on the conceptual aspects of the entire syllabus. This question may have 4 parts and the answer should be in brief but not in Yes/No. Four more questions are to be attempted, selecting one question out of two questions set from each unit. Each question may contain two or more parts. All questions will carry equal marks (10 marks). 20% numerical problems are to be set. Use of scientific (non-programmable) calculator is allowed.

Recommended readings:

1. Electronic Devices and Circuit Theory. R.L. Boylestad and L. Nashelsky, 2012, Pearson.
2. Integrated Electronics, J. Millman and C.C. Halkias, 1991, Tata McGraw Hill.
3. Electronics: Fundamentals and Applications, J.D. Ryder, 2004, Prentice Hall.
4. Solid State Electronic Devices, B.G.Streetman & S.K.Banerjee, 6th Edn.,2009, PHI Learning
5. Electronic Devices & Circuits, S.Salivahanan & N.S.Kumar, 3rd Ed., 2012, Tata McGraw Hill
6. Op-Amps and Linear Integrated Circuit, R. A. Gayakwad, 4th edition, 2000, Prentice Hall.

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Practical
MIC (VOC)

External practical: 20 Marks
Internal practical: 10 marks
Time Allowed: 3 Hours

Course Outcomes (COs):

CO: Learn to present observations, results, analysis and different concepts related to experiments of experimentsof Logic gates,Op-Amps.

1. To study AND, OR and Not gates using diode and transistor.
2. To study NAND and NOR gates using diode and transistor.
3. To obtain the wave form of AC mains supply using a cathode ray oscilloscope.
4. To measure the AC voltage using a CRO.
5. To measure a dc voltage with the help of a CRO.
6. To demonstrate the phase difference in the case of resistance, inductance and capacitance and to measure their values using a CRO.
7. To investigate the use of an Op-Amp as an Integrator.
8. To investigate the use of an Op-Amp as a Differentiator.
9. To study half adder circuit.
10. To study full adder circuit

Instructions for External Practical Paper Setter/Examiner:

Student will perform at least six experiments in complete semester. Practical group consists of 15 to 20 students in each group. The examiner will allot three practical at the time of end term examination. Out of four students should perform one experiment allotted by examiner.

Recommended readings:

1. Geeta Sanon, BSc Practical Physics, 1st Edn. (2007), R. Chand & Co.
2. B. L. Worsnop and H. T. Flint, Advanced Practical Physics, Asia Publishing House, NewDelhi.
3. Indu Prakash and Ramakrishna, A Text Book of Practical Physics, Kitab Mahal, New Delhi.
4. D. P. Khandelwal, A Laboratory Manual of Physics for Undergraduate Classes, Vani Publication House, New Delhi.

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1792

Nuclear & Quantum Physics
B-PHY-601
(DSC)

Total Credits: 4
L - T – P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3Hrs

Course outcomes (COs):

1. To understand nuclear composition & properties.
2. To understand the nuclear radiation decay like alpha, beta and gamma decay.
3. To understand the Need of Quantum Mechanics.

UNIT-I

Nuclear structure and properties of nuclei: Nuclear composition (p-e and p-n hypotheses), Nuclear properties; Nuclear size, spin, parity, statistics, magnetic dipole moment, quadruple moment (shape concept). Determination of mass by Bain-Bridge, Bain- Bridge and Jordan mass spectrograph. Determination of charge by Mosley Law. Determination of size of nuclei by Rutherford Back Scattering.

UNIT-II

Nuclear radiations decay process and interaction: Alpha-disintegration and its theory, Energetic of alpha-decay, Origin of continuous beta spectrum (neutrino hypothesis), types of beta-decay and energetic of beta-decay, Nature of gamma rays, Energetic of gamma rays, Interaction of heavy charged particles (Alpha particles); Energy loss of heavy charged particle (idea of Bethe formula; no derivation), Range and straggling of alpha particles. Geiger- Nuttal law, Interaction of light charged particle (Beta-particle), Energy loss of beta- particles (ionization), Range of electrons, absorption of beta-particles. Interaction of Gamma Ray; Passage of Gamma radiations through matter (Photoelectric, Compton and pair production effect), electron-positron annihilation, Absorption of Gamma rays (Mass attenuation coefficient) and its application.

UNIT-III

Introduction to Quantum Mechanics: Need of Quantum Mechanics, Planck's quantum hypothesis and radiation formula, quantization of EM radiation and photoelectric effect, Compton effect, de-Broglie hypothesis, de-Broglie wave, Davission and Germer experiment, G.P.Thomson, wave packet, phase and group velocities, Heisenberg's uncertainty principal from de-Broglie wave (Wave-particle duality), Gamma Ray Microscope, Electron diffraction from slit, Time-dependent and time- independent Schrodinger equations. Eigen value, Eigen Function, wave function and its significance, Orthogonality and Normalisation of function, Probability current density.

UNIT-IV

Application of Schrodinger equation: Particle confined in a one-dimensional infinite box: energy eigen functions and eigenvalues, one- dimensional potential step $E>V_O$ (Reflection and Transmission coefficient), one- dimensional potential step $E<V_O$ (Reflection and Transmission coefficient), one-dimensional potential Barrier $E>V_O$ (Reflection and Transmission coefficient), one- dimensional potential Barrier $E<V_O$ (Reflection and Transmission coefficient), Solution of Schrodinger equation for harmonic oscillator (Quantization of energy, Zero point energy, wave equation for ground state and excited states.

Instructions for External Theory Paper Setter/Examiner:

Nine questions will be set in total. Question no. 1 will be compulsory and based on the conceptual aspects of the entire syllabus. This question may have 4 parts and the answer should be in brief but not

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in Yes/No. Four more questions are to be attempted, selecting one question out of two questions set from each unit. Each question may contain two or more parts. All questions will carry equal marks (10 marks).20% numerical problems are to be set.Use of scientific (non-programmable) calculator is allowed.

Recommended readings:

1. Kaplan I, Nuclear Physics, 2nd Ed (1962), Oxford and IBH, New Delhi
2. Sriram K, Nuclear Measurement Techniques, (1986), AEWP, New Delhi
3. Tayal D C, Nuclear Physics (1994), HPH, Bombay.
4. Quantum Mechanics: Theory and Applications by Ajoy Ghatak and Lokanathan (2019), (Extensively revised6th Edition), Laxmi Publications, New Delhi
5. Quantum Mechanics by Ishwar Singh Tyagi, Pearson publication
6. Quantum Mechanics by V.K Jain.
7. Introduction to Quantum Mechanics by David J. Griffiths and Darrell F.Schroeter.

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Practical (DSC)
PHP-601

External Practical Marks: 20
Internal Assessment Marks: 10
Time allowed: 3 Hrs

Course outcomes (COs):

CO1: To study about CRO.

CO2: Draw the platue of G. M. Counter & determine the Mass Attenuation coefficient by G. M. Counter.

CO3: To perform the experiments using Fortran.

CO4: Learn to present observations, results and analysis in suitable and presentable form.

LIST OF EXPERIMENTS

1. Study of Hysteresis curve by CRO.
2. To measure the resistivity of a semiconductor (Ge) crystal with temperature by Four Probe Method (from room temperature to 150° C) and to determine its band gap.
3. To measure the Dielectric constant of a dielectric materials with frequency.
4. To determine the elastic constant of quartz crystal.
5. To determine the Hall coefficient of a semiconductor sample.
6. To draw the Platue of G. M. Counter.
7. Determination of Characteristics of GM tube and its operating voltage, plateau length
8. Verification of inverse square law of radiation for a gamma source.
9. Investigation of statistical nature of nuclear radiation using G. M. Counter.
10. To study the beta counting efficiency of G. M. Counter.
11. To study the half-life of radioactive element using G. M. Counter.
12. To study the common base transistor amplifier.
13. To study the common emitter transistor amplifier.
14. To compute the sum of infinite series up to three decimal places using FORTRAN.
15. To arrange the marks in ascending and descending order using FORTRAN.

Instructions for External Practical Paper Setter/Examiner:

Student will perform at least six experiments in complete semester. Practical group consists of 15 to 20 students in each group. The examiner will allot three practical at the time of end term examination. Out of four students should perform one experiment allotted by examiner.

Recommended readings:

1. B.Sc. Practical Physics, C.L. Arora, S. Chand Publisher, New Delhi
2. Advanced Practical Physics for students, B.L. Flint and H.T. Worsnop, Asia Publishing House
3. Concept of Modern Physics (1987), A. Beiser, Mc Graw Hill Co Ltd. New Delhi

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Environmental Physics
B-PHY-602
(MIC)

Total Credits: 2
L - T – P
2 - 0 - 0

External Theory Marks: 35
Internal Assessment Marks: 15
Time allowed: 1.5 Hrs

Course outcomes (COs):

CO1: Structure and thermodynamics of the atmosphere.

CO2: Basic Concept of thermodynamics and radioactivity.

Unit-I

Structure and thermodynamics of the atmosphere: Troposhere, Stratosphere, Mesophere, Ionoshpere, Exosphere. Temperature, pressure and density variations with height, composition of air. Radiation, radiant energy, Solar and Terrestrial radiation, Rayleigh and Mie scattering, Ultraviolet (UV) radiation, Infrared (IR) radiation, Ozone depletion problem, Green House Effect, Global warming.

Unit-II

Concept of heat, energy and work, Energy transformation, Thermodynamic state of a system, Laws of thermodynamics, Isothermal and adiabatic processes; Carnot cycle, Heat pump and refrigerator; Entropy and disorder.

Radioactivity: Characteristics of radioactive radiations, Radioisotopes and application, Units of radiation dose, Biological effects of nuclear radiation and safety measure, Age of earth-radioactive dating; Nuclear energy, Nuclear reactor.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 5 questions asking two questions 12 marks from each unit and one compulsory question of 11 marks by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 3 questions, selecting one question from each unit and the compulsory question. 20% numerical problems are to be set. Use of scientific (non-programmable) calculator is allowed.

Recommended readings:

1.Lutgens, F.K & Tarbuck, E.J. (2018).The atmosphere:An Introduction to Meterology,London:Pearson.

2.Salby,M.L.(1996) Fundamentals of Atmospheric Physics.Cambridge:Academic Press.

3Santra S.C. (2011) Environmental Science New Delhi New Central Book Agency.

4.Boeker, E. and Groundelle R.V. (2011)Environmental Physics,New Jersey John Wiley.

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Introduction to Modern Physics
B-PHY-603
MIC (VOC)

Total Credits: 4
L - T – P
3 - 0 - 2

External Theory Marks: 50
Internal Assessment Marks: 20
Time allowed: 3Hrs

Course outcomes (COs):

CO1 :Basic Understaning About Qunatum Mechanics

CO2 : Basic Understaning About Nuclear Physics.

CO3 :Basic Understaning About Laser & Its Applications.

CO4 :Basic Understaning About Nano Physics.

Unit 1

Introduction To Qunatum Mechanics: Planck's quantum, Planck's constant and light as a collection of photons; Photo-electric effect and Compton scattering, De-Broglie wavelength and matter waves; Davisson Germer experiment, Problems with Rutherford model- instability of atoms and observation of discrete atomic spectra; Bohr's quantization rule and atomic stability; calculation of energy levels for hydrogen like atoms and their spectra

Unit II

Basic Concept In Nuclear Physics: Radioactivity: stability of nucleus; Law of radioactive decay; Mean life & half-life; α-decay; β-decay-energy released, spectrum and Pauli's prediction of neutrino; γ-ray emission. Fission and fusion, mass deficit, relativity and generation of energy; Fission - nature of fragments and emission of neutrons.

Unit III

Introduction to Laser: Spontaneous and Stimulated Absorption and Emission of radiation, main features of a laser: Directionality, high intensity, high degree of coherence, spatial and temporal coherence, Einstein's coefficients and possibility of amplification, Kinetic of optical absorption, Population inversion: A necessary condition for light amplification, resonant cavity and laser pumping. Application of laser physics, He-Ne laser and Ruby laser (principal, construction and working),

Unit-IV

Introduction To Nano Physics: Definition, Length scale, Historical background & developments, Richard Feynman Statement, Moore's law, Vision and objective of Nano-technology , Top down and Bottom up approach, Surface to Volume Ratio, Quantum confinement, Size effect in nano system, Quantum dots, Nanowires, Different Allotropes of carbon, Introduction to CNTs, Structure of CNTs, Types of CNTs- SWNTs, MWNTs, Bucky balls (C60), Graphene, Semiconductor Nano particles–types and properties.

Instructions for External Theory Paper Setter/Examiner:

Nine questions will be set in total. Question no. 1 will be compulsory and based on the conceptual aspects of the entire syllabus. This question may have 4 parts and the answer should be in brief but not in Yes/No. Four more questions are to be attempted, selecting one question out of two questions set from each unit. Each question may contain two or more parts. All questions will carry

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equal marks (10 marks).20% numerical problems are to be set.Use of scientific (non-programmable) calculator is allowed.

Recommended readings :

1. An Introduction to Interferometery, Tolansky, John Wiley & Sons, New Delhi.
2. Lasers and Non-Linear Optics, B.B.Laud, New Age International (P) Ltd., Publishers, New Delhi
3. Lasers, Principles, Types and Applications, K.R. Nambiar, New Age International (P) Ltd., Publishers, Delhi.
4. Laser, Theory & Applications by K. Thyagarajan and A.K. Ghatak, Macmillan India limited.
5. A textbook of optics by N. Subrahmanyam and Brijlal, S. Chand & Company.

Practical
MIC (VOC)

External Practical Marks: 20
Internal Assessment Marks: 10
Time allowed: 3 Hrs

Course outcomes (COs):

1. To determine the Planck's constant using photocell.
2. To determine e/m by Thomson method.
3. To determine the ionization potential of mercury.
4. To study quantization of energy using Frank Hertz experiment.
5. To determine the wavelength of laser source using diffraction of double slits.
6. To determine diameter of wire using laser source.
7. To study the variation of resistivity with temperature of given semiconductor Crystal using four probe method.
8. To find the unknown capacitance of a capacitor using De-Sauty's Bridge.
9. To find out enengy band gap using four probe methods.
10. To Study CRO.

Instructions for External Practical Paper Setter/Examiner:
Student will perform at least six experiments in complete semester. Practical group consists of 15 to 20 students in each group. The examiner will allot three practical at the time of end term examination. Out of four students should perform one experiment allotted by examiner.

Recommended Readings :

1. B.Sc. Practical Physics, C.L. Arora, S. Chand Publisher, New Delhi
2. Advanced Practical Physics for students, B.L. Flint and H.T. Worsnop, Asia Publishing House
3. Concept of Modern Physics (1987), A. Beiser, Mc Graw Hill Co Ltd. New Delhi.

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ANNEXURE-37

Office of Dean, Faculty of Sciences
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpsmv.ac.in

BPSMV/DFOS/25/05 Dated: 29.01.2025

Minutes of Meeting

Meeting of adhoc UG Board of Studies of Life Science (Botany & Zoology) was held on 29.01.2025 at 10:00 am in the office of Dean, Faculty of Sciences. Following were present:

1.	Dr. Sunil Sangwan, Dean, Faculty of Sciences	Convener
2.	Prof. Pushpa Dahiya, Deptt. of Botany, MDU, Rohtak	Outside Subject Expert
3.	Prof. Vinay Malik, Deptt. of Zoology, MDU, Rohtak	Outside Subject Expert
4.	Dr. Bhupinder Singh, Chairperson, Deptt. of Chemistry	Member
5.	Dr. Veena, Principal BPSIHL, BPSMV, Khanpur Kalan	Member
6.	Dr. Savina Pruthi, BPSIHL, BPSMV, Khanpur Kalan	Special Invitee

All the items of the agenda were circulated vide letter no. Math/25/21 dated 27/01/2025 and discussed in detail on 29.01.2025 at 11:00 am in the meeting. After detailed deliberations & discussion, the following was resolved:

Agenda: To Frame the Scheme of Examination & Syllabus in the subjects of Botany & Zoology under NEP-2020 scheme for 2nd year and 3rd year for academic session 2025-26 and onwards for the Programme of Bachelor of Life Science.

The Scheme of Examination & Syllabus in the subject of Botany & Zoology for the programme Bachelor of Life Science under multidisciplinary scheme of NEP-2020 for 2nd Year & 3rd Year for academic session 2025-26 and onwards was discussed in detail and approved.

The Meeting ended with a vote of thanks to the Chair.

29/01/2025
Sunil Sangwan

29.1.25
Bhupinder Singh

29/01/2025
Pushpa Dahiya

Veena 29/1/2025

29-1-25
Vinay Malik

29.1.25
Savina Pruthi

Department of Food and Nutrition
Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat), Haryana-131305
www.bpsmv.ac.in

Minutes of Meeting

Minutes of the Meeting of the UG Board of Studies of Department of Food and Nutrition, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 29.01.2025 at 02:00 pm. in the office of Chairperson, Department of Food and Nutrition.

The following were present:

1. Prof. Beenu Tanwar, Department of Food and Nutrition, BPSMV	Chairperson
2. Prof. Asha Kwatra, I. C College of Community Science, CCSHAU, Hisar	Outside Expert
3. Prof. Neelam M. Rose, I. C College of Community Science, CCSHAU, Hisar	Outside Expert
4. Dr. Veena, Principal, BPSIHL, BPSMV	Member
5. Mrs. Preeti Dhankar, Assistant Professor, BPSIHL, BPSMV	Special Invitee
6. Dr. Santosh Hooda, Associate Professor, BPSIHL, BPSMV	Special Invitee
7. Dr. Sunil Sangwan, Dean Faculty of Sciences	Special Invitee

All the items of the agenda were circulated vide letter no. F/N/25/30-38 dated 27/01/2025 and discussed in detail on 29.01.2025 at 02:00pm in the meeting. After detailed deliberations & discussion, the following was resolved:

Agenda: To frame the Scheme of Examination&Syllabi in the subject of Home Science under NEP-2020 scheme for 2nd year and 3rd year for academic session 2025-26 and onwards for the Program of Bachelor of Home Science/Bachelor of Arts.

The Scheme of Examination&Syllabifor the program ofBachelor of Home Science under interdisciplinary Scheme of NEP-2020 for 2nd Year & 3rd Year for academic session 2025-26 and onwards was discussed in detail and approved.

The Scheme of Examination &Syllabiin the subject of Home Science for the program ofBachelor of Artsunder multidisciplinaryscheme of NEP-2020 for 2nd Year & 3rd Year for academic session 2025-26 and onwards was discussed in detail and approved.

Item No.2: Any other item.

No other item was discussed.

TheMeeting ended with a vote of thanks to the Chair.

Beenu Tanwar 29/1/25 | Asha Kwatra 29/1/2025 | Neelam M. Rose 29.1.25 | Veena 29/1/2025

Preeti Dhankar 29.1.25 | Santosh Hooda 29.1.25 | Sunil Sangwan 29.01.2025

1800

Department of Computer Science & Engineering and InformationTechnology

BPS MahilaVishwavidyalayaKhanpurKalanSonipat

(A State University Established under the Legislative Act No 31/2006)

Accredited with 'B++' grade by NAAC

Minutes of the meeting of the UGBOS of Computer Science & Engineering of Department of Computer Science & Engineering and Information Technology, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 29.01.2025 at 11:00 am. The following were present:

1. Prof. Yudhvir Singh Dept. of CSE, UIET, MDU, Rohtak (online)
2. Dr Satinder Bal Gupta, Dept. of Computer Science, IGU, Meerpur (online)
3. Ms. Sonal, Chairperson, Dept. of CSE&IT, BPSMV, Khanpur Kalan
4. Mr Vikas Malik, Assistant Professor, Dept of CSE/IT, BPSMV
5. Dr Anju Kaushik, Asstt Prof GCW, Gohana
6. Dr Arun Kumar, Asstt Prof, GCW, Gohana
7. Dr Pearl, Asstt Prof, GCW, Gohana
8. Dr Amit Kaushik, Asstt Prof, GCW, Sonipat
9. Dr Jyoti, Asstt Prof, GCG, Mohana

The aforesaid meeting is convened in the Department of Computer Science & Engineering and Information Technology, BPSMV, Khanpur Kalan, Sonipat. The agenda items were discussed in detail and following decisions have been taken:

1 The panel of Examiners for BSc Physical Sciences (subjects of Computer Science) of 2nd Semester for the academic session 2024-25 were drawn and recommended.

Further, the Board authorized the Chairperson to supply additional panels, if needed.

2. The Board considered and recommended the scheme and syllabus of 2nd and 3rd year of Computer Sciences subject for 4 year UG Programme (Bachelor of Physical Sciences)

With this, the meeting ended with a vote of thanks to the chair.

(Yudhvir Singh)
Outside expert

(Satinder Bal Gupta)
Outside expert

29/01/25
(Arun Kumar)
Member

(Vikas Malik)
Member

29/01/25
(Amit Kaushik)
Member

29/01/25
(Pearl)
Member

29/01/25
(Anju Kaushik)
Member

29/01/25
(Jyoti)
Member

29/1/25
(Sonal)
Chairman, BOS

A copy of the above is forwarded to the following for information:-

1. PA to Hon'ble Vice-Chancellor (for kind information of Hon'ble Vice-Chancellor)
2. PA to Registrar (for kind information of Worthy Registrar).
3. Assistant Registrar (Academic), for information.
4. Controller of Examinations for information and necessary action.

1801

29/1/25
(Sonal)
Chairman BOS

Math/25/15
16/01/2025

Department of Mathematics
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpsmv.ac.in

Minutes of Meeting

Minutes of the Meeting of the UG Board of Studies of Department of Mathematics, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 16.01.2025 at 11:00 am. in the office of Chairperson, Department of Mathematics.

The following were present:

1.	Dr. Sunil Sangwan, Department of Mathematics, BPSMV	Chairperson
2.	Prof. J.S.Sikka, Department of Mathematics, MDU, Rohtak	Outside Expert
3.	Prof. Sunita Pannu, Department of Mathematics, GJUST, Hisar	Outside Expert
4.	Mr. Parth Sarthi, Assistant Prof., GCW, Madlauda	Member
5.	Mrs. Sarita, Assistant Prof., GCW, Murthal	Member
6.	Mrs. Savita Malik, Assistant Prof. GCW, Murthal	Member
7.	Mr. Laxman, Assistant Prof., GCW, Gohana	Member
8.	Mrs. Sonia, Assistant Prof., Department of Mathematics, BPSMV	Alumini
9.	Dr. Veena, Principal BPSIHL, BPSMV, Khanpur Kalan	Member
10.	Dr. Rajesh Kumar, Assistant Prof. BPSIHL, BPSMV, Khanpur Kalan	Member

All the items of the agenda were circulated vide letter no. Math/25/10 dated 10/01/2025 and discussed in detail on 16.01.2025 at 11:00 am in the meeting. After detailed deliberations & discussion, the following was resolved:

Item No. 1: To Frame the Scheme & syllabi in the subject of Mathematics under NEP-2020 scheme for 2nd year and 3rd year for academic session 2025-26 and onwards for the Programme of Bachelor of Physical Science/Bachelor of Arts.

Decision taken: - The Scheme & syllabi in subject of Mathematics for the programme Bachelor of Physical Science/Bachelor of Arts under multidisciplinary scheme of NEP-2020 for 2nd Year & 3rd Year for academic session 2025-26 and onwards was discussed in detail and approved.

Item No.2: Any other item.

No other item was discussed.

The Meeting ended with a vote of thanks to the Chair.

16/01/25
Sunil Sangwan

16/01/25
J.S.Sikka

16/1/2025
Sunita Pannu

Parth Sarthi

16.01.25
Savita Malik

Sarita 16/01/25

16/01/25
Laxman

16/1/2025
Veena

16/01/25
Rajesh Kumar

16/01/25
Sonia

1802

Department of Chemistry
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpsmv.ac.in

Ref No BPSMV/CHE/25/259(A)

Date: 15th Jan.2024

Minutes of UG Board Studies meeting held on 15th January, 2025

The UG Board of Studies meeting of the department of Chemistry, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan was held on 15th January, 2025 at 11:00 am

All the items of the agenda were circulated vide ref. no. BPSMV/Che/25/256 dated 10th January, 2025 and discussed in detail on 15th January, 2025 (Wednesday) in the meeting.

The meeting was attended by the following members:

1. Dr. Bhupinder Singh, Dept. of Chemistry, BPSMV, Khanpur Kalan (Chairperson)
2. Prof. Sapana Garg, Dept. of Chemistry, MDU Rohtak (Outside Expert)
3. Dr Veena, Principal, BPSIHL, BPSMV, Khanpur Kalan (Member)
4. Mr. Devender Singh, Assistant Professor, GCW, Gohana (Member)
5. Dr. Jasbir, Assistant Professor, GCW, Murthal (Member)
6. Mr. Rajesh Kumar, Assistant Professor, GCW, Gohana (Member)
7. Dr. Vinod Khatri, Assistant Professor, GCW, Murthal (Member)
8. Ms.Renu ,Assistant Profesor(T), Dept. of Chemistry, BPSMV, Khanpur Kalan (Member)
9. Dr.Yashpal Sharma Regional Centre Krishan Nagar (Rewari) (Special Invitee)

Professor Kiran, Dept. of Chemistry, KUK, Mrs. Priya Assistant Professor GCW, Madlauda and Dr. Rajender kumar, Envirochem Testing Lab and Rsearch Centre, Panipat could not attend the meeting.

Meeting started with a welcome address from the Chairperson

After detailed deliberation and discussion following items were resolved and approved:

Item No. 1 To frame the scheme and syllabi in the subject of Chemistry for 2nd and 3rd Year of UG programmes in Bachelor of Physical/Life Science (under NEP Scheme) for the academic session 2025-26 and onwards.

Resolution: The scheme and syllabi in the subject of Chemistry for 2nd and 3rd Year of UG programmes in Bachelor of Physical/Life Science (under NEP Scheme) for the academic session 2025-26 and onwards were discussed in detail and approved.

Item No. 2: No other item was discussed

With this the meeting ended with a vote of thank to the chair.

Prof. Sapana Garg 15/1/2025

Dr Veena 15/1/2025

Dr. Devender Singh

Dr. Rajesh Kumar 15-1-25

Dr. Jasbir 15/01/25

Dr. Vinod Khatri 15/01/25

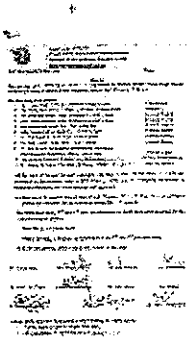
Dr.Yashpal Sharma

Renu 15/01/2025

Dr. Bhupinder 15.1.25

A copy of the above is forwarded to the following for information:

1. All the members of UG Board of Studies.
2. AR (Academic) for information and necessary action.



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Sneh Lata Goyal <goyalsneh@yahoo.com> Tue, Dec 24, 2024 at 10:16 AM
Reply-To: Sneh Lata Goyal <goyalsneh@yahoo.com>
To: Department physics <dophysics@bpswomenuniversity.ac.in>

Dear Madam,
I have attended the meeting of UGBOS online on 20-12-2024. I give my consent for the approval of the Scheme & Syllabus for B.Sc 2nd and 3rd year which was discussed in detail & minor modification was done for the academic session 2024-25 onwards. Also find attached herewith the bill of Honorarium for the same. This is for your information and necessary action please.

with regards,

Dr. Sneh Lata Goyal
Professor (Retired),
Professor Emeritus
Department of Physics,
Guru Jambheshwar University of Science & Technology, Hisar-125001, Haryana (INDIA)
Mob No. +91-9466441516

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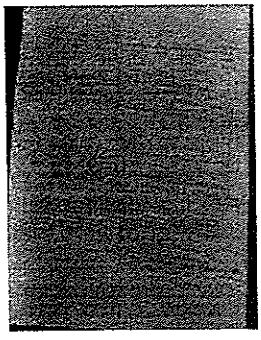

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Department of Physics
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpswomenuniversity.ac.in

Ref. No. BPSMV/PHY/24/256 **Date:- 20/12/24**

Minutes

Proceedings of the Meeting of UGBOS of Department of Physics, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 20/12/2024 at 10:00 am.

The following were present:

1. Dr. Asha, Deptt. of Physics, BPSMV, Khanpur Kalan (Chairperson)
2. Dr. Sheela Devi, Dept. of Physics, BPSMV, Khanpur Kalan (Member)
3. Dr. Sneh Lata Goyal, Dept. of Physics, GJUS&T, Hisar (Outside Expert)
4. Prof. Neetu Ahlawat, Dept. of Physics, GJUS&T, Hisar (Outside Expert)
5. Dr. Suman Lata, Asstt. Prof., GCW, Murthal (Outside Expert)
6. Mrs. Neeraj Dahiya, Asstt. Prof., GCW, Gohana (Outside Expert)
7. Dr. Anil Kaushik, Asstt. Prof., GCW, Gohana (Outside Expert)
8. Dr. Vikas Malik, Asstt. Prof., GCW, Gohana (Outside Expert)
9. Dr. Anil Kumar, Instruments Research and Devlopment Establishment, Dehradun, DRDO, Govt of India (Outside Expert)
10. Ms. Muskan, Research Scholar, new Maxico State University (Alumni Representative)
11. Dr. Suman B. Kuhar, IHL, Dept. of Physics, BPSMV, Khanpur Kalan (Special Invitee)

All the items of the agenda were circulated vide letter no.PHY/24/246 dated 17/12/2024 and discussed in the meeting held on 20/12/2024 at 10:00 a.m. After detailed deliberation & discussion following item were resolved and approved:

(a) **Item No. 1** To finalize the syllabus of B.Sc. Physics, 2nd and 3rd Year of UG programmes (under NEP Scheme) for the academic session 2025-26 onwards.

The syllabus of B.Sc. 2nd and 3rd year was discussed in detail and recommended for the academic session 2025-26

Item No. 2: Any other items.

Minor revision in Scheme & Syllabus of B.Sc. 2nd and 3rd year was done. N.A.

With this the meeting ended with a vote of thank to the chair.

Dr. Suman Lata | Mrs. Neeraj Dahiya | Dr. Anil Kaushik | Dr. Vikas Malik

Dr. Sneh Lata Goyal | Prof. Neetu Ahlawat | Dr. Anil Kumar | Ms. Muskan

Dr. Suman B. Kuhar 20/12/24 | Dr. Sheela Devi 20/12/2024 | Dr. Asha (Chairperson)

A copy of the above is forwarded to the following for information:

1. All the members of UG Board of Studies.
2. AR (Academic) for information and necessary action.

1805

ANNEXURE-38

Faculty of Commerce & Management

Scheme and Curriculum
of
Ph.D. Course work
Programme Code - 13

Bhagat Phool Singh Mahila Vishwavidyalaya
Khanpur Kalan

w.e.f July 2024 - 25

1806

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Program Outcomes (POs)

- The students learn to apply their knowledge of research methodology, statistics, and management to the solution of multifaceted social science.
- The students will be able to employ innovative knowledge and imaginative methods.
- The students will be able to apply appropriate techniques and modern software tools including forecasting and modelling to composite activities to complete the research topic selected by them after studying the course work.

Program Specific Outcome/s (PSOs)

After completion of the programme, research students should have shown evidence of being able to:

- Demonstrate a thorough knowledge of the literature and a comprehensive understanding of methods and techniques applicable to their own research.
- Discover, interpret and communicate new knowledge through original research of publishable quality which satisfies peer review.
- Present and defend original research outcomes which extend the forefront of a discipline or relevant area of professional practice.
- Critically and creatively evaluate current issues, research and advanced scholarship in the discipline.
- Manage complex ethical and professional issues and make informed judgements on ethical codes and practices.

1807

Dean fc M

FACULTY OF COMMERCE & MANAGEMENT

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan, Sonepat

Scheme & Syllabi of Ph.D. Course work

(w.e.f. July 2024-25)

Sr. No.	Paper Code	Paper Title	Hours Per Week			Total Credits per week	Max Marks			
			L	P	T		Internal Marks	External Marks		Totals Marks
								T	P	
1	PHD-2401	Research Methodology	4	-	-	4	30	70	--	100
2	PHD-2403	Quantitative Techniques through Softwares'	2	4	-	4	30	--	70	100
3	PHD-2405	Review of Literature and Seminar	3	2	-	4	30	--	70	100
4	RPE-2203	Research & Publications Ethics	2	-	-	2	15	35	--	50
Total						14				350

1808

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Research Methodology

Paper Code: PHD-2401

Total Credits: 4
L - T -P
4- 0 – 0

Total Marks: 100
External Theory Marks: 70
Internal Marks:30
Time allowed -3 hrs

Course Objective:
The main purpose of this paper is to understand the process of research, concepts of sampling and tools for data collection and analysis and process of documentation and research report writing.

Instructions for Paper Setter/Examiner:
The examiner shall set nine questions in all covering the whole syllabus. Question No.1 will be compulsory covering all the units and shall carry 8 small questions of two marks each. The rest of the eight questions will be set from all the four units. The examiner will set two questions from each unit out of which the candidate shall attempt four questions selecting one question from each unit. All questions shall carry 16 marks each.

Course Inputs:

Unit-I

Research: Nature and scope, Formulation of a research problem and research design and its types, Qualitative and Quantitative research, Methods of data collection (Primary and Secondary);

Unit-II

Sampling fundamentals: Sample size determination, Sampling frame, Sampling design, Sampling techniques, Sampling and Non sampling errors, Law of large number and Centre limit theorem, Qualities of a good sampling design;

Unit-III

Measurement Scales, Scaling techniques, Reliability and Validity, Attitude Thurstone's scaling, scale, Likert's scale, Cumulative scaling; Questionnaire framing, Pre testing and Pilot study;

Unit - IV

Hypothesis formulation and Testing: Type I error, Type II error, Level of significance, Critical regions, Degree of Freedom, Parametric (Large Sample Test, Small Sample Test) and Non parametric tests.

Course Outcomes: To develop the ability to choose appropriate methods for research aims and objectives, to Understand the benefits and limitations of various research techniques available for data analysis and develop advanced critical thinking skills.

Suggested Readings:

1. Malhotra, Naresh K: Marketing Research an Applied Orientation, 5th edition, Pearson.
2. Cooper and Schindler: Business Research Methods, 8th edition, Tata McGraw Hill.

1809

Dean FCM

3. Boyd & Westfall: Marketing Research, Prentice Methods, Hall
4. Kothari, C. R.: Research Methodology, New Age International Publishers.
5. Shekharan & Uma: Business Research Methods-A Skill- Building Approach, 7th ed., New York, John Willy, 2002.
6. Creswell, John W.: Research Design- Qualitative & Quantitative Methods, New York, John Willy, 2002.

18/8

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Quantitative Techniques through Softwares'

Paper Code: PHD-2403

Total Credits: 4
L - T -P
2- 0 - 4

Total Marks: 100
External Practical Marks: 70
Internal Marks:30
Time allowed -3 hrs

Course Objective:
The objective of this course is to make the students learn about the application of statistical tools and techniques for decision-making.

Practical Examination Instructions:
The practical examination will be conducted by a board of two examiners i.e. one External and one Internal. The external examiner will be appointed by the vice chancellor from the panel of examiners approved by Faculty of Commerce and Management and internal examiner will be appointed by the Faculty of Commerce and Management.

Course Inputs

Unit-I

Introduction to Analytical Softwares': Pre-requisites and Utility, Types; Data Preparation: Define variables, Data Coding, Entry, Editing, Recording, Cleaning; Import and Export Data File; Missing Values, Recoding, Improper Codes;, Normalization and Identifying Outliers; Descriptive Statistics, Cross Tab, Plots and Univariate Analysis.

Unit-II

Hypothesis Testing: Parametric Tests: One Sample, Two Independent Samples; Paired Samples, One way Anova; Non-parametric Tests: Chi-Square test, Mann-Witney U test, Wilcoxon Sign Rank test, Kruskal Wallis test, Friedman test.

Unit-III

Correlation: Concept, Types, Methods and Utilities; Regression: Concept, Types, Utilities and Methods, Bivariate and Multiple Regression; Statistics Associated with Multiple Regression: Multicollinearity, Significance of Predictors and Cross Validation; Introduction to Reliability and Validity.

Unit-IV

Qualitative Analysis: Concept, Utility, Emergence and Importance; Introduction to open source softwares: History, Pre-requisites and utility; Data Import & Export, Working with Cases, Coding and Transcribing Qualitative Data; Data Visualization & Analysis- Word Cloud, Word Tree, and Sensitivity analysis.

Course Outcomes: Students will be able to use statistical tools and techniques in research for better decisions.

Suggested Readings:

1. Gream Willian (2000). " Econometrics Analysis", 5th Edition, Prentice Hall
2. Goldberder, A.S (1998). "Introductory Econometries", Harvard University Press, Cambridge.
3. Patterrson Kerry. P (2000). An Introduction to applied Econometrics", Vol.1, Oxford U.K, Blackwell Publishing.
4. Gujarati Damodar (2002). "Basic Econometrics", 4th Edition, McGraw Hill.

\811

Dean FCM

Review of Literature and Seminar
Paper Code: PHD-2405

Total Credits: 4
L - T -P
3- 0 – 2

Total Marks: 100
External Viva-Voce Marks: 70
Internal Marks:30
Time allowed -3 hrs

Course Objectives: The objective of the course is to acquaint the knowledge of review of literature and different types of review and to equip the students with the basic understanding of research proposal and report writing.

Course Outcome:

CO1: Understand the basic concept and purpose of literature review, its relevance for identifying the research problems.

CO2: Explore various sources of literature with the use of digital methods and demonstrate the ability to access them.

CO3: Enhance presentation skills through formal presentations and seminars.

CO4: Demonstrate the familiarity with published works in academic journals and other publications that focus on relevant area of research and identify pioneering works and

CO5: Discuss various types of literature review and demonstrate critically the research works to identify the research gaps.

Practical Examination Instructions:
The Viva Voce will be conducted by a board of two examiners i.e. one External and one Internal. The external examiner will be appointed by the vice chancellor from the panel of examiners approved by Faculty of Commerce and Management and internal examiner will be appointed by the Faculty of Commerce and Management.

Course Inputs

Unit I

Review of Literature; Meaning, Purpose of the review, Identification of the literature, organizing the literature. Different reading strategies. Monitoring your progress through the literature matrix.

Unit II

Literature Review; Types of Literature Reviews; Narrative or Traditional Literature Reviews Critically Appraised Topic (CAT), Scoping reviews, Systematic Literature Reviews, Annotated Bibliographies, Sources of Literature- Web of science, Scopus, MDPI, Wiley, Sage Journals, Taylor and Francis.

Unit III

Report of Literature Review to be submitted based on Chronological and geographical comparison from Review of Literature.

Unit IV

1812

Dean FCM

Seminar Report Writing on studies in the relevant area on the basis of research problem, identification of variables (through Review of Literature including Bibliography and Reference Writing): Software used in Review of Literature.

Suggested Readings:

1. Adler, Stier and Clark, How it's done: An Invitation to Social Research
2. Becker, Writing for Social Sciences: How to start and finish your thesis, book, or article
3. Cooper, Schindler, Social Sciences Research Methods: Salkind, Exploring research.
4. Booth, A., Papaioannou, D., & Sutton, A. (2012). Systematic approaches to a successful literature review
5.Fink, A. (2010). Conducting research literature reviews: from the Internet to paper
6.Galvin, J. (2006). Writing literature reviews: A guide for students of the social and behavioral sciences
7. Machi, L. A., & McEvoy, B. T. (2012). The literature review: Six steps to success.

Note:

1. The research scholar shall prepare a concept paper, working paper, review paper or review report by reviewing a minimum of 50 research papers, reference books, dissertations, or other relevant reports on the research area or topic approved by the supervisor.
2. The research scholar shall submit self-attested three sets of concept paper, working paper, review paper or review report along with plagiarism report issued by the university librarian in the office of Dean, FCM ten days before the commencement of final examinations.

1813

Dean FCM

Research and Publication Ethics

Course Code: RPE-2203

Total Credits: 2
L - T -P
2- 0 – 0

Total Marks: 50
External Theory Marks: 35
Internal Marks:15
Time allowed -1.30 hrs

Course Objectives: The course aims to sensitize researchers regarding publication ethics and publication misconducts.

Instructions for External Theory Paper Setter/ Examiner :
The question paper will contain 8 questions of 10 marks each and student will be required to attempt 4 questions (1 question from each unit).

Course Input:

Unit – I

Philosophy and Ethics : Introduction to philosophy: definition, nature and scope, concept, branches; Ethics: definition, moral philosophy, nature of moral judgements and reactions.

Scientific Conduct : Ethics with respect to science and research; Intellectual honesty and research integrity; Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP); Redundant publications: duplicate and overlapping publications, salami slicing; Selective reporting and misrepresentation of data

Unit - II

Publication Ethics : Publication ethics: definition, introduction and importance; Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.; Conflicts of interest;

Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types; Violation of publication ethics, authorship and contributorship; Identification of publication misconduct, complaints and appeals; Predatory publishers and journals Practice

Unit - III

Open Access Publishing : Open access publications and initiatives; SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies; Software tool to identify predatory publications developed by SPPU; Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

Publication Misconduct : Subject specific ethical issues, FFP, authorship; Conflicts of interest; Complaints and appeals: examples and fraud from India and abroad; Use of plagiarism software like TurnitIn, Urkund and other open source software tools.

Unit - IV

Databases And Research Metrics : Databases - Indexing databases; Citation databases –Web of Science, Scopus, SCI, etc.; Research Metrics - Impact Factor of journal as per Journal Citation Report, SNIP, SIR, IPP, Cite Score; Metrics : h-index, g-index, i-index, Altmetrics journal database.

- 1814 -

Dean FCM

Suggested Readings:

- Bird, A. (2006). Philosophy of Science. Routledge.
- MacIntyre, Alasdair (1967) A Short History of Ethics. London.
- P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN:978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition. National Academies Press.
- Resnik, D. B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10. Retrieved from https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm
- Beall, J. (2012). Predatory publishers are corrupting open access. Nature, 489(7415), 179-179. https://doi.org/10.1038/489179a
- Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN: 978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Book.pdf

-1815

Dean fcM

BPS Women University

ANNEXURE – 39

Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in>

PH. Scheme and syllabus

17 messages

Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in> Mon, Jan 20, 2025 at 5:12 PM

To: commercebpsmv@gmail.com, officehospitality@gmail.com, doms@bpswomenuniversity.ac.in, ishanibpsmv@gmail.com, Ipshita Bansal <ibansalindia@gmail.com>, Sanket Vij <sanketvij@gmail.com>, Bhavna Sharma <bhavnasharma.univ@gmail.com>, Meenakshi Katyal <meenakshi.bpsmv@gmail.com>, Kapil Kumar <kapiljangra25@gmail.com>, Krishan Kumar <krishanboora@gmail.com>, seema.malik2306@gmail.com

Reference to the meeting of FCM held on 10/12/2024, the scheme and syllabus of Ph.D course work of the faculty of commerce and Management to be implantations from July 2024-2025 is circulated for consideration and approval please

Kindly send the observations if any by 21/01/2025 upto 10:00 am positively.

FCM PHD SCHEME AND SYLLABUS 2024_25.pdf
173K

Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in> Mon, Jan 20, 2025 at 5:16 PM

To: anshudhansoia@gmail.com, Pooja Vyas <pooja.vyas9@gmail.com>

[Quoted text hidden]

FCM PHD SCHEME AND SYLLABUS 2024_25.pdf
173K

Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in> Mon, Jan 20, 2025 at 8:21 PM

To: Jagdeep Singla <jagdeepsingla@gmail.com>

[Quoted text hidden]

FCM PHD SCHEME AND SYLLABUS 2024_25.pdf
173K

Jagdeep Singla <jagdeepsingla@gmail.com> Mon, Jan 20, 2025 at 8:38 PM

To: Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in>

Approved

Regards

Dr. Jagdeep Singla

[Quoted text hidden]

Pooja Vyas <pooja.vyas9@gmail.com> Tue, Jan 21, 2025 at 10:06 AM

To: Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in>

Cc: anshudhansoia@gmail.com

Approved

[Quoted text hidden]

Anshu Dhansoia <anshudhansoia@gmail.com> Tue, Jan 21, 2025 at 11:06 AM
To: Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in>

Approved

Thanks and Regards.
Dr. Anshu Bhardwaj,
Associate Professor,
Department of Management Studies,
BPS Mahila Vishwavidyalaya,
Khanpur Kalan,
Sonipat
9255261003
[Quoted text hidden]

Mail Delivery Subsystem <mailer-daemon@googlemail.com> Tue, Jan 21, 2025 at 8:29 PM
To: dfcm@bpswomenuniversity.ac.in

Delivery incomplete

There was a temporary problem delivering your message to **ishanibpsmv@gmail.com**. Gmail will retry for 44 more hours. You'll be notified if the delivery fails permanently.

LEARN MORE

The response was:

```
452 4.2.2 The recipient's inbox is out of storage space. Please direct the recipient to
https://support.google.com/mail/?p=OverQuotaTemp 4fb4d7f45d1cf-5db73670eadsor4133471a12.4 - gsmtp
```

Final-Recipient: rfc822; ishanibpsmv@gmail.com
Action: delayed
Status: 4.2.2
Diagnostic-Code: smtp: 452-4.2.2 The recipient's inbox is out of storage space. Please direct the
452-4.2.2 recipient to
452 4.2.2 https://support.google.com/mail/?p=OverQuotaTemp 4fb4d7f45d1cf-5db73670eadsor4133471a12.4 -
gsmtp
Last-Attempt-Date: Tue, 21 Jan 2025 06:59:14 -0800 (PST)
Will-Retry-Until: Thu, 23 Jan 2025 03:43:12 -0800 (PST)

---------- Forwarded message ----------
From: "Dean Faculty of Commerce & Management" <dfcm@bpswomenuniversity.ac.in>
To: commercebpsmv@gmail.com, officehospitality@gmail.com, doms@bpswomenuniversity.ac.in, ishanibpsmv@gmail.com, Ipshita Bansal <ibansalindia@gmail.com>, Sanket Vij <sanketvij@gmail.com>, Bhavna Sharma <bhavnasharma.univ@gmail.com>, Meenakshi Katyal <meenakshi.bpsmv@gmail.com>, Kapil Kumar <kapiljangra25@gmail.com>, Krishan Kumar <krishanboora@gmail.com>, seema.malik2306@gmail.com
Cc:
Bcc:

Date: Mon, 20 Jan 2025 17:12:58 +0530
Subject: PH. Scheme and syllabus
-- Message truncated -----

Meenakshi Katyal <meenakshi.bpsmv@gmail.com> Wed, Jan 22, 2025 at 4:31 PM
To: Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in>

Respected Ma'am

The attached syllabus is approved from my side.

Thanks and Regards

Dr. Meenakshi Katyal
Associate Professor, DMS
[Quoted text hidden]

sanket vij <sanketvij@gmail.com> Wed, Jan 22, 2025 at 4:33 PM
To: Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in>
Cc: commercebpsmv@gmail.com, officehospitality@gmail.com, doms@bpswomenuniversity.ac.in, ishanibpsmv@gmail.com, Ipshita Bansal <ibansalindia@gmail.com> Bhavna Sharma <bhavnasharma.univ@gmail.com> Meenakshi Katyal <meenakshi.bpsmv@gmail.com>, Kapil Kumar <kapiljangra25@gmail.com>, Krishan Kumar <krishanboora@gmail.com>, seema.malik2306@gmail.com

Approved.
[Quoted text hidden]

Ipshita Bansal <ibansalindia@gmail.com> Wed, Jan 22, 2025 at 4:29 PM
To: Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in>
Cc: commercebpsmv@gmail.com, Office hospitality <officehospitality@gmail.com>, department of management studies <doms@bpswomenuniversity.ac.in>, ishani chopra <ishanibpsmv@gmail.com>, Sanket Vij <sanketvij@gmail.com>, Bhavna Sharma <bhavnasharma.univ@gmail.com>, Meenakshi Katyal <meenakshi.bpsmv@gmail.com>, Kapil Kumar <kapiljangra25@gmail.com>, Krishan Kumar <krishanboora@gmail.com>, Seema Malik <seema.malik2306@gmail.com>

Approved.

Ipshita Bansal
Professor, Department of Management Studies
Bhagat Phool Singh Women's University
Khanpur Kalan Sonepat Haryana- 131305

Mobile: +91 8397005800
[Quoted text hidden]

Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in> Wed, Jan 22, 2025 at 4:37 PM
To: pankajmisra78@bpswomenuniversity.ac.in

[Quoted text hidden]

Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in> Wed, Jan 22, 2025 at 4:44 PM
To: pankajmisra78@bpswomenuniversity.ac.in

---------- Forwarded message ---------
From: **Dean Faculty of Commerce & Management** <dfcm@bpswomenuniversity.ac.in>
Date: Mon, 20 Jan, 2025, 5:12 pm
Subject: PH. Scheme and syllabus
To: <commercebpsmv@gmail.com>, <officehospitality@gmail.com>, <doms@bpswomenuniversity.ac.in>, <ishanibpsmv@gmail.com>, Ipshita Bansal <ibansalindia@gmail.com>, Sanket Vij <sanketvij@gmail.com> Bhavna Sharma <bhavnasharma.univ@gmail.com>, Meenakshi Katyal <meenakshi.bpsmv@gmail.com>, Kapil Kumar <kapiljangra25@gmail.com>, Krishan Kumar <krishanboora@gmail.com>, <seema.malik2306@gmail.com>

[Quoted text hidden]

CM PHD SCHEME AND SYLLABUS 2024_25.pdf
173K

Pankaj Misra <pankajmisra78@bpswomenuniversity.ac.in> Wed, Jan 22, 2025 at 4:51 PM
To: Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in>

Respected Madam

Approved

Dr. Pankaj Misra
Chairperson & Associate Professor
Department of Hotel Management
BPS Mahila Vishwavidyalaya, Haryana
[Quoted text hidden]

Kapil kumar <kapiljangra25@gmail.com> Wed, Jan 22, 2025 at 5:40 PM
To: Ipshita Bansal <ibansalindia@gmail.com>
Cc: Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac in>, commercebpsmv@gmail.com, Office hospitality <officehospitality@gmail.com>, department of management studies <doms@bpswomenuniversity.ac.in>, ishani chopra <ishanibpsmv@gmail.com>, Sanket Vij <sanketvij@gmail.com>, Bhavna Sharma <bhavnasharma.univ@gmail.com>, Meenakshi Katyal <meenakshi.bpsmv@gmail.com>, Krishan Kumar <krishanboora@gmail.com>, Seema Malik <seema.malik2306@gmail.com>

Approved

[Quoted text hidden]

department of management studies <doms@bpswomenuniversity.ac.in> Wed, Jan 22, 2025 at 7:22 PM
To: Dean Faculty of Commerce & Management <dfcm@bpswomenuniversity.ac.in>

Approved
[Quoted text hidden]
--
Thanking you

O/o Chairperson
DMS

Mail Delivery Subsystem <mailer-daemon@googlemail.com> Thu, Jan 23, 2025 at 6:15 PM
To: dfcm@bpswomenuniversity.ac.in

Recipient inbox full

Your message couldn't be delivered to **ishanibpsmv@gmail.com**. Their inbox is full, or it's getting too much mail right now.

LEARN MORE

-1819

The response was:

452 4.2.2 The recipient's inbox is out of storage space. Please direct the recipient to
https://support.google.com/mail/?p=OverQuotaTemp 4fb4d7f45d1cf-5dbf14400a6sor2418920a12.8 - gsmtp

Final-Recipient: rfc822; [redacted]
Action: failed
Status: 4.2.2
Diagnostic-Code: smtp; 452-4.2.2 The recipient's inbox is out of storage space. Please direct the
452-4.2.2 recipient to
452 4.2.2 https://support.google.com/mail/?p=OverQuotaTemp 4fb4d7f45d1cf-5dbf14400a6sor2418920a12.8 -
gsmtp
Last-Attempt-Date: Thu, 23 Jan 2025 04:45:12 -0800 (PST)

---------- Forwarded message ----------
From: "Dean Faculty of Commerce & Management" <dfcm@bpswomenuniversity.ac.in>
To: commercebpsmv@gmail.com, officehospitality@gmail.com, doms@bpswomenuniversity.ac.in, ishanibpsmv@gmail.com, Ipshita Bansal <ibansalindia@gmail.com>, Sanket Vij <sanketvij@gmail.com>, Bhavna Sharma <bhavnasharma.univ@gmail.com>, Meenakshi Katyal <meenakshi.bpsmv@gmail.com>, Kapil Kumar <kapiljangra25@gmail.com>, Krishan Kumar <krishanboora@gmail.com>, seema.malik2306@gmail.com
Cc:
Bcc:
Date: Mon, 20 Jan 2025 17:12:58 +0530
Subject: PH. Scheme and syllabus
----- Message truncated -----

seema malik <seemamalik@bpswomenuniversity.ac.in> Tue, Jan 28, 2025 at 10:29 AM
To: dfcm@bpswomenuniversity.ac.in

Approved.

---------- Forwarded message ---------
From: **Dept of Commerce** <doc@bpswomenuniversity.ac.in>
Date: Mon, Jan 20, 2025, 7:36 PM
Subject: Fwd: PH. Scheme and syllabus
To: Jagdeep Singla <[redacted]>, <[redacted]>, Ishani Patharia Chopra <ishani@bpswomenuniversity.ac.in>
Cc: Dr. Bhavna Sharma <[redacted]>

R/All, Please read the trailing mail.

O/o
The DoC

---------- Forwarded message ---------
From: **Bhavna Sharma** <bhavnasharma.univ@gmail.com>
Date: Mon, 20 Jan, 2025, 5:16 pm
Subject: Fwd: PH. Scheme and syllabus
To: Dept of Commerce <doc@bpswomenuniversity.ac.in>

Circulate

---------- Forwarded message ---------
From: **Dean Faculty of Commerce & Management** <dfcm@bpswomenuniversity.ac.in>
Date: Mon, 20 Jan 2025, 17:13
Subject: PH. Scheme and syllabus
To: <commercebpsmv@gmail.com>, <officehospitality@gmail.com>, <doms@bpswomenuniversity.ac.in>, <ishanibpsmv@gmail.com>, Ipshita Bansal <[redacted]>, Sanket Vij <[redacted]>, Bhavna Sharma <bhavnasharma.univ@gmail.com>, Meenakshi Katyal <[redacted]>, Kapil Kumar <kapiljangra25@gmail.com>, Krishan Kumar <[redacted]>, <[redacted]>

[Quoted text hidden]

FCM PHD SCHEME AND SYLLABUS 2024_25.pdf
73K

Annexure – 40

Basics of Statistics-I
B-STAT-102
Semester-I

Total Credit: 2	External Theory Marks:	35
L-P-T	Internal Assessment Marks:	15
2-0-0	Time Allowed:	1.30 hrs.

Course Outcomes:

CO_1: Gain knowledge of the concepts of basics of statistics, methods for data collection, discrete and continuous data.
CO_2: Introduction of graph and Measure of Central tendency.

Unit-I

Statistics: Concept, need, Importance, applications; Collection of data: types, methods, classification and tabulation of data, Quantitative and Qualitative Attributes, Scale of measurement: Nominal, Ordinal, Interval and Ratio. Presentation: Tabular and Graphical including histogram and ogives. Frequency, Stem and Leaf display, Frequency distribution, data grouping: Discrete and continuous.

Unit-II

Introduction to Graphs, Graph for qualitative variables, Graph for quantitative variables, various types of graphs and diagram. Measure of Central tendency: Mean, Median, Mode, harmonic mean and geometric mean, measure of dispersion: range, inter-quartile range, quartile deviation, mean deviation, standard deviation, coefficient of variation.

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 5 questions asking two questions of 12 marks from each unit and one compulsory question by taking course outcomes (CO) into consideration. The compulsory question (Question No. 1) will contain 5 parts of 11 marks covering entire syllabus. The examinee will be required to attempt 3 questions, selecting one question from each unit and the compulsory question.

Recommended Readings:

1. S P Gupta, Statistical methods 46th edition. S. Chand & Sons Co. 2021.
2. D.N. Elhance, Veena Elhance and B.M. Aggarwal. Fundamental of Statistics, New Revised edition, Kitab Mahal, 2018
3. R.P. Hooda, Statistics for Business and Economics, 5th edition Macmillan India ltd., New Delhi 2013.
4. Gupta, S.C. and Kapoor, V.K. (2020): Fundamentals of Mathematical statistics, Sultan Chand and sons, New Delhi.

Basics of Statistics-II

B-STAT-202

Semester-II

Total Credit: 2	External Theory Marks:	35
L-P-T	Internal Assessment Marks:	15
2-0-0	Time Allowed:	1.30 hrs

Course Outcomes:

CO_1: Introduction of probability theory with types, type of events and laws of probability.

CO_2: Conditional Probability and applications, Discrete and Continuous Random Variables.

Unit-I

Probability: Introduction, Random Experiment, Trial, Sample Space, Events and Algebra of Events, Exhaustive events, Equally Likely events, mutually exclusive and Independent events. Definition of Probability: Classical, Statistical and Axiomatic, Conditional Probability, Laws of Addition and Multiplication, Independent events.

Unit-II

Conditional Probability: Independent events, Theorem of Total probability, Baye's Theorem and its Applications; Random Variables: Discrete and Continuous Random Variables, Probability Mass Function (PMF), Probability Density Function (PDF).

Instructions for External Theory Paper Setter/Examiner:

The examiner will set 5 questions asking two questions of 12 marks from each unit and one compulsory question by taking course outcomes (CO) into consideration. The compulsory question (Question No. 1) will contain 5 parts of 11 marks covering entire syllabus. The examinee will be required to attempt 3 questions, selecting one question from each unit and the compulsory question.

Recommended Readings:

1. Gupta, S.C. and Kapoor, V.K. (2020): Fundamentals of Mathematical Statistics, Sultan Chand and Sons, New Delhi.
2. Rose, S.M. (2016): A First Course in Probability, Pearson Education, India.
3. Gun, A.M., Gupta, M.K. and Dasgupta, B. (2016): Fundamental of Statistics, Vol. I, The World Press Private Limited, Kolkata.
4. Biswas, D. (2016): Probability and Statistics, Vol. I, New Central Book Agency, New Delhi.

Annexure - 41

Scheme & Syllabus

of

4 Year Bachelor of Business Administration (BBA)

(Honours/Honours with Research) Programme

(As per NEP-2020)

(Interdisciplinary)

Department of Management Studies

BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA
KHANPUR KALAN
(2024)

-1824-

Chairperson
Department of Management Studies
B.P.S. Mahila Vishvidyalaya

Scheme of 4 Year Bachelor of Business Administration (BBA) (Honours/Honours with Research) Programme (Interdisciplinary)

S. No.	Course Code	Course Type	Course Title	Workload			No. of Credit	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
			First Semester							
1	B-BBA - 101	DSC	Principles of Management	3	0	1	4	30	70	100
2	B-BBA - 103	DSC	Fundamentals of Accounting	3	0	1	4	30	70	100
3	B-BBA - 105	DSC	Business Organisation	3	0	1	4	30	70	100
4	B-BBA - 107	MIC	Corporate Office Management	2	0	0	2	15	35	50
5	B-BBA- 109	MDC	Management Concepts & Principles	2	0	1	3	25	50	75
6	AEC-1	AEC	Choose any one from the common pool of courses offered by the University				2			50
7	SEC-1	SEC	Choose any one from the common pool of courses offered by the University				3			75
8	VAC -1	VAC	Choose any one from the common pool of courses offered by the University				2			50
		Total Hours/Credit					24			600

-1825

Chairperson
Department of Management Studies
B.P.S. Mahila Mahavidyalaya
Under Kumar Bishwavidyalaya

Second Semester

Sr. No.	Course Code	Course Type	Course Title	Workload L	P	T	No. of Credit	Division of Marks: Internal Marks	External Marks	Total Marks
1	B-BBA-102	DSC	Understanding Human Behaviour	3	0	1	4	30	70	100
2	B-BBA-104	DSC	Managerial Economics	3	0	1	4	30	70	100
3	B-BBA-106	DSC	Business Statistics-I	3	0	1	4	30	70	100
4	B-BBA-108	MIC	Management Lessons from Indian leaders	2	0	0	2	15	35	50
5	B-BBA-110	MDC	Entrepreneurship	2	0	1	3	25	50	75
6	AEC-2	AEC	Choose any one from the common pool of courses offered by the University				2			50
	SEC-2	SEC	Choose any one from the common pool of courses offered by the University				3			75
8	VAC-2	VAC	Choose any one from the common pool of courses offered by the University				2			50
			Total Hours/Credit				**24**			**600**

Students who opt to exit after completion of first year and have secured 52 credits including 4 credits of summer internship will be awarded a UG Certificate in the relevant Discipline/Subject.

-1826-

Registration
Department Of Management Studies
BPS Mahila Vishwavidyalaya
Khanpur Kalan

Third Semester										
Sr. No	Course Code	Course Type	Course Title	Workload			No. of Credit	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-BBA -201	DSC	Business Environment	3	0	1	4	30	70	100
2	B-BBA -203	DSC	Financial Accounting& Auditing	3	0	1	4	30	70	100
3	B-BBA -205	DSC	Business Laws	3	0	1	4	30	70	100
4	B-BBA -207	MIC	Human Resource Management	3	0	1	4	30	70	100
5	B-BBA-209	MDC	Human Behaviour at Work	2	0	1	3	25	50	75
6	AEC-3	AEC	Choose any one from the common pool of courses offered by the University				2			50
7	SEC-3	SEC	Choose any one from the common pool of courses offered by the University				3			75
		Total Hours/Credit					24			600

- 1827 -

		Fourth Semester							
Sr. No	Course Code	Course Type	Course Title	Workload			No. of Credit	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-BBA -202	DSC	Marketing Management	3	0	1	4	30	70	100
2	B-BBA -204	DSC	Business Statistics - II	3	0	1	4	30	70	100
3	B-BBA -206	DSC	Company Law	3	0	1	4	30	70	100
4	B-BBA -208	MIC (VOC)	Personality & Soft Skills Development	3	2	0	4	30	35(P) 35(T)	100
6	AEC-4	AEC	Choose any one from the common pool of courses offered by the University				2			50
8	VAC-3	VAC	Choose any one from the common pool of courses offered by the University				2			50
		Total Hours/Credit					20			500

Students who opt to exit after completion of second and have secured 96 credits including 4 credits of summer internship will be awarded a UG Certificate in the relevant Discipline/Subject.

Fifth Semester										
Sr. No	Course Code	Course Type	Course Title	Workload			No. of Credit	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-BBA -301	DSC	International Business	3	0	1	4	30	70	100
2	B-BBA -303	DSC	Basics of Cost Accounting	3	0	1	4	30	70	100
3	B-BBA -305	DSC	Indian Management	3	0	1	4	30	70	100
4	B-BBA -307	MIC (VOC)	Business Research Methods	3	2	0	4	30	35(P) 35(T)	100
5	B-BBA -309		Internship				4			100
		Total Hours/Credit					20			500

Sixth Semester										
Sr. No	Course Code	Course Type	Course Title	Workload			No. of Credit	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-BBA -302	DSC	Business Ethics	3	0	1	4	30	70	100
2	B-BBA -304	DSC	Financial Management	3	0	1	4	30	70	100
3	B-BBA -306	DSC	Taxation Laws	3	0	1	4	30	70	100
4	B-BBA -308	MIC	Indian Economy	3	0	1	4	30	70	100
5	B-BBA -310	MIC (VOC)	Quantitative Techniques through Computers	3	2	0	4	30	35(P) 35(T)	100
		Total Hours/Credit		15		5	20	150	350	500

Students who wish to undergo a 3 years UG Programme will be awarded UG Degree in the Major Discipline after successful completion of three years, securing 132 credits

-1829-

		Seventh Semester								
Sr. No	Course Code	Course Type	Course Title	Workload			No. of Credit	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1		DSC	Elective – Finance* Or Elective –Marketing* Or Elective -Human Resources* Or Elective-International Business*	3	0	1	4	30	70	100
2		DSC	Elective – Finance* Or Elective –Marketing* Or Elective -Human Resources* Or Elective-International Business *	3	0	1	4	30	70	100
3		DSC	Elective – Finance* Or Elective –Marketing* Or Elective -Human Resources* Or Elective-International Business *	3	0	1	4	30	70	100
		DSC	Elective – Finance* Or Elective –Marketing* Or Elective -Human Resources* Or Elective-International Business *	3	0	1	4	30	70	100
4	B-BBA-401	MIC	Entrepreneurship Development	3	0	1	4	30	70	100

-1830-

		Total Hours/Credit	**15**		**5**	**20**	**150**	**350**	**500**

*Students need to choose any one elective as major elective. List of all electives are given below-

Elective - Finance

B-BBA -403	Principles of Banking	7th Semester
B-BBA -405	Financial Market	7th Semester
B-BBA -407	Financial Statement Analysis	7th Semester
B-BBA -409	Working Capital Management	7th Semester

Elective - Marketing

B-BBA -411	Product and Brand Management	7th Semester
B-BBA -413	Marketing Research	7th Semester
B-BBA -415	Retail Marketing	7th Semester
B-BBA -417	Supply Chain Management	7th Semester

Elective - Human Resources

B-BBA -419	Training and Development	7th Semester
B-BBA -421	Employee Legislation	7th Semester
B-BBA -423	Group Dynamics	7th Semester
B-BBA -425	Compensation management	7th Semester

Elective - International Business

B-BBA -425	International Aspects Of Business Operations	7th Semester
B-BBA -427	Foreign Exchange Management	7th Semester
B-BBA -429	WTO & International Trade Policy	7th Semester
B-BBA -431	International Marketing	7th Semester

—1831—

Eighth Semester without Research										
Sr. No	Course Code	Course Type	Course Title	Workload			No. of Credit	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1		DSC	Elective – Finance* Or Elective –Marketing* Or Elective -Human Resources* Or Elective- International Business	3	0	1	4	30	70	100
2		DSC	Elective – Finance* Or Elective –Marketing* Or Elective -Human Resources* Or Elective- International Business *	3	0	1	4	30	70	100
3		DSC	Elective – Finance* Or Elective –Marketing* Or Elective -Human Resources* Or Elective- International Business*	3	0	1	4	30	70	100
		DSC	Elective – Finance* Or Elective –Marketing* Or Elective -Human Resources* Or Elective- International Business *	3	0	1	4	30	70	100
4	B-BBA -402	MIC	Healthcare Management	3	0	1	4	30	70	100

-1832-

		Total Hours/Credit	**15**		**5**	**20**	**150**	**350**	**500**

*Students need to choose any one elective as major elective. List of all electives are given below

Elective - Finance

B-BBA -404	Financial Derivatives	8th Semester
B-BBA -406	Risk and Insurance	8th Semester
B-BBA -408	Investment Management	8th Semester
B-BBA -410	Behavioural Finance	8th Semester

Elective - Marketing

B-BBA -412	Digital Marketing	8th Semester
B-BBA -414	Customer Relationship Management	8th Semester
B-BBA -416	Consumer Behaviour	8th Semester
B-BBA -418	Advertising and Public Relations	8th Semester

Elective - Human Resources

B-BBA -420	Organisational Development	8th Semester
B-BBA -422	Knowledge Management	8th Semester
B-BBA -424	Performance Management	8th Semester
B-BBA -426	Global HR Practices	8th Semester

Elective - International Business

B-BBA -428	Management of Cross Cultural Issues	8th Semester
B-BBA -430	International Regulatory Framework	8th Semester
B-BBA -432	International Strategic Management	8th Semester
B-BBA -434	Global Supply Chain Management	8th Semester

Eighth Semester with Research										
Sr. No	Course Code	Course Type	Course Title	Workload			No. of Credit	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1		DSC	Elective – Finance Or Elective - Marketing Or Elective -Human Resources Or Elective- International Business	3	0	1	4	30	70	100
2	B-BBA -402	MIC	Data Analytics	3	0	1	4	30	70	100
3	B-BBA -436		Dissertation				12			300
		Total Hours/Credit					20			500

A four year UG Honours degree in the major discipline will be awarded to those who complete a four year degree programme with 172 credits

Elective - Finance

B-BBA -404	Financial Derivatives	8th Semester
B-BBA -406	Risk and Insurance	8th Semester
B-BBA -408	Investment Management	8th Semester
B-BBA -410	Behavioural Finance	8th Semester

Elective - Marketing

B-BBA -412	Digital Marketing	8th Semester
B-BBA -414	Customer Relationship Management	8th Semester
B-BBA -416	Consumer Behaviour	8th Semester
B-BBA -418	Advertising and Public Relations	8th Semester

Elective - Human Resources

B-BBA -420	Organisational Development	8th Semester
B-BBA -422	Knowledge Management	8th Semester
B-BBA -424	Performance Management	8th Semester
B-BBA -426	Global HR Practices	8th Semester

Elective - International Business

B-BBA -428	Management of Cross Cultural Issues	8th Semester
B-BBA -430	International Regulatory Framework	8th Semester
B-BBA -432	International Strategic Management	8th Semester
B-BBA -434	Global Supply Chain Management	8th Semester

Principles of Management
Course Code: B-BBA -101

Total Credits: 4
L - T - P
3 - 1 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3 hrs

Course Outcomes:

CO1: Students will be able to have clear understanding of managerial functions like planning, and have same basic knowledge on international aspect of management
Students will able to
CO2: Students will be able to understand the concept of organization
CO3: Students will be able to demonstrate the ability to directing, leadership and communicate effectively
CO4: Students will be able to demonstrate the ability to understand the requirement of good control system and control techniques.

Unit-I

Nature, Scope and Significance of Management; Process of Management; Management as an Art, Science and Profession; Management and Administration; Role of Managers; Principles of Management; Levels of Management

Unit-II

Planning : Meaning and Importance of Planning; Planning Process; Making Planning Effective; Types of Plans; Decision Making : Concept, Nature, Types of Decision, Process and Techniques, Creativity in Decision Making . Management by Objectives

Unit-III

Organizing- Nature, Importance, Process and Principles of Organizing Departmentation, Decentralization, Centralization, Delegation, Authority and Responsibility Relationship - Line, Staff and Functional; Formal vs. Informal Organizations, Directing: Concept, Nature and Importance

Unit-IV

Leadership: Meaning, Importance and Characteristics of a Good Leader, Trait Theories, Managerial Grid, Robert House theory, Path Goal theory, Blake & Mouton theory. Control: Nature, Process and Significance, Control Methods: Pre-action Control, Steering Control and Post-action Control, Control Techniques

Recommended Readings:

1. Koontz, Harold and Weihrich, Heinz. Essentials of Management. 10th ed. Tata McGraw Hill Education, 2015.Print
2. Robbins, Stephen P, Management, 5th ed. Englewood Cliffs, Prentice Hall Inc. New Jersey.

-836-

3. Stoner, James A. F., Freeman, R. Edward, Gilbert, Daniel R. Management, 6e (Revised). Prentice Hall of India, New Delhi. 2018. Print
4. Luthans, Fred. Organizational Behaviour. 12th ed. Mc Graw Hill , New York, 2011. Print
5. Rao, V. S. P. Management. Excel Books, New Delhi, 2012.
6. Prasad, L.M. Principles and Practice of Management. 20th ed. Sultan Chand & Sons. Print

Instruction for External Theory Paper Setter/Examiner:

The question paper will have two sections. Section 'A' shall comprise of 5 small questions of 2 marks each, all are compulsory. Section 'B' will contain 8 questions (2 questions from each unit) of 15 marks each. The students will be required to attempt four questions (one question from each unit).

Fundamentals of Accounting

Course Code: B-BBA -103

Total Credits: 4
L - T - P
3 - 1 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3 hrs

Course Outcomes:

CO1: Students will able to understand about various basic aspects of Accounting

CO2: Students will able to understand about various accounting concepts used in preparing financial statements

CO3: Students will able to understand the steps used in passing journal enteries and ledger accounts

CO4: By the end of the course, students will able to prepare trial balance and final accounts of proprietary concern.

Unit-I

Accounting: Nature, Scope, Functions and Limitations, Types of Accounting and Accounting System, Accounting Concepts and Conventions, Accounting Equation

Unit-II

Accounting Process: Journal and Ledger, Trial Balance including Rectification of Errors, Subsidiary Books

Unit-III

Capital and Revenue, Classification of Income, Expenditure and Receipts. Preparation of Final Accounts: Trading Account, Profit and Loss Account, Balance Sheet

Unit-IV

Depreciation: Concept, Causes, Features, Objectives and Methods. Computer and Accounting: Role of Computer in Accounting

Recommended Readings:

1. Goyal, V. K. Financial Accounting. 3rd ed. Excel Books, 2009. Print

2. Hingorani, N. L. and Ramanathan, A. R. Management Accounting. 5th ed. New Delhi: Sultan Chand & Sons, 2012. Print.

3. Gupta, R. L. and Ramaswamy: Advanced Accounting, Vol.1 & 2, Sultan Chand & Sons, New Delhi.

4. Maheshwari, S.N. and. Maheshwari, S. K. Financial Accounting. Vikas Publishing House, New Delhi.

5. Ghosh, T. P. Financial Accounting for Managers. 4th ed. Taxman Allied Service.

Instruction for External Theory Paper Setter/Examiner:

The question paper will have two sections. Section 'A' shall comprise of 5 small questions of 2 marks each, all are compulsory. Section 'B' will contain 8 questions (2 questions from each unit) of 15 marks each. The students will be required to attempt four questions (one question from each unit).

Business Organisation
Course Code: B-BBA -105

Total Credits: 4
L - T - P
3 - 1 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3 hrs

Course Outcomes:

CO1: Students will be able to understand the different types of business organisation
CO2: Students will come to know that how they can set up their own enterprise
CO3: Students will come to know the procedure of preparing business plan
CO4: Students will be able to know the interface between government and business

Unit- I

Business-Concept, nature and scope, business as a system, business objectives, business and environment interface, distinction between business, commerce and trade

Unit- II

Forms of business organization - Sole proprietorship, partnership, joint stock company, types of company co-operative societies; multinational corporations

Unit- III

Entrepreneurship –Concept and nature; entrepreneurial opportunities in contemporary business environment; process of setting up a business enterprise; choice of a suitable form of business organization, feasibility and preparation business plan

Unit- IV

Government and business interface; stock exchange in India; business combination- concept and causes; chambers of commerce and industries in India. FICCI, CIIAssociation

Recommended Readings:

1. Vasishth, Neeru. Business Organisation, , New Delhi : Taxmann
2. Talloo, Thelman J. Business Organisational and Management, New Delhi: TMH.
3. Tulsian, P.C., Business Organisation, New Delhi: Pearson Education.
4. Prakash, J., Business Organisation and Management, Kitab Mahal Distributors.
5. Singh, B.P. and Chhabra, T.N. Business Organisation and Managmement, Delhi : Dhanpat Rai & Co. (P) Ltd., 2002.

Instruction for External Theory Paper Setter/Examiner:

The question paper will have two sections. Section 'A' shall comprise of 5 small questions of 2 marks each, all are compulsory. Section 'B' will contain 8 questions (2 questions from each unit) of 15 marks each. The students will be required to attempt four questions (one question from each unit).

Corporate Office Management
Course Code: B-BBA -107

Total Credits: 2
L - T - P
2 - 0 - 0

External Theory Marks: 35
Internal Assessment Marks: 15
Time allowed: 1.5 hrs

Course Outcomes:

CO1: Students will be able to understand the different types of office functions and how the relate with other departments'

CO2: Students will be able to understand the skills and competencies of an office manager.

CO3: Students will come to know about the concept of filing and indexing

CO4: Students will be able to know about the types of office forms

Unit- I

Office and Office Management: Meaning of office, functions of office-primary and administrative functions, importance of office, Relation of office with other departments of Organization, Concept of paperless office, virtual office, back and front office Definition and elements of office management, duties of an OfficeManager.

Unit- II

Filing and Indexing: Meaning and importance of filing, essential of good filing system Centralized and decentralized filing system. Meaning, need and types of indexinguse in the business organization. **Office Forms:** Meaning and types of forms used i business organization, advantages, formscontrols, objectives, form designing, principle of forms designing and specimens used in office.

Recommended Readings:

1. Chhabra, T.N. Modern Business Organization. New Delhi: Dhanpat Rai & Sons.
2. Duggal, Balraj. Office Management and Commercial Correspondence. New Delhi: Kitab Mahal.

Instruction for External Theory Paper Setter/Examiner:

The question paper will have two sections. Section 'A' shall comprise of 5 small questions of 3 marks each, all are compulsory. Section 'B' will contain 6 questions (3 questions from each unit) of 5 marks each. The students will be required to attempt any four questions (two questions from each unit).

-1841-

Chairperson
Department of Management Studies
B.P.S. Mahila Vishwavidyalaya

Management Concepts & Principles
Course Code: B-BBA -109

Total Credits: 3
L - T - P
2 - 1 - 0

External Theory Marks: 50
Internal Assessment Marks: 25
Time allowed: 2 hrs

Course Outcomes:

CO1: Students will be able to have clear understanding of all managerial functions
CO2: Students will be able to understand the concept of organization and staffing
CO3: Students will be able to demonstrate the ability to directing and communicate effectively
CO4: Students will be able to demonstrate the ability to understand the requirement of good control system and control techniques.

Unit-I

Introduction to Management: Nature, Concept, Scope, Functions and Significance of Management; Process of Management; Principles of Management; Levels of Management, Planning: Meaning and Importance of Planning; Planning Process; Decision Making: Concept, Nature, Types of Decision, Process and Techniques of Decision Making.

Unit-II

Organizing- Nature, Importance, Process and Principles of Organizing, Types of organizational structure: Line, Functional, Line & Staff relationship, Delegation of Authority: Meaning and elements of Delegation, Centralization Vs Decentralization.

Unit-III

Staffing–Nature, Meaning and Importance, Directing: Elements, Principles and Importance, Communication: Meaning, Process, Barriers, Corrective Measures; Communication networks, Controlling: Concept, Importance, Process of controlling, Control Techniques.

Recommended Readings:

1. Koontz, Harold and Weihrich, Heinz. Essentials of Management. 10th ed. Tata McGraw Hill Education, 2015.Print
2. Robbins, Stephen P. Management, 5th ed. Englewood Cliffs, Prentice Hall Inc. New Jersey.
3. Stoner, James A. F., Freeman, R. Edward, Gilbert, Daniel R. Management, 6e (Revised). Prentice Hall of India, New Delhi. 2018. Print
4. Luthans, Fred. Organizational Behaviour. 12th ed. Mc Graw Hill , New York, 2011. Print
5. Rao, V. S. P. Management. Excel Books, New Delhi, 2012.
6. Prasad, L.M. Principles and Practice of Management. 20th ed. Sultan Chand & Sons. Print

Department of Management Studies
B.P.S. Mahila Vishwavidyalaya

Instruction for External Theory Paper Setter/Examiner:

The question paper will have two sections. Section 'A' shall comprise of 5 questions of 4 marks each, all are compulsory. Section 'B' will contain 6 questions (2 questions from each unit) of 10 marks each. The students will be required to attempt any three questions (one question from each unit).

Department of Management Studies
B.P.S. Mahila Vishwavidyalaya

– 1843 –

Understanding Human Behaviour
Course Code: B-BBA -102

Total Credits: 4
L - T - P
3 - 1 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3 hrs

Course Outcomes:

CO1: Students will be able to relate the different aspects of the human behaviour with organisation
CO2: Students will be able to modify their own beliefs, assumptions, and behaviors with respect to how individuals act in order to expand the options of approaches and increase the own effectiveness
CO3: Students will be able to learn about nature and theories of Emotion.
CO4: Students will be able to know about nature and theories of learning and personality.

Unit I
Understanding Human Behaviour: Nature, Meaning, Need to understand human behaviour. Approaches for studying Human Behaviour: Behavioural Approach, Cognitive Approach, Psychoanalytic Approach

Unit II
Individual & Interpersonal Behaviour: Biographical Characteristics; Values; Attitudes Formation, Theories, Organisation related attitude, Relationship between attitude and behaviour; Transactional Analysis – ego states, types of transactions, life positions, applications of T.A

Unit III
Emotions-Nature and Meaning, Physiological responses in emotions, Theories of emotions

Unit IV
Learning-Nature and Meaning, Theories of learning, Personality-Nature and Meaning, Theories of personality

Recommended Readings:
1. Davis, K. Human Behaviour at Work, Organizational Behaviour. New Delhi: Tata McGraw Hill Publishing Co.
2. Luthans, F. Organizational Behaviour. McGraw-Hill Book Company.
3. Robbins, S.P. Organizational Behaviour. New Delhi: Prentice Hall of India.
4. Dwivedi, R.S. Human Relations and Organizational Behaviour.
5. Richard S. and Black, J. Organizational Behaviour. New York: Hrper Collins College Publishers,.
6. Sukla, M. Understanding Organizations: Organization Theory and Practice in India. New Delhi: Prentice Hall.

Instruction for External Theory Paper Setter/Examiner:

The question paper will have two sections. Section 'A' shall comprise of 5 small questions of 2 marks each, all are compulsory. Section 'B' will contain 8 questions (2 questions from each unit) of 15 marks each. The students will be required to attempt four questions (one question from each unit).

Department of Management Studies
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

— 1845 —

Managerial Economics
Course Code: B-BBA-104

Total Credits: 4
L - T - P
3 - 1 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3 hrs

Course Outcomes:

CO1: Students will be able to understand the nature and scope of managerial economics and identify the role of economics in decision making.

CO2: Students will be able to get an introduction about supply and demand and the basic forces that determine equilibrium in a market.

CO3: Students will be able to understand the theory of production.

CO4: Students will be able to understand the theory of firm and market organization including determination of price under different market

Unit-I

The concept of demand and the elasticity of demand and supply: Demand curves: individual's curve, market demand curve. Movements along versus shifts in the demand curve. Elasticity of demand: price, income and cross

Unit-II

Consumer Equilibrium: Utility Analysis, Indifference curve analysis: Production: Fixed and variable inputs, production function, total, average and marginal products, law of variable proportions, return to scale.

UNIT – III

Market Structure and Pricing practices: Features and Types of different competitive situations - Price- Output determination in Perfect competition, Monopoly, Monopolistic competition.

UNIT – IV

Measures of national income, Monetary and fiscal policies

Recommended Readings:

1. Kumar, Raj., Gupta, Kuldip. Business Economics, New Delhi: Publishing & Distributors P. Ltd.
2. Roy, Uddipto. Managerial Economics. New Delhi: Asian Book Private Ltd.
3. Varshney, R.L, Maheshwari, K.L. Managerial Economics. Sultan Chand & Sons.
4. Trivedi, M.L. Managerial Economics. Tata Mcgraw Hill.
5. Salvatore, D. Microeconomic Theory. New Delhi : Tata McGraw Hill.
6. Hirschey, Mark. Managerial Economics. New Delhi: Thomson, South Western.
7. Mehta, P.L. Managerial Economics. New Delhi: Sultan Chand.

– 1846 –

Chairperson
Department of Management Studies

Instruction for External Theory Paper Setter/Examiner:

The question paper will have two sections. Section 'A' shall comprise of 5 small questions of 2 marks each, all are compulsory. Section 'B' will contain 8 questions (2 questions from each unit) of 15 marks each. The students will be required to attempt four questions (one question from each unit).

Chairperson
Department of Management Studies
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan (Sonepat)

Business Statistics -I
Course Code: B-BBA -106

Total Credits: 4
L - T - P
3 - 1 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3 hrs

Course Outcomes:

CO1: Students will be able to organize, manage and present data.

CO2: Students will be able to learn about various tools and techniques used in business statistical analysis such as Central Tendency, Measures of Dispersion, Skewness and Kurtosis

CO3: Students will be able to know about the degree and nature of relationship between two variables by using techniques like Correlation and Regression

CO4: Students will be able to learn about components of Time Series Analysis

Unit-I

Statistics: Meaning, Scope, Significance, Functions, and Limitations; Collection of Data: Types of Data, Methods of Collecting Primary Data; Sources of Secondary Data; classification and Tabulation of Data; Organizing Numerical Data: Ordered Array, and Frequency Distribution; Cumulative and, Percentage Frequency Distributions; Bi-variate Frequency Distributions; Diagrammatic and Graphic Presentation of Data.

Unit-II

Measures of Central Tendency: Mean Median, Mode, Geometric Mean, and Harmonic Mean; Partition Values - Quartiles, Deciles, and Percentiles. Measures of Dispersion: Range, Mean Deviation, Standard Deviation and Variance, Coefficient of Variation; Measures of Skewness and Kurtosis.

Unit-III

Correlation Analysis: Concept, Types and Significance; Karl Pearson's and Spearman's Coefficients of Correlation. Regression Analysis: Concept, and Significance, Two Lines of Regression

Unit-IV

Multiple Correlation and Regression Analysis: Estimation of Multiple Regression Equation; Calculation of Multiple Correlation Coefficient; Time Series Analysis: Meaning, Components and Trend Analysis; Seasonal Variations.

1848-

Department of Management Studies

Recommended Readings:

1. Gupta, B. N. Statistics (Theory & Practice). Agra: Sahitya Bhawan Publishers and Distributors (P) Ltd.
2. Beri, G. C. Statistics for Management. New Delhi: Tata McGraw Hills Publishing Company Ltd.
3. Hooda, R. P. Statistics for Business and Economics. New Delhi: MacMillan India Ltd.
4. Gupta, S. P. and Gupta M. P. Business Statistics. New Delhi: Sultan Chand and Sons,
5. Gupta, S. P. Statistical Methods. New Delhi: Sultan Chand and Sons.
6. Sharma, J. K. Business Statistics. New Delhi: Prentice Hall of India, 2012

Instruction for External Theory Paper Setter/Examiner:

The question paper will have two sections. Section 'A' shall comprise of 5 small questions of 2 marks each, all are compulsory. Section 'B' will contain 8 questions (2 questions from each unit) of 15 marks each. The students will be required to attempt four questions (one question from each unit).

Department of Management Studies
S.P.S. Mahila Vishvidyalaya
Khanpur Kalan (Sonipat)

1849-

Management Lessons from Indian leaders
Course Code: B-BBA -108

Total Credits: 2
L - T - P
2 - 0 - 0

External Theory Marks: 35
Internal Assessment Marks: 15
Time allowed: 1.5 hrs

Course Outcomes:

CO1: Students will be able to understand management lessons from different eras of Indian leaders

CO2: Students will be able to develop skills learnt from these leaders and apply them in different situations for solving different problems

Unit-I

Ancient –Shri Ram, Shri Krishna , Chandra Gupt Maurya, Chanakya , Samrat Ashok

Medieval- Maharana Pratap , Chatrapati Shivaji, Jhansi Ki Rani, Ahilya Bai, Jyotiba Phule

Unit-II

Modern- Swami Vivekanand , Mahatma Gandhi, Vallabh bhai Patel, Atal Bihari Vajpayee, APJ Abdul Kalam

Recommended Readings:

The instructor will provide the reading material and share online sources with the students.

Instruction for External Theory Paper Setter/Examiner:

The question paper will have two sections. Section 'A' shall comprise of 5 small questions of 3 marks each, all are compulsory. Section 'B' will contain 6 questions (3 questions from each unit) of 5 marks each. The students will be required to attempt any four questions (two questions from each unit).

-1850-

Chairman
Department of Management Studies
M.D.U. Mahrshi Vishwakarma Vishwavidyalaya
Bhainswal Kalan (Sonepat)

Entrepreneurship
Course Code: B-BBA -110

Total Credits: 3
L - T - P
2 - 1 - 0

External Theory Marks: 50
Internal Assessment Marks: 25
Time allowed: 2 hrs

Course Outcomes:

CO1: Student will be able to understand the concept of Entrepreneurship

CO2: Student will be able to know about the role of entrepreneurship in economic development

CO3: Student will be able to know about the qualities, characteristics and role of an Entrepreneur

CO4: Students will be able to prepare a business plan

Unit-I

Entrepreneurship: Concept, knowledge and skills requirement; characteristics of successful entrepreneurs; role of entrepreneurship in economic development;

UNIT-II

Entrepreneurship Quality/Motivation: The Entrepreneurship – myths and misconception, qualities, characteristics and role demanded of an entrepreneur, entrepreneur v/s Professional Managers.

Unit-III

New Venture Development: Meaning and Stages, Sources of Financing Entrepreneurship, Evaluation of Role of Government and Non-Government Agencies in Promoting Entrepreneurship in India, Start Up India Schemes, Stand Up India Schemes, Business Plan Preparation: Procedure & steps, Market Survey & Demand Analysis, Growth, Modernization & Expansion of Enterprise

Recommended Readings:

1. Hisrich, Robert D., Peters, Michael and Shephered, Dean. Entrepreneurship. New Delhi: Tata McGraw Hill.
2. Barringer, Brace R., and Ireland, R. Duane. Entrepreneurship. New Jersey: Pearson Prentice Hall.
3. Lall, Madhurima, and Sahai, Shikha. Entrepreneurship. New Delhi: Excel Books.
4. Poornima, Charantimath. Entrepreneurship Development and Small Business Entreprises. New Delhi: Pearson Education.
5. Khanka, S.S. Entrepreneurial Development. New Delhi: S. Chand.

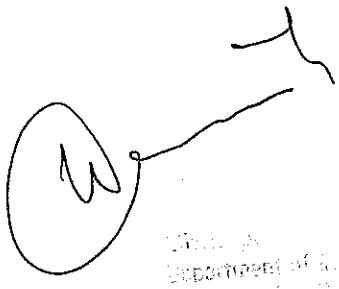
- 1851 -

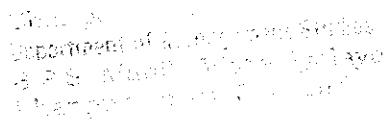
Chairperson
Department of Management Studies
BPS Mahila Vishvidyalaya

6. Desai, Vasant. Dynamics of Entrepreneurial Development and Management. Himalaya Publishing House.

Instruction for External Theory Paper Setter/Examiner:

The question paper will have two sections. Section 'A' shall comprise of 5 questions of 4 marks each, all are compulsory. Section 'B' will contain 6 questions (2 questions from each unit) of 10 marks each. The students will be required to attempt any three questions (one question from each unit).





Annexure - 42 -

MINUTES OF MEETING

Minutes of meeting of UGBOS (Under Graduate Board of Studies) held on 14-09-2024 at 11:30 am in the office of Chairperson, Department of Management Studies.

The following were present in the meeting:-

1.	Dr. Krishan Kumar	Chairperson
2.	Prof. Ramesh Chander	Outside expert
3.	Prof. Dalbir Singh	Outside expert
4.	Prof. Ipshita Bansal	Member
5.	Prof. Shweta Singh	Member
6.	Dr. Anshu Bhardwaj	Member
7.	Dr. Meenakshi Katyal	Member

The following agenda was discussed and resolved:-

1. The UGBoS discussed and approved the panel of examiners/paper setters for BBA 1st sem., 3rd sem. & 5th sem.
2. The UGBoS discussed and approved the panel of examiners for practical examination of BBA 1st sem., 3rd sem. & 5th sem.
3. The UGBoS discussed and resolved the following change in the scheme & syllabus of 1st sem., 2nd sem. & 3rd sem. of BBA programme as per NEP 2020.:-

Sr. No.	Programme	Course	Revised course
1.	BBA 1st sem.	Micro Economics-I (B-BBA-109)	Management Concepts & Principles (B-BBA-109)
2.	BBA 2nd sem.	Micro Economics-II (B-BBA-110)	Entrepreneurship (B-BBA-110)
3.	BBA 3rd sem.	MSME Management (B-BBA-209)	Human Behaviour at Work (B-BBA-209)

4. The UGBoS discussed and approved the scheme and syllabus of BBA 2nd year as per NEP 2020.

14/09/2024
(Dr. Meenakshi Katyal)

14/09/2024
(Dr, Anshu Bhardwaj)

(Prof. Shweta Singh)

14/9/2024.
(Prof. Ipshita Bansal)

(Prof. Dalbir Singh)

14.9.24
(Prof. Ramesh Chander)

14/9/24
(Dr. Krishan Kumar)

- 1853

Minutes of the DSC meeting

Minutes of meeting of Departmental Staff Council (DSC) Department of Management Studies convened on 11-09-2024 at 12:00 noon in the office of the Chairperson, Department of Management Studies.

Following were present in the meeting:-

1	Dr. Krishan Kumar	Chairperson
2	Prof. Shweta Singh	Member
3.	Prof. Sanket Vij	Member
4	Dr. Anshu Bhardwaj	Member
5	Dr. Meenakshi Katyal	Member
6	Dr. Pooja Vyas	Member
7	Dr. Kapil Kumar	Member
8	Dr. Ridhi Gupta	Member
9.	Dr. Priyanka Malik	Member
10.	Ms. Manu Nandal	Member

The following agendas were discussed and resolved:-

Agenda I: It was discussed and resolved that in the BBA scheme (as per NEP 2020), MDC courses i.e. Micro Economics-I (1st sem.), Micro Economics-II (2nd sem.), MSME Management (3rd sem.) will not be the part of the scheme of BBA programme from this session only. In lieu of these courses, Managerial Economics will be offered in 2nd sem. as a DSC (Discipline Specific Course) and the changed scheme will be approved from UBGoS scheduled to be held on 14th September 2024. It was discussed and resolved that the students of BBA 1st year can now opt any subject of MDC other than the discipline of business administration in their respective semester.

Agenda II: It was discussed and resolved that department will offer MDC (Multi-Disciplinary Course) in BBA programme as per following detail:-

Sr. No.	Programme	Course	Revised course
1.	BBA 1st sem.	Micro Economics-I (B-BBA-109)	Management Concepts & Principles (B-BBA-109)
2.	BBA 2nd sem.	Micro Economics-II (B-BBA-110)	Entrepreneurship (B-BBA-110)
3.	BBA 3rd sem.	MSME Management (B-BBA-209)	Human Behaviour at Work (B-BBA-209)

The existing scheme of BBA programme (as per NEP 2020) will change accordingly.

Agenda III: The Departmental Staff Council approved the panel of examiners for the evaluating of Ph.D. thesis of Ms. Neetu Malhan, Ms. Neha & Ms. Nidhi.

Agenda IV: The DSC allocated the courses of BBA 2nd year to faculty members to design these courses as per NEP 2020

The meeting was ended with vote of thanks.

(Ms. Manu Nandal) (Dr. Priyanka Malik) (Dr. Ridhi Gupta)

(Dr. Pooja Vyas) (Dr. Kapil Kumar) (Dr. Meenakshi Katyal)

(Dr. Anshu Bhardwaj) (Prof. Sanket Vij) (Prof. Shweta Singh)

(Dr. Krishan Kumar)

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan
SCHEME AND CURRICULUM OF SANSKRIT SUBJECT FOR 4 – YEAR UNDERGRAADIATE PROGRAMME (MULTIDISCIPLINARY) TO BE OFFERED w.e.f. 2024-25

Scheme of Examination for the 1st Semester

Sr. No.	Course Code	Course Type	Course Title/Nomenclature of Paper	Workload			Credits	Division of Marks		
				L	P	T		Internal	External	Total
1	B-SKT –DSC-101	DSC	नीतिसाहित्य एव संस्कृत व्याकरण।	3	0	1	4	30	70	100
2	B-SKT--MDC1-102	MDC	वेद,यज्ञ प्रकिया एवं गीता	2	0	1	3	25	50	75
3	B-SKT–MIC1-103	MIC	संस्कृत भाषा प्रवेशिका	2	0	0	2	15	35	50
4	B-SKT—AEC-103	AEC	संस्कृत भाषा एवं भारतीय संस्कृति बोध–1	2	0	0	2	15	35	50
5	B-SEC-112	SEC	योग एवं व्यक्तित्व–विकास	2	0	1	3	25	50	75

Scheme of Examination for the 2nd Semester:

Sr. No.	Course Code	Course Type	Course Title/Nomenclature of Paper	Workload			Credits	Division of Marks		
				L	P	T		Internal	External	Total
1	B-SKT –DSC-201	DSC	श्रीमद्भगवद्गीता, प्राचीन भारतीय संस्कृति एवं संस्कृत व्याकरण।	3	0	1	4	30	70	100
2	B-SKT—MDC2-202	MDC	योग एवं भारतीय संस्कृति	2	0	1	3	25	50	75
3	B-SKT –MIC2-203	MIC	व्यावहारिक संस्कृत	2	0	0	2	15	35	50
4	B-SKT-AEC2-203	AEC	संस्कृत भाषा एवं भारतीय संस्कृति बोध–2	2	0	0	2	15	35	50
5	B-SEC-212	SEC	सन्तुलित जीवन पद्धति एवं आयुर्वेद	2	0	1	3	25	50	75

Annexure – 43

– 1855

w.e.f. Academic Session 2024-25

Chairperson
Date

Scanned with ACE Sca

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan
CURRICULUM OF BACHELOR OF ARTS IN SANSKRIT

Semester- 1

Course Nomenclature: योग एवं व्यक्तित्व विकास
Course Code : B-SEC-112

Total Credits : 3
L-T-P
2-1-0

External Theory Marks:50
Internal Theory Marks:25
Time Allowed: 2 Hours

Course Outcomes: इस घटक से छात्रों को प्राचीन भारतीय ज्ञान परम्परा एवं वर्तमान जीवन में योग,सात्विक आहार,सदाचरण एवं अष्टांग योग आदि का महत्त्व ज्ञात होगा।विभिन्न आसनों एवं प्राणायाम के माध्यम से छात्रों को शारीरिक–मानसिक स्वास्थ्य लाभ हेतु प्रेरणा मिलेगी।

Unit –I

1. योग का परिचय। 10अंक
   - योगः कर्मसु कौशलम्।
   - समत्वं योग उच्यते।
   - योगश्चित्तवृत्ति निरोधः।

योग की व्युत्पत्ति, अर्थ एवं परिभाषा /विशेषताएँ/महत्व आदि से संबन्धित प्रश्न पूछे जाएँगे।

Unit –II

2. अष्टांग योग का परिचय। (पातंजलयोगदर्शनम्) 10अंक
   - यमनियमासनप्राणायामप्रत्याहारधारणाध्यानसमाधयोऽष्टावंगानि।
   - अहिंसासत्यास्तेयब्रह्मचर्यापरिग्रहाः यमाः।
   - शौचसन्तोषतपः स्वाध्यायेश्वरप्रणिधानानि नियमाः।
   - स्थिरसुखमासनम्।
   - श्वासप्रश्वासयोर्गतिविच्छेदः प्राणायामः ।
   - स्वविषयासंप्रयोगे चित्तस्वरूपानुकार इवेन्द्रियाणां प्रत्याहारः।
   - देशबन्धचित्तस्य धारणा।
   - तत्र प्रत्ययैकतानता ध्यानम् ।
   - तदेवार्थमात्रनिर्भासं स्वरूपशून्यमिव समाधिः।

सूत्रों की व्याख्या पूछी जाएगी।

Unit –III

3. •आसन एवं प्राणायाम। 10अंक
   पद्मासन, वज्रासन,ताड़ासन,धनुरासन,गोमुखासन,सर्वांगासन,शवासन।
   •प्राणायाम– कुम्भक,रेचक,पूरक।
   आसन एवं प्राणायाम से पूर्व सावधानियाँ और तैयारी, मानव के शरीर एवं मन पर उनका प्रभाव।

उपरोक्त आसन/प्राणायाम की विशेषता अथवा लाभ,सावधानियाँ आदि अथवा इनकी विविध मुद्राओं को रेखांकित करने से संबन्धित प्रश्न पूछे जाएँगे।

w.e.f. Academic Session 2024-25

Chairperson
Date

1856

Unit –IV

10अंक

4. योगिक संस्कृति और मूल्य शिक्षा।

योगिक संस्कृति–चार पुरुषार्थ,चार आश्रम, चार सिद्धान्त (विवेक,वैराग्य,षट् सम्पत्ति,मुमुक्षत्व)
आहार की योगिक अवधारण–सात्विक,राजसिक,तामसिक और मिताहार।
नैतिक मूल्य,मूल्यों का क्षय आधुनिक जीवन के संदर्भ में प्राचीन भारतीय मूल्यों की प्रासंगिकता।

उपरोक्त संदर्भ से जुड़े आलोचनात्मक/समीक्षात्मक प्रश्न पूछे जाएँगे।

Recommended Books/e-resources/LMS:

1. पातंजलयोगदर्शनम् – डॉ0 देवी सहाय पाण्डेय।
2. योगासन एवं योगसाधना–डॉ0 सत्यपाल, चौखम्भा संस्कृत संस्थान,वाराणसी।
3 योग संदर्शिका– दिव्य प्रकाशन, पतंजलि योगपीठ ,हरिद्वार।
4 योगदर्शन–हिन्दी व्याख्या सहित,गीता प्रेस गोरखपुर।
5 योग के मूलभूत सिद्धान्त–डॉ0 श्याम सुन्दर पाल।

प्रश्नपत्र–निर्माण के लिये निर्देश:–

1 प्रश्न पत्र में कुल (5) प्रश्न दिएं जाएं। प्रश्न पत्र के लिए कुल 50 अंक निर्धारित है। सभी प्रश्न समान अंक के होंगे अर्थात् प्रत्येक प्रश्न दस (10) अंको का होगा। प्रश्न–पत्र हल करने का समय दो (2) घंटे होगा।

2 प्रथम प्रश्न पाठ्यक्रम के चारों घटको में निर्धारित विषयों के आधार पर बनाया जाएं। यह प्रश्न अनिवार्य होगा। इसके अन्तर्गत लघूत्तर वाले विकल्परहित चार (4) प्रश्न पूछे जाएँ। प्रत्येक लघूत्तरात्मक प्रश्न 2.5 अंको का होगा।

3 द्वितीय,तृतीय,चतुर्थ तथा पंचम प्रश्न का निर्माण पाठ्यक्रम के प्रथम, द्वितीय,तृतीय,चतुर्थ घटक में निर्धारित विषय के आधार पर किया जाएगा। पाठ्यक्रम के प्रत्येक घटक से 50 प्रतिशत विकल्प के साथ ही परीक्षार्थी से प्रश्न पूछा जाएगा तथा प्रत्येक घटक से प्रश्न का उत्तर लिखने को कहा जाएगा।

4 परीक्षार्थी को प्रश्नोत्तर की भाषा के चयन हेतु हिन्दी/संस्कृत का विकल्प दिया जाएगा।

Revised Syllabus

Annexure – 44

Type: Minor Course
New Syllabus
Semester – I

Elementary Mechanics
B-PHY-102

Total Credits : 2
L - T - P
2- 0 - 0

External Theory Marks: 35
Internal Assessment Marks: 15
Time allowed : 1.5 Hrs

Course outcomes:

CO1: Understand the dynamics of system of particles, conversations laws, degree of freedom and gravity.

CO2: Learn to present observations, results, analysis and different concepts related to experiments of Mechanics.

Unit – I

Mechanics of single and system of particles, conservation laws of linear momentum, angular momentum and energy, Center of mass and equation of motion & its importance, constrained motion and degree of freedom, acceleration due to gravity and free fall of a body; mass and weight of an object on earth and moon.

Unit – II

Generalized co-ordinates, displacement, velocity, acceleration , momentum, force and potential. Hamiltion's variational principle, Lagrangian equation of motion from Hamilton's Principal, Linear harmonic oscillator, Simple pendulum and Atwood's machine. Measurement of length using Vernier calliper.

Instructions for External Theory Paper Setter/Examiner :

The examiner will set 5 questions asking two questions of 12 marks from each unit and one compulsory question of 11 marks by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 3 questions, selecting one question from each unit and the compulsory question.20% numerical problems are to be set. Use of scientific (non-programmable) calculator is allowed.

Recommended Readings:

1. Mechanics, D.S. Mathur, S. Chand and Company Limited, 2000
2. Elements of Properties of Matter, D.S. Mathur, S .Chand & Com. Pt. Ltd., New Delhi
3. Physics, Resnick, Halliday & Walker, Wiley
4. Physics for scientists and Engineers with Modern Phys., J.W. Jewett, R.A. Serway, 2010,Cengage Learning
5. An introduction to mechanics, D. Kleppner, R.J. Kolenkow, 1973, McGraw-Hill.
6. Properties of Matter, R. Murgeshan, S. Chand & Com. Pt. Ltd., New Delhi
7. Classical Mechanics, J.C. Upadhyaya, Himalaya Publishing House
8. B.Sc. Practical Physics, C.L. Arora, S. Chand Publisher, New Delhi
9. Advanced Level Practical Physics, M. Nelkon and Ogborn, Henemann Education BooksLtd., New Delhi
10. Practical Physics, S.S. Srivastava and M.K. Gupta, Atma Ram & Sons, Delhi

-1858 01/08/24

Revised Syllabus Type: Minor Course
New Syllabus
Semester - IV

Semiconductor Devices
B-PHY-202

Total Credits: 2
L - T - P
2- 0- 0

External Theory Marks: 35
Internal Assessment Marks : 15
Time allowed : 1.5 Hrs

Course outcomes:
CO1: Introduction about semiconductors, PN junction diode and rectifiers, Zener diode and regulator, LED and solar cell.
CO2: Gain knowledge about transistor and its characteristics as CB, CE, CC configuration, current gains and their relations. Load line and various biasing Transistor amplifiers and Multistage transistor amplifier (RC coupled), CRO.

Unit – I

Fundamentals of semiconductors (energy bands & intrinsic, extrinsic semiconductors), PN junction diode (characteristics & its application as rectifier half -wave and full-wave rectifier), Zener diode (characteristics & its application as voltage regulator), LED and solar cell.

Unit – II

Bipolar junction transistor (npn, pnp) and characteristics as CB, CE, CC configuration, active cutoff and saturation regions, current gains and their relations. Load line and various biasing Transistor amplifiers (CB, CE, CC) and Multistage transistor amplifier (RC coupled), CRO.

Instructions for External Theory Paper Setter/Examiner :
The examiner will set 5 questions asking two questions 12 marks from each unit and one compulsory question of 11 marks by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 3 questions, selecting one question from each unit and the compulsory question. 20% numerical problems are to be set. Use of scientific (non-programmable) calculator is allowed.

Recommended Readings:

1. Basic Electronics and Linear Circuits,N.N.Bhargava, D.C. Kulshreshtha and S.C. Gupta IIIT, Chandigarh
2. Solid State Electronics, J.P. Agarwal, AmitAgarwal, Pragati PrakashanMeerut
3. Electronics Fundamentals and Applications, J.D. Ryder(Prentice Hall India)
4. Solid State Electronics, B.L.Theraja, S. Chand & Company, Delhi/Chandigarh
5. Electronic Devices and Circuits, Jacob Millman and Christos Halkias, McGraw Hill Publisher, New Delhi
6. Analog Electronics, Mamta, Suman and Neetu, Akash Books Educational Publishers, New Delhi.

01/08/2024.

Annexure -45

DFoS/24/40
06/08/2024

Office of Faculty of Sciences
Bhagat Phool Singh Mahila Vishwavidyalaya,
Khanpur Kalan (Sonepat), Haryana-131305
www.bpswomenuniversity.ac.in

Minutes of the Meeting of the Faculty of Sciences, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 06.08.2024 at 02:30 P.M. in the office of Dean, Faculty of Science in blended mode.

The following were present:

1. Dr. Sunil Sangwan, Dean, Faculty of Science — Convener
2. Dr. Asha, Incharge, Deptt. of Physics — Member
3. Ms. Sangeeta Sapra, Principal Tau Devi Lal Govt. College for Women, Murthal — Member
4. Dr. Bhupinder Singh, Chairperson, Deptt. of Chemistry — Special Invitee
5. Worthy Registrar — Member Secretary

Agenda Item: Revision of Syllabus in subject of Physics for minor course (1st & 2nd semester) for Bachelor of Physical Science w.e.f academic session 2024-25.

Decision taken: The Faculty of Science approved the Syllabus in subject of Physics for minor course (1st & 2nd semester) for Bachelor of Physical Science w.e.f academic session 2024-25. Which was approved by members of UGBOS via circulation through email.

Meeting ended with a vote of thanks to the chair.

06/8/2024
Sunil Sangwan

06/08/24
Asha

Attended through online
Sangeeta Sapra

6/8/24
Bhupinder Singh

6/8/24
Registrar (Member Secretary)

BPS Women University

dean faculty sciences <dfsci@bpswomenuniversity.ac.in>

To Approve the change in Syllabus of two minor course for Bachelor of Physical Science in respect of Physics for 1st and 2nd semester.

9 messages

dean faculty sciences <dfsci@bpswomenuniversity.ac.in> Fri, Jul 26, 2024 at 12:12 PM
To: kiransingh@yahoo.co.in, bhupindersinghmehta@gmail.com, arana5752@gmail.com, gcwmadlauda@gmail.com, pushpa.dahiya@hotmail.com, seemakalhiyal@gmail.com, gpphysics07@gmail.com, GCWMURTHAL@gmail.com, amitgenetics@gmail.com, veenag35@yahoo.com, santosh.hooda@yahoo.com, summi41physics@gmail.com, Rajesh Kumar <rkdubaldhania@gmail.com>, savinapruthi10@gmail.com, aracademic <aracademic@bpswomenuniversity.ac.in>

R/Sir/Madam

It comes in the notice that the syllabus in the subject of Physics for minor courses (in 1st and 2nd semester) for Bachelor of Physical Science needs some revision. In this regard an email is forwarded to all the members of UGBOS for kind consent and approval of change in syllabus in the following subjects. The Course code, Name of course, Credits and other instructions are the same.

1. Elementary Mechanics (B-PHY-102)
2. Semiconductor Devices(B-PHY-202)

The old and new syllabus are attached herewith for your consideration and approval for the academic session 2024-25.

Dr. Sunil Sangwan
Dean Faculty of Science
BPSMV, Khanpur Kalan.
9466423424

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1953K

Dr Bhupinder singh <bhupindersinghmehta@gmail.com> Fri, Jul 26, 2024 at 12:49 PM
To: dean faculty sciences <dfsci@bpswomenuniversity.ac.in>
Cc: kiransingh@yahoo.co.in, arana5752@gmail.com, gcwmadlauda@gmail.com, pushpa.dahiya@hotmail.com, seemakalhiyal@gmail.com, gpphysics07@gmail.com, GCWMURTHAL@gmail.com, amitgenetics@gmail.com, veenag35@yahoo.com, santosh.hooda@yahoo.com, summi41physics@gmail.com, Rajesh Kumar <rkdubaldhania@gmail.com>, savinapruthi10@gmail.com, aracademic <aracademic@bpswomenuniversity.ac.in>

Approved.

[Quoted text hidden]

dean faculty sciences <dfsci@bpswomenuniversity.ac.in> Fri, Jul 26, 2024 at 12:56 PM
To: kiransinghkuk@yahoo.co.in, Anil Kaushik <GPHYSICS07@gmail.com>, Seema Kalhia <seemakalhiya1@gmail.com>

— 1861 —

R/Sir/Madam,

It comes in the notice that the syllabus in the subject of Physics for minor courses (in 1st and 2nd semester) for Bachelor of Physical Science needs some revision. In this regard an email is forwarded to all the members of UGBOS for kind consent and approval of change in syllabus in the following subjects. The Course code, Name of course, Credits and other instructions are the same.

1. Elementary Mechanics (B-PHY-102)
2. Semiconductor Devices(B-PHY-202)

The old and new syllabus are attached herewith for your consideration and approval for the academic session 2024-25.

Dr. Sunil Sangwan
Dean Faculty of Science
BPSMV, Khanpur Kalan.
9466423424
[Quoted text hidden]

Document 5.pdf
1953K

Asha Dahiya <arana5752@gmail.com>
To: dean faculty sciences <dfsci@bpswomenuniversity.ac.in>
Fri, Jul 26, 2024 at 12:57 PM

Approved
[Quoted text hidden]

Rajesh Kumar <rkdubaldhania@gmail.com>
To: Dr Bhupinder singh <bhupindersinghmehta@gmail.com>
Cc: dean faculty sciences <dfsci@bpswomenuniversity.ac.in>, kiransingh@yahoo.co.in, arana5752@gmail.com, gcwmadlauda@gmail.com, pushpa.dahiya@hotmail.com, seemakalhiyal@gmail.com, gpphysics07@gmail.com, GCWMURTHAL@gmail.com, amitgenetics@gmail.com, veenag35@yahoo.com, santosh.hooda@yahoo.com, summi41physics@gmail.com, savinapruthi10@gmail.com, aracademic <aracademic@bpswomenuniversity.ac.in>
Fri, Jul 26, 2024 at 1:06 PM

Approved.

[Quoted text hidden]

Pushpa <pushpa.dahiya@hotmail.com>
To: dean faculty sciences <dfsci@bpswomenuniversity.ac.in>
Fri, Jul 26, 2024 at 2:16 PM

Approved
[Quoted text hidden]

<Document 5.pdf>

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savina pruthi <savinapruthi10@gmail.com>
To: dfsci@bpswomenuniversity.ac.in
Fri, Jul 26, 2024 at 2:45 PM

Approved
[Quoted text hidden]

-1862-

Dr. Suman B. Kuhar <summi41physics@gmail.com> Fri, Jul 26, 2024 at 4:39 PM
To: dean faculty sciences <dfsci@bpswomenuniversity.ac.in>
Cc: kir[illegible]singh@yahoo.co.in, bhupindersinghmehta@gmail.com, Asha Rana <arana5752@gmail.com>, gcwmadlauda@gmail.com, pushpa.dahiya@hotmail.com, seemakalhiyal@gmail.com, gpphysics07@gmail.com, GCWMURTHAL@gmail.com, amitgenetics@gmail.com, veenag35@yahoo.com, "santosh.hooda" <santosh.hooda@yahoo.com>, Rajesh Kumar <rkdubaldhania@gmail.com>, savina pruthi <savinapruthi10@gmail.com>, aracademic <aracademic@bpswomenuniversity.ac.in>

Approved
[Quoted text hidden]

Mail Service <gphysics07@gmail.com> Mon, Jul 29, 2024 at 10:42 AM
To: dean faculty sciences <dfsci@bpswomenuniversity.ac.in>

Approved for your kind perusal.

Dr. Anil kaushik
Asst. professor (Physics)
[Quoted text hidden]

—1863—

Annexure – 46

Basics of IT Tools

B-SEC – 01

Total Credits: 3
L – T – P
0 – 1 - 4

External Practical Marks: 50
Internal Assessment Marks:25

Course Outcomes:

1. To identify the basic components of computers and terminology
2. To acquaint with Operating System and its applications for both desktop and mobile devices
3. To Understand computer networks, and browse the internet, content search, email and collaborate with peers
4. To use e-Governance applications; and use computer to improve existing skills and learn new skills

---

Unit-I

Introduction to Computer: Computer and Latest IT gadgets, Evolution of Computers & its applications, Basics of Hardware and Software, Application Software, Systems Software, Utility Software. Central Processing Unit, Input devices, Output devices, Computer Memory & storage, Mobile Apps.

Unit -II

Introduction to Operating System: Functions of the Operating system, Operating Systems for Desktop and Laptop, Operating Systems for Mobile Phone and Tablets, User Interface for Desktop and Laptop, Task Bar, Icons & shortcuts, Running an Application, Operating System Simple Setting, Changing System Date and Time, Changing Display Properties, To Add or Remove Program and Features, Adding, Removing & Sharing Printers, File and Folder Management

Unit-III

E-mail: Using E-mails, Opening Email account, Mailbox: Inbox and Outbox, Creating and Sending a new Email, replying to an E-mail message, forwarding an E-mail message, searching emails, Attaching files with email, Email Signature. Social Networking: Facebook, Twitter, LinkedIn, Instagram, Instant Messaging (WhatsApp, Facebook Messenger, Telegram), Introduction to Blogs, Digital Locker.

Recommended Readings:

1. Sinha, P.K. & Sinha, Priti, Computer Fundamentals, BPB
2. Dromey, R.G., How to Solve it By Computer, PHI
3. Norton, Peter, Introduction to Computer, McGraw-Hill
4. Leon, Alexis & Leon, Mathews, Introduction to Computers, Leon Tech World
5. Rajaraman, V., Fundamentals of Computers, PHI
6. Ram, B., Computer Fundamentals, Architecture & Organization, New Age International (P) Ltd.

Instructions for External Examiner: The students shall be evaluated based on external practical, viva voce and project comprising 20 marks for practical exercises on the computer, 10 marks for viva voce and 20 marks for project file.

30/08/24

Chairperson
Department of Geography
S.P.S.M.V. Khanpur Kalan

30-8-2024

Annexure -47-I-

Scheme of Examination & Course Curriculum

Ph.D (History) Course work (Program Code)
Session (2024-2025)

Paper Code	Paper Name	L-T-P	Marks Theory External	Marks Practical/ internal	Total	Total Credit
CPERPE-2203	Research and Publication Ethics (Common)	2-0-0	40	10	50	2
HIS-2302	Research Methodology	4-1-0	80	20	100	5
HIS-2303	Historiography	4-1-0	80	20	100	5
	Total		200	50	250	12

Rules and Regulation will be implemented Ph. D. Ordinance BPSMV.KK2023 program

Objective:

1. To acquire deep knowledge of literature and a comprehensive understanding of techniques and methods adopted to their own research.
2. Discover, interpret, and communicate new knowledge through original research, Publishable, quality, which satisfies a review.
3. Apply significant ranges of advanced and specialized skills and enable then to act autonomously in the planning and implementation of research.
4. Practice a Proactive, critical, and reflective approach based on research and develops professional relationships with others where appropriate.
5. Present an original research outcome that extends to the forefront of discipline or relevant area of professional Practice.
6. Critically and creatively evaluate current issues, Research and advanced Scholarships in the discipline.
7. Manage complex ethical and Professional issues and make informed judgements based on ethical code and practise.
8. Work collaboratively with all stakeholders to create, develop and exchange research knowledge to influence society and the economy.

Research and Publication Ethics

Course Code: CPERPE-2203
Total Credits: 2 (L- 2 T -0 P-0)

External Theory Marks: 40
Internal Marks : 10

Instructions for External Theory Paper Setter/ Examiner:
The question paper will contain 8 questions of 10 marks each and student will be required to attempt 4 questions (1 question from each unit).

Course Objectives: The course aims to sensitize researchers regarding publication ethics and publication misconducts.

Course Input:

Unit – I

Philosophy and Ethics: Introduction to philosophy: definition, nature and scope, concept, branches; Ethics: definition, moral philosophy, nature of moral judgements and reactions.

Scientific Conduct : Ethics with respect to science and research; Intellectual honesty and research integrity; Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP): Redundant publications: duplicate and overlapping publications, salami slicing; Selective reporting and misrepresentation of data

Unit - II

Publication Ethics : Publication ethics: definition, introduction and importance; Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.; Conflicts of interest;

Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types; Violation of publication ethics, authorship and contributorship; Identification of publication misconduct, complaints and appeals; Predatory publishers and journals Practice

Unit - III

Open Access Publishing : Open access publications and initiatives; SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies; Software tool to identify predatory publications developed by SPPU; Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

Publication Misconduct : Subject specific ethical issues, FFP, authorship; Conflicts of interest; Complaints and appeals: examples and fraud from India and abroad; Use of plagiarism software like TurnitIn, Urkund and other open source software tools.

Unit - IV

Databases And Research Metrics : Databases - Indexing databases; Citation databases –Web of Science, Scopus, SCI, etc.; Research Metrics - Impact Factor of journal as per Journal Citation Report, SNIP, SIR, IPP, Cite Score; Metrics : h-index, g-index, i-index, Altmetrics journal database.

Suggested Readings:

- Bird, A. (2006). Philosophy of Science. Routledge.
- MacIntyre, Alasdair (1967) A Short History of Ethics. London.
- P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN:978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition. National Academies Press.
- Resnik, D. B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10. Retrieved from https://wwvv.niehs.nih.gov/research/resouices/bioethics/whatis/index.cfm
- Beall, J. (2012). Predatory publishers are corrupting open access. Nature, 489(7415), 179-179. https://doi.org/10.1038/489179a
- Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN:978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics Book.pdf

Ph.D. Course Work History

Paper-I-Research Methodology
Paper Code: HIS-2302
Course Outcome:-
CO1: Students understand and enable to learn Research Methods of History.
CO2: Students understand the meaning, scope and relation with other disciplines.
CO3: Students get the basic knowledge of sources and their use.
CO4 : Students get the knowledge about the techniques of research and execution of research.

Max. Marks : 100
Theory : 80
Int. Assess. : 20
Time : 3 Hrs.

Note: The syllabus of the paper has been divided into four units. The paper- setter is required to set 8 questions proportionately form all these units. The students are required to attempt 4 questions selecting at least one question from each unit. All the questions shall carry equal marks.

Unit-I

History as a subject:

a. Its meaning
b. Nature and Scope
c. Causation in History
d. Its relations with Political Science, Sociology, and Geography

Unit-II

a. Sources: Primary and Secondary
b. Authenticity of sources
c. Interpretation of Facts
d. Objectivity
e. Generalisation

Unit- III

Techniques of Research:

a. Selection of subject
b. Hypothesis
c. Synopsis
d. Chapterisation
e. Bibliography

Paper – Historiography
Code : HIS-2303

Max. Marks: 100
Theory : 80
Internal Assessment: 20

Note: The sullabus of the paper has been divided into four units. The paper- setter is required to set 8 questions proportionately from all these units. The students are required to attempt 4 questions selecting at least one question from each unit. All the questions shall carry equal marks.

Unit-I

General Trends and Interpretations

a. Ancient (Archaeology)
b. Medieval
c. Modern

Unit-II

Imperialism and Orientalist Writings

a. Sir William Jones
b. James Mill
c. W.W. Hunter
d. V.A. Smith

Unit-III

Women's History and Gender Relations,

a. Natalie Zemon Davis
b. Jaon W. Scott

Environment History

a. Donald Wooster
b. Fernand Braudel

Unit-IV

Historical Approaches

a. Cambridge School
b. Nationalist School
c. Marxist School
d. Subaltern School

Suggested Readings:

Philips, C.H. : Historians of India, Pakistan and Ceylon (London: Oxford University Press, 1962

Gopal, S. And Thapar R : Problems of Historical writing in India

Sen, S.P.(ed.) : Hisrorical and Historiortaphy in Midern India (Calcutta; Institute of Historical Studies, 1973)

Majumdar, R.C. : Historiography in Modern India (Bombay: Asia Publishing 1970)

Hasan, Mohibul : Historians of Medieval India

Grewal, J.S. : Medieval India: History and Historians (Amritsar, G.N.D.University, 1975)

Grewal, J.S. : Mulim rule in India: The Assessment of British Historians (Calcutta: Oxford University press, 1970)

Resonthal, F. : A History of Muslim Historiography

Singh , Fauja (ed.) : Historians and Historiography of the Sikhs (New Delhi: Orient Publishers,1978)

Ahmed Sir Shafaat : History and Historians of British India

Sengupta, K.K. : Recent Writings on the Revolt of 1857: A Survey

Webster John, C.B. : History and contemporary India

Bisheshwar Prasad : Ideas in History

Susobhan Sarkar : A Markian Glimpse of History (New Delhi : People's Publishing House, 1975)

Sarkar Sumit : Bibliographical survey of social Reforms movements in the 18th and 19th centuries

Indics : (Indian Historical Research institute silver Jubilee Volume)

Sina, Jan Van : The Oral Tradition : A Study of Historical Methodology (New Burnswick : Aldine Translation, 2006)

Marx and Engles : Selected Writings (Oxford University Press, 1977)

Annexure -48

DEPARTMENT OF HISTORY AND ARCHAEOLOGY

MINUTES OF THE MEETING OF PGBOS ON 24.07.2024

A meeting of the Post-Graduate Board of Studies (PGBOS) in History and Archaeology was held in blended mode on 24.07.2024 at 2.00 P.M in the office of the Chairperson, of the department.

The following members were present:

1. **Prof. Ravi Bhushan** Dean faculty of Social Sciences, BPSMV	Convener
2. **Prof. J.S. Dhankhar** Head, Department of History, MDU Rohtak	Outside Expert
3. **Prof. Renu Takhur** Department of Ancient Indian History, Culture &Archaeology, Punjab University, Chandigarh	Outside Expert (Online)
4. **Dr. Archana Malik (In-Charge)** Department of History &Archaeology BPSMV	Member
5. **Dr. Seema Takran** Associate Professor, GCW , Murthal	Member (Online)
6. **Dr. Pawan Latwal** Associate Professor, GCW, Gohana	Member
7. Dr. Sheela Kumari Assistant professor BPSIHL, BPSMV Khanpur kalan	(Special Invite)
8. **Mr. Arihant Jain**	Person from industry (Online)
9. **Ms. Neelam**	Alumni Representative (Online)

The following agenda items were discussed and decided after due deliberations:

1. To approve the Proposal of Starting of Ph.D Programe in the department .
2. To approve the Scheme & Syllabus of Ph.D course work in History & Archaeology.

Sheela Kumari

24/7/24

-1871-

3. To approve the proposal of Swami Rattan Dev Regional Centre Kharal for starting M.A History Course.
4. Approve the Panel of Examiners (Ph.D) Course work.
5. Agenda item no 5 : Inclusion of paid field visits for Excavation + Exploration of Archaeological sites in ordinance of MA History & Archaeology at point no 5.1 .

Agenda Item No. 1

The PGBOS of the department of History & Archaeology considered, the agenda item regarding introduction of the Ph.D Programe in History and Archaeology. The Board deliberated on the agenda and unanimously approved the item.

Agenda Item No. 2

In the light of introduction of Ph.D programme in the department. the Board considered and approved the scheme and syllabus of Ph.D course work. In this regard the board approved this item unanimously.

Agenda Item No. 3

Consequent upon the long pending demand of the Swami Ratan Dev Kharal, the PGBOS is of the opinion that M.A in History may be introduced at Swami Ratan Dev Kharal subject to the fulfillment of other required requirements, which are to be taken care of the competent authority.

Agenda Item No. 4

The Board approved the panel of examiners for the Ph.D Course work as enclosed.

Agenda Item No. 5

The Board considered and deliberated over the agenda item no.5 regarding budget allocation for the field work including excavation and exploration in the specialization of Archaeology in 4th semester of M.A. along with its scheme of exam and syllabus. The Board also considered and enquired about the Budget allocation for the above purpose from the other state universities viz. MD University, Rohtak etc. In the light of above the Board approved the proposal regarding the allocation of budget for field work for Archaeology specialization. The Board also recommend the amount for the purpose and that amount be Rs. 100,000/- per Annum.

Shaleh kumari
DSS

24/7/24

The meeting ended with the vote of thanks to the chair.

(Prof. Ravi Bhushan) (Prof. J.S. Dhankhar) (Prof. Renu Pathur)

(Dr. Archana Malik) (Dr. Seema Takran) (Dr. Pawan Agarwal)

(Dr. Sheela Kumari) (Mr. Arihant Jain) (Ms. Neelam)

Faculty of Social Sciences
BhagatPhool Singh MahilaVishwavidyalaya, KhanpurKalan, Sonepat, Haryana

The minutes of the meeting of the Faculty of Social Sciences (FSS) held on 15.10.2024 at 1200 a.m. in the office of the Dean, FSS, BPSMV.

Members Present:

1. Prof. Ravi Bhushan, Dean, FSS
2. The Principal, TDC GCW, Murthal (Online)
3. Dr. Manju Pawar, Chairperson, Department of Social Work
4. Dr. Anju, Chairperson, Department of Economics
5. Dr. Deepali Mathur, Associate Professor, Department of Social Work
6. Dr. Rampal, Chairperson, Department of Political Science
7. Dr. Kokila Malik, in-charge, Department of Geography
8. Dr. Archana Malik, in-charge, Department of History & Archaeology
9. Deputy Registrar (Academic) (Nominee of the Registrar)

Proceedings:

Agenda 1: To discuss and approve the syllabus of SEC-01 "Basics of IT Tools" for Single Major B.A Geography (Honours) and to include the same in the University Pool of Skill Enhancement Courses (SECs)

Statement: The in-charge, Department of Geography presented the syllabus of SEC-01 "Basics of IT Tools" for single Major B.A Geography (Honours) programme offered by GCW, Sonepat. The same has been approved by the UGBOS, Geography.

Decision: Discussed & Approved

Agenda 2: To discuss and approve the modification in the title of the PhD topic of Mrs. Priyanka, Department of Economics

Statement: The Chairperson, Department of Economics apprised the house that the PhD topic of Mrs. Priyanka approved by the PGBOS included acronym 'STEM' (Science, Technology, Engineering and Mathematics). But during the academic council meeting, one of the outside experts recommended that 'STEM' be modified as #'STEMM' (Science, Technology, Engineering, Mathematics and Medicine) and the same was approved by the academic council leading to issuance of registration letter to the candidate with acronym 'STEMM' in her topic. However the Research Supervisor Prof. Surender Mor disagreed with the modified acronym and has requested that the original topic with the acronym 'STEM' be retained, considering the scope of the study.

Decision: The matter was discussed at length by the FSS and recommended to retain the title as originally approved by the PGBOS with acronym "STEM" in the topic. However the Research Supervisor and Researcher have been advised through the Chairperson for exploring the possibility of collecting and collating data on urban females employed in medicine field to facilitate comprehensive and better understanding of the research area. The observations of the academic council be once again brought to the notice of PGBOS and its concurrence be obtained.

Agenda 3: To discuss and approve the PhD topic of Ms. Manisha, research scholar in the Department of Economics

Statement: The Chairperson, Department of Economics presented the case for registration of PhD topic entitled "Intention to Use Solar Rooftops for Cooking: a study of Rural Households in Haryana" submitted by Ms. Manisha research scholar, Department of Economics. The same has been approved by the DRC & PGBOS, Economics.

Decision: Though the topic was Discussed & Approved by the FSS, however it was suggested that the word 'intention' being subjective in nature be revisited and critically evaluated during the data collection and analysis stage. Also, it was suggested that since the target group 'rural households in Haryana' appears to be too vast and open ended, the same could be limited to a controllable target group facilitating more and real time data on the subject.

Agenda 4: To discuss and approve the PhD topics for the following research scholars of the Department of Social Work

Sr. No	Research Scholar	Research Supervisor	Roll No	Topic Approved by the PGBOS
1.	Ms. Arti	Dr. Gian Chand	22041001	Utilization of Social Security Schemes by Women Workers in the Agriculture Sector in Haryana
2.	Ms. Deepa	Dr. Gian Chand	22041002	Entrepreneurship in Dairy Farming by the Women of Marginalized Sections in Haryana
3.	Ms. Kritika Singh Bawaniwal	Dr. Deepali Mathur	22041003	Exploring the Spiritual Dimensions in Social Work Education and Practice in India

Statement: The Chairperson, Department of Social Work presented the aforesaid PhD topics approved by the DSC, DRC, and PGBOS.

Decision: Discussed & Approved

Agenda 5: To discuss and approve the Minutes of the PGBOS, Department of History & Archaeology

Statement: The in-charge, Department of History & Archaeology presented the Minutes of PGBOS.

Decision: Discussed in the meeting and the FSS recommended that since there is no regular faculty member in the department of History and Archaeology, in order to introduce PhD in the Department of History and Archaeology, PhD Ordinance of the University be modified by incorporating that "all eligible research supervisors working in UTDs and other institutions of the University besides IHL shall be eligible to supervise PhD research scholars in the concerned subject".

Agenda 6: Miscellaneous

Decision: The Dean, FSS enquired about the ongoing teaching and research activities in the departments of FSS. The HODs reported that academic activities of the departments are being conducted smoothly and as such there are no problems pertaining to faculty and resources. The dean asked the HODs to maintain qualitative and rigorous standards of academics. The departments have been requested to maintain update syllabuses and ordinances of academic programmes offered by the respective departments and to post the same on University website. Also the departments are to launch newsletters and journals for the concerned subjects.

The meeting concluded with the vote of thanks proposed by the Dean, FSS.

Prof. Ravi Bhushan 15/10/24

Dr. Kokila Malik 15/10/2024

Dr. Rampal 15/10/2024

Dr. Archana Malik 15/10/24

Dr. Anju 15/10/2024

Dr. Manju ~~Pawar~~ PANWAR 15/10/

Dr. Deepali Mathur 15/10/24

Dr. Neelam Malik

Principal, TDLGCW, Murtahl

Faculty of Social Sciences
Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat, Haryana

The minutes of the meeting of the Faculty of Social Sciences (FSS) held on 20.11.2023 at 12:00 PM in the office of the Dean, FSS

Members Present

1. Prof. Ravi Bhushan, Dean, FSS
2. Dr. Manju Panwar, Chairperson, Department of Social Work
3. Dr. Archana, Chairperson, Department of History & Archaeology
4. Dr. Rampal, Chairperson, Department of Political Science & Officiating Chairperson, Department of Geography
5. Dr. Deepali Mathur, Assistant Professor, Department of Social Work
6. Dr. Anju, Assistant Professor, Department of Economics

Proceedings

Agenda 1: To change the nomenclature of M.A. Social Work programme to Master of Social Work (MSW) w.e.f. 2023-24

Statement: Consequent upon UGC's notification and recommendation of the PGBOS, the Chairperson, Department of Social Work presented the proposal to change the nomenclature of M. A. Social Work programme to Master of Social Work (MSW).

Decision: Considering the wider acceptability of the proposed nomenclature the faculty discussed and approved the proposed change of the nomenclature.

Agenda 2: To introduce Bachelors of Social Work (Hons.) with Research programme (B.S.W.) in the Department of Social Work

Statement: Consequent upon recommendation of the PGBOS, the Chairperson, Department of Social Work presented the proposal to Bachelors of Social Work (Hons.) with Research programme (B.S.W.) in the department in accordance with the recommendation of NEP-2020.

Decision: Discussed and approved

Agenda 3: Approval of the Scheme, Syllabus, Ordinance and Panel of Examiner & Paper Setters for Pre-Ph.D Course Work in the Department of Political Science

Statement: Consequent upon recommendation of the PGBOS, the Chairperson, Department of Political Science presented the Scheme, Syllabus, Ordinance and Panel of Examiner & Paper Setters for Pre-Ph.D Course Work.

Decision: The faculty discussed and recommended that the stated documents/ items be revised in line with the University's common ordinance for Ph.D and be resubmitted.

Agenda 4: To approve the revised Scheme, Syllabus, Ordinance of M.A. History & Archaeology programme, CBCS Papers and proposal of Krishna Nagar (Regional center) for starting MA History course offered by the Department of History and Archaeology.

Statement: Consequent upon recommendation of the PGBOS, the Chairperson, Department of History & Archeology presented the Scheme, Syllabus, Ordinance of M.A. History & Archaeology programme, CBCS Papers and proposal of Krishna Nagar (Regional center) for starting MA History course for discussion and approval.

Decision: Discussed and approved

Agenda 5: To introduce Ph.D. programme in the Department of History & Archeology

Statement: The Chairperson, Department of History & Archaeology presented the proposal to introduce Ph.D. program in the department from the next academic session i.e. 2024-2025.

Decision: The faculty discussed and approved the proposal in principle and asked the department to prepare accordingly.

The Dean, Faculty of Social Sciences asked the concerned Departments of Faculty of Social Sciences to submit the 1st draft of scheme and tentative structure of 04 Years U.G. Honours programme (with research in the UTDs already running PhD programme) as early as possible but not later on 30.11.2023.

The meeting concluded with the vote of thanks proposed by the Dean, FSS.

Signatures of the Members:

Prof. Ravi Bhushan

Dr. Rampal

Dr. Manju Panwar

Dr. Archana

Dr. Deepali Mathur

Dr. Anju

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

Department of Economics

CURRICULUM & SCHEME OF EXAMINATIONS
FOR
FOUR YEARS BACHELAR OF ARTS (HONS) WITH RESEARCH IN ECONOMICS
From the Academic Session 2024 - 25

First Year: First Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO-A1-101	DSC	Introductory Micro Economics	4	0	0	4	30	70	100
2	B-ECO-A2-103	DSC	Introductory Macro Economics	4	0	0	4	30	70	100
3	B-ECO-M1-105	MIC	Basic Economics	4	0	0	4	30	70	100
4	B-ECO-MDC1-107	MDC	Element of Economics	3	0	0	3	25	50	75
5	B-AEC-	AEC	University Pool				2	15	35	50
6	B-SEC-	SEC	University Pool				3	25	50	75
7	B-VAC-	VAC	University Pool				2	15	35	50
			Total Credits					**Total Marks**		

Note:- Programme will be commenced w.e.f session 2024-25

Chairperson
Dept. of Economics
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan
Sonepat, Haryana, India

First Year: Second Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- A3-102	DSC	Intermediate Micro Economics	4	0	0	4	30	70	100
2	B-ECO- A4-104	DSC	Intermediate Macro Economics	4	0	0	4	30	70	100
3	B-ECO-M2-106	MIC	Economic History of India	4	0	0	4	30	70	100
4	B-ECO-MDC2-108	MDC	Indian Economy	3	0	0	3	25	50	75
5	B-AEC-	AEC	University Pool				2	15	35	50
6	B-SEC-	SEC	University Pool				3	25	50	75
7	B-VAC-	VAC	University Pool				2	15	35	50
			Total Credits					**Total Marks**		

1880

Second Year: Third Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- A5-201	DSC	Economics of Growth and Development	4	0	0	4	30	70	100
2	B-ECO- A6-203	DSC	Indian Economy	4	0	0	4	30	70	100
3	B-ECO-M3-205	MIC	History of Economic Thought	4	0	0	4	30	70	100
4	B-ECO-MDC3-207	MDC	Basic Statistics	3	0	0	3	25	50	75
5	B-AEC-	AEC	University Pool				2	15	35	50
6	B-SEC-	SEC	University Pool				3	25	50	75
7	B-VAC-	VAC	University Pool				2	15	35	50
			Total Credits					**Total Marks**		

Note:- Programme will be commenced w.e.f session 2024-25

Chairperson
Dept. of Economics
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan
Sonepat, Haryana, India

Second Year: Fourth Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- A7-202	DSC	Development Economics	4	0	0	4	30	70	100
2	B-ECO- A8-204	DSC	International Economics	4	0	0	4	30	70	100
3	B-ECO- A9-206	DSC	Monetary Economics	4	0	0	4	30	70	100
4	B-ECO-A10-208	DSC	Public Finance-I	4	0	0	4	30	70	100
5	B-ECO-M4-210	MIC (VOC)	Statistics-1	4	0	0	4	30	70	100
6	B-AEC-	AEC	University Pool				2	15	35	50
7	B-VAC-	VAC	University Pool				2	15	35	50
			Total Credits					**Total Marks**		

Third Year: Fifth Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO-A11-301	DSC	Haryana Economy	4	0	0	4	30	70	100
2	B-ECO-A12-303	DSC	Infrastructure Economics	4	0	0	4	30	70	100
3	B-ECO-A13-305	DSC	Gender Economics	4	0	0	4	30	70	100
4	B-ECO-A14-307	DSC	Public Finance-II	4	0	0	4	30	70	100
5	B-ECO-M5-309	MIC (VOC)	Statistics-II	4	0	0	4	30	70	100
6	B-ECO-SEC-311	Internship	Internship	4	0	0	4	30	70	100
			Total Credits					**Total Marks**		

Note:- Programme will be commenced w.e.f session 2024-25

Chairperson
Dept. of Economics
B.P.S. Mahila Vishwavidyalaya
Sonepat, Haryana, India

Third Year: Six Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO-A15-302	DSC	Regional Economics	4	0	0	4	30	70	100
2	B-ECO-A16-304	DSC	Indian Financial System	4	0	0	4	30	70	100
3	B-ECO-A17-306	DSC	Economics and Law	4	0	0	4	30	70	100
4	B-ECO-A18-308	DSC	Demography	4	0	0	4	30	70	100
5	B-ECO-M6-310	MIC(VOC)	Economic Survey Techniques	4	0	0	4	30	70	100
6	B-SEC-	SEC	University Pool				2	15	35	50
			Total Credits					**Total Marks**		

1882

Fourth Year : Seventh Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- H1-401	DSC	Quantitative techniques-I	4	0	0	4	30	70	100
2	B-ECO-H2-403	DSC	Agricultural Economics	4	0	0	4	30	70	100
3	B-ECO-H3-405	DSC	Environmental Economics	4	0	0	4	30	70	100
4	B-ECO-H4-407	DSC	International Economics	4	0	0	4	30	70	100
5	B-ECO-H5-409	DSC	Computer Application in Economics	4	0	0	4	30	70	100
6	B-ECO-M7-411	MIC	Data Analysis in Economics	4	0	0	4	30	70	100
			Total Credits					**Total Marks**		

Note:- Programme will be commenced w.e.f session 2024-25

Chairperson
Dept. of Economics
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan, Sonepat, Haryana, India

Fourth Year : Eight Semester (Hons)										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- H6-402	DSC	Basic Econometrics	4	0	0	4	30	70	100
2	B-ECO-H7-404	DSC	Research Methodology	4	0	0	4	30	70	100
3	B-ECO-H8-406	DSC	Financial Economics	4	0	0	4	30	70	100
4	B-ECO-H9-408	DSC	Natural Resource Economics	4	0	0	4	30	70	100
5	B-ECO-H10-410	DSC	Behavioral Economics	4	0	0	4	30	70	100
6	B-ECO-M8-412	MIC	Economics of Development and Planning	4	0	0	4	30	70	100
			Total Credits					**Total Marks**		

1883

Fourth Year : Eight Semester(With Research)										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- H6-402	DSC	Basic Econometrics	4	0	0	4	30	70	100
2	B-ECO-H7-404	DSC	Research Methodology	4	0	0	4	30	70	100
3	B-ECO-M8-406	MIC	Economics of Development and Planning	4	0	0	4	30	70	100
4	B- ECO-SEC-408	Dissertation	Research Project/ Dissertation	12	0	0	12			300
			Total Credits					**Total Marks**		

Note:- Programme will be commenced w.e.f session 2024-25

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ECONOMICS OF GROWTH AND DEVELOPMENT

Course Code-B- ECO-A5-201

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Leaner will get basic understanding of economic growth and development with various measurements.

CO2: Learner will acquaint the relationship of poverty, inequality and development of nation.

CO3: Students will able to know how demographic indicators play a significant role in development of a nation.

CO4: Students will understand the role of government and market in allocation of resources.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Introduction to Economic Development -Economic Growth and Economic Development, Core Values of Development, Characteristics of Underdevelopment and Structural Change, Determinants of Development, Measurement of Development (PQLI, HD, GDI).

Unit-II

Poverty, Inequality and Development-Concept of Poverty: Income Poverty, Human Poverty and Measurement of Poverty: Absolute and Relative, Head-Count Index Human Poverty Index and Multidimensional Poverty Index, Measurement of Inequality: GNP and Per Capita Income, Lorenz Curve, GINI Coefficient, Economic Growth and Income Inequality: Kuznets's inverted Hypothesis, impact of inequality on development. Technical Progress: Meaning, Types of Technical Change- Neutral and Non-Neutral Technical Change.

Unit-III

Demography and Development- Demography: Meaning, Scope, Birth Rate, Death Rate and Fertility Census Data, Life Tables: Meaning and Uses, Reproductive and Child Health in India, Temporal and Spatial Variation in Sex Ratios, Crude Birth and Death Rate, Age Specific Birth and Death Rates, Standardized Birth and Death Rates, Fertility: Total Fertility Rate, Gross

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Reproduction Rate, Net Reproduction Rate and Mortality. Theory of Population: Demographic Transition and Malthusian Theory, Migration and Urbanization: Types of Migration, Factors Affecting Migration, causes and consequences of urbanization.

Unit-IV

Development Planning- Nature of Development Planning: NITI Aayog, Basic Concepts of Planning: Rationale of Planning in Developing Economies, Principles of Planning, Characteristics of Planning Process, Planning in Stages, Plan Failure, Market Economy: Role and Limitations of Market in LDCs.

Recommended Readings:

1. Thirlwall, A.P. (2011). 9th ed. Growth and Development, Palgrave Macmillan, New York.
2. Meire, G.M and Rauch, J. (2000), Leading Issues in Economic Development, Oxford University Press, New York.
3. Ghatak,S. (2003). 4th ed. Introduction to Development Economics. Routledge, London and New York.
4. Lekhi, R. K. and Singh, J. (2016). The Economy of Development and Planning. Kalyani Publications.
5. Pendse N.G.,Sarkar Sukhant. (2016), 2nd Ed, Growth and Development of Indian Economy, Global Vision Publishing House.
6. Rist, G. (2009), 3rd ed. The History' of Development: from western origins to global Academic Foundation, New Delhi.
7. Todaro, M.P. and Smith, S.C. (2017), 'Economic Development', Latest edition, Pearson publication Oxford University Press New Delhi.

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1885

INDIAN ECONOMY

Course Code – B-ECO-A6-203

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Leaner will get basic understanding of Indian Economy and its objectives and Composition in economy.

CO2: To know about the features of Indian population and role of education, health policies in Indian economy.

CO3: Learner will be acquainted with the various reform of agricultural sector in India.

CO4: Students will also understand about the industrial development and its structure/pattern in Indian development

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit-I

Poverty and Unemployment-Poverty: Meaning, Causes and Problems, Poverty Line: Relative Poverty Lines, Absolute Poverty Lines, Recent Poverty Alleviation Programs in India,Concept of Employment: Occupational Structure in Organized and Unorganized Sectors, Employment Schemes and their Impacts, Unemployment: Meaning, Types and Unemployment Schemes: Pradhan Mantri Mudra Yojana, Pradhan Mantri Rojgar ProtsahanYojana, Pradhan Mantri Garib Kalyan Yojana, National Rural Livelihood Mission, National Urban Livelihood Mission Aajeevika, National Rural Livelihoods Mission, Pradhan Mantri Kaushal Vikas Yojna.

Unit-II

Indian Tax Structure- Direct Tax: Meaning, History, Features, Objectives, Types. Indirect Tax: Meaning, Features, Objectives, Types and Recent Tax Slabs, GST: Meaning, Features, Objectives, Need and Significance in Indian Economy.

Unit-III

Economic Reforms-New Economic Policy (1991), Rationale of Economic Reforms: Liberalization, Privatization, Globalization and their Impact on Indian Economy; Banking Sector Reforms, Black Money: Meaning and its impact on Indian Economy.

1886

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Unit-IV

Foreign Trade-India's Foreign Trade Composition and Direction of Trade; BOP Scenario: FDI and its Role in Development of Indian Economy; Recent Bilateral Trade Agreements of India.

Recommended Readings:

1. Aggarwal, A.N. (2014). Indian Economy- Problems of Development & Planning, New Age Inter-national Publishers, New Delhi.
2. Virmani, A. (2014). Accelerating Growth and Poverty Reduction: A Policy Framework for India's Development.
3. Bardhan, P.K. (2010). Political Economy of Development in India, Edition 9th Oxford University Press, New Delhi.
4. Dutt, R. and Sunderam, K.P.M (2016). Indian Economy, S Chand &Co. Ltd. New Delhi.
5. Mishra, S.K &Puri, V.K. (2023). Indian Economy and its Development experience, Himalaya Publishing House, New Delhi.
6. Singhania Nitian (2024). Indian Economy, McGraw Hill, New Delhi.
7. KapilaUma(2016). Indian Economy: Policies and Performances, Edition (27th), Academic Foundation, New Delhi.

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1887

HISTORY OF ECONOMIC THOUGHT

Course Code-B- ECO-M3-205

Total Credits: 4
L - T - P
4- 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Leaner will get basic understanding of Early Period Economic Thought.
CO2: Students will understand the evolution of economic thought over a period of time.
CO3: Students will able to know contributions of Nobel Laureates in Economics.
CO4: Students will understand different Indian Economic Thought.

❖ *Notes for Examiner: There will be nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the whole syllabus. The remaining eight questions shall be from the four units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit-I

History of Economic Thought: Early Period of Economic Thought: The Greek Thought: Plato and Aristotle; Roman thought; Islamic Thought (Iba Khaldum) Main Ideas of Mercantilism and Physiocracy.

Unit-II

Classical and Neo-classical Economic Thoughts: Economic Thought of Adam Smith, Ricardo, Malthus and Mill; Robinson, Pigoue, Karl Marx and J.M. Keynes (Effective Demand, MEC).

Unit-III

Nobel Laureates in Economics: Contributions of Nobel Laureates in Economics: Samuelsson, Kuznets, Friedman, Economic thought of Amartya Sen (Poverty) and Abhijit Banerjee.

Unit-IV

Indian Economic Thought: Kautilya, Thiruvalluvar, Naoroji, Gandhi; Mahalanobis, Vinoba Bhave, Din Dayal Upadhyay, Swaminathan.

Recommended Readings:

1. Barber, W. (1977). A History of Economic Thought, Penguin Books.
2. Bell, John F. (1967). A History of Economic Thought, Ronald Press.
3. Black, R.D.C. (1986). Ideas in Economics, Barnes and Noble.
4. Blaug, M. (1985). A History of Modern Economic Analysis, Basil Blackwell, Oxford.

1888

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5. Blaug, M. (1992). Economic Theory in Retrospect, Cambridge University Press.
6. Dasgupta, A.K. (1985). Epochs of Economic Theory, Oxford University Press New Delhi.
7. Gide, C. and Rist, G. (1956). 2nd ed. A History of Economic Doctrines, George Harrop & Co., London.
8. Grey, A. and Thomson, A.E. (1980). 2nd ed. The Development of Economic Doctrine, Longman Group, London.
9. Kautilya (1992). The Arthashastra, Edited, Rearranged, Translated and Introduced by L.N. Rangarajan, Penguin Books, New Delhi.
10. Paul, R.R. History of Economic Thought, Kalyani Publication, New Delhi.
11. Roll, E. (1973). A History of Economic Thought, Faber, London.
12. Schumpeter, J.A. (1954). History of Economic Analysis, Oxford University Press, New York.
13. Seshadri, G.B. (1997). Economic Doctrines, B.R. Publishing Corporation, Delhi.

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BASIC STATISTICS

Course Code –B- ECO-MDC3-207

Total Credits: 3
L - T - P
3 - 0 - 0

External Theory Marks:50
Internal Assessment Marks: 25
Time allowed: 3hrs

Course Outcomes:

CO1: Leaner will get basic understanding of types and techniques of data collection.
CO2:It will enhance the understanding of learner on sampling procedure, sample size and various sampling error.
CO3: Students will able know various measure of average and its utility in economics
CO4: Students will also acquaint with many dispersion techniques with its significance in economics.

❖ *Notes for Examiner: **There will be** seven questions in all. Question No.1 is compulsory consisting of five short answer type questions (30-35words) carrying 2.5 marks each, set from the **whole syllabus. The remaining** six questions shall be from the **three** units, i.e., 2 questions from each of the three units carrying 12.5 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Data and Sampling- Meaning, Scope and Importance in Economics; Primary data and Secondary Data: Methods of Collection; Quantitative and Qualitative Data; Time Series, Cross Section Data and Pooled Data. Sampling Fundamentals: Basic Concepts: Sample Vs. Census; Sampling Techniques: Probability and Non-Probability Sampling; Sampling Error.

Unit -II

Classification, Tabulation and Presentation of Data- Meaning and objective of classification, Types of classification- Geographical, chronological, qualitative and Quantitative, Formulation of frequency Distribution- Discrete and Continuous, Bi-variate and two ways, Tabulation of data- role of tabulation and types of table, significance and Difference of diagram and graphs, Types of Diagram- one dimensional, two dimensional, Pie Diagram, Bar Graph, Pictorial and Cartogram, Two dimensional diagram, Graphs- Techniques of constructing graph, Graph of one and two variable, Histogram, Frequency Polygon, Ogives.

Unit- III

Measures of Central Tendency and Dispersion - Meaning and Types of Average; Arithmetic Mean, Median, Mode, Geometric Mean, Harmonic Mean.Measures of Dispersion: Range,

1890

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Quartile Deviation, Mean Deviation, Standard Deviation and Variance (along with absolute measure, the relative measure or coefficient of each type of dispersion); Coefficient of Variation; Lorenz Curve.

Recommended Readings:

1. Nagar, A.L. and Das, R.K. (1997). 2d ed. Basic Statistics, Oxford University Press, New Delhi.
2. Gupta, S.P. (2014). 43 ed. Statistical Methods, Sultan Chand and Sons, New Delhi.
3. Spiegel, M.R (1992). 3rd ed. Theory and Problems of Statistics. McGraw Hill Publication London.
4. Craxton, F.E., Cowden, D.J and Klein, S.K (1973). Applied General Statistics. Prentice Hall, New Delhi.
5. Yates, Frank, Sampling Methods for Censuses and Surveys, Charles, Griffin Co., London
6. Cocharm, W. G., Sampling Techniques, John Willey, New York. 6
7. Hansen, Hurditz and Meadow, Sample Survey Methods and Theory, John Willey New York.
8. Gupta, S. C. and Gupta, (2018). 2nd ed. Fundamentals of Statistics, Himalaya Publishing House, New Delhi

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DEVELOPMENT ECONOMICS

Course Code-B-ECO-A7-202

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Leaner will get deep insight on various growth theories.

CO2: Learners will enrich with the different concepts, theories and model of economic growth and development.

CO3: Students will able know the transformation of Indian agriculture and its linkages with development.

CO4: It will provide an understanding of various trade policies and globalization and its impacts across the globe.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Theories of Development- Classical Theory of Economic Growth: Adam Smith, David Ricardo and Karl Marx; Schumpeterian Theory of Economic Development.

Unit II

Growth Models- The Harrod-Domar Model, Solow Model, Growth Theories: Low Level Equilibrium Trap, Balanced Growth Theory and Unbalanced Growth Theory.

Unit III

Agricultural Marketing-Agriculture Markets: Meaning, Subject Matter, Aim, Functions and Importance of Agricultural Marketing in Economic Development, Classification of Markets: On the Basis of Location, Area of Coverage, Time Span, Volume of Transaction, Nature of Transaction, Number of Commodities, Degree of Competition, Nature of Commodities, Stage of Marketing. Market integration: Meaning and Types of Market Integration: Horizontal, Vertical.

Unit IV

1899

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India's Foreign Trade Policies and International Intuitions- Globalization in Historical Perspective-Waves of Globalization, World Trading Pattern and Trade Policy; Import Substitution versus Export Promotion, Restricted Trade Policy: Issues in Trade Liberalization, World Bank: Functions and Role of World Bank and its Subsidiaries in Developing Countries, IMF: Objectives and Functions of IMF.

Recommended Readings:

1. Thirlwall, A.P. (2011). 9th ed. Growth and Development, Palgrave Macmillan, New York.
2. Meire, G.M and Rauch, J. (2000), Leading Issues in Economic Development, Oxford University Press, New-York.
3. Ghatak, S. (2003). 4th ed. Introduction to Development Economics. Routledge, London and New York.
4. Lekhi, R. K. and Singh J. (2017). The Economy of Development and Planning. Kalyani Publications.
5. PendseN.G.Sarkar Sukhant.(2016),2nd Ed, Growth and Development of Indian Economy, Global Vision Publishing House.
6. Rist, G. (2009), 3rd ed. The History' of Development: from Western Origins to Global Faith.Academic Foundation, New Delhi.
7. Todaro Michael P,Stephen c. Smith(2016), 13th Ed, Economic Development, PublisherPearson.
8. Ray, Debraj (2004). 7th ed. Development Economics, Oxford University Press, New Delhi.

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INTERNATIONAL ECONOMICS

Course Code-B-ECO-A8-204

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: To get a basic understanding of the International economy and various trade theories.
CO2: To get to know about the exchange rate and balance of payment approaches.
CO3: To get to know about the various instruments of trade policy.
CO4: To get acquainted with International economic relations.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Theories of International Trade- Inter-regional and International Trade: Meaning, Differences and Similarities, Theory of Absolute Advantage, Comparative Advantage & Theory of Opportunity Costs, Mill's Theory of Reciprocal Demand, Heckscher-Ohlin Theory of International Trade, Factor Price Equalization Theorem.

Unit II

BOP and Exchange Rate- Balance of Payments: Meaning, Structure and Components; Adjustment Mechanisms of BOP: The Elasticity Approach, Absorption Approach, and Monetary Approach. Income Adjustment: Foreign Trade Multiplier, Foreign Exchange Rate: Meaning, Types and Determination of Equilibrium Exchange Rate.

Unit-III

Trade Policy Analysis- Instruments of Trade Policy; Tariffs: Meaning, Types, Effects of Tariffs; Non Tariff Barriers: Meaning & Types. Import Quotas, Dumping: Meaning, Types, Objectives and Price Determination under Dumping, Regional Trade Agreements (ASEAN, NAFTA.)

1894

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Unit-IV

International Economic Relations- International Monetary System: The Interwar Period, The Bretton Woods System, The World Trade Organization, World Bank, International Monetary Fund, The Asian Development Bank and New Development Bank

Recommended Readings:

1. Feenstra R and Taylor A. (2014). 3rd ed. International Economics, Worth Publishers.
2. Salvatore, D. L. (2014). 11th ed. International Economics: Trade and Finance, Wiley Publication.
3. Soderston, B. O. (1999). 2nd ed. International Economics, Macmillan Press Ltd. London.
4. Krugman Paul R. and Maurice (2018). 11th ed. International Economics, Theory and Policy Obstfeld-Wesley Series in Economics.
5. Pugel, T. (2015). 16th ed. International Economics, McGraw-Hill.

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MONETARY ECONOMICS

Course Code-B-ECO-A9-206

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Students will have the knowledge of historical perspective of the various forms of money and various monetary standards.

CO2: They will come to know the functions and strategies of the central bank of a country to stabilize it.

CO3: Students will have the understanding of the functions of commercial banking and know the process of credit creation done by the commercial banks.

CO4: Students will come to know the banking and non-banking financial institutions and their working for the development of the economy.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of sevenshort answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Principles and Concepts of Money-Meaning, Functions and Classifications, Gresham Law of Money, Role of Money in capitalistic, socialistic and Mixed Economy, Monetary Standards- Metallic and Paper System of Note Issue and Overview of Digital Currency, Value of Money: Quantity Theory of Money- Fisher Approach and Cambridge Approach.

Unit-II

Central Banking-Function of Central Bank, Quantitative and Qualitative Methods of Credit Control, Role and Functions of Reserve bank of India, Recent Monetary Policy.

Unit-III

Commercial Banking- Meaning and Functions of Commercial Banks, Process of Credit Creation, Evolution of Commercial Banking in India after Independence, Recent Reforms of Banking Sectors in India, Digitalization and Banking in India.

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Unit-IV

Financing Institutions of India- Concept, Objectives, Functions and Roles of Development Banks (IFCI, IDBI, NABARD, SIDCs and SIDBI), Non-Banking Financial Institutions: Concept, Role and Functions, Regulatory Framework of Financial Institutions in India, Securities and Exchange Board of India (SEBI).

Recommended Readings:

1. Paul, R. R. (2018), Monetary Economies, Kalyani Publication, Ludhiana.
2. Gupta, S.B. (2010). Monetary Economies, S. Chand & Company, New Delhi.
3. Shapiro (2013). Macroeconomics Analysis, Golgotha Publications, New Delhi
4. Ackley. (1978) macroeconomics: theory and Policy, Macmillan Publication Co. New York.
5. Diulio, A.E.(1987). Theory and Problems of Money and Banking, International Edition. 6. The Reserve bank of India (1983). The Reserve Bank of India: Functions and Working, Bombay.
6. Kulkarni, G. (2003). Modern Monetary Theory, Macmillan New Delhi.
7. Bhole, L.M. (2000). Indian Finance System, Chugh Publications, Allahabad.
8. Hanson, J.A. and Kathuria, S.(2002). India: A Financial Sector for the Twenty First Century. OUP, New Delhi.
9. Machiraju, M.R. (2010). Indian Financial System, Vikas Publishing House, New Delhi
10. Prasad, K.N.(2001). Development of India's Financial System, Sarup and Sons, New Delhi

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1897

PUBLIC FINANCE-I

Course Code-B-ECO-A10-208

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: know the scope of public finance with the role of the government.
CO2: It will enhance the analytical skills of the students about the preparation of budget through performance and zero-based budgeting.
CO3: Students will have knowledge of the sources of revenue of the government with various types of taxes.
CO4: It will make students familiar with the classification and effects of the public expenditure.
CO5: It will make the understanding of the students about the sources of public debt.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one from each unit besides the compulsory question.*

Unit – I

Introduction to Public Finance- Nature, Scope and Importance; Role of Government; Theory of Maximum Social Advantage; Private Goods; Public Goods and Merit Goods; Overview of Different Role of Government: Allocation, Stabilization and Distribution.

Unit-II

Budgetary Deficits- Concepts and Measures: Revenue Account; Capital Account; Budgetary Deficits: Fiscal deficit, Primary Deficit, Monetized Deficit, Revenue Deficit, Balanced Budget-Arguments; Zero Base Budgeting and Performance Budgeting.

Unit-III

Public Revenue and Tax-Sources of Public Revenue: Tax and Non-Tax Source, Ad Valorem and Specific Taxes, Progressive and Proportional Taxes, Direct and Indirect Taxes; GST (Goods and Services Tax): Meaning and Role of GST in Indian Economy.

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Unit-IV

Public Expenditure- Public Expenditure: Classification and Effects; Cannon of Public Expenditure, Public Expenditure and Economic Growth, Wagner's Law of Increasing State Activities; Peacock-Wiseman Hypothesis;

Recommended Readings:

1. Bhatia, H.L. (2024). 33rd ed. Public Finance, Vikas Publishing House Private Ltd.
2. Cullis, J. and Jones, P. (1998) 2nd ed. Public Finance and Public Choice, University Press.
3. Hendriks, J. and Myles, G. (2013). 2nd ed. Intermediate Public Economics, MIT Press.
4. Lekhi, R.K (2021) Public Finance, Kalyani Publication
5. Stiglitz, J. (2009). 3rd ed. Economics of the Public Sector, W. W. Norton.
6. Musgrave, Richard A. and Musgrave, Pebby B. (2024). 6th ed. Public Finance in Theory and Practice, Med Tech Science Press.
7. Government of India: GST Concept and Status as on 3rd June, 2017, Central Board o Excise and Customs, Department of Revenue, Ministry of Finance (2017)

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1899

STATISTICS-I

Course Code –B- ECO-M4-210

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Leaner will get basic understanding of types and techniques of data collection.
CO2: It will enhance the understanding of learner on sampling procedure, sample size and various sampling error.
CO3: Students will able know various measure of average and its utility in economics
CO4: Students will also acquaint with many dispersion techniques with its significance in economics.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Data and Sampling- Meaning, Scope and Importance in Economics; Primary data and Secondary Data: Methods of Collection; Quantitative and Qualitative Data; Time Series, Cross Section Data and Pooled Data. Sampling Fundamentals: Basic Concepts: Sample Vs. Census; Sampling Techniques: Probability and Non-Probability Sampling; Sampling Error.

Unit -II

Classification, Tabulation and Presentation of Data- Meaning and objective of classification, Types of classification- Geographical, chronological, qualitative and Quantitative, Formulation of frequency Distribution- Discrete and Continuous, Bi-variate and two ways, Tabulation of data- role of tabulation and types of table, significance and Difference of diagram and graphs, Types of Diagram- one dimensional, two dimensional, Pie Diagram, Bar Graph, Pictorial and Cartogram, Two dimensional diagram, Graphs- Techniques of constructing graph, Graph of one and two variable, Histogram, Frequency Polygon, Ogives.

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1900

Unit- III

Measures of Central Tendency- Meaning and Types of Average, Arithmetic Mean, Median, Mode, Geometric Mean and Harmonic Mean. Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation and Variance (along with absolute measure, the relative measure or coefficient of each type of dispersion); Coefficient of Variation; Lorenz Curve.

Unit- IV

Measures of Skewness- Pearson's Measure- Absolute Skewness, Relative Skewness, Bowley's Measures, Kelly's Measures, Moments and Measures of Kurtosis: Moments about Mean, Moments about Arbitrary Origin, Relationship between Central and Non Central Moments, relationship Between Central Moments and Moments about Origin, Moments about zero, Skewness and Kurtosis

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Recommended Readings:

1. Nagar, A.L. and Das, R.K. (1997). 2d ed. Basic Statistics, Oxford University Press, New Delhi.
2. Gupta, S.P. (2014). 43 ed. Statistical Methods, Sultan Chand and Sons, New Delhi.
3. Spiegel, M.R (1992). 3rd ed. Theory and Problems of Statistics. McGraw Hill Publication London.
4. Craxton, F.E., Cowden, D.J and Klein, S.K (1973). Applied General Statistics. Prentice Hall, New Delhi.
5. Yates, Frank, Sampling Methods for Censuses and Surveys, Charles, Griffin Co., London
6. Cocharm, W. G., Sampling Techniques, John Willey, New York. 6
7. Hansen, Hurditz and Meadow, Sample Survey Methods and Theory, John Willey New York.
8. Gupta, S. C. and Gupta, 1 (2018). 2nd ed. Fundamentals of Statistics, Himalaya Publishing House, New Delhi

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HARYANA ECONOMY

Course Code-B - ECO- A11-301

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Students will learn about the trends of Haryana Economy and sectorial distribution of State Domestic Product and Per Capita Income.

CO2: Students will learn about the effective utilization of different natural resources in Haryana development, and also impact of GST on Haryana economy.

CO3: Learner will acquaint the various reforms of agricultural sector in India.

CO4: Students will also understand about the industrial development and Indian Rural development programs in Haryana

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❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit-I

Socio Economic Indicators of Economy- Overview and Historical Perspective of Haryana Economy, Characteristics of Haryana Economy, Trends and sect oral distribution of State Domestic Product and Per Capita Income, Population and Sex Ratio, Human Resources; Importance, Size and Health Indicators, Human Development Index, Poverty Eradication Programmes.

Unit-II

Agriculture and Industry : Agriculture Growth and Performance- Trends in Production and Productivity, Changes in Cropping Pattern, Agriculture Research and Education, Major Industries in Haryana - Problems and Prospects, MSMEs- Problems and Measures, IT Industries Haryana, Industrial Policy of Haryana.

Unit-III

Unemployment and Emigration and Major Schemes- Types, Causes, Impact of Automation and AI on Employment Government Policies and Initiatives, Reverse Migration- Causes and

1902

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Policy Interventions, Trends and Patterns of Emigration, Problems and Economic Impact of Immigration,

Critical Evaluation of Haryana Government Scheme- Pradhan Mantra Surya Ghar Muft Bijali Yojana,Ayushman Bharat , Beti Bachao Beti Padao, Mudra Loan Yojana, Saksham Yuva Scheme, Pradhan Mantri Jan Arogya Yojana

Unit-IV

E-Governance and State Finance: Digital Education- Edu Stat, Dikhsa Portal Adhigam Scheme, Digital Agriculture- Soil Health Card, Meri Fasal Mera Byroa, Plan performance of Local Government and State, Structure of Revenue and expenditure of the state, Fiscal Crises-Causes and Consequences, Latest State Finance Commission

Suggested Readings

1. Dutt, R. and Sunderam, K.P.M (2016). Indian Economy, S Chand &Co. Ltd. New Delhi.
2. Mishra, S.K & Puri, V.K. (2016). Indian Economy and its development experience, Himalaya Publishing House, New Delhi.
3. Kapila, U. (2016). Indian Economy: Policies and Performances, Edition (27th), Academic Foundation, New Delhi.
4. Jalan, B. (1996). India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.
5. Gupta, SP. Three Decades of Haryana Economy, SP Publication, Shivalik Enclave, Manimajara.
6. Government of Haryana Economic Survey /Budget.
7. Government District Development Reports
8. Aggrawal, A.N. (2014). Indian Economy- Problems of Development & Planning, New Age Inter-national Publishers, New Delhi.

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INFRASTRUCTURE ECONOMICS

Course Code- B-ECO-A-12-303

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: To understand the fundamentals of economics of Infrastructure.
CO2: To illustrate the significance of governance and regulation of infrastructure.
CO3: To learn the importance of finance and to classify the social infrastructure of India.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Basics of Infrastructure- Definition, Types (Economic, Social and Physical) and Characteristics of Infrastructure Services; Infrastructure as a Public Good, The Peak Load, Off-Load Problem; Externalities in Infrastructure Development; Significance of Transport viz. Road, Water and Airways Modes, Telecommunication and Digital Infrastructure.

Unit – II

Governance and Regulation of Infrastructure- Understanding the Functioning of Various Governing Bodies and Authorities, Ministry of Road Transport and Highways, Inland Waterways Authority of India (IWAI), Airport Authority of India; Role of Infrastructure Development Corporations (NHAI) ; Coordination between Central and State Infrastructure Authorities; Public-Private Partnership (PPP); Regulatory framework for PPP Models in India.

Unit – III

Finance and Funding- Project Finance; Risk Analysis and Capital Budgeting; Financial Sustainability of Projects; Role of Financial Institutions in Infrastructure Financing; Issues and Policies in Financing of Infrastructure; Sustainability and Green financing.

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Unit – IV

Social Infrastructure- Health Services: Medical Facilities; State and Provision of Health; Drinking Water and Sanitation; Centrally Sponsored Schemes in Health, Drinking Water, and Sanitation; Issues in Privatization of Health Services.

Education: Concept and Scope of Human Resource Development; Education and Economic Growth: Progress on Universalization of Primary Education; The case for Universal, Free, Primary Education; Right to Education.

Recommended Readings:

1. Dash, L. N. (2007). Economics of infrastructure: Growth and development. Regal Publications.
2. Samanta, P. K., & Mohanty, A. K. (2005). Port infrastructure and economic development. Kalpaz Publications.
3. Date, V. (2012). Industry and infrastructure development in India since 1947. New Century Publications, 2009 Road infrastructure: Issues and implications. ICFAI University Press.
4. Indian Council of Social Science Research (ICSSR). Economics of infrastructure (Vol. IV). New Delhi: ICSSR.
5. Parikh, K. S. (Ed.). India development reports. New Delhi: Oxford University Press.
6. Blaug, M. (Ed.). (1968). Economics of education: Selected readings. London: Penguin Books.
7. McMahon, W. W. (2000). Education and development: Measuring the social benefit. Oxford: Oxford University Press.
8. Jetli, K. N., & Sethi, V. (2007). Infrastructure development in India: Post-liberalization initiatives and challenges. New Century Publications.

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GENDER ECONOMICS

Course Code-B - ECO- A13-305

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Students will enrich with various fundamentals and theories of gender development.
CO2: It will enhance understanding of leaner on impact of patriarchy and various development indices as HDI, GDI etc.
CO3: It will provide glimpse of gender discrimination especially in informal economy.
CO4: Students will be familiar to role of technology in gender progress in an economy.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit-I

Importance and Concept of Gender Studies- Defining Gender Debate on Women and Development (1970s and 1980s), Theories of Exploitation and Oppression: Status of Women in India, Women in Patriarchal and Matriarchal Societies Structures, Economic Basics and Functioning of Patriarchy in Developed Countries and LDC, Particularly India.

Unit-II

Gender And Development- Patriarchy and Development- Engendering Development Theories - Approaches to Women's Development, Indicators of Development – Gender Development Index and Gender Empowerment Measure, Demography of Female Population, Age Structure, Mortality Rate and Sex- Ratio.

Unit-II

Gender Discrimination in India- Gender Discrimination in Labour Force Participation: Occupational Segregation and Wage Differentials w.r.t. Gender Education, Skills and Trends across Regions, Factors Affecting Decision Making by Women, Property Rights; Access to and Control over Economic Resources. Economic Status and women and its impact on Work Participation Rate.

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1906

Unit-IV

Nature and Impact of Technological Development- Mechanization and its Impact on Women Work Participation, Valuation of Productive and Unproductive Work, Factor Affecting female Entry in Labour Market, Female Activities, Ecological and Environmental Concerns affecting Female Work Participation, Gender Budgeting and Women

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Recommended Readings:

1. Bhende, A.A. and Tara, Kanitkar (2019)- Principles of Population Studies'- Himalaya Publishing House, Bombay
2. Desai, J.N., Jhingan,M.L. and Bhatt, B.K.(2016), 'Demography', Vrinda Publications (P) Ltd
3. Ahluwalia,I., Kanbur,Ravi and Mohanty, P.K. (2014). `Urbanisation in India: Challenges Opportunities and the Way Forward'
4. Majumdar, P. K. (2013), ' India's Demography: Changing Demographic Scenario in India', Rawat Publications.
5. Bose, (2012), Studies in Demography, University of North Carolina
6. Majumdar, P.K (2010), Fundamentals of Demography', Rawat Publications
7. Hans Raj (2007), Population Studies', Surjeet Publication, Delhi.
8. Agarwal, S.S. (1985)- 'India's Population Problem ` - Tata McGraw Hill Publication, Bombay.
9. Government of India - (Various Reports), Census of India, New Delhi
10. http://censusindia.gov.in/
11. http://mospi.nic.in/
12. https://www.nhp.gov.in/

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GENDER ECONOMICS

Course Code-B - ECO- A13-305

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Students will enrich with various fundamentals and theories of gender development.
CO2: It will enhance understanding of leaner on impact of patriarchy and various development indices as HDI, GDI etc.
CO3: It will provide glimpse of gender discrimination especially in informal economy.
CO4: Students will be familiar to role of technology in gender progress in an economy.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit-I

Importance and Concept of Gender Studies- Defining Gender Debate on Women and Development (1970s and 1980s), Theories of Exploitation and Oppression: Status of Women in India, Women in Patriarchal and Matriarchal Societies Structures, Economic Basics and Functioning of Patriarchy in Developed Countries and LDC, Particularly India.

Unit-II

Gender And Development- Patriarchy and Development- Engendering Development Theories - Approaches to Women's Development, Indicators of Development – Gender Development Index and Gender Empowerment Measure, Demography of Female Population, Age Structure, Mortality Rate and Sex- Ratio.

Unit-II

Gender Discrimination in India- Gender Discrimination in Labour Force Participation: Occupational Segregation and Wage Differentials w.r.t. Gender Education, Skills and Trends across Regions, Factors Affecting Decision Making by Women, Property Rights; Access to and Control over Economic Resources. Economic Status and women and its impact on Work Participation Rate.

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Unit-IV

Nature and Impact of Technological Development- Mechanization and its Impact on Women Work Participation, Valuation of Productive and Unproductive Work, Factor Affecting female Entry in Labour Market, Female Activities, Ecological and Environmental Concerns affecting Female Work Participation, Gender Budgeting and Women

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Recommended Readings:

1. Bhende, A.A. and Tara, Kanitkar (2019)- Principles of Population Studies'- Himalaya Publishing House, Bombay
2. Desai, J.N., Jhingan,M.L. and Bhatt, B.K.(2016), 'Demography', Vrinda Publications (P) Ltd
3. Ahluwalia,I., Kanbur,Ravi and Mohanty, P.K. (2014). `Urbanisation in India: Challenges Opportunities and the Way Forward'
4. Majumdar, P. K. (2013), ' India's Demography: Changing Demographic Scenario in India', Rawat Publications.
5. Bose, (2012), Studies in Demography, University of North Carolina
6. Majumdar, P.K (2010), Fundamentals of Demography', Rawat Publications
7. Hans Raj (2007), Population Studies', Surjeet Publication, Delhi.
8. Agarwal, S.S. (1985)- 'India's Population Problem ` - Tata McGraw Hill Publication, Bombay.
9. Government of India - (Various Reports), Census of India, New Delhi
10. http://censusindia.gov.in/
11. http://mospi.nic.in/
12. https://www.nhp.gov.in/

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PUBLIC FINANCE-II

Course Code-B-ECO-A 14-307

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Students will know the concept and scope of public economics.
CO2: It will enhance the analytical skills of the students about the preparation of budget through performance and zero-based budgeting.
CO3: Students will have knowledge of various types of taxes and GST.
CO4: It will make students familiar with the classification and effects of the public expenditure.
CO5: students will have the knowledge about the public debt and public expenditure.

❖ *Notes for Examiner: There will be nine questions in all. Question No.1 is compulsory consisting of sevenshort answer type questions (30-35words) carrying two marks each, set from the whole syllabus. The remaining eight questions shall be from the four units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one from each unit besides the compulsory question.*

UNIT-I

Public Goods and Market Failure – Pareto Optimality and Concept of Market Failure in terms of Public Goods and Externalities, Theories of Public Goods: Voluntary Exchange Theory, Samuelson Theory of Public Goods, Major Fiscal Functions of government.

UNIT-II

Fiscal Policy–Objectives of Fiscal Policy: Full Employment, Anti Inflation, Economic Growth, Redistribution of Income and Wealth; Interdependence of Fiscal and Monetary Policies; Budgetary Deficit and Its Implications.

UNIT-III

Public Debt- Public Debt: Objectives, Classification and Sources of Public Debt, Effects of Public Debts. Public Debt Management, Public Debt and Future Generation, Burden of Public Debt.

UNIT - IV

Indian Public Finance-Centre State Financial Relations, Revenue of Union, State & Local Bodies, Grant-in-Aid State & Local Bodies, Latest Finance Commission, NITI Aayog.

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Recommended Readings:

1. Bhatia, H.L. (2024). 33rd ed. Public Finance, Vikas Publishing House Private Ltd.
2. Cullis, J. and Jones, P. (1998) 2nd ed. Public Finance and Public Choice, University Press.
3. Hendriks, J. and Myles, G. (2013). 2nd ed. Intermediate Public Economics, MIT Press.
4. Lekhi, R.K (2021) Public Finance, Kalyani Publication
5. Stiglitz, J. (2009). 3rd ed. Economics of the Public Sector, W. W. Norton.
6. Musgrave, Richard A. and Musgrave, Pebby B. (2024). 6th ed. Public Finance in Theory and Practice, Med Tech Science Press.
7. Government of India: GST Concept and Status as on 3rd June, 2017, Central Board o Excise and Customs, Department of Revenue, Ministry of Finance (2017)

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STATISTICS-II

Course Code-B- ECO-M5-309

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Leaner will get basic understanding of various estimation techniques as correlation and regression and its relevance in economics.

CO2: Learner will understand the relative measure of change in terms of index number.

CO3: Students will achieve knowledge on use of time series in forecasting and economic analysis.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one from each unit besides the compulsory question.*

Unit – I

Correlation Analysis- Correlation and Causation. Correlation-Types, Utility, Degree and its Techniques; Karl Pearson Coefficient of Correlation in Bi-variate and Individual Series, Spearman's Rank Correlation Coefficient; Properties and Uses of Correlation; Concurrent Deviation Method; Coefficient of correlation and Probable Error, condition for use of Probable Error Coefficient of Determination.

Unit II

Regression Analysis- significance and Types of Regression: Simple and Multiple Linear and Non-Linear Regressions, Regression Line and Regression Equation- Univariate and Group Data Concept and Method of Least Squares, Properties of Regression Coefficients, Difference between Correlation and Regression, Coefficient of Determination, Limitation of Regression Analysis.

Unit III

Index Numbers- Significance and Types of Index Numbers, Problems in Construction; Simple and Weighted Methods of Construction, Laspeyre's Price Index, Paasche's Price Index, Fisher's Ideal index, Time Reversal, Factor Reversal and Circular Test, Base Shifting, Splicing and

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Deflating of Index Number. Significance of Time Series Analysis, Components of Time Series, Method of Measuring Trend- Freehand and Craphical Method, Semi Averages, Moving Averages, Measurement of Seasonal Variation, Extrapolation and Interpolation

Unit IV

Probability- Significance and Types- Classical, Relative Frequency Theory, Subjective Approach, Axiomatic Approach, Theorem of Probability- Additional, Multiplication, Conditional Probability, Bayes Theorem, Mathematical Expectation, Theoretical Distribution- Significance, types, Assumptions and Properties.

Recommended Readings:

1. Nagar, A.L. and Das, R.K. (1997). 2d ed. Basic Statistics, Oxford University Press, New Delhi.
2. Gupta, S.P. (2014). 43 ed. Statistical Methods, Sultan Chand and Sons, New Delhi.
3. Spiegel, M.R (1992). 3rd ed. Theory and Problems of Statistics. McGraw Hill Publication London.
4. Craxton, F.E., Cowden, D.J and Klein, S.K (1973). Applied General Statistics. Prentice Hall, New Delhi.
5. Yates, Frank, Sampling Methods for Censuses and Surveys, Charles, Griffin Co., London
6. Cocharm, W. G., Sampling Techniques, John Willey, New York. 6
7. Hansen, Hurditz and Meadow, Sample Survey Methods and Theory, John Willey New York.
8. Gupta, S. C. and Gupta, 1 (2018). 2nd ed. Fundamentals of Statistics, Himalaya Publishing House, New Delhi

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REGIONAL ECONOMICS

Course Code-B-ECO-A15-302

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Demonstrate a comprehensive understanding of key concepts in regional economics, including regional development and spatial disparities.

CO2: Develop analytical skills required to analyze the regional economic issues.

CO3: Understand theory of regional, inter-regional and multi-regional economic growth and empirical measurement of regional growth and development at State and sub-State level.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Introduction to Regional Economics -Nature and Scope of Regional Economics - Regional Economics and Regional Science - Regional and Urban Economics: Need for a Separate Study of Regional Economics - Concept and Types of Regions: Administrative, Planning, Agri-Climatic, Economic and Functional Regions, Regional Disparity and Development.

Unit – II

Approaches to Regional Growth- Approaches to Regional Growth: Models of Regional, Inter-Regional and Multi-Regional Models; Export Base Models - Location Theory - Gravity Models - Shift Share Analysis.

Unit – III

Theories of Regional Economic Growth- Neoclassical Models - Dualistic models: Social dualism - Labour Surplus Model of Arthur Lewis- Migration and Development: Harris-Todaro - Core-Periphery Models: Myrdal's Cumulative, Paul Krugman's Model of Industrial Location and Development.

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Unit – IV

Concept and Measurement of Regional Economic Growth in India-Administrative Regions in India: State, District, Taluqa and Village; Urban and Rural regions - Concept, Definition and Measure of State Income (GSDP) - Rural and urban GDP - Differences in estimation of National Income (GDP) and State Income (GSDP) - Measurement of Inter-Regional Economic Growth at State level

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Recommended Readings:

1. Bhattacharya, B. B. and Sakthivel, S. (2004): Regional Growth and Disparity in India: Comparison of Pre- and Post-Reform Decades, Economic and Political Weekly, 39(10), pp. 1071-1077.
2. Capello Roberta. (2016). Regional Economics. Routledge (New York).
3. Richardson, Harry W. (1973): Regional Growth Theory, Macmillan.
4. Richardson, Harry W. (1970). Elements of Regional Economics. Penguin Books (New York).
5. MacKay, R. (2003): Twenty Five Years of Regional Development, Regional Studies. 37(3), pp. 303-17.
6. Hudson, R. (2007): Regions and Regional Uneven Development Forever? Some reflective Comments upon Theory and Practice, Regional Studies, 41(9), pp. 1149-1160.
7. Das, Keshab (2004): Uneven Development and Regionalism: A Critique of Received Theories, Economic and Political Weekly, 39(45), pp. 4917-4925.
8. Dholakia, R.H., Regional Disparity and Economic Growth in India.
9. Kaushik, Basu and others (eds) The Concise Oxford Companion to Economics in India, OUP, 2010.

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1415

INDIAN FINANCIAL SYSTEM

Course Code-B-ECO-A16-304

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes: After completing this course, the learner will be able to:
CO1: Understand the basic ideas and developments of Indian financial system
CO2: Understand the workings of the financial and Regulatory Institutions
CO3: Understand the basic operation of financial market and capital market
CO4: Understand various roles and functions played by Indian financial system in economic development.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of sevenshort answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one questionfrom each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit-I

Historical Background: Financial System and the Economy, Overview the History of Indian financial system, Components of Indian Financial System, Types of Financial Institutions, Financial Intermediaries, Nature and Role of Financial Institutions and Financial Markets.

Unit-II

Financial Market: Money Market - Components, Functions and Instruments, Capital Market - Primary & Secondary - Meaning, Objectives, Functions, Instruments of Capital Market, Methods of marketing Securities. **Financial Services:** Concept & Meaning, types of financial services, Hire Purchase, Mutual Funds, Merchant Banking, Leasing, Credit Rating.

Unit – III

Regulatory Institutions: RBI - Organization, objectives, role and functions, monetary policy of RBI, Functions and Objectives of SEBI and IRDA.

Unit – IV

Recent Developments in Indian Financial Sector: Objectives and Outcomes of Changing Landscape of Banking Sector in India, Insolvency and Bankruptcy Code, Alternate Source of Finance, Risk Management in Banking Sector, Financial sector reforms.

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1916

Recommended Readings:

1. Bhole, L.M. (2000). Indian Financial System, Chugh Publications. Allahabad.
2. Bhole, L.M. (2017). Financial Institutions and Markets, Tata McGraw Hill, New Delhi.
3. Hanson, J.A. and S. Kathuria(2002). India: A Financial Sector for the Twenty First Century. OUP, New Delhi.
4. Johnson, H.J. (1993). Financial Institutions and Markets, McGraw Hill, New York.
5. Khan, M.Y. (2019) 11th ed. Indian Financial System. Tata McGraw Hill, New Delhi.
6. Machiraju, M.R. (2018) 5th ed. Indian Financial Systems. VikasPublishing House. New Delhi.
7. Prasad, K.N. (2001). Development of India's Financial System. Sarup and Sons. New Delhi.
8. Mathor, B. L. (2007). Banking and Finance. Jaipur: Wide Vision Publisher
9. Phatak, V. B. (2024) 6th ed. Indian Financial System. Uttar Pradesh: Pearson publication
10. Sanwaria, F.S. (2009). Money & Banking. New Delhi: Maxford Books
11. Vaish, M. C. (2003). Monetary Theory. New Delhi. Vikas Publishing House

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ECONOMICS AND LAW

Course Code- B-ECO-A17-306

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Understand economic approach towards the law and public policy.

CO2: Understand how the law can support and, at times conflict with, the functioning of the market and the government.

CO3: Enhance critical thinking and an inter-disciplinary approach towards the Law, Economics, and policymaking.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Introduction to Law and Economics-Economic Approach to Law -History and Criticism; Interrelationship between Legal and Economic Process; Economic Efficiency in Law and Economics; Market Failure ; Coase Theorem and Related Ideas; Compensation Principle ; Social Welfare Function.

Unit – II

Law, Legal Institutions and Property-The Civil and Common Law Traditions; The Federal and State Court Systems; The Nature of Legal Dispute ;Legal Rules Evolution Process ; Economic Theory of Property; Economics of Intellectual Property.

Unit – III

Economics of Tort Law- Definition of Tort Law, Economic Theory of Tort Liability, Applications of the Economic Theory of Tort Law, Consumer Protection, Consumer Courts. Sales of Goods Act

Unit – IV

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1918

DEMOGRAPHY

Course Code-B - ECO- A18-308

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: To know about the theories of population and its relationship with Economic Development.

CO2: Leaner will get basic understanding about the measures of Population Growth like fertility, mortality, etc.

CO3: The learner will acquaint the types and forms of life tables in Indian population structure.

CO4: Students will also understand about urbanization and migration in India.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit-1

Demography -Concept and Scope, Theories of Population - Malthusian & Optimum Theory of Population & Theory of Demographic Transition, Relationship between Population and Economic Development.

Unit-II

Sources of Population Data - Population Censuses, Vital Registration, Concepts and Measures of Population Growth: Fertility - Basic Concepts, Indicators of Fertility, Mortality - Basic Concepts, Indicators of mortality, Trends and Fertility Differentials in India (rural-urban areas).

Unit-III

Life Table- Basic Concepts, Types and Forms of Life Tables, Measures of Rate of Population Growth: Arithmetic, Geometric and Exponential growth rates, Current Population Scenario and Demographic Profile of India and States, Effect of Pandemics on the Demographic Dividend in India.

Unit-IV

Urbanization and Migration-Concept of Urbanization, Socio-Economic and Environmental Consequences of Urbanization, Concept and Types of Migration, Internal Migration in India-

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Sonepat, Haryana, India

1919

Economic Role of Contract- Economic Theory of Contract; Remedies as Incentives, Formation Defenses and Performance Excuses; Applications of the Economic Theory of Contract. Specific Relief Act- 1963

Recommended Readings:

1. Burrows, P. &Veljanovski, C.G. (Eds.) (1981). The Economic Approach to Law. Butterworths, London.
2. Coase, R.H. (1993). Law and Economics at Chicago. Journal of Law and Economics, 36(1) 239-254.
3. Cooter, R. &Ulen, T. (2012). Law and Economics. Addison-Wesley (Pearson).
4. Miceli, T. J. (2004). The Economic Approach to Law. California: Stanford Economics and Finance.
5. Jain, M.P. (1990). Outlines of Indian Legal History. N.M. Tripathi (P) Ltd., Bombay.
6. Aggarwal, V.K. (2000). Bharat's Consumer Protection (Law and Practice). B.L.H. Publishers Distributors Pvt. Ltd., New Delhi.
7. Kaplow, L. &Shavell, S. (1996). Property Rules versus Liability Rules: An Economic Analysis. Harvard Law Review, 109(4), 713-790.
8. Lando, H. (1997). An Attempt to Incorporate Fairness into an Economic Model of Tort Law.
9. International Review of Law and Economics,17(4), 575-587
10. Friedman, D. (1989). The Efficient Breach Fallacy. Journal of Legal Studies, 18(1), 1-24.

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Khanpur Kalan
Sonepat, Haryana, India

1990

Trends Causes and Consequences, Theories of Migration Related to Internal Migration - Ravenstein Harris Todaro, Lewis-Fei-Ranis model.

Recommended Readings:

1. Bhende A.A. and Tara Kanitkar (2019)- Principles of Population Studies'- Himalaya Publishing House, Bombay
2. Desai, J.N., Jhingan,M.L. and Bhatt, B.K. (2016), 'Demography', Vrinda Publications (P) Ltd
3. Ahluwalia,I., Kanbur,Ravi and Mohanty, P.K, (2014)`Urbanisation in India: Challenges Opportunities and the Way Forward'
4. Majumdar, P. K. (2013), ' India's Demography: Changing Demographic Scenario in India', Rawat Publications.
5. Bose, (2012), Studies in Demography, University of North Carolina
6. Majumdar, P.K (2010), Fundamentals of Demography', Rawat Publications
7. Hans Raj (2007), Population Studies', Surjeet Publication, Delhi.
8. Government of India - (Various Reports), Census of India, New Delhi
9. http://censusindia.gov.in/
10. http://mospi.nic.in/
11. https://www.nhp.gov.in/

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Khar...
Sonepat, Haryana, India

1981

ECONOMIC SURVEY TECHNIQUES

Course Code -ECO-M6-310

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: The course will make students aware about the Indian Economic Scenario as well as help then building analytical abilities about the basic economic indicators and they will be familiarized with different sources of data base of Indian Economy.

CO2: To know about the sect oral composition and its structural change in Indian economy.

CO3: Students will familiarize with the problems of Indian economy like poverty and unemployment.

CO4: Students will also understand about the balance of payments and international economic organizations.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Database and their Classification- Statistical, Economic, Financial etc. National Income (CSO), Poverty and Unemployment, Periodic Labour Force Survey (NSSO), Money Supply and Measurement of Inflation-WPI,CPI,GDP Deflator (RBI), Economic Survey of India, Statistical Abstract of India, latest Census, Current Budget.

UNIT-II

Survey Design & Methodology- Research objectives and hypothesis formulation, Sampling techniques: Probability sampling (simple random, stratified, cluster sampling) Non-probability sampling (convenience, quota, snowball sampling) Sample size determination and statistical significance Framing and structuring survey questions (open-ended vs. closed-ended)

UNIT-III

Data Collection Methods- Primary vs. secondary data sources Survey instruments: Questionnaires Interviews (structured, semi-structured, unstructured) Focus groups ,Observation techniques Addressing biases in data collection, Data cleaning and validation coding and

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Sonepat, Haryana, India

1999

categorization of responses Data entry techniques handling missing data, Use of software for data management (Excel, SPSS, STATA, R, etc.)

UNIT-IV

Analysis & Interpretation- Descriptive statistics (mean, median, mode, variance, standard deviation), Data visualization techniques (charts, graphs, info graphics), Inferential statistics (correlation, regression, hypothesis testing) Time series analysis and trend identification Economic indicators and their measurement Interpretation of survey findings, Writing an executive summary Presentation of findings, Policy recommendations based on survey results

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Recommended Readings:

1. Aggrawal, A.N. (2014). Indian Economy- Problems of Development & Planning, New Age Inter-national Publishers, New Delhi.
2. Virmani, A. (2014). Accelerating Growth and Poverty Reduction: A Policy Framework for India's Development.
3. Bardhan, P.K. (2010). Political Economy of Development in India, Edition 9th Oxford University Press, New Delhi.
4. Dutt, R. and Sunderam, K.P.M (2016). Indian Economy, S Chand &Co. Ltd. New Delhi.
5. Mishra, S.K & Puri, V.K. (2016). Indian Economy and its development experience, Himalaya Publishing House, New Delhi.
6. Kapila, U. (2016). Indian Economy: Policies and Performances, Edition (27th), Academic Foundation, New Delhi.
7. Jalan, B. (1996). India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.
8. Economic Survey: Government of India. Latest Issue. Union Budget: Government of India. Latest Issue
9. Department of Agriculture, Cooperation & Farmers Welfare.
10. Reserve Bank of India (Latest), Handbook of Statistics on Indian Economy, Mumbai

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Chairperson
Dept. of Economics
B.P.S. Mahila Vishwavidya
Khanpur Kalan
Sonepat, Haryana, In

Revised scheme and syllabus for consideration and approval External Inbox

Chairperson, Economics
to me

4:06 PM (0 minutes ago)

Respected Dean

It is submitted that the Department of Economics has revised the scheme of Programme BA Hons with Research in Economics and Four Years BA Economics (Multidisciplinary) for the Department of Economics and affiliated Colleges of BPSMV Khanpur Kalan Sonepat as per NEP 2020 respectively. Further, the Department also drafted and approved the syllabus of 2nd and 3rd year of both schemes. So both rectified scheme and syllabus duly approved by UGBOS (Copy of Minutes Attached) has been placed to Dean FSS for consideration and approval from faculty. (copy of scheme and syllabus attached)

Regards

Dr. Anju Rani

Chairperson

Department of Economics

BPSMV Khanpur Kalan Sonepat

32 Attachments • Scanned by Gmail

NEW SCHEME- SI...

New scheme(REVI...

A5 Economics of G...

A6 Indian Econom...

A7 Development Ec...

A8 International Ec...

A9 Monetary Econ...

A10 Public Finance...

A12 Infrastructure ...

A13 Gender Econo...

A14 Public Finance...

A15 regional Econo...

A16 Indian Financi...

A17 Economics and...

A18Demography.docx

M3 History of econ...

M4 statistics I.docx

A11 Haryana Econ...

M5 Statistics-II.docx

M6 Economic Surv...

MDC3 Basic Statist...

INTERMEDIATE ..

HISTORY OF EC...

3RD basic stat.docx

INTERMEDIATE ...

M4 statistics I.docx

A5 Economics of G...

M5 Statistics-II.docx

Indian eco 6th.docx | Public finance 6th.... | Data analysis 6th.d... | New Doc 12-16-202...

Dean Faculty of Social Sciences 1:18 AM (1 hour ago)

Esteemed Members Greetings I have great pleasure in sharing the above said Agenda for approval In view of the above all documents attached herewith for your kin

chairperson geography geography Thu, Feb 13, 11:22 AM (0 minutes ago)

approved

chairperson history history Thu, Feb 13, 11:27 AM (0 minutes ago)

Respected sir/Madam Approved as proposed. Thanks and Regards Dr.Archana Malik Incharge History & Archaeology

Chairperson, Economics Thu, Feb 13, 11:30 AM (0 minutes ago)

Respected DeanAttached agenda is considered and approved as proposed.

gcw madlauda Thu, Feb 13, 11:30 AM (0 minutes ago)

To, Subject: Approval for forwarding agenda and documents to Academic Council meeting Respected Prof. Ravi Bhushan, With reference to the agenda and documents s

Deepali Mathur Thu, Feb 13, 11:44 AM (0 minutes ago)

Approved as proposed Warm regards Dr. Deepali Mathur Associate Professor Department of Social Work

Dr Varuna Tehlan Dahiya Department of Psychology Thu, Feb 13, 11:45 AM (0 minutes ago)

Dear Sir It is approved as proposed. Regards Dr Varuna Tehlan Dahiya Chairperson Department of Psychology BPSMV Khanpur Kalan Sonipat

chairperson political science Thu, Feb 13, 12:08 PM (0 minutes ago)

Chairperson Deptt. of Political Science

Social Work Thu, Feb 13, 12:15 PM (0 minutes ago)

to chairperson, me, Department, Ravi, Rampal, Archana, anjurani.bps, manju, Deepali, ar, kokila, GCW, Economics, gcw, chairperson, chairperson

Respected Members

Approved.

Warm regards

Dr Manju Panwar
Chairperson,

Dept of Social Work

BPS Women University

Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>

Revised scheme and syllabus for consideration and approval

TDLGCW MURTHAL <gcwmurthal@gmail.com> Thu, Feb 13, 2025 at 12:15 PM
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>

Respected Sir/Madam,

Approved as proposed.

Principal
Tau Devi Lal Govt College for Women
Murthal Sonepat

On Thu, 13 Feb, 2025, 11:15 am Dean Faculty of Social Sciences, <deanfss@bpswomenuniversity.ac.in> wrote:
[Quoted text hidden]

1951

Bhagat Phool Singh Mahila Vishwavidyalaya Khanpur Kalan

Department of Economics

CURRICULUM & SCHEME OF EXAMINATIONS
FOR
FOUR YEAR __BA Economics (Multidisciplinary_____ PROGRAMME
From the Academic Session 2024 - 25

First Year: First Semester

Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- A1-101	DSC	Introductory Micro Economics	4	0	0	4	30	70	100
2	B-ECO-M1-103	MIC	Basic Economics	2	0	0	2	15	35	50
3	B-ECO-MDC1-105	MDC	Element of Economics	3	0	0	3	25	50	75
4	B-AEC	AEC	University Pool				2	15	35	50
5	B-SEC	SEC	University Pool				3	25	50	75
6	B-VAC	VAC	University Pool				2	15	35	50
			Total Credits					**Total Marks**		

Note:- Programme will be commenced w.e.f session 2024-25

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Sonepat, Haryana, India

First Year: Second Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO-A2-102	DSC	Introductory Macro Economics	4	0	0	4	30	70	100
2	B-ECO-M2-104	MIC	Economic History of India	2	0	0	2	15	35	50
3	B-ECO-MDC2-106	MDC	Indian Economy	3	0	0	3	25	50	75
4	B-AEC	AEC	University Pool				2	15	35	50
5	B-SEC	SEC	University Pool				3	25	50	75
6	B-VAC	VAC	University Pool				2	15	35	50
			Total Credits					**Total Marks**		

Second Year: Third Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- A3-201	DSC	Intermediate Micro Economics	4	0	0	4	30	70	100
2	B-ECO-M3-203	MIC	History of Economic Thought	4	0	0	4	30	70	100
3	B-ECO-MDC3-205	MDC	Basic Statistics	3	0	0	3	25	50	75
4	B-AEC	AEC	University Pool				2	15	35	50
5	B-SEC	SEC	University Pool				3	25	50	75
			Total Credits					**Total Marks**		

Note:- Programme will be commenced w.e.f session 2024-25

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Sonepat, Haryana, India

Second Year: Fourth Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- A4-202	DSC	Intermediate Macro Economics	4	0	0	4	30	70	100
2	B-ECO-M4-204	MIC (VOC)	Statistics-1	4	0	0	4	30	70	100
3	B-AEC	AEC	University Pool				2	15	35	50
4	B-VAC	VAC	University Pool				2	15	35	50
			Total Credits					**Total Marks**		

Third Year: Fifth Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- A5-301	DSC	Economics of Growth and Development	4	0	0	4	30	70	100
2	B-ECO-M5-303	MIC (VOC)	Statistics-II	4	0	0	4	30	70	100
3	B-ECO-SEC-305	Internship					4	30	70	100
			Total Credits					**Total Marks**		

Note:- Programme will be commenced w.e.f session 2024-25

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Khanpur Kalan
Sonepat, Haryana, India

Third Year: Six Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- A6-302	DSC	Indian Economy	4	0	0	4	30	70	100
2	B-ECO-M6-304	MIC	Public Finance	4	0	0	4	30	70	100
3	B-ECO-M7-306	MIC (VOC)	Data Analysis in Economics	4	0	0	4	30	70	100
			Total Credits					**Total Marks**		

Fourth Year : Seventh Semester										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- H1-401	DSC	Quantitative techniques-I	4	0	0	4	30	70	100
2	B-ECO-H2-403	DSC	Agricultural Economics	4	0	0	4	30	70	100
3	B-ECO-H3-405	DSC	Environmental Economics	4	0	0	4	30	70	100
4	B-ECO-H4-407	DSC	International Economics	4	0	0	4	30	70	100
5	B-ECO-H5-409	DSC	Computer Application in Economics	4	0	0	4	30	70	100
6	B-ECO-M8-411	MIC	Economics of Development and Planning	4	0	0	4	30	70	100
			Total Credits					**Total Marks**		

Note:- Programme will be commenced w.e.f session 2024-25

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Sonepat, Haryana, India

Fourth Year : Eight Semester (Hons)										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- H6-402	DSC	Basic Econometrics	4	0	0	4	30	70	100
2	B-ECO-H7-404	DSC	Research Methodology	4	0	0	4	30	70	100
3	B-ECO-H8-406	DSC	Financial Economics	4	0	0	4	30	70	100
4	B-ECO-H9-408	DSC	Natural Resource Economics	4	0	0	4	30	70	100
5	B-ECO-H10-410	DSC	Behavioral Economics	4	0	0	4	30	70	100
6	B-ECO-M9-412	MIC	Data Analytics	4	0	0	4	30	70	100
			Total Credits					**Total Marks**		

Fourth Year : Eight Semester (With Research)										
Sr. No.	Course Code	Course Type	Course Title	Workload			Credits	Division of Marks		
				L	P	T		Internal Marks	External Marks	Total Marks
1	B-ECO- H6-402	DSC	Basic Econometrics	4	0	0	4	30	70	100
2	B-ECO-H7-404	DSC	Research Methodology	4	0	0	4	30	70	100
3	B-ECO-M9-412	MIC	Data Analytics	4	0	0	4	30	70	100
4	B- ECO-SEC-406	Dissertation	Research Project/ Dissertation				12			300
			Total Credits					**Total Marks**		

Note:- Programme will be commenced w.e.f session 2024-25

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INTERMEDIATE MICRO ECONOMICS

Course Code - B-ECO-A3-201

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Learner will be able to understand the concept of perfectly competitive and monopoly market and product pricing

CO2:Learner will be able to understand the concept of monopolistic competition and oligopoly market and product pricing

CO3: Learner will be able to understand the concept of oligopoly market and product pricing in collusive and non-collusive market

CO4: Learner will be able to understand the concepts factor price determination and its various theories.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of sevenshort answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Perfect competition & Monopoly- Perfect competition: Meaning, Characteristics Equilibrium of firm and industry in short run and long run, Time element. Monopoly: Meaning, Characteristics, Equilibrium in Short run and long run; Price Discriminating Monopoly.

Unit – II

Monopolistic Competition-Meaning, Characteristics and Equilibrium of Firm and Industry in Short Run and Long Run; Product Differentiation; Selling Costs, Excess Capacity; Comparison with Perfect Competition and Comparison with Monopoly.

Unit – III

Oligopoly- Meaning and Characteristics; Cournot's and Bertrand's Duopoly Model; Price Rigidity Model; Cartels (Joint profit Maximisation and Market Sharing Cartels) and Price Leadership Model.

Unit – IV

Theories of Distribution- Ricardian Theory of Rent; Modern Theory of Rent, Quasi rent; Interest: Classical and Keynesian; Profit: Risk Theory, Dynamic Theory, Schumpeter's Innovation Theory, and Uncertainty Bearing Theory.

1929

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Sonepat, Haryana, India

Recommended Readings:

1. Ahuja, H. L(2012), Ucchatar Arthik Siddhant, S. Chand& Company, New Delhi.
2. Dwivedi, D.N (2011), Microeconomics – Theory & Applications, Pearson.
3. Koutsoyiannis, A.(1979),Modern Microeconomics,(2nd Edition),Macmillan Press, London.
4. Mankiw, N.G. (2012),Principles of Microeconomics, (6th Edition), South-Western CengageLearnings
5. Salvatore D. (2006),Microeconomics-Theory and Applications,Oxford University Press.
6. Varian,H. (2003),Intermediate Microeconomics, East-West Press.
7. Chopra P.N., Micro Economics, Kalyani

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HISTORY OF ECONOMIC THOUGHT

Course Code-B-ECO-M3-203

Total Credits: 4
L - T - P
4- 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Learner will be able to understand and aware about the development of economic concepts in each period.

CO2: Learner will be able to understand about various economic thoughts which were a response to contemporary economic problems and policy issues as much as it was a self-conscious attempt to refine our understanding of economic phenomenon.

CO3: This course would enable the student to understand how modern-day economics came to be what it is.

CO4: This paper aimed to enhance learners understanding about background of current economic concepts developed in India.

❖ *Notes for Examiner: There will be nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the whole syllabus. The remaining eight questions shall be from the four units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit 1

History of Economic Thought- Introduction: Meaning and Importance of History of Economic Thought. early period economic thoughts- Plato and Aristotle thoughts, Roman thought, Islamic thoughts (Iba Khaldum). Main Economic Ideas of Mercantilists and Physiocrats.

Unit -II

Classical and Neoclassical Thoughts- Classical Thought: Adam Smith (division of labour, theory of value, capital accumulation, distribution, views on trade) Ricardo, Economic ideas of J.B. Say, Malthus (theory of population) and J S Mill; Marshall as a great synthesizer, Pigou (Welfare economics), Karl Marx (dynamics of social change, theory of value, surplus value, profit, and crisis of capitalism) and Economic Ideas of J. M. Keynes.

Unit -III

Nobel Laureates in Economics- Contribution of Nobel laureates in economics: Kuznet, Friedman, Samuelson, Economic thought of Amartya Sen (Poverty) and Abhijit Banerjee.

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Khanpur Kalan
Sonepat, Haryana, India

Unit –IV

Indian Economic Thought- Kautilya, Thiruvalur, Naoroji, Mahatma Gandhi, J.K. Mehta, Mahalonobis, Viniba Bhave, Swaminathan.

Recommended Readings:

1. Blackhouse, R. (1985), A History of Modern Economic Analysis, Basil Blackwell, Oxford.
2. Ganguli, B.N. (1977), Indian Economic Thought: A 19th Century Perspective, Tata McGraw Hill, New Delhi.
3. Gide, C. and G. Rist (1956), A History of Economic Doctrines, (2nd Edition), George Harrop & Co., London. Economics 42
4. Grey, A. and A.E. Thomson (1980), The Development of Economic Doctrine, (2nd Edition), Longman Group, London.
5. Harney, L. H. (1949) History of Economic Thought
6. Kautilya (1992), The Arthashastra, Edited, Rearranged, Translated and Introduced by L.N. Rangaranjan, Penguin Books, New Delhi.
7. Mandel, E. (1968) Marxist Economic Theory.
8. Roll, E. (1973), A History of Economic Thought, Faber, London.
9. Schumpeter, J.A. (1954), History of Economic Analysis, Oxford University Press, New York.
10. Seshadri, G.B. (1997), Economic Doctrines, B.R. Publishing Corporation, Delhi.

Chairperson
Dept. of Economics
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan
Sonepat, Haryana, India

1932

BASIC STATISTICS
Course Code - B-ECO-MDC3-205

Total Credits: 3
L - T - P
3 - 0 - 0

External Theory Marks: 25
Internal Assessment Marks: 50
Time allowed: 3hrs

Course Outcomes:
CO1: Learner will be able to understand and aware about the basic meaning and concepts of statistics.
CO2: Learner will be able to understand, calculate and infer the basic numerical and economical phenomena which are extensively used in day-to-day economic activities.
CO3: Learner will be able to understand, calculate and infer the impact of various economic changes on economically and commercially aspects.

❖ *Notes for Examiner: **There will be** seven questions in all. Question No.1 is compulsory consisting of five short answer type questions 2.5 marks each, set from the **whole syllabus. The remaining** six questions shall be from the **three** units, i.e., 2 questions from each of the four units of 12.5 marks each. The examinees have to attempt one question from each unit beside the compulsory question.*

Unit I
Introduction of Statistics- Meaning, Scope and Limitations, Data: Meaning, Types, Sources, Techniques of Data Collection, Sampling: Sampling versus Census, Sampling techniques.

Unit II
Measures of Central Tendency- Arithmetic Mean, Median and Mode. Measures of Dispersion: Range, Quartile Deviations, Mean Deviations, Standard Deviation and Lorenz Curve.

Unit III
Correlation and Index Number- Meaning, type and Methods- Scattered Diagrams, Graphic Method, Coefficient of correlation: Karl Pearson and Rank correlation, Index Number: Definition, Characteristics, Problem in Construction of Index Number, Uses of Index numbers, Laspyere's, Passche's and Fisher's Ideal Index Numbers.

Recommended Readings:

1. Nagar, A.L. and Das, R.K. (1997). 2d ed. Basic Statistics, Oxford University Press, New Delhi.
2. Gupta, S.P. (2014). 43rd ed. Statistical Methods, Sultan Chand and Sons, New Delhi.
3. Spiegel, M.R (1992). 3rd ed. Theory and Problems of Statistics. McGraw Hill Publication London.

Chairperson
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1933

4. Craxton, F.E., Cowden, D.J and Klein, S.K (1973). Applied General Statistics. Prentice Hall, New Delhi.
5. Yates, Frank, Sampling Methods for Censuses and Surveys, Charles, Griffin Co., London
6. Cocharm, W. G., Sampling Techniques, John Willey, New York. 6
7. Hansen, Hurditz and Meadow, Sample Survey Methods and Theory, John Willey New York.
8. Gupta, S. C. and Gupta, (2018). 2nd ed. Fundamentals of Statistics, Himalaya Publishing House, New Delhi

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Chairperson
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Khanpur Kalan
Sonepat, Haryana, India

INTERMEDIATE MACRO ECONOMICS

Course Code- B-ECO-A4-202

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Learner will be able to understand various theories of consumption and investment and their importance in economy.

CO2: Learner will be able to understand the concepts of aggregate demand and supply in detail.

CO3: Learner will be able to understand the relation between inflation and employment and strategies/polices to control over them.

CO4: Learner will be able to understand the trade cycles and their phases through various theories in the economy

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❖ *Notes for Examiner: There will be nine questions in all. Question No.1 is compulsory consisting of sevenshort answer type questions (30-35words) carrying two marks each, set from the* ***whole syllabus. The remaining*** *eight questions shall be from the* ***four*** *units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit I

Theories of Consumption and Investment- Keynesian Psychological Law of Consumption, Absolute Income Hypothesis, Relative Income Hypothesis, Permanent Income Hypothesis, Life Cycle Hypothesis.

Unit II

The Aggregate Demand and Supply-Aggregate Demand and Supply Analysis; The Keynesian Aggregate Demand, Effective Demand Analysis, Inflation: Demand Pull, Cost Push and Mark up; Effects of Inflation on Production, Consumption and Income Distribution.

Unit III

Fiscal and Monetary Policy- Objectives, Instruments and Operations, Effectiveness of Monetary and Fiscal Policies in Boom and Depression, Liquidity Trap and Ineffectiveness of Monetary Policy, Trade-off between Unemployment and Inflation (Phillips Curve), Stagflation.

Unit IV

Investment and Trade Cycles- Theories of Investment (Jorgensen); Accelerator, Super Multiplier; Trade Cycle: Characteristics and Phases; Theories of Trade Cycles (Schumpeter, Hicks and Samuelson).

1935

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Recommended Readings:

1. Froyen, R.T.(2008).10th ed. Macro economics: Theory and policies, Prentice Hall.
2. Mankiw, N.G.(2006).4th ed. Principles of Macroeconomics, Cengage Learning Publication.
3. Gardner, A. (1978). Macroeconomics, Theory and Policy, MacmillanLibrary.
4. Shapiro, E. (2003). 5th ed. Macroeconomic Analysis, Galgotia Publications New Delhi.
5. Rana and Verma, (2015). Macroeconomic Analysis, Vishalpublications.
6. Mankiw, N. G. (2000). Macroeconomics, Macmillan Worth Publishers 4th Edition.
7. Taylor, L. (1983). Structuralist Macroeconomics, Basic Books, NewLongman.

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STATISTICS-I

Course Code –B- ECO-M4-204

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Leaner will get basic understanding of types and techniques of data collection.
CO2: It will enhance the understanding of learner on sampling procedure, sample size and various sampling error.
CO3: Students will able know various measure of average and its utility in economics
CO4: Students will also acquaint with many dispersion techniques with its significance in economics.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Data and Sampling- Meaning, Scope and Importance in Economics; Primary data and Secondary Data: Methods of Collection; Quantitative and Qualitative Data; Time Series, Cross Section Data and Pooled Data. Sampling Fundamentals: Basic Concepts: Sample Vs. Census; Sampling Techniques: Probability and Non-Probability Sampling; Sampling Error.

Unit -II

Classification, Tabulation and Presentation of Data- Meaning and objective of classification, Types of classification- Geographical, chronological, qualitative and Quantitative, Formulation of frequency Distribution- Discrete and Continuous, Bi-variate and two ways, Tabulation of data- role of tabulation and types of table, significance and Difference of diagram and graphs, Types of Diagram- one dimensional, two dimensional, Pie Diagram, Bar Graph, Pictorial and Cartogram, Two dimensional diagram, Graphs- Techniques of constructing graph, Graph of one and two variable, Histogram, Frequency Polygon, Ogives.

1937

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Unit- III

Measures of Central Tendency- Meaning and Types of Average, Arithmetic Mean, Median, Mode, Geometric Mean and Harmonic Mean. Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation and Variance (along with absolute measure, the relative measure or coefficient of each type of dispersion); Coefficient of Variation; Lorenz Curve.

Unit- IV

Measures of Skewness- Pearson's Measure- Absolute Skewness, Relative Skewness, Bowley's Measures, Kelly's Measures, Moments and Measures of Kurtosis: Moments about Mean, Moments about Arbitrary Origin, Relationship between Central and Non Central Moments, relationship Between Central Moments and Moments about Origin, Moments about zero, Skewness and Kurtosis

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Recommended Readings:

1. Nagar, A.L. and Das, R.K. (1997). 2d ed. Basic Statistics, Oxford University Press, New Delhi.
2. Gupta, S.P. (2014). 43 ed. Statistical Methods, Sultan Chand and Sons, New Delhi.
3. Spiegel, M.R (1992). 3rd ed. Theory and Problems of Statistics. McGraw Hill Publication London.
4. Craxton, F.E., Cowden, D.J and Klein, S.K (1973). Applied General Statistics. Prentice Hall, New Delhi.
5. Yates, Frank, Sampling Methods for Censuses and Surveys, Charles, Griffin Co., London
6. Cocharm, W. G., Sampling Techniques, John Willey, New York. 6
7. Hansen, Hurditz and Meadow, Sample Survey Methods and Theory, John Willey New York.
8. Gupta, S. C. and Gupta, 1 (2018). 2nd ed. Fundamentals of Statistics, Himalaya Publishing House, New Delhi

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ECONOMICS OF GROWTH AND DEVELOPMENT

Course Code-B- ECO-A5-301

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Leaner will get basic understanding of economic growth and development with various measurements.

CO2: Learner will acquaint the relationship of poverty, inequality and development of nation.

CO3: Students will able to know how demographic indicators play a significant role in development of a nation.

CO4: Students will understand the role of government and market in allocation of resources.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit – I

Introduction to Economic Development -Economic Growth and Economic Development, Core Values of Development, Characteristics of Underdevelopment and Structural Change, Determinants of Development, Measurement of Development (PQLI, HD, GDI).

Unit-II

Poverty, Inequality and Development-Concept of Poverty: Income Poverty, Human Poverty and Measurement of Poverty: Absolute and Relative, Head-Count Index Human Poverty Index and Multidimensional Poverty Index, Measurement of Inequality: GNP and Per Capita Income, Lorenz Curve, GINI Coefficient, Economic Growth and Income Inequality: Kuznets's inverted Hypothesis, impact of inequality on development. Technical Progress: Meaning, Types of Technical Change- Neutral and Non-Neutral Technical Change.

Unit-III

Demography and Development- Demography: Meaning, Scope, Birth Rate, Death Rate and Fertility Census Data, Life Tables: Meaning and Uses, Reproductive and Child Health in India, Temporal and Spatial Variation in Sex Ratios, Crude Birth and Death Rate, Age Specific Birth and Death Rates, Standardized Birth and Death Rates, Fertility: Total Fertility Rate, Gross

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Reproduction Rate, Net Reproduction Rate and Mortality. Theory of Population: Demographic Transition and Malthusian Theory, Migration and Urbanization: Types of Migration, Factors Affecting Migration, causes and consequences of urbanization.

Unit-IV

Development Planning- Nature of Development Planning: NITI Aayog, Basic Concepts of Planning: Rationale of Planning in Developing Economies, Principles of Planning, Characteristics of Planning Process, Planning in Stages, Plan Failure, Market Economy: Role and Limitations of Market in LDCs.

Recommended Readings:

1. Thirlwall, A.P. (2011). 9th ed. Growth and Development, Palgrave Macmillan, New York.
2. Meire, G.M and Rauch, J. (2000), Leading Issues in Economic Development, Oxford University Press, New York.
3. Ghatak,S. (2003). 4th ed. Introduction to Development Economics. Routledge, London and New York.
4. Lekhi, R. K. and Singh, J. (2016). The Economy of Development and Planning. Kalyani Publications.
5. Pendse N.G.,Sarkar Sukhant. (2016), 2nd Ed, Growth and Development of Indian Economy, Global Vision Publishing House.
6. Rist, G. (2009), 3rd ed. The History' of Development: from western origins to global Academic Foundation, New Delhi.
7. Todaro, M.P. and Smith, S.C. (2017), 'Economic Development', Latest edition, Pearson publication Oxford University Press New Delhi.

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STATISTICS-II

Course Code-B- ECO-M5-303

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Leaner will get basic understanding of various estimation techniques as correlation and regression and its relevance in economics.

CO2: Learner will understand the relative measure of change in terms of index number.

CO3: Students will achieve knowledge on use of time series in forecasting and economic analysis.

❖ ***Notes for Examiner: There will be*** *nine questions in all. Question No.1 is compulsory consisting of seven short answer type questions (30-35words) carrying two marks each, set from the* ***whole syllabus. The remaining*** *eight questions shall be from the* ***four*** *units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one from each unit besides the compulsory question.*

Unit – I

Correlation Analysis- Correlation and Causation. Correlation-Types, Utility, Degree and its Techniques; Karl Pearson Coefficient of Correlation in Bi-variate and Individual Series, Spearman's Rank Correlation Coefficient; Properties and Uses of Correlation; Concurrent Deviation Method; Coefficient of correlation and Probable Error, condition for use of Probable Error Coefficient of Determination.

Unit II

Regression Analysis-significance and Types of Regression: Simple and Multiple Linear and Non-Linear Regressions, Regression Line and Regression Equation- Univariate and Group Data Concept and Method of Least Squares, Properties of Regression Coefficients, Difference between Correlation and Regression, Coefficient of Determination, Limitation of Regression Analysis.

Unit III

Index Numbers- Significance and Types of Index Numbers, Problems in Construction; Simple and Weighted Methods of Construction, Laspeyre's Price Index, Paasche's Price Index, Fisher's Ideal index, Time Reversal, Factor Reversal and Circular Test, Base Shifting, Splicing and

1941

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Deflating of Index Number. Significance of Time Series Analysis, Components of Time Series, Method of Measuring Trend- Freehand and Craphical Method, Semi Averages, Moving Averages, Measurement of Seasonal Variation, Extrapolation and Interpolation

Unit IV

Probability- Significance and Types- Classical, Relative Frequency Theory, Subjective Approach, Axiomatic Approach, Theorem of Probability- Additional, Multiplication, Conditional Probability, Bayes Theorem, Mathematical Expectation, Theoretical Distribution- Significance, types, Assumptions and Properties.

Recommended Readings:

1. Nagar, A.L. and Das, R.K. (1997). 2d ed. Basic Statistics, Oxford University Press, New Delhi.
2. Gupta, S.P. (2014). 43 ed. Statistical Methods, Sultan Chand and Sons, New Delhi.
3. Spiegel, M.R (1992). 3rd ed. Theory and Problems of Statistics. McGraw Hill Publication London.
4. Craxton, F.E., Cowden, D.J and Klein, S.K (1973). Applied General Statistics. Prentice Hall, New Delhi.
5. Yates, Frank, Sampling Methods for Censuses and Surveys, Charles, Griffin Co., London
6. Cocharm, W. G., Sampling Techniques, John Willey, New York. 6
7. Hansen, Hurditz and Meadow, Sample Survey Methods and Theory, John Willey New York.
8. Gupta, S. C. and Gupta, 1 (2018). 2nd ed. Fundamentals of Statistics, Himalaya Publishing House, New Delhi

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INDIAN ECONOMY

Course Code - B-ECO-A6-302

Total Credits: 4
L - T - P
4 - 0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Learner will be able to understand about the basic structure of Indian Economy.
CO2: Learner will be able to understand about the basic issues in Indian Agriculture.
CO3: Learner will be able to understand the polices, trends and phases of Industrial Development after Independence in India.
CO4: Learner will be able to understand the economic reforms initiated by the government for the development of the Indian economy.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of sevenshort answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit I

Structure of Indian Economy- Characteristics of Indian Economy; Demographic features of Indian Population; Planning in India: objectives, achievements and failure; Problems of Unemployment, Poverty, and Income Inequality in India.

Unit II

Basic Issues in Indian Agriculture- Role of Agriculture in Indian Economy; Policies for Agriculture Development; Land reforms, Green Revolution; Agricultural Subsidies and Food Security in India; WTO and India Agriculture.

Unit II

Industrial Developments in India- Industrial Development in India: Objective & Pattern; Industrial Policy of 1948, 1956 and Recent Industrial Policy; Public Sector: Role, Performance in India and disinvestment.

Unit IV

Economic Reforms- New Economic Policy (1991): Liberalization, Privatization, Globalization, and Foreign Direct Investment. Current Monetary and Fiscal Policy in India.

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1943

Recommended Readings:

1. Aggarwal, A.N. (2014). Indian Economy- Problems of Development & Planning, New Age Inter-national Publishers, New Delhi.
2. Virmani, A. (2014). Accelerating Growth and Poverty Reduction: A Policy Framework for India's Development.
3. Bardhan, P.K. (2010). Political Economy of Development in India, Edition 9th Oxford University Press, New Delhi.
4. Dutt, R. and Sunderam, K.P.M (2016). Indian Economy, S Chand &Co. Ltd. New Delhi.
5. Mishra, S.K &Puri, V.K. (2023). Indian Economy and its Development experience, Himalaya Publishing House, New Delhi.
6. SinghaniaNitian(2024). Indian Economy, McGraw Hill, New Delhi.
7. Kapila Uma(2016). Indian Economy: Policies and Performances, Edition (27th), Academic Foundation, New Delhi.

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PUBLIC FINANCE

Course Code- B-ECO-M6-304

Total Credits: 4
L - T - P
4–0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Learner will be able to understand and aware about Public Finance and Role of Govt.
CO2: Learner will be able to understand various fiscal key indicators and Budget.
CO3: Learner will be able to understand various kinds of revenue sources of government and their impacts.
CO4: Learner will be able to understand various kinds of expenditures, debts and center-state finance relations and their impacts on the economy.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of sevenshort answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit-I

Introduction to Public Finance-Nature, Scope and Importance; Role of Government; Private Goods; Public Goods and Merit Goods; Overview of Different Role of Government: Allocation, Stabilization and Distribution.

Unit-II

Budgetary Deficits-Concepts and Measures: Revenue Account; Capital Account; Budgetary Deficits: Fiscal deficit, Primary Deficit, Monetized Deficit, Revenue Deficit, Balanced Budget- Arguments; Zero Base Budgeting and Performance Budgeting. Budget Making Process in India.

Unit-III

Public Revenue and Tax- Sources of Public Revenue: Tax and Non-Tax Source, Ad Valorem and Specific Taxes, Progressive and Proportional Taxes, Direct and Indirect Taxes; GST (Goods and Services Tax): Meaning and Role of GST in Indian Economy, Approaches to Tax Equity: Benefit Principle; Ability to Pay Principle; Theory of Incidence of Taxes.

Unit-IV

Public Expenditure and Public Debts- Public Expenditure: Classification and Effects; Cannon of Public Expenditure, Wagner's Law of Increasing State Activities; Peacock-Wiseman Hypothesis; Public Debts-External and Internal; Central-State Financial Relations, Latest Finance commission.

6

1945

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Recommended Readings:

1. Bhatia, H.L. (2024). 33rd ed. Public Finance, Vikas Publishing House Private Ltd.
2. Cullis, J. and Jones, P. (1998) 2nd ed. Public Finance and Public Choice, University Press.
3. Hendriks, J. and Myles, G. (2013). 2nd ed. Intermediate Public Economics, MIT Press.
4. Lekhi, R.K (2021) Public Finance, Kalyani Publication
5. Stiglitz, J. (2009). 3rd ed. Economics of the Public Sector, W. W. Norton.
6. Musgrave, Richard A. and Musgrave, Pebby B. (2024). 6th ed. Public Finance in Theory and Practice, Med Tech Science Press.
7. Government of India: GST Concept and Status as on 3rd June, 2017, Central Board o Excise and Customs, Department of Revenue, Ministry of Finance (2017)

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DATA ANALYSIS IN ECONOMICS

Course Code - B-ECO-M7- 306

Total Credits: 4
L - T - P
4 –0 - 0

External Theory Marks: 70
Internal Assessment Marks: 30
Time allowed: 3hrs

Course Outcomes:

CO1: Learner will be able to understand and aware about the basic meaning of statistics and Collection of Data.

CO2: Learner will be able to understand presentation of data and Diagrammatic Presentation,

CO3: Learner will be able to measure central tendency and measure of Dispersion.

CO4: Learner will be able to understand Correlation and Regression for their further research work.

❖ *Notes for Examiner: **There will be** nine questions in all. Question No.1 is compulsory consisting of sevenshort answer type questions (30-35words) carrying two marks each, set from the **whole syllabus. The remaining** eight questions shall be from the **four** units, i.e., one question from each of the four units carrying 14 marks each. The examinees have to attempt one question from each unit besides the compulsory question.*

Unit -I

Meaning and Types of Data- Meaning of Statistics, Statistics in Economics, Importance of Statistics; Collection of Data, Meaning of Collection of Data, Sources of Data Collection, Primary Sources, Secondary Sources, National Sample Survey Organization, Methods /Modes of Collection Data.

Unit-II

Presentation of Data- Meaning of Presentation of Data, Types of Presentation of Data, Textual Presentation, Tabular Presentation; Table-Parts of a Table, Format of a Table, Diagrammatic Presentation, Types of Diagrammatic Presentation; Census and Sample Survey, Meaning of Sample and Population, Organization of Data, Meaning of Classification of Data, Types of Classification; Raw Data, Variable- Continuous and DiscreteStatistical Series, Frequency Distribution.

Unit -III

Measure of Central Tendency-Meaning of Central Tendency, Arithmetic Mean, Computation of Arithmetic Mean for Ungrouped Data and Grouped Data, Weighted Arithmetic Mean; Meaning of Median, Computation of Median, Quartiles and Percentiles; Meaning of Mode, Computation of Mode; Measures of Dispersion: Range; Inter Quartile Rang; Quartile deviation, Mean deviation and Standard deviation, Coefficient of variation; Lorenz Curve.

1947

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Unit -IV

Correlation- Meaning and type of correlation, coefficient of correlation Karl Pearson and Rank correlation; Regression: uses of regression; types of regression Analysis; nature of regression line and Regression Equation.

Recommended Readings:

1. Nagar, A.L. and Das, R.K. (1997). 2d ed. Basic Statistics, Oxford University Press, New Delhi.
2. Gupta, S.P. (2014). 43 ed. Statistical Methods, Sultan Chand and Sons, New Delhi.
3. Spiegel, M.R (1992). 3rd ed. Theory and Problems of Statistics. McGraw Hill Publication London.
4. Craxton, F.E., Cowden, D.J and Klein, S.K (1973). Applied General Statistics. Prentice Hall, New Delhi.
5. Yates, Frank, Sampling Methods for Censuses and Surveys, Charles, Griffin Co., London
6. Cocharm, W. G., Sampling Techniques, John Willey, New York. 6
7. Hansen, Hurditz and Meadow, Sample Survey Methods and Theory, John Willey New York.
8. Gupta, S. C. and Gupta, (2018). 2nd ed. Fundamentals of Statistics, Himalaya Publishing House, New Delhi

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ANNEXURE-5

B.P.S.MAHILA VISHWAVIDYALAY A, KHANPUR KALAN, SONEPAT
(A State University Established under the Legislative Act No. 31/2006)
DEPARTMENT OF PSYCHOLOGY

ORDINANCE

Master in Psychology

(w.e.f. 2024-25)

1. Definitions:

1.1 **Programme** stands for **Master in Psychology** 1.2 **Course** stands for individual paper.

1.3 **Credit** is the weightage assigned to a paper in terms of contact hours.

1.4 **Grade** stands for a letter grade assigned to a student on the basis of evaluation of a paper on the 10-point scale.

1.5 **Grade point** stands for the numerical equivalent of the letter grade.

2. Duration:

2.1 The duration of the programme leading to the Master in Psychology shall be of two academic years, comprising of **four semesters** i.e. July to November/December and January to May/June each year. There will be teaching/instruction of 90 days in a semester, comprising 180 days in a year as per the norms of the University Grants Commission (U.G.C.)

2.2 The minimum and maximum duration to complete the M.A. Psychology Programme shall be 2 years (4 semesters) and 4 years respectively. A candidate, who fails to pass the M.A. Psychology examination within a period of four years of her admission to the programme, shall be required to repeat the paper *de movo*.

3. Admission:

3.1 **Eligibility: Bachelor's Degree** of a recognized university in any stream with at least 45% marks for general category (42.75% marks for SC/ST/Differently abled candidates).

3.2 No candidate who is in employment (whole-time, part-time, or honorary service) shall be eligible to take admission in M.A. Psychology programme without taking leave from her institution/ office etc., from the date of admission to the termination of her examination including Practicum requirements. She has to submit an affidavit in this regard. If found in violation of this rule, her admission shall stand cancelled.

3.3 **Procedure:** Admission shall be done on the basis of merit/entrance/or as per the University rules.

4. Fee: The Programme fee shall be paid by the candidate as prescribed by the University from time to time.

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5. Teaching Methodology

5.1 Theory Classes

The methods of teaching shall include classroom instructions, assignments, seminars, workshops, presentations, social work practicum, group discussions, group conference, individual conference exposure etc. The medium of instruction shall be English/Hindi

6. Credit Weightage

One contact hour per week per paper per semester is equivalent to one credit.

Each paper has a certain number of credits which reflect its weightage. Credits of a paper are evaluated as under: -

6.1 Lecture: One credit per lecture per week per semester will be adopted

6.2 Tutorial: One credit per tutorial hour per week per semester will be adopted.

6.3 Practical/Practicum: Half Credit per hour per week per semester will be assigned half credit.

7. Examination:

Theory Examination

7.1 At the end of each semester, there shall be an examination where each candidate shall be examined in the paper studied by them in that semester. Each semester examination shall be designated as first semester examination, second semester examination and third semester examination and so on.

7.2 The examination in each semester will be held according to the syllabi approved by the Board of Studies. The Board of examination shall be appointed for each course and shall be recommended by the Post Graduate Board of Studies (PG BOS). 7.3. The examination shall consist of theory papers and practical examination. Examiners shall be appointed by the Vice chancellor from a panel of examiners submitted by the chairperson of the department duly approved by the PGBOS of the department.

7.4 Practical Examination

7.2.1 The practical examination shall consist of 100% marks (external) in each semester (Total marks 100). The external examination shall be conducted by the external examiner to be appointed by the vice chancellor out of the panel submitted by the chairperson which is duly approved by the PGBOS in Psychology. The

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distribution of marks for the components like record file, performance/conduct of practical during examination and viva voce shall be as specified in the syllabus for practical.

7.5 The examination for all odd semester will normally be held in December/ January and for even semesters in May/ June on such date as provided by the University. The concerned teacher/ course coordinator should ensure that 100% syllabus in covered in each subject before the semester examination.

7.6. Every course is coordinated by a member of the teaching staff of the department which is offering the paper in a given semester. This faculty member is called the course coordinator. She has the full responsibility for conducting the paper, coordinating the work of the other members of the faculty involved in the paper, holding the minor test and assignments. For any difficulty, the student is expected to approach the paper coordinator for advice and clarification. All the responsibilities from teaching to the award of final grade will be of the paper-coordinator.

7.7 Every student has to appear in the minor tests. If a student does not appear in a minor test, she shall be awarded zero marks in the test. The marks obtained in sessional/practical/theory/drawing/general proficiency are to be submitted to the examination branch.

7.8 If a candidate, after attending the classes for the paper of studies in the Department either not appeared or having appeared in any semester examination has failed in one or more papers for that examination, she can appear for such papers at subsequent examinations without attending a fresh paper of studies for that semester such a candidate may, in the meantime, prosecute his/her studies for the next semesters. Supplementary examinations for the last two semesters will be held after six months i.e. for odd semester in the month of May and for even semester in the month of December/January.

7.9 For holding the Minor Tests during even and odd semester the schedule of minor exam shall be laid down by teacher(s) concerned in consultation with the Chairperson of the Department as the case may be and shall be made known to the students at the commencement of each semester.

7.10 If any of the department wants to alter the dates due to some reason to the satisfaction of the Chairperson of the Department, the date for conduct of Major Test should not be beyond the 1st week of January so that the results are not delayed.

7.11 For Minor Test, the syllabus for Examination will be what is covered in particular term. The Major Test will be based on the entire syllabus. Every teacher will submit in writing to the Chairperson at the end of term i.e. intervening period between Minor Tests and Major Test, the content of the syllabus covered during the term.

8. **Re-appear Examination/Supplementary**

8.1 **Reappear in Theory Papers**

Re-appear/Supplementary examination will be held in even semester for even semester papers and in odd semester for odd semester papers. For3 rd and 4th semester the paper will be held in subsequent semester.

Semester	1	2	3	4

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Along with	3	4	Subsequent semester	Subsequent Semester

8.2 Reappear in Practical Course

8.2.1 Students have to pass both in internal as well as external exanimation of practical separately with minimum 40% marks in each.

8.2.2 If any student fails in internal or external evaluation of the field work practicum, she will not carry on these internal and external marks during further re-appear examinations for the same. During the re-appear in the next academic years/semester exam, these marks will be considered as NIL and she will have to pass both with minimum 40% in each (internal and external).

8.2.3 The final marks obtained by students in internal as well as external exam at the time of re-appear of the practical/field work paper, will be considered for her final evaluation when she actually qualifies/passes the paper in both internal as well as external with minimum 40 %.

8.2.4 The re-appear practicum will be done during the subsequent semesters, i.e. after completion of the duration of the programme.

8.2.5 Generally re-appear/Supplementary examination for practical will be held for odd semesters in November-December and for even semester in April-May.

9. Evaluation & Grading:

9.1 The assessment will be 20% internal and 80% external.

9.1.1 The evaluation of learners shall be a two-tier system depending upon various activities ranging from internal assessment to end semester (Theory) and external examination in Practical examination. More specifically it comprises External evaluation (theory 80%) and practical 100%.

9.1.2 Internal (Theory) comprehensive continuous evaluation (Sessional) : 20 %

9.2 The students will have to qualify internal and the external of theory examinations as per the University Rules/norms(40 % marks in each). (However, students have to qualify practical examination conducted by external examiner with 40%). Internal examination in every semester shall be evaluated by the internal examiners. Terminal/end semester theory papers- paper may be set and evaluated by the internal/external examiners depending on the situations. The minimum pass percentage in paper (internal & external) shall be 40% marks.

9.3 The weightage for internal evaluation shall be:- Component of Theory Papers (Total Marks 20)

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Component		Weightage
9.3.1	Class tests/minor test/Sessional tests out of 100	10% i.e. 10 marks
9.3.2	Assignments/Presentations/Seminars/ Group Discussions/ability enhancement workshop/ extension lecture	5% i.e. 5 marks out of 100
9.3.3	Attendance	5% i.e. 5 marks out of 100.

Less than 60% 0 marks
Up to 65% 1 marks
Up to 70% 2 marks
Up to 75% 3 marks
Up to 80% 4 marks
Above 80% 5 marks

Components of Psychology Practicum (Total Marks 100)

Viva -voce =60 marks
Administration/conduct=25
File Record =15

9.4 In case, the candidate is fail or has failed in the internal examination, the internal examiner may conduct the re-examination as and when feel suitable with prior approval of the head of the department.

9.5 Grading:

The academic performance of a student shall be graded on a scale as prescribed by the Examination Branch of the University. The department concerned shall only prescribe the pass grade.

9.5.1 After finalization of the marks the same shall be displayed on the department notice board for a duration of two days for information of the students. Students who have a specific grievance against the marks awarded to her, may discuss the same with the concerned Paper coordinator who after consideration of the grievances of all the students shall finalize the marks to be awarded for the paper.

9.5.2 Before submission of the finalized award list in a prescribed formation to the concerned administrative office the individual Paper Co-ordinator shall discuss the marks distribution for his/ her Faculty of Study. However, the final decision with regards to marks will vest with the Paper Co-ordinator.

9.5.3 On receipt of the award lists for all papers offered by a given Faculty of Study the concerned administrative office shall put up the consolidated results for that Faculty for discussion and approval from the Departmental Staff Council (All Faculty Members).

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9.5.4 The academic performance of a student shall be graded on a ten-point scale. The award of grades based upon marks obtained out of 100 shall be made as follows:

9.6 Grading

The academic performance of a student shall be graded on a scale as prescribed by the university. The award of grades based upon marks obtained out of 100 shall be made as follows:

Grades and Grade Points

Letter Grade	Grade Points
Outstanding (O)	10
Excellent (A+)	09
Very Good (A)	08
Good (B+)	07
Above Average (B)	06
Average (C)	05
Pass (P)	04
Fail (F)	00
Absent (AB)	00

Award of Grades and corresponding grade Grade Conversion points should be based on Absolute grades as under :

Letter Grade	Grade Points	Marks
Outstanding (O)	10	85-100
Excellent (A+)	9	75-84
Very Good(A)	8	65-74
Good (B+)	7	55-64
Above Average (B)	6	50-54
Average (C)	5	41-49
Pass (P)	4	04 40
Fail (F)	0	Less than 40
Absent (AB)	0	Absent

10. Division:

The successful candidates shall be classified in three divisions as under:

(i) Those who obtained 60% or more of the aggregate number of marks in the all subject in all semesters mention total semesters taken together shall be placed in first division.

(ii) Those who obtain less than 60% but not less than 50% of the aggregate number of marks in all subjects in all semesters taken together shall be placed in the second division.

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(iii) Those who obtain below 50% and not less than 40% of the aggregate number of marks in all subjects in all semesters taken together shall be placed in the third Division.

11. Promotion: A student will be eligible for promotion if

She has passed 50% of total papers of 1st and 2nd semesters taken together.

Explanation: 50% of five papers will be taken as three

12. Attendance:

12.1. No candidate shall be considered to have pursued a regular paper of the study unless she has attended not less than 75% of the lectures in each paper (theory /Practical). This requirement shall be fulfilled separately for each paper of study. A deficiency up to 10% may be condoned by the Chairperson of the department. In some special cases the Hon'ble Vice-Chancellor may condone a further 15%.

12.2. If a student remain absent from the Department for more than two weeks without intimating to the Chairperson/ Paper Co-ordinator of the department, her name will be struck off from the department rolls with information to the Academic Branch and R & S branch.

12.3. In case the student's name is struck of due to non-payment of fee and is readmitted later, her attendance shall not be counted for that period.

13 Improvement Case:

The student will be allowed improving her previous performance as per the rules framed by the university from time to time.

14. General Guidelines:

14.1 Where this document is silent about any rule, the University Ordinance from time to time will be applicable.

14.2 Eligibility criteria, fee structure, and academic calendar for the academic year shall be given in the University Prospectus.

14.3 Admission, teaching schedule, preparatory holidays, examination schedule, sports calendar and cultural calendar, winter/summer vacation, shall be followed as specified in academic calendar of University.

14.4 A student is deemed to have completed the requirements for the degree and is eligible for the award of degree if:

14.4.1 She has satisfied all the academic requirements as per the regulations; and

14.4.2 She has paid all fees due from her; and

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14.4.3 There is no case of indiscipline pending against her.

14.5 The gap of one/two semesters missed by the student(s), as the case may be, will count towards the total duration of the programme permissible under the regulations.

14.6 All academic problems of the students other than those affecting the university rules and regulations framed from time to time may be looked into by the Dean of Academics Affairs.

14.7 The calendar for the academic year will be framed and declared at the beginning of the session by the university.

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SCHEME OF EXAMINATION
M.A. PSYCHOLOGY
(As per Choice based Credit System w.e.f. the academic year 2024-2026)

Program Specific Outcomes

Program Specific Outcomes:

PSO1: Students would gain proficiency in theoretical knowledge of psychological principles and apply them in research and professional areas.

PSO2: Students would gain an understanding of the Experimental basis of psychological concepts and apply them in research and professional areas.

PSO3: Students would gain the theoretical knowledge of biological basis of behaviour.

PSO4: Students would acquire the fundamental knowledge of the concepts of social psychology.

PSO5: Students would gain proficiency in research methodology and assessment techniques in Psychology and would be able to conduct and analyze research in Psychology.

PSO6: Students would achieve the knowledge of content related to environment, health and positive perspectives of psychology and would able to apply in day to day life.

PSO7: Students would attain the expertise in the application of psychological perspectives in the areas of school, sports and criminology.

PSO8: Students would gain competencies and professional skills for working and conducting research in the field of Clinical Psychology, Counselling and Organisational Psychology.

M.A. Psychology (Semester I & II)

(Session 2024-2026)

In Semester I, there would be five core papers (four theory papers and a practical) and in Semester II there would be four cores (three theory papers and a practical) and one discipline specific course.

Sem.	Paper Code	Nomenclature	Hrs/ week L+T+P/Gr.	Marks			Exam (hrs)	Credits L+T+P
				Int. Ass.	Semester end Exam	Total		
I	PSY-1101	Historical and Theoretical Foundations of Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	PSY-1103	Experimental Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	PSY-1105	Social Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	PSY-1107	Research Methods and Statistics-I	4+0+0	20	80	100	3hrs	4+0+0=4
	PSY-1109	Practicals	0+0+10	-	100	100	4hrs	0+0+5=5
Credits		C=21				Total Credits:		21
II	PSY-1102	Bio-Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	PSY-1104	Cognitive Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	PSY-1106	Research Methods and Statistics-II	4+0+0	20	80	100	3 hrs	4+0+0=4
	PSY-1108A or PSY-1108B or PSY-1108C	Coaching and Mentoring or Positive Psychology or Health Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	PSY-1110	Practicals	0+0+10	-	100	100	4 hrs	0+0+5=5
Credits		C=17; D=4				Total Credits: 21		

M.A. Psychology (Semester-I)

Paper: PSY-1101 **HISTORICAL AND THEORETICAL FOUNDATIONS OF PSYCHOLOGY**

Course Outcomes

Course Outcomes:

CO1 Students would gain theoretical knowledge of historical developments as well as working knowledge of different perspectives in Psychology.

CO2 Students would gain theoretical knowledge of basics of Learning and Personality.

CO3 Students would gain theoretical knowledge of basics of Motivation, Emotion and Intelligence.

CO4 Student would achieve the knowledge of applications of various intelligence theories.

CO5 Student would attain the skills and knowledge to apply the theoretical and conceptual perspectives of psychology in human life.

Credits:4 (Hrs/week: 4)

Total:100marks
Internal Assessment:20marks
Examination : 80 marks; Time: 3 hours

Note:

a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*

b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Need for study of History in Psychology; Problems in Historiography; Philosophical Issues: Mind-Body Problem, Free Will vs. Determinism.

Schools: Structuralism- Contributions of Wundt and Titchener, Functionalism- Antecedents, Pioneers, Methodology and Tenets.

UNIT II

Classical Psychoanalysis: Freud; Neo-Freudians: Fromm, Sullivan, Horney.

Analytic Psychology: Jung; Behaviorism: Watson.

UNIT III

Learning Theories: Guthrie, Tolman, Bandura.

Personality Theories: Adler, , Eysenck, Rogers.

UNIT IV

Motivational and Emotion Theories: Maslow, James-Lange Theory, Cannon-Bard Theory, Schachter & Singer Theory.

Intelligence Theories: Cattell, Guilford, Sternberg and Goleman.

Recommended Books:

Chaplin, T., & Krawcic, T.S. (1979). *Systems and Theories of Psychology*. NY: Thompson Learning.

Hergenhahn, B.R. (1997). *An Introduction to the History of Psychology*. U.S.A: Brooks.

Leahey, T.H. (1987). *A History of Modern Psychology*. U.S.A.: Prentice Hall International.

Schultz, D. & Schultz, S. (2000). *A History of Modern Psychology* U.S.A.: Harcourt Brace.

Viney, W. & King, D.B. (1998). *A History of Psychology*. Boston: Allyn and Bacon.

Weiner, B.B. (1985). *Human Motivation*. Tokyo: Springer.

Paper: PSY-1103 **EXPERIMENTAL PSYCHOLOGY**

Course Outcomes

Course Outcomes:

CO1 Students would be able to understand depth perception, movement perception and illusions along with theoretical basis of pattern recognition.

CO2 Student would focus on the classical methods of psychophysics and its applications.

CO3 Students would demonstrate knowledge about the techniques of quantification of sensation and application of subliminal perception in daily life.

CO4 Students would be able to use the conceptual and experimental knowledge of conditioning in further research and its applications in everyday situations.

CO5 Students would be able to use the experimental knowledge of verbal learning and memory for research and its applications in everyday situation.

Credits: 4 (Hrs/week: 4)

Total :100 marks
Internal Assessment:20 marks
Examination : 80 marks; Time: 3 hours

Note:

a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*

b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*

c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Psychophysics: Estimating Sensory Threshold: Classical Methods.
Signal Detection Theory: Assumptions, Procedures and Applications.
Subliminal Perception: Nature and Empirical Evidence.

UNIT II

Perceptual Processes: Perception of Size and Movement: Depth Cues, Size Constancy and Illusions; Perception of Real movement, Types of Apparent Movement.
Pattern Recognition: Prototype, Feature and Structural approach.

UNIT III

Conditioning: Classical Conditioning: Measurement of Conditioned Response; Variables affecting Classical Conditioning; Applications: Conditioned Emotional Response.
Instrumental and Operant Conditioning: Appetitive and Aversive; Schedules of Reinforcement; Applications: Shaping.

UNIT IV

Verbal Learning: Methods, Organizational Processes; Improving Memory: Imagery and verbal mnemonics.
Memory: Memory Codes and Attributes; Factors affecting forgetting.

Recommended Books:

Anderson, D.C., & Borkowski, J.G. (1978). *Experimental Psychology: Research Tactics and their Applications*. Illinois: Scott foreman.

Babbeley, A., Eysenck, M.W., & Anderson, M.C.(2015). *Memory*. New York: Psychology Press.

Bartoshuk,L.M., Herz, R.S., Klatzky, R., Lederman, S. J., & Merfeld, D.M. (2012). *Sensation and Perception*. U.S.A.: Sinauer.

Chance,P.(1988). *Learning and Behaviour*. California: Wadsworth.

D'Amato, M.R. (1979). *Experimental Psychology:. Methodology Psychophysics and Learning.* New Delhi: Tata McGraw Hill.

Domjan, M. (2003*). The Principles of Learning and Behaviour.* California: Wadsworth / Thomson.

Goldstein, B.E. (2002). *Sensation and Perception.* USA: Wadsworth.

Kling, J.W., & Riggs, L.A. (1984). *Woodworth & Schlosberg's Experimental Psychology.* New Delhi: Khosla.

Leahey, T.H., & Harries, R.J. (1989). *Human Learning.* New Jersey: Prentice Hall.

Liberman, D.A. (1990). *Learning: Behaviour and Cognition.* California: Wadsworth Schwartz, B.L., &Krantz, J. H. (2016).*Sensation & Perception.* Los Angeles, CA: Sage.

Paper: PSY-1105

SOCIAL PSYCHOLOGY

Course Outcomes

Course Outcomes:

CO1 Students would have an understanding of fundamental and historical knowledge of social psychology along with its methods.

CO2 Students would be acquainted with the concepts of Social Perception and Social Cognition along with their applications.

CO3 Students would demonstrate knowledge of the conceptual and applied aspects of attitudinal processes and social influence.

CO4 Students would demonstrate knowledge of concepts of Conflict & Aggression and their management.

CO5 Students would gain the knowledge to apply the practical and conceptual perspectives of social psychology in everyday life.

Credits: 4 (Hrs/week: 4)

Total: 100 marks
Internal Assessment: 20 marks
Examination: 80 marks; Time: 3 hours

Note:

a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Introducing Social Psychology: Social Psychology: Nature, Origins and Development; Subject matter: Social Psychology yesterday and today.

Methods in Social Psychology: Experimental, Observation, Survey, Field study, Sociometry.

UNIT II

Understanding Social World: Social Perception: Impression Formation and Management; Attribution Theories and Attribution Biases.

Social Cognition: Social Schema & its impact; Heruistics, Prototypes and Social Representations.

UNIT III

Influencing others: Attitude: Nature, Formation, Measurement and Attitude Change: Persuasion and Cognitive Dissonance.

Social Influence: Unintended Social Influence, Conformity: Asch and Sheriff's approach; Compliance: Principles and Tactics.

UNIT IV

Social Processes: Co-operation and Conflict: Social exchange theory; Factors affecting conflict, Inter group Conflict and Resolution techniques.

Aggression: Nature and Theories: Biological, Social learning and cognitive; Causes of aggression: Social and personal; Techniques and Prevention to control aggression.

Recommended Books:

Alcock,J., & Sadava,S.(2014).*An Introduction to School Psychology:Global Perspectives.* New Delhi:Sage Publication.

Baron,R.A.,& Byrne,D.(2004).*Social Psychology.* Singapore: Pearson Education.

Baron,R.A.,Byrne,D.& Johnson,B.T.(1998).*Exploring Social Psychology.* USA:Allyn and Bacon.

Myers,D.G.,Sahajpal,P.& Behera,P.(2012).*Social Psychology.* New Delhi:Tata McGraw-Hill.

Worchel,S.,Cooper,J.,Goethals,G.R.,& Olsons,J.M.(2000).*Social Psychology.* USA: Wadsworth/Thomson.

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Paper: PSY-1107 **RESEARCH METHODS AND STATISTICS -I**

Course Outcomes

***Course Outcomes*:**

CO1 Students would be acquainted with basics of research in Psychology.
CO2 Students would be able to apply their knowledge of applications of NPC and sampling procedures.
CO3 Students would gain the potential knowledge of sampling techniques and their applications.
CO4 Students would demonstrate knowledge of computation of correlation and would gain an understanding regarding specific techniques utilised in analysing various information with the help of statistical methods.
CO5 Students would be able to report research work as per APA style and demonstrate knowledge of ethical standards.

Credits: 4 (Hrs/week: 4)

Total: 100 marks
Internal Assessment: 20 marks
Examination: 80 marks; Time: 3 hours

Note:

a) Nine questions would be set in all. Candidates would be required to attempt five questions.
b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.
c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.
d) Candidates may be allowed to use non-programmable calculators and statistical tables during the examination.

UNIT I

Methods of Enquiry; Scientific Approach; Research: Nature and Types.
Research Questions; Hypotheses and Variables.

UNIT II

Methods of Psychological Research: Experimental; Interview; Case Study and Questionnaire. Normal Probability Curve (NPC): Nature; Characteristics; Applications (Area under NPC) and Measuring Divergence (Skewness & Kurtosis)

UNIT III

Sampling Procedures: Probability and Non-Probability Techniques.
Correlation Methods: Pearson Product Moment; Spearman Rank-order; Biserial and Tetrachoric.

UNIT IV

Research Ethics and Report Writing Styles.
Special Correlation Methods: Partial Correlation (First order); Multiple Correlation (Three Variables).

Recommended Books:

Bordens, K.S. & Abbott, B.B.(2006).*Research and Design Methods: A Process approach.* (6th Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12th Indian Reprint) *Statistics in Psychology and Education.* Delhi: Paragon International Publishers.

Haslam, S.A. & Mc Garty., C. (2014). *Research Methods Statistics in Psychology.* (2nd Ed.) New Delhi;Sage.

Helode, R.D. (2012). *Basic of Research in Behavioural Sciences.* Wardha; Psychoscan.

Mangal, S.K. and Mangal, S.(2013). *Research Methodology in Behavioural Sciences.* Delhi; PHI Learning Private Limited.

Mc Bride, D.M.(2013). *The Process of Research in Psychology.* (2nd Ed.) New Delhi; Sage.

Milluwi, J.O. and Rashid, H (2015) *Research Methodology: Principals Methods and Practices.* Delhi; Manglam.

Mohanty, B. and Misra, S. (2016). *Statistics for Behavioural and Social Sciences.* New Delhi: Sage.

Nestor, P.G. and Schutt, R.K. (2012) . *Research Methods in Psychology: Investigating Human Behavior.* New Delhi :Sage .

Shaughnersy, J.J., Zechmeister, E.B.& Zechmeister, J.S.(2000). *Research Methods in Psychology.*(5th Ed.)New Delhi:McGraw Hill.

Siegel, S. (1994) *Non-Parametric Statistics.* New York: McGraw Hill.

Singh, A.K. (2011). *Tests, Measurements and Research Methods ion Behavioural Sciences.* New Delhi: Bharati Bhawan (Publishers & Distributors).

Singh, R. and Radheshyam & Gupta,L. (2015). *Fundamental Statistics For Social Sciences.* Rohtak: Intellectual Foundation(India).

Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). *Research Methods for the Behavioural and Social Sciences.* New Jersey: John Wiley.

Paper: PSY-1109

PRACTICALS
Course Outcomes

Course Outcomes:

CO1 Students would be able to design, conduct and report experimental research.
CO2 Students would acquire the ability to administer, interpret and report psychological tests.
CO3 Students would gain proficiency in data analysis using statistical software.
CO4 Students would gain specialised applied knowledge in specific areas of psychology.

Credits : 5(1hrs / week: 10/group)

Maximum Marks: 100
Examination Time: 4 hrs

Note:

Each student would perform five experiments and five tests from the areas mentioned below along with computer applications. The list of exact problems would be decided by the concerned teachers.
It would be mandatory for each student to submit a record file containing a report of all tests, experiments, computer applications duly signed by the respective teachers. During examination one experiment, one test and one part from computer applications would be conducted. Evaluation would be based on performance in conduct, written and viva.

a) Experiments (50 marks)

Any six experiments from following areas

1. Perception
2. Verbal Learning
3. Memory
4. Forgetting
5. Social Conformity
6. Psychophysics

b) Tests (35marks)

Any five tests from following areas

1. Self-concept
2. Intelligence
3. Sociometry
4. Attitude
5. Aggression
6. Personality (objective)

c) Computer Applications in Research (15marks)

1. Graphical Representation
2. Central Tendencies & Variability.
3. Mean Comparison
4. Correlation

M.A. PSYCHOLOGY (SEMESTER-II)

Paper: PSY-1102 **BIOPSYCHOLOGY**

Course Outcomes

Course Outcomes:

CO1 Students would gain knowledge of basic divisions of Biopsychology and its methods of study and research.

CO2 Students would understand the structure and functions of Nervous System.

CO3 Students would gain understanding of Behavioural Genetics and would be able to explain the mechanism of Affector-Effector systems.

CO4 Students would be acquainted with the biological basis of digestive behaviour.

CO5 Students would attain the knowledge of physiological mechanism related to sleep.

Credits: 4 (Hrs/week: 4)

Total: 100 marks
Internal Assessment: 20 marks
Examination: 80 marks; Time: 3 hours

Note:

a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Nature of Biopsychology: Meaning and approach; Major divisions of Biopsychology; Methods of study and research.

Cells of Nervous system: Neuron: Structure and Types; Conduction of Nerve Impulse; Synapse; Synaptic transmission: Process and stages

UNIT II

Nervous System: Central Nervous System: Structure and Function of Brain and Spinal cord.

Peripheral Nervous System: Somatic Nervous System: Cranial and Spinal nerves. Autonomic Nervous System: Sympathetic and Parasympathetic Nervous System.

UNIT III

Behavioural Genetics: Medalian Genetics, chromosomes, sex-linked and sex-limited genes.

Biological basis of Affector and Effector: Visual system, Auditory system; and Endocrine glands

UNIT IV

Biological basis of Ingestive Behaviour: Hunger and Thirst

Biological basis of Sleep: Stages and Types of Sleep; Physiological mechanism of Sleep; Disorders of Sleep.

Recommended Books:

Carlson, N. R. (2013). *Physiological of Behaviour* USA: Pearson.

Kalat, J.N. (2016). *Biological Psychology*. Boston, USA: Cengage Learning.

Levinthal, C.R. (1991). *Introduction to Physiological Psychology*. New Jersey: Prentice Hall

Pinel, P.J. (2009). *Biopsychology*. (International edition). New Delhi: Pearson Education

Paper: PSY-1104

COGNITIVE PSYCHOLOGY

Course Outcomes

Course Outcomes:

CO1 Students would be able to understand the nature and historical background of Cognitive Psychology.

CO2 Students would be sensitized to the importance of attention and would become aware of the structure and function of memory along with its applicability in everyday situation.

CO3 Students would be able to apply the conceptual and experimental knowledge of imagery and language in research and everyday situation.

CO4 Students would master problem solving skills and would understand various issues related to language and the relevance of cross cultural factors in psychological research.

CO5 Students would be able to understand and apply the cognitive approach in everyday life.

Credits: 4 (Hrs/week: 4)

Total: 100 marks
Internal Assessment: 20 marks
Examination: 80 marks; Time: 3 hours

Note:

a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Introduction: Emergence of Cognitive Psychology, Information Processing Approach.

Attention: Filter (Broadbent and Treisman) and Resource (Kahnman) Theories; Factors affecting Division of Attention.

UNIT II

Memory: Working Memory: Nature, Theories, Applications.

Semantic and Episodic Memory: Semantic vs Episodic Memory; Level of Processing and Hierarchical Network model.

Prospective Memory: Types and Common Failures of Prospective Memory in Everyday life.

UNIT III

Imagery: Empirical Investigations: Mental Rotation and Scanning; Analogical and Propositional Theory.

Language: Speech Recognition: Phonology, Morphology, Syntax and Parsing.

Speech Production Theories: Garrett and Dell ; Speech Errors.

UNIT IV

Problem Solving: Strategies of Problem Solving; Blocks in Problem Solving; Finding Creative Solutions.

Cognition in Cross Cultural Perspective: Cross Cultural Studies of Perception, Memory and Categorization.

Recommended Books:

Eysenck, W. M., & Keane, M.T. (1990). Cognitive *Psychology: A Students Handbook.* London : Lawrence Erlbaum.

Galotti, K.M. (2014).*Cognitive Psychology: In and Out of the Laboratory.* New Delhi: Sage. Riegler, B.R., & Riegler, G.L.R. (2008) *Cognitive Psychology: Applying the Science of the Mind.* India: Pearson Education. Jahnke, J.C., & Nowaczyk, R.H. (1998).*Cognitive Psychology.* NewJersey: Prentice Hall. Matlin, M. W. (1995). Cognition. Bangalore: Prism Book.

Reed, K.S. (2000).*Cognition: Theory and Applications.* California: Wadsworth.

Paper: PSY-1106

RESEARCH METHODS AND STATISTICS-II

Course Outcomes

Course Outcomes:

CO1 Students would develop in-depth knowledge about quantification and research design in psychology.
CO2 Students would be able to demonstrate knowledge and skills of research designs.
CO3 Students would be able to use Quasi Experimental Designs and apply Non-Parametric Statistics.
CO4 Students would be able to get the knowledge of nonparametric statistics and its applications.
CO5 Students would be able to design and analyse Qualitative Analysis and mixed researches and their applications in research.

Credits: 4 (Hrs/week: 4)

Total: 100 marks
Internal Assessment: 20 marks
Examination: 80 marks; Time: 3 hours

Note:

a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*
d) *Candidates may be allowed to use non-programmable calculators and statistical tables during the examination.*

UNIT I

Measurement: Nature, History, Functions and Levels. General Problems and Sources of Errors in Measurement.

Research Designs: Nature, Characteristics, Types and Functions.

UNIT II

Experimental Designs: Between Subjects Designs; Within Groups Designs.

Significance of Mean Difference: Independent and Dependent Groups.

Analysis of Variance: One way and Two way ANOVA for Separate Groups.

UNIT III

Quasi Experimental Designs: One Group Designs; Non-Equivalent Groups Designs and Time Series Designs.

Non-Parametric Statistics: Mann-Whitney U-Test; Wilcoxen Matched Paired Test; Chi-Square.

UNIT IV

Qualitative Research: Qualitative versus Quantitative Research. Qualitative Data: Nature and Types. Mixing Methods: Quantitative and Qualitative Combined; Qualitative and Mixed-Methods Data Collection and Analysis.

Recommended Books:

Bordens, K S. & Abbott, B.B.(2006). *Research and Design Methods: A Process approach.* (6th Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12th Indian Reprint) *Statistics in Psychology and Education.* Delhi: Paragon International Publishers.

Haslam, S.A. & Mc Garty., C. (2014). *Research Methods Statistics in Psychology.* (2nd Ed.) New Delhi;Sage

Helode, R.D. (2012). *Basic of Research in Behavioural Sciences.* Wardha; Psychoscan.

Mangal, S.K. and Mangal, S.(2013). *Research Methodology in Behavioural Sciences.* Delhi; PHI Learning Private Limited.

Mc Bride, D.M.(2013). *The Process of Research in Psychology.* (2nd Ed.) New Delhi; Sage.

Milluwi, J.O. and Rashid,H (2015) *Research Methodology: Principals Methods and Practices.* Delhi; Manglam.

Mohanty, B. and Misra, S. (2016). *Statistics for Behavioural and Social Sciences,* New Delhi: Sage.

Nestor, P.G. and Schutt, R.K. (2012) . *Research Methods in Psychology: Investigating Human Behavior.* New Delhi :Sage .

Shaughnersy, J.J., Zechmeister, E.B.,& Zechmeister, J.S.(2000). *Research Methods in Psychology.* (5th Ed.)New Delhi: Mc Graw Hill.

Siegel, S. (1994) *Non-Parametric Statistics.* New York: McGraw Hill.

Singh, A.K.(2011). *Tests, Measurements and Research Methods in Behavioural Sciences.* New Delhi: Bharaqti Bhawan (Publishers & Distributors)

Singh, R. and Radheshyam & Gupta,L. (2015). *Fundamental Statistics For Social Sciences.* Rohtak : Intellectual Foundation(India).

Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). *Research Methods for the Behavioural and Social Sciences.* New Jersey: John Wiley.

Paper: PSY-1108A

COACHING AND MENTORING

Course Outcomes

Course Outcomes:

CLO 1: Students would gain knowledge of coaching and mentoring in various areas of life.
CLO 2: Students would develop a wide perspective of different coaching skills and its principles.
CLO 3: Students would gain knowledge to create a coaching and mentoring culture.
CLO 4: Students would gain acquaintance with issues and implications of supervision.
CLO 5: Students would gain the capability to enhance their performance, motivation and commitment to themselves as well as that of team members.

Credits : 4 (4 hrs/week)

Total :100 marks
Internal Assessment: 20 marks
Examination: 80 marks; Time: 3 hours

Note:

a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Meaning of Coaching & Mentoring; Integrating Positive Psychology in coaching, Indian concepts in coaching. Approaches and Perspectives: Approaches to coaching: Sports coaching, life coaching, Executive Coaching. Approaches to Mentoring: Models of mentoring.

UNIT II

Coaching Process: Stages, Principles of coaching, Models of coaching.
Creating a Coaching and Mentoring Culture: Mentoring organization, Coaching Organisation, Limitatins to focus on to create a coaching and mentoring.

UNIT III

Team Coaching: Groups and Team, Team Performance, Team Coaching, Coaching issues and factors, Useful Ideas in team coaching. Motivation and Coaching: Achieving emotional commitment for change. Words that motivate, Power of beliefs, Enhancing Motivation.

UNIT IV

Supervision: Developing Coaches and Mentors: Key issues, Supervision: Models, Implications for supervision. Competencies, Standards and Professionalization Competencies: Arguments for a competency basis, Standards: Arguments for a standard approach, Professionalization: Arguments for professionalization.

Recommended Books:

Dryden, W . & Neenan, M. (2010). Life Coaching. Routledge.
Hefroyd, J., & Field, R. (2012). Performance Coaching Skills for Social Work. Sage. 3. Garvey, B., Stokes, P., & Megginson, D. (2014). Coaching and Mentoring: Theory & Practice. Sage.

Paper: PSY-1108B

POSITIVE PSYCHOLOGY

Course Outcomes

Course Outcomes:

CO1 Students would gain knowledge about the nature of Positive Psychology.
CO2 Theoretical knowledge about human virtues and positive emotional states would enable the students to understand its relationship with wellbeing and undertake research in this area.
CO3 Students would acquire the knowledge of positive emotional states and its impact on well being.
CO4 Knowledge about the latent role played by positive cognitive states in boosting well-being would prove an asset to the students in their profession.
CO5 Students would understand the relevance of close relationships and benefits of pro social behaviour.

Credits : 4 (4 hrs/week)

Total :100 marks
Internal Assessment: 20 marks
Examination: 80 marks; Time: 3hours

Note:

a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Introduction to Positive Psychology: Traditional Psychology: Origin, Assumptions and Goals of Positive Psychology.

Virtues and Strengths of Character: Classification of Human Virtues and measuring Strengths of Character.

UNIT II

Positive Emotional States and Well- being: Broaden and Build theory of Positive Emotions; Positive Emotions and Health Resources- Physical, Psychological and Social.

Happiness, Flow and Savouring: Different viewpoints of Happiness, Factors affecting Happiness and strategies to enhance Happiness.

UNIT III

Cognitive States and Processes: Wisdom, Self-efficacy and Hope .

Mindfulness, Courage and Well-being.

UNIT IV

Close relationships: Characteristics of close relationships; Love and Flourishing relationships

Pro- Social Behaviour: Gratitude and Forgiveness.

Recommended Books :

Baumgardner, S.T., & Crothers, M, K. (2009). *Positive Psychology*. New Delhi:Pearson.

Bryant, F.B., & Veroff (2007). *Savoring: A new model of positive experience.* Mahwah, New Jersey:Lawrence Erlbaum.

Carr. A. (2005). *Positive Psychology:The Science of Happiness and Human Strengths*. New York: Routledge.

Snyder, C.R., & Lopez, S.J. (2008). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths.* New Delhi: Sage.

Paper: PSY-1108C

HEALTH PSYCHOLOGY

Course Outcomes

Course Outcomes:

CO1 Students would be able to understand the nature and research methodology of Health Psychology.
CO2 Students would be able to understand the role of Macro-socio Environment and Culture in Health.
CO3 Students would demonstrate understanding of biopsychosocial aspects of Diabetes and Cardiovascular diseases and substance abuse.
CO4 Students would focus in understanding the biopsychosocial aspects of substance abuse.
CO5 Students would gain knowledge about the techniques of Pain Management and attain the potential and factual knowledge of psychological consequences of health along with its remedies.

Credits: 4 (4 hrs/week)

Total :100 marks
Internal Assessment: 20 marks
Examination: 80 marks; Time: 3 hours

Note:

a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
c) *Question No. IX would be compulsory.*
d) *It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Health Psychology: Psychology's involvement in Health. Emergence of Health Psychology; Health Psychology's position/status and rationale in Health.

Research methods of Health Psychology: Correlational, Cross-sectional & Longitudinal Studies.

UNIT II

The Macro-socio Environment and Health: Global Health trends, Population Growth. Increasing Life Expectancy.

Culture & Health: Health belief systems, Western: Bio-medicine & Bio-psychosocial Model, Non-Western belief systems: Indian & Chinese.

UNIT III

Cardiovascular System & Diabetes: Coronary Artery Disease (CAD) and Stroke. Measurement & Prevention of Cardiovascular System: ECG, Angiography.

Psychosocial. Diabetes: Type I & II diabetes, Impact & Management.

Health behaviour: Smoking and Alcohol, psychological causes of Addiction. Consequences of Smoking and Alcohol.

UNIT IV

Pain and Managing Pain: Typology and Biology of pain. Measurement of pain. Factors affecting Pain: Physical and Psychological Factors. Treatment of Pain.

Future Challenges: Healthier People, Increasing Life Span, Health Care in West and India. Future of Health Psychology.

Recommended Books

Brannon & Fiest, (2007). *Introduction to Health Psychology*. New Delhi, ASkash Press.
Gurung, (2010). *Health Psychology A Cultural Approach* (2nd Ed). USA, Wadsworth.
Marks, et al., (2011). *Health Psychology Theory, Research & Practice* (3rd Ed.). India, Sage Publication

Straub, R. O. (2014). *Health Psychology: A Biopsychosocial Approach.* NY: Worth Publisher

Paper: PSY-1110

PRACTICALS

Course Outcomes.

Course Outcomes:

CO1 Students would be able to design, conduct and report experimental research.
CO2 Students would acquire the ability to administer, interpret and report psychological tests.
CO3 Students would become acquainted with basic psychological tests and instruments and would be able to use the knowledge in designing future research.
CO4 Students would gain an understanding for the implementation of practical knowledge in daily life.

Credits:5 (Hrs/week: 10)

Maximum Marks : 100
Examination Time : 4 hours

Note:

Each student would perform three experiments and three tests from Section A (i & ii), three practicals from Section A (iii) and prepare profiles of five tests. The list of exact problems would be decided by the concerned teachers.

It would be mandatory for each student to submit a record file containing a report of all tests and experiments duly signed by the respective teachers. During examination one experiment, one test would be conducted and one profile would be reported. Evaluation would be based on performance in conduct, written and viva.

Section A (Marks: 80)

(i) **Experiments**

1. Attention
2. Language
3. BMI
4. Problem Solving
5. Physiological Arousal

(ii) **Tests**

1. Motivation
2. Anger
3. Problem Solving Ability
4. Personality (Subjective)
5. Memory

(iii) **Optional paper**

Coaching and Mentoring

1. Team Building
2. Role Play
3. Leadership Style
4. Transactional Analysis
5. Third Party Peace Making
6. Organisational Commitment

Or

Positive Psychology

1. Happiness

2. Hope/Optimism
3. Self-Efficacy
4. Fostering positive Emotions
5. Resilience
6. Well-being

Or

Health Psychology

1. Assessment of Adolescent Health
2. Resilience
3. BMI
4. Biofeedback
5. Assessment of Pain
6. Well- Being

Section B **Profiling of Tests** **(Marks: 20)**

Five profiles of Tests to be prepared. Details of test and its administration, scoring, interpretation, and application would be described.

BPS Women University

Annexure - 52

Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>

Regarding approval scheme, syllabus and structure offered by the newly establishment department of psychology.

14 messages

Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in> Fri, Jan 31, 2025 at 12:20 PM
To: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, gcwmurthal@gmail.com, chairperson political science <DOPS@bpswomenuniversity.ac.in>, "Chairperson, Economics" <doeco@bpswomenuniversity.ac.in>, gcwmadlauda@gmail.com, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Esteemed Members
Greetings

I have great pleasure in sharing the scheme, syllabus and structure of the 1st year of M.A Psychology programme being offered by the newly established department of Psychology.

It is for your perusal and king approval of the same.

warm regards

Yours sincerely

Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

3 attachments

Minutes of Meeting.pdf
285K

Scheme of Syllabus M.A. PSYCHOLOGY Sem 1 & 2 (2).pdf
406K

Ordinance MA Psychology 2024-2026 (1).pdf
3748K

Deepali Mathur <deepali@bpswomenuniversity.ac.in> Fri, Jan 31, 2025 at 1:31 PM
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
Cc: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, gcwmurthal@gmail.com, chairperson political science <DOPS@bpswomenuniversity.ac.in>, "Chairperson, Economics" <doeco@bpswomenuniversity.ac.in>, gcwmadlauda@gmail.com, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Respected members,

Herewith I approve the proposed scheme, syllabus and structure of the 1st year of M.A Psychology programme being offered by the newly established department of Psychology.

Warm Regards,

Dr. Deepali Mathur
Associate Professor
Department of Social Work
[Quoted text hidden]

Department of Psychology <dopsy@bpswomenuniversity.ac.in> Fri, Jan 31, 2025 at 1:48 PM

To: Deepali Mathur <deepali@bpswomenuniversity.ac.in>
Cc: deanfss@bpswomenuniversity.ac.in, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, gcwmurthal@gmail.com, chairperson political science <dops@bpswomenuniversity.ac.in>, Economics Chairperson <DOECO@bpswomenuniversity.ac.in>, gcwmadlauda@gmail.com, Social Work <dosw@bpswomenuniversity.ac.in>, chairperson history history <doha@bpswomenuniversity.ac.in>, chairperson geography geography <dog@bpswomenuniversity.ac.in>

Dear Sir
It is approved as proposed.
Regards
Dr Varuna
Sent from my iPhone

On 31 Jan 2025, at 1:31 PM, Deepali Mathur <deepali@bpswomenuniversity.ac.in> wrote:

[Quoted text hidden]

Department of Psychology <dopsy@bpswomenuniversity.ac.in> Fri, Jan 31, 2025 at 1:53 PM
To: deanfss@bpswomenuniversity.ac.in
Cc: Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, gcwmurthal@gmail.com, chairperson political science <dops@bpswomenuniversity.ac.in>, Economics Chairperson <DOECO@bpswomenuniversity.ac.in>, gcwmadlauda@gmail.com, Social Work <dosw@bpswomenuniversity.ac.in>, chairperson history history <doha@bpswomenuniversity.ac.in>, chairperson geography geography <dog@bpswomenuniversity.ac.in>

Dear Sir
It is approved as proposed.
Regards
Dr Varuna
Sent from my iPhone

On 31 Jan 2025, at 12:27 PM, Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in> wrote:

[Quoted text hidden]
<Minutes of Meeting.pdf>
<Scheme of Syllabus M.A. PSYCHOLOGY Sem 1 & 2 (2).pdf>
<Ordinance MA Psychology 2024-2026 (1).pdf>

---

anju rani <anjurani.bps@gmail.com> Fri, Jan 31, 2025 at 1:56 PM
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>

Respected Sir
Considered and approved.
Regards
Dr. Anju Rani
Chairperson
Department of Economics
BPSMV Khanpur kalan Sonepat

[Quoted text hidden]

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3 attachments

Minutes of Meeting.pdf
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Scheme of Syllabus M.A. PSYCHOLOGY Sem 1 & 2 (2).pdf
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Ordinance MA Psychology 2024-2026 (1).pdf
3748K

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chairperson political science <dops@bpswomenuniversity.ac.in> Fri, Jan 31, 2025 at 1:57 PM
To: Department of Psychology <dopsy@bpswomenuniversity.ac.in>
Cc: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>

Respected Sir Scheme and Syllabus and Approved as proposed
Thanks and Regards
Dr. Rampal, Department of Political Science
[Quoted text hidden]

Chairperson, Economics <doeco@bpswomenuniversity.ac.in> Fri, Jan 31, 2025 at 2:02 PM
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>

Respected sir
The same is considered and approved.
Regards
Dr. Anju Rani
Chairperson
Department of Economics
BPSMV khanpur kalan sonepat

---------- Forwarded message ---------
From: **Dean Faculty of Social Sciences** <deanfss@bpswomenuniversity.ac.in>
Date: Fri, Jan 31, 2025, 12:27 PM
Subject: Regarding approval scheme, syllabus and structure offered by the newly establishment department of psychology.
To: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, <anjurani.bps@gmail.com>, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, <gcwmurthal@gmail.com>, chairperson political science <DOPS@bpswomenuniversity.ac.in>, Chairperson, Economics <doeco@bpswomenuniversity.ac.in>, <gcwmadlauda@gmail.com>, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

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Ordinance MA Psychology 2024-2026 (1).pdf
3748K

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chairperson history history <doha@bpswomenuniversity.ac.in> Fri, Jan 31, 2025 at 2:06 PM
To: Department of Psychology <dopsy@bpswomenuniversity.ac.in>
Cc: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, GCW MURTHAL <gcwmurthal@gmail.com>, chairperson political science <dops@bpswomenuniversity.ac.in>, Economics Chairperson <DOECO@bpswomenuniversity.ac.in>, gcw madlauda <gcwmadlauda@gmail.com>, Social Work <dosw@bpswomenuniversity.ac.in>, chairperson geography geography <dog@bpswomenuniversity.ac.in>

Respected all

Approved as proposed.

Regards
Dr Archana Malik
Incharge
History & Archaeology
[Quoted text hidden]

1981

Social Work <dosw@bpswomenuniversity.ac.in> Fri, Jan 31, 2025 at 2:35 PM
To: chairperson history history <doha@bpswomenuniversity.ac.in>
Cc: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, GCW MURTHAL <gcwmurthal@gmail.com>, chairperson political science <dops@bpswomenuniversity.ac.in>, Economics Chairperson <DOECO@bpswomenuniversity.ac.in>, gcw madlauda <gcwmadlauda@gmail.com>, chairperson geography geography <dog@bpswomenuniversity.ac.in>

Respected Members

Approved as proposed.

Warm regards

Dr Manju Panwar
Head Dept of Social Work
BPSMV
[Quoted text hidden]

---

gcw madlauda <gcwmadlauda@gmail.com> Fri, Jan 31, 2025 at 4:00 PM
To: Social Work <dosw@bpswomenuniversity.ac.in>
Cc: chairperson history history <doha@bpswomenuniversity.ac.in>, Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, GCW MURTHAL <gcwmurthal@gmail.com>, chairperson political science <dops@bpswomenuniversity.ac.in>, Economics Chairperson <DOECO@bpswomenuniversity.ac.in>, chairperson geography geography <dog@bpswomenuniversity.ac.in>

Approved

(Ram Niwas)
Principal
Govt College for Women
Madlauda
[Quoted text hidden]

TDLGCW MURTHAL <gcwmurthal@gmail.com> Fri, Jan 31, 2025 at 4:15 PM
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>

Respected sir/madam,

Approved as proposed.

Principal
Tau Devi Lal Govt College for Women
Murthal Sonepat
[Quoted text hidden]

---

kokila malik <drkokilamalik@gmail.com> Fri, Jan 31, 2025 at 4:45 PM
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
Cc: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, GCW MURTHAL <gcwmurthal@gmail.com>, chairperson political science <DOPS@bpswomenuniversity.ac.in>, "Chairperson, Economics" <doeco@bpswomenuniversity.ac.in>, gcwmadlauda@gmail.com, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Respected Sir/Ma'am,

Approved as proposed .

With Regards:

1982

(Dr. Kokila Malik)

Chairperson
Department of Geography
(Head of Department),Institute of Higher Learning,
BPS Mahila Vishwavidyalaya, Khanpur Kalan
Sonipat, HR (131305) INDIA
Mobile:9996123005
Email-Id : drkokilamalik@gmail.com
[Quoted text hidden]

Rampal Bhatti <bhattirampal09@gmail.com> Fri, Jan 31, 2025 at 5:42 PM
To: kokila malik <drkokilamalik@gmail.com>
Cc: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>, Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, GCW MURTHAL <gcwmurthal@gmail.com>, chairperson political science <DOPS@bpswomenuniversity.ac.in>, "Chairperson, Economics" <doeco@bpswomenuniversity.ac.in>, gcwmadlauda@gmail.com, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Sir/Madam please check the session in scheme and syllabus it may be 2024-2025 instead of 2024-2026

[Quoted text hidden]

Rampal Bhatti <bhattirampal09@gmail.com> Fri, Jan 31, 2025 at 8:27 PM
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>

Respected sir
Scheme and Syllabus approved
[Quoted text hidden]
—
Thanks and Regards
Dr. Rampal
Associate Professor
Department of Political Science
IHL, BPSMV, Khanpur Kalan
& Chairperson Department of Political Science (BPSMV, KK)
Mob. No. 9416242079

Dated: 24/Jan/2025

Department of Psychology

Minutes of Meeting

The meeting of DSC was held on 24th January 2025 in the chairperson's office of department of Psychology. The following members were present during the meeting.

Sr. No:	Name of the Faculty	Designation
1.	Dr. Meghna Sharma	Vising Faculty
2.	Mr. SachinPanwar	Vising Faculty

Agenda 1:Post facto approval and consideration of Scheme, Structure, ordinance and syllabus of MA-Psychology first Year(Sem1 &Sem 2).

Resolution: It was discussed and approved.

1. Dr. Meghna Sharma, Vising Faculty
2. Mr. SachinPanwar, Vising Faculty

24/1/25

Chairperson
Department of Psychology
BPSMV

Chairperson
Department of Psychology
BPSMV Khanpur Kalan

1984

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Annexure – 53

(14)

BPS MAHILA VISHWAVIDYALAYA KHANPUR KALAN (SONEPAT)

MINUTES OF THE 27th MEETING OF THE ACADEMIC COUNCIL HELD ON 15/03/2024 AT 12:00 NOON IN THE CONFERENCE HALL, ADMINISTRATIVE BLOCK, BPS MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT) THROUGH BLENDED MODE.

Members Present:-

1.	Prof. Sudesh Vice-Chancellor	Chairperson
2.	Smt. Veena Rani, Deputy Director O/o DGHE, Panchkula	Ex-Officio Members Attended online
3.	Prof. Sanket Vij, Dean Academic Affairs	Attended offline
4.	Prof. Ravi Bhushan, Dean, Faculty of Social Sciences,	-do-
5.	Prof. Ashok Verma, Dean, Faculty of Arts & Languages,	-do-
6.	Prof. Vijay Nehra, Dean, Faculty of Engineering & Technology, Dean Faculty of Law	-do-
7.	Prof. Neelam Jain, Dean, Faculty of Pharmaceutical Sciences, Chairperson, Deptt. of Pharmacy,	-do-
8.	Prof. Shweta Singh, Dean, Faculty of Commerce & Management, Dean of Colleges, Dean Students Welfare	-do-
9.	Dr. Sunil Sangwan, Dean, Faculty of Sciences, Chairperson, Department of Mathematics	-do-
10.	Dr. Bhupinder Singh, Chairperson, Department of Chemistry	-do-
11.	Dr. Sandeep Dahiya, Controller of Examinations	-do-
12.	Dr. Geeta Phogat, Chairperson, Department of English	-do-
13.	Dr. Bhavna Sharma. Chairperson, Department of Commerce	-do-
14.	Dr. Krishan Kumar, Chairperson, Deptt.of Management Studies	-do-
15.	Dr. Manju Panwar, Chairperson, Department of Social Work	-do-
16.	Dr. Kokila Malik, Chairperson, Deptt.of Geography	-do-
17.	Dr. Priyanka, Chairperson, Department of ECE	-do-
18.	Dr. Sonal, Chairperson, Department of CSE&IT	-do-
19.	Dr. Anu Balhara, Chairperson Department of Education	-do-
20.	Prof. Ipshita Bansal, Proctor	-do-

		Special invitee
42.	Dr. Mathachan K.J., In-charge, Deptt.of Foreign Languages	Attended offline
43.	Dr. Seema Dahiya, In-charge, Deptt.of Laws	-do-
44.	Dr. Pankaj Mishra, In-charge, Deptt.of Hotel Management	-do-
45.	Mr. Harinder Pal, In-charge, Deptt.of Fashion Technology	-do-
46.	Dr. Neelam Malik Registrar	Member Secretary

THE QUORUM WAS COMPLETE.

Subject: Request to grant permission to attend UGBOS at DCSA 7th CRSU Jind on 19.11.2024.

At the outset, the Vice-Chancellor welcomed all the members to the 27th meeting of the Academic Council.

After the exchange of pleasantries, the formal agenda items with the permission of the Chairperson were taken up by the Registrar.

1. Confirmation of the Minutes of the 26th meeting of Academic Council held on 14/07/2023.

   RESOLVED THAT THE MINUTES OF THE 26th MEETING OF THE ACADEMIC COUNCIL HELD ON 14.7.2023 BE CONFIRMED.

2. Follow up Action Report.

   RESOLVED THAT THE FOLLOW UP ACTION TAKEN ON THE DECISIONS OF THE ACADEMIC COUNCIL MEETING HELD ON 17.1.2023 BE NOTED. HOWEVER, THE DEAN ACADEMIC AFFAIRS RAISED THE OBSERVATION WITH REGARD TO FOLLOW UP ACTION ON AGENDA NO.5 OF 26TH MEETING THAT THE REGISTRATION OF TWO STUDENTS ARE STILL PENDING BECAUSE OF NON ALLOCATION OF THE ELIGIBLE SUPERVISOR (S). FURTHER RESOLVED THAT THE ELIGIBLE SUPERVISOR (S) BE ALLOTED TO THOSE TWO STUDETNS IMMEDIATELY AND THE REGSTRATION LETTER BE ISSUED WITHIN SEVEN DAYS.

   Action by – Dean Faculty of Sciences and R&S branch

3. To ratify the action taken by the Vice-Chancellor in approving the Ordinance, Scheme of Examination and Syllabus of M.A. Social Work and Ph.D Social Work from the Academic Session 2023-24 in anticipation of the approval of the Academic Council.

   RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

   Action By – Academic Branch

4. To ratify the action taken by the Vice-Chancellor in the case of Ms. Priyanshu, a Student of B.Tech Programme to continue the programme and reconduct of examinations from the Academic Session 2023-24 in anticipation of the approval of Academic Council.

   RESOLVED THAT THE ACTION TAKEN BY THE VICE CHANCELLOR BE APPROVED.

   Action By -Examination Branch & Academic Branch

AGENDA FOR THE 27th MEETING OF THE ACADEMIC COUNCIL SCHEDULED TO BE HELD ON 15/03/2024 AT 11:30 A.M. THROUGH BLENDED MODE (OFFLINE AND ONLINE), IN CONFERENCE HALL, ADMINISTRATIVE BLOCK, BPS MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT), HARYANA.

1. **Confirmation of the Minutes of the 26th meeting of Academic Council held on 14/07/2023.**
   To confirm the Minutes of the 26th meeting of the Academic Council held on 14/07/2023 **(Annexure-1, page- 1-12).**

2. **Follow up Action Report.**
   To note the action report on the decisions taken by the Academic Council in its 26th meeting held on 14/07/2023 **(Annexure-2, page-13-15).**

3. **To ratify the action taken by the Vice-Chancellor in approving the Ordinance, Scheme of Examination and Syllabus of M.A. Social Work and Ph.D Social Work from the Academic Session 2023-24 in anticipation of the approval of the Academic Council.**
   Statement of the case:-

   The PG BOS, Department of Social Work in its meeting held on 14/01/2023 and Faculty of the Social Sciences in its meeting held on 07/07/2023 has approved the Ordinance, scheme of examination and syllabus M. A. Social Work and Ph.D. Social Work **(Annexure-3, page-16-110)** with effect from 2023-24.

   The minutes of PG BOS, Department of Social Work are placed at **(Annexure-4, page-111)** and the minutes of the Faculty of Social Sciences are placed at **(Annexure-5, page-112).**

   The case duly recommended by the Chairperson Deptt. of Social Work and Dean Academic Affairs was put up to the Vice Chancellor who after due consideration has approved the same in anticipation of the approval of the Academic Council and further desired to refer the same to the Academic Council for ratification.

4. **To ratify the action taken by the Vice-Chancellor in the case of Ms. Priyanshu, a Student of B.Tech Programme to continue the programme and reconduct of examinations from the Academic Session 2023-24 in anticipation of the approval of Academic Council.**
   Statement of case:-

   Ms. Priyanshu was admitted in the B.Tech programme during the Academic Session 2016-17. In the year 2019 she informed the Chairperson Deptt. of CSE&IT that her financial condition was very critical as she was not able to take admission in the final year. As her grandmother expired in the year 2019. who was only financial

-1987-

Annexure-54

Department of Computer Science & Engineering and Information Technology
BPS MahilaVishwavidyalayaKhanpurKalanSonipat
(A State University Established under the Legislative Act No. 31/2006)
Accredited with 'B++' grade by NAAC

Proceedings of the meeting of DSC held on 11.12.2024 at 12:00 noon of Computer Science & Engineering and Information Technology

The members of the staff council were of the common consensus that keeping in light of the career prospects of Ms. Priyanshu, B. Tech (CSE) on sympathetic grounds she may be given additional one academic year (2024-25) tenure: in which she may appear for odd & even semester examinations as per the requirements.

On students request the DSC is of the considerate view to allow her for appearing in December, 2024 examinations as per the reappear application she has applied for & deposited her dues for the same.

Dr. Sunila Rani 11/12/24

Manju 11/12/24
Dr. Manju Saroha

Dr Vinod Saroha 11/12/24

Sonal 11/12/24
Ms. Sonal Beniwal

Regarding Approval of Agendas External Inbox

Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
to Department, Ravi, Rampal, Archana, anjurani.bps, manju, Deepali, ar, kokila, gowmurthal, chairperson, Economics, gowmadlauda, Social, chairperson, chairperson

Feb 10, 2025, 4:38 PM (8 hours ago)

Esteemed Members
Greetings

I have great pleasure in sharing the following Agendas for approval

1. Discuss and approve the SEC syllabus of Political Science for 1st, 2nd and 3rd semester for Regiional Centre, Krishan Nagar (Rewari) session 2025-26.
2. Consideration and approval of minor rectification in scheme and syllabus of Pre-Ph.D Political Science 2023-24 (Course work).
3. Consideration and approval of Minutes of UGBOS Scheme and Syllabus of B.A Political Science 4 year multidisciplinary programme w.e.f 2024-25.
4. Discuss and approved the Registration of P.h.D students in P.h.D Programme Political Science. The details of the P.h.D scholars are as under:-

Sr. No	PRN No.	Name	Topic	Supervisor
1.	2023041100041974	Kranti	The impact of India-China Confrontation on BRICS: An Explorative Study (2009-2024)	Dr. Rampal
2.	2023041100041966	Priya	हरियाणा पचायती राज व्यवस्था मे महिला नेतृत्व: सोनीपत जिले का एक अध्ययन	Dr. Rampal

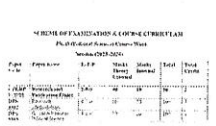
In view of the above all documents attached herewith for your kind consideration and approval please. After approval the same may be forwarded to the upcoming Academic Council meeting.

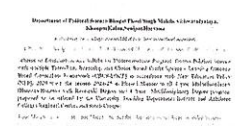
Warm regards

Yours sincerely

Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

7 Attachments • Scanned by Gmail





Agenda 1 UGBOS... Agenda no 2 PGB... Agenda no 2.docx Agenda No 3 Dsc... Agenda NO 3.docx Agenda No 4 Min... AGENDA 1.pdf

chairperson political science Feb 10, 2025, 5:45 PM (6 hours ago)
Respected Dean (FSS) Sir There are Four Agendas sent by the Department of Political Science and by the office of Dean FSS for approval from Members FSS, Only 3

chairperson political science Feb 10, 2025, 5:51 PM (6 hours ago)
---------- Forwarded message --------- From: chairperson political science <dops@bpswomenuniversity.ac.in> Date: Mon, Feb 10, 2025 at 5:45 PM Subject: Re: Regar

anju rani Feb 10, 2025, 6:59 PM (5 hours ago)
Respected DeanThe same has been considered and approved.RegardsDr. Anju RaniChairpersonDepartment of EconomicsBPSMV Khanpur Kalan Sonepat

Deepali Mathur 10:21 AM (0 minutes ago)
Approved agenda no 2 to 4. Warm Regards Dr. Deepali Mathur

Archana malik 10:41 AM (0 minutes ago)
Thanks & Regards Dr. Archana Malik

Dr Varuna Tehlan Dahiya Department of Psychology 10:42 AM (0 minutes ago)
Dear Sir The agenda items from serial no 2-4 are approved. Regards Dr Varuna Tehlan Dahiya Chairperson Department of Psychology BPSMV Khanpur Kalan Sonipat

TDLGCW MURTHAL

Respected Sir/Madam, Approved as proposed. Principal Tau Devi Lal Govt. College for Women, Murthal (Sonepat) 11:08 AM (0 minutes ago)

Social Work

Respected members Agenda 2 and 4 : Approved. Warm regards Dr Manju Panwar Head Dept of Social Work BPSMV 12:08 PM (0 minutes ago)

chairperson geography geography

approved agenda 02 to 04 Incharge, Deptt. of Geography On Thu, Feb 13, 2025 at 10:05 AM chairperson geography geography <dog@bpswomenuniversity.ac.in> wrote: ap Feb 13, 2025, 10:13 AM (0 minutes ago)

gcw madlauda

to Departmen:. Ravi, Rampal, Archana, anjurani.bps, manju, Deepali, ar, kokila, GCW, chairperson, Economics, Social, chairperson, chairperson, me Feb 13, 2025, 10:36 AM (0 minutes ago)

Approval Note

To,
Prof. Ravi Bhushan
Dean, Faculty of Social Science

Subject: Approval for forwarding documents to the Academic Council meeting

Respected Prof. Ravi Bhushan,

The documents attached have been reviewed and approved. You may proceed with forwarding the same for consideration at the upcoming Academic Council meeting.

Best regards,
Ram Niwas

Professor of Political Science
GCW, Madlauda

Thanks a lot. | Noted with thanks. | Thank you for the information.

1990

BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA

(A State University established under Sections 2(f) and 12 (b) of the UGC Act, 1956)

Khanpur Kalan, Sonipat, Haryana-131305

Department of Political Science

Ref. No BPSMV/DPS/25/..... Date.....

MINUTES OF THE MEETING HELD ON 29th January, 2025

A meeting of the Postgraduate Board of Studies was held in the Office of the Chairperson, Department of Political Science on 29th January, 2025 at 11:30 A.M.

MEMBERS PRESENT:

1.Dr Rampal	Chairperson
2.Prof. Upendra Choudhury	Outside Expert
3.Prof. Rajender Sharma	Outside Expert
4.Dr. Ram Niwas	Internal Expert
5 Dr. Shamsher Singh Bhanderi	Internal Expert

PROCEEDINGS:

The following agenda was discussed:

1. Ph. D Registration
2. Minor rectification in scheme and syllabus of Pre-Ph. D course work

DECISIONS TAKEN:

1. Approved Ph. D topic of following Research Scholars
    1. Mrs. Kranti Roll No. 23231001 (with minor changes in Title and Chapterzation)
    2. Mrs. Priya Roll No. 23231002 (with minor changes in Research Gap and relevance of research.)
2. Approved Minor corrections in syllabus and scheme Pre-Ph. D Course work.

The meeting ended with a vote of thanks from the Chair.

Dr Rampal 29.01.2025

Prof. Upendra Choudhury

Prof. Rajender Sharma 29.1.2025

Dr. Ram Niwas

Dr. Shamsher Singh Bhanderi

Annexure – 56

SCHEME OF EXAMINATION & COURSE CURRICULAM

Ph. D (Political Science) Course Work

Session (2023-2024)

Paper Code	Paper name	L-T-P	Marks Theory External	Marks Internal	Total	Total Credit
CPERP E-2023	**Research and Publication Ethics**	**2-0-0**	**40**	**10**	**50**	**2**
DPS-3312	Research Methodology	4-1-0	80	20	100	5
DPS-3313	Recent Advance in Political Science	4-1--0	80	20	100	5
Total			**200**	**50**	**250**	**12**

Rules and Regulation will be implemented Ph.D. Ordinance BPSMV,KK-2023

Program Objectives:

1. To acquire deep knowledge of literature and a comprehensive understanding of techniques and methods adapted to their own research.
2. Discover, interpret, and communicate new knowledge through original research. Publishable quality, which satisfies a review.
3. Apply significant ranges of advanced and specialized skills and enable them to act autonomously in the planning and implementation of research.
4. Practice a proactive, critical, and reflective approach based on research and develops professional relationships with others where appropriate.
5. Present an original research outcome that extends to the forefront of a discipline or relevant area of professional practice.
6. Critically and creatively evaluate current issues. Research and advanced scholarships in the discipline
7. Manage complex ethical and professional issues and make informed judgments based on ethical code and practices.

11/6/2024

8. Work collaboratively with all stakeholders to create, develop, and exchange research knowledge to influence society and the economy.

Ph.D: Program-Specific Outcomes

PSO1 (Knowledge Outcomes):

The graduates of the Ph.D. in Political Science program should be able to demonstrate the acquisition of knowledge in the following areas: reviewing the theories of science, political and economic knowledge, and social research and their linkage with political science. Research; develop highly specialized knowledge, linking political science ideologies, theory, research, policy, and practice on the chosen political science topic. Master the established research methods and techniques applicable to political science.

PSO2 (Attitudes and Ethical Outcomes):

The graduates of the Ph.D. program should be able to demonstrate ethical practices, which are to consider research as an integral part of practice. Study social policies and practices so that they positively improve the social realities of socially excluded groups; make a comparative analysis of different practice approaches; use participatory research approaches and a plurality of methods for understanding social issues; follow ethical practices in all aspects of research; and development, including avoiding practices such as fabrication, falsification, or misrepresentation of data, committing plagiarism, and not adhering to intellectual property rights.

PSO3 (Skill Outcomes):

The graduates of the Ph.D. in Political Science program should be able to demonstrate the acquisition of highly specialized cognitive and technical skills required for performing and accomplishing complex tasks related to research and development that make original contributions to knowledge, professional practice, and innovations. Further cognitive and technical skills required for conceptualizing, designing, and implementing fundamental and/or applied research at the forefront of political science to generate original knowledge. Skills of situational assessment, monitoring, and evaluation of policies, programs, and interventions, according to the stage of practice.

Research and Publication Ethics (core)

(Course Code: CPERPE-2023)

Time: 1.30 Hrs.

Total Marks: 50

External: 40

Internal: 10

Note: for Theory Examination (Part-I): There will be 7 questions in all. The first question is compulsory consisting of 4 short answer type questions (30-35 words) of 2 marks each, set From the theory part of the syllabus. The remaining 6 questions shall be from the set from the theory part (Unit I to III) of 04 marks each. The examinees have to attempt 3.Questions selecting at least one from each of the three units (I to III) questions attempting. Besides the first compulsory question.

Course Objective: The aim of this course is to acquaint the students about the importance of ethics In research and publications besides aware them about plagiarism, predatory journals and impact Factor metrics.

Course Outcome: Students will be able to identify the misconduct in research, plagiarism and Predatory journals which will ultimately help them in improving the research quality. In addition, they will learn how to create research database, impact factor and a metrics in research reports.

Part-I (Theory)

Unit I

PHILOSOPHY AND ETHICS; Introduction to Philosophy; Definition, Nature and scope, Concept, branches; Ethics; Definition, moral philosophy, nature of moral judgments and Reactions.

Unit II

SCIENTIFIC CONDUCT: Ethics with respect to science and research, Intellectual honesty and Research integrity, Scientific misconducts: Falsification, fabrication and plagiarism (FFP); Redundant publications: duplicate and overlapping publications, salami slicing; Selective reporting and misrepresentation of data.

Unit III

PUBLICATION ETHICS: Definition, introduction and importance; Best practices/ standards Setting initiatives and guidelines: COPE, WAME, etc.; Conflict of interest; Publication misconduct: Definition, concept, problems that lead to unethical behavior and vice Versa, types; Violation of

Publication ethics, authorship and contributor ship; Identification of publication misconduct, Complaints and appeals; Predatory publishers and journals.

Part-2 (Practical)

Unit IV

OPEN ACCESS PUBLISHING: Open access publications and initiatives; SHERPA/RoMEO Online resource to check publisher copyright & self- archiving policies; Software tool to identify Predatory publications developed by SPPU; Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggested, etc.

Unit V

PUBLICATION MISCONDUCT; Group Discussions; Subject specific ethical issues, FFP, Authorship; Conflict of interest; Complaints and appeals: examples and fraud from India and Abroad; Software tools; use of plagiarism software like Turnitin, Urkund and other open source Software tools.

Unit VI

DATABASE AND RESEARCH METRICS; Database; Indexing database; Citation databases: Web of Science, Scopus etc.; Impact Factor of Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics: h-index, i10 index, a tmetrics.

References:

1. Brooks, R., Kitty te Riele & Maguire, M. 2014. Ethics and Education Research, Sage Publications.
2. Carroll, J. 2015. A handbook for Deterring Plagiarism in Higher Education. Oxford Centre for Staff and Learning Development.
3. Francisco M. Salzano, A. & Magdalena Hurtado. 2004. Lost Paradises and the Ethics of Research and Publication. Oxford University Press. New York.
4. Hammersley, M. & Traianou, A. 2012. Ethics in Qualitative Research Controversies and Contexts. SAGE Publications Ltd.
5. Loue, S. 2000. Textbook of Research Ethics: Theory and Practice, 2000th Edition. Springer.
6. Miller, T., Birch, M., Mauthner, M. & Jessop, J. 2012. Ethics in Qualitative Research. Oxford Brookes University, UK.
7. Todorovich, M., Paul K. & Hook, S.. 1977. The Ethics of Teaching and Scientific Research. Prometheus Books. Buffalo, NY.

8. Oliver, P. 2003. The student's guide to research ethics. Open University Press, Maidenhead, Philadelphia.

9. Sales, Bruce, D. & Folkman, S. 2002. Ethics in Research with Human participants. American Psychological Association, Washington D.C.

10. Shamoo, Adil E. & Resnik, David B. 2003. Responsible conduct of research. Oxford University press.

11. Stewart, Neal C.2011. Research Ethics for Scientists: A Companion for Students. Wiley.

Research Methodology (Paper Code: DPS-3312)

Time: 3 hours.

Total Marks: 100

External: 80

Internal: 20

Note:

There will be nine questions in all from theory section. The first question is compulsory, consisting of eight short Answer type questions (30–35 words) of 2 marks each, set from the whole syllabus. The remaining 8 questions shall be from the four units, i.e., 2 questions from each of the four units of 16 marks each unit. The examinees have to attempt one question from each unit besides the compulsory question.

Course Objective:

The aim of this course is to give thorough knowledge about research methods and Techniques that could be applied to conducting the research. The course would also enable the students to handle the time series and panel data sets with the use of software and statistical packages to analyze the

6[Data.

Course Outcome:

After doing this course, students will learn various research methods that they can apply to writing dissertations and other academic writings.

Unit-I.: Meaning, Nature, Scope, Objective and types of Research.

Unit-II. Qualitative Research Methods - Interview, Ethnographic Research, Content Analysis, Phenomenological Research,

Unit-III. Quantitative Research Methods- Experimental Research, Survey Research, Questionnere, Schedule

Unit-IV. Mixed Methods of Research and steps to write a research proposal.

Suggested Readings

1. H.N. Blalock, An Introduction to Social Research, Englewood Cliffs NJ, Prentice Hall, 1970
2. J. Blondel, Thinking Politically, London, Wildwood House, 1976.
3. A. Bryman, Quantity and Quality in Social Research, London, Unwin Hyman, 1988.
4. A.F. Chalmers, Science and Its Fabrication, Milton Keynes, Open University Press, 1990.
5. J. Galtung, Theory and Methods of Social Research, New York, Columbia University Press, 1987.
6. A.Giddens, Profiles and Critiques in Social Theory, London Macmillan, 1982.
7. W.J. Goode and P.K. Hatt, Methods of Social Research, New York, McGraw Hill, 1952.
8. A.C. Isaak, Scope and Methods of Political Science, Homewood Illinois, Dorsey Press, 1985.
9. J.B. Johnson and R.A. Joslyn, Political Science Research Methods, Washington DC, C.Q. Press, 1986.
10. F.N. Kerlinger, Behavioural Research, New York, Holt, Rinehart and Winston, 1979.
11. T.Kuhn, The Structure of Scientific Revolution, Chicago, University of Chicago Press, 1970.
12. R. K. Merton (ed.), Social Theory and Social Structure, New York, The Free Press, 1957.
13. D. Miller (ed.), Pocket Popper, London, Fontana, 1997.
14. Sir, K.R. Popper, the Logic of Scientific Discovery, London, Hutchinson, 1959.
15. Sir, K. R. Popper, Conjectures and Refutations: The Growth of Scientific Knowledge, London, Rougtledge and Kegan Paul, 1963.
16. Sir, K.R. Popper, the Poverty of Historicism, London, Reoutledge, 1991.
17. P.V. Young, Scientific Social Surveys and Research.
18. Robert A. Dahl, Modern Political Analysis, Englewood Cliffs, NJ Prentice Hall, 1963.

1998

Recent Advances in Political Science (Paper code: DPS-3313)

Time: 3 Hrs. **Total Marks: 100**

External: 80

Internal: 20

Note: There will be 9 questions in all. The first question is compulsory consisting of 8 short Answer type questions (30-35 words) of 2 marks each, set from the whole syllabus. The Remaining 8 questions shall be from the four units, i.e., 2 questions from each of the four units of 16 marks each. The examinees have to attempt one question from each unit besides the compulsory question

Course Objective: Course Objective:

The paper aims at acquainting the students with the core issues in international politics as well as Indian politics and thoughts of thinkers. It critically explores issues, challenges and themes surrounding global environment, Human Rights, Gender, Nationalism and Ethnicity, International Terrorism, Regionalism The paper aims at introducing the students to the major political processes that are integral to politics in India. It explores themes like Historical Dimensions, Values and Legacies of Political Culture in India and Problems of Nation Building and Integration, among others. Also aims to acquaint the students with the core elements of Political Theory.

Course Outcome:

The Department is dedicated to promote teaching and research in diverse fields of political science including Indian politics, comparative politics, international relations and human rights while maintaining the scholarship in some of the conventional fields like political theory and political philosophy. Presently, the department is offering Master's and PhD programmes in Political Science. The learning outcomes of the programmes are as follows:

- To develop comprehensive understanding of the subject by teaching both conventional and new areas of relevance in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.
- To develop comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.
- To generate socially-informed knowledge and cater to the educational upliftment of marginalized

communities through papers like Human Rights, Political Ideas in Modern India and Women and Politics in India.

Unit-1 Political Traditions and Concepts:

Justice, Fraternity, Citizenship, Feminism, Ecologism

Unit-2 Political Thinkers:

John Rawls, Amartya Sen., Partha Chatterjee, Vandana Shiva

Unit-3. Indian Politics.

Constitutional issues: Revival of C Constitutional Debates, Language Politics, Communalism, Criminalization of Politics, Reservation Politics in India with special reference to Haryana.

Major

Unit-4.

New Concepts, Issues and Challenges: Comprehensive, National Power (CNP), Responsibility to Protect (R2P), Developmental U.N. Reforms Parternership, :(Security Council and General Assembly) Contemporary Challenges: Dispora Issues, Forced Migration, Sovereignty challenges

References:

1. D. Held, Political Theory Today, Cambridge, Polity Press, 1991
2. A. Heywood, Political Theory: An Introduction, London, Macmillan, 1999.
3. G. H. Sabine, What is Political Theory?, Journal of Politics, 1939, 1(1).
4. N. P. Barry, Hayek's Social and Economic Philosophy, London, Macmillan, 1979.
5. E Butler, Hayek : His Contribution to the Political and Economic Thought of Our Time, Hounslow, Temple Smith, 1983.
6. C. Kukathas, Hayek and Modern Liberalism, Oxford, the Clarendon Press, 1989.
7. J. Wolff (ed.), Robert Nozick : Property, Justice and the Minimal State, Oxford Polity with Basil Blackwell, 1991
8. Sen, Amartya, 1980, "Equality of What?" in Tanner Lectures on Human Values, Volume 1, ed. S. McMurrin, Cambridge: Cambridge University Press.
9. Cohen, G. A., 2008, Rescuing Justice and Equality, Harvard University Press: 1-14; 229-371.
10. Okin, Susan M, 1987, "Justice and Gender", Philosophy & Public Affairs 16/1: 42-72.
11. Pogge, Thomas, 2008, "Introduction to the Two-Volume Collection" Global Justice: Seminal Essays (co- edited with Darrel Moellendorf) and Global Ethics: Seminal Essays (co-edited with Keith Horton), St. Paul, MN: Paragon House: xiii-xxiv

12. Rawls, John, 2001, Justice as Fairness: a restatement, Cambridge, MA: Harvard University Press. (Excerpts)

13. Walzer, M, 1983, Spheres of Justice, New York: Basic Books.

14. Dworkin, Ronald, 1984, "Rights as Trumps", in Waldron, J., (ed.) Theories of Rights, Oxford: Oxford University Press:

15. Raz, Joseph, 1986, The Morality of Freedom, Oxford: Clarendon Press. (Ch. 7) Steiner, Hillel, 1994, An Essay on Rights, Oxford: Blackwell. (Ch. 3)

16. Kymlicka, Will, 2002, Contemporary Political Philosophy: An Introduction (Oxford University Press)

17. B. Shiva Rao (1968) The Framing of India's Constitution, A Study and Select Documents, Bombay: Tripathi.

18. Rajeev Bhargava (ed.) (2008), Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press.

19. S.K. Chaube (1973), Constituent Assembly of India: Springboard of Revolution, New Delhi: PPH, (reprinted 2000 Delhi: Manohar).

20. Dr. B.R. Ambedkar's speech in the Constituent Assembly, CAD, 25 November 1949, Vol.X-XII, Book 5, Delhi: Lok Sabha Secretariat, Delhi, 2003.

21. Upendra Baxi (2007) 'The Rule of Law in India,' Sao Paulo: SUR – International Journal On Human Rights, Vol.3 no.

22. Akeel Bilgrami (1994), 'Two Concepts of Secularism: Reason, Modernity and the Archimedean Ideal', Economic and Political Weekly, July 9, pp.1749-61.

23. Ashis Nandy (1999), 'A Critique of Modernist Secularism' in Sudipta Kaviraj (ed) Politics in India, Delhi: Oxford University Press, pp.329-341.

24. Sudipta Kaviraj (2011), 'Religion, Politics and Modernity' in Sudipta Kaviraj, The Enchantment of Democracy and India: Politics and Ideas, Ranikhet: Permanent Black, pp.183-208.

25. Paul Brass (2003), 'Riots and Election' (Chapter 8) and 'The Practice of Communal Politics' (Chapter 9) in Paul Brass, the Production of Hindu-Muslim Violence in Contemporary India, Delhi: Oxford University Press, pp. 219-239, 240-261.

26. Rajeev Bhargava (1998, 2006), Secularism and its Critics, New Delhi: Oxford University Press

27. M.P. Sullivan, Theories of International Politics: Enduring Paradigm in a Changing World, Hamsphire, Macmillan, 2001.

28. S.P. Verma, International System and the Third World, New Delhi, Vikas, 1988.

29. Ajay Kumar, Antarrashtriya Sambandhon Ke Siddhant, Pearson, New Delhi, 2012.

30. Chimni et al, International Relations, Pearson, New Delhi, 2012.

31. Sanju Gupta, an Introduction to International Relations, Pearson, New Delhi, 2012.

B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan

Department of Political Science

Panel of Paper Setter and Evaluator for Ph. D.

Paper Setter and Evaluator (External & Internal)

1. Dr Kushal Pal, Principal IGN College Ladwa. Ph. No. 0946470401
2. Prof. Upender Choudhary, AMU, Aligarh, Ph No. 09412563074
3. Prof. Rajender Sharma,MDU,8295943390
4. Prof. Jagroop Kaur,Punjabi University, Patiala,9463553600
5. Dr. Ramesh Deswal,CUH,9813740070
6. Dr. Mukesh yadav, Associate Professor, Indra Gandhi University, Meerpur Rewari, Ph No. 9416746880
7. Dr. Ramniwas GCW matloada, Panipat, Ph. No. 9416317857
8. Prof. Saroj Malik (Retd.), Dept of Political Science, K. U., Kurukshetra. Ph. No. 09455251547
9. Dr. Rampal, Associate Professor, IHL Ph No.9416242079 (Internal)
10. Dr Surender Nain, Dept of Political Science, G.M.N., College, Ambala Cant. Ph. No. 09416226247

8 Dr. Munesh Kumar, Assistant Professor, SMP Govt. Girl College Madhavpuram Meerut Ph. No. 8273731770

9 Dr. Samsher Bhanderi, GCW Gohana, Ph. No. 9215508661 (Internal)

10 Dr Anita Agarwal, Dyal Siongh College Karnal, Ph No. 8168362636

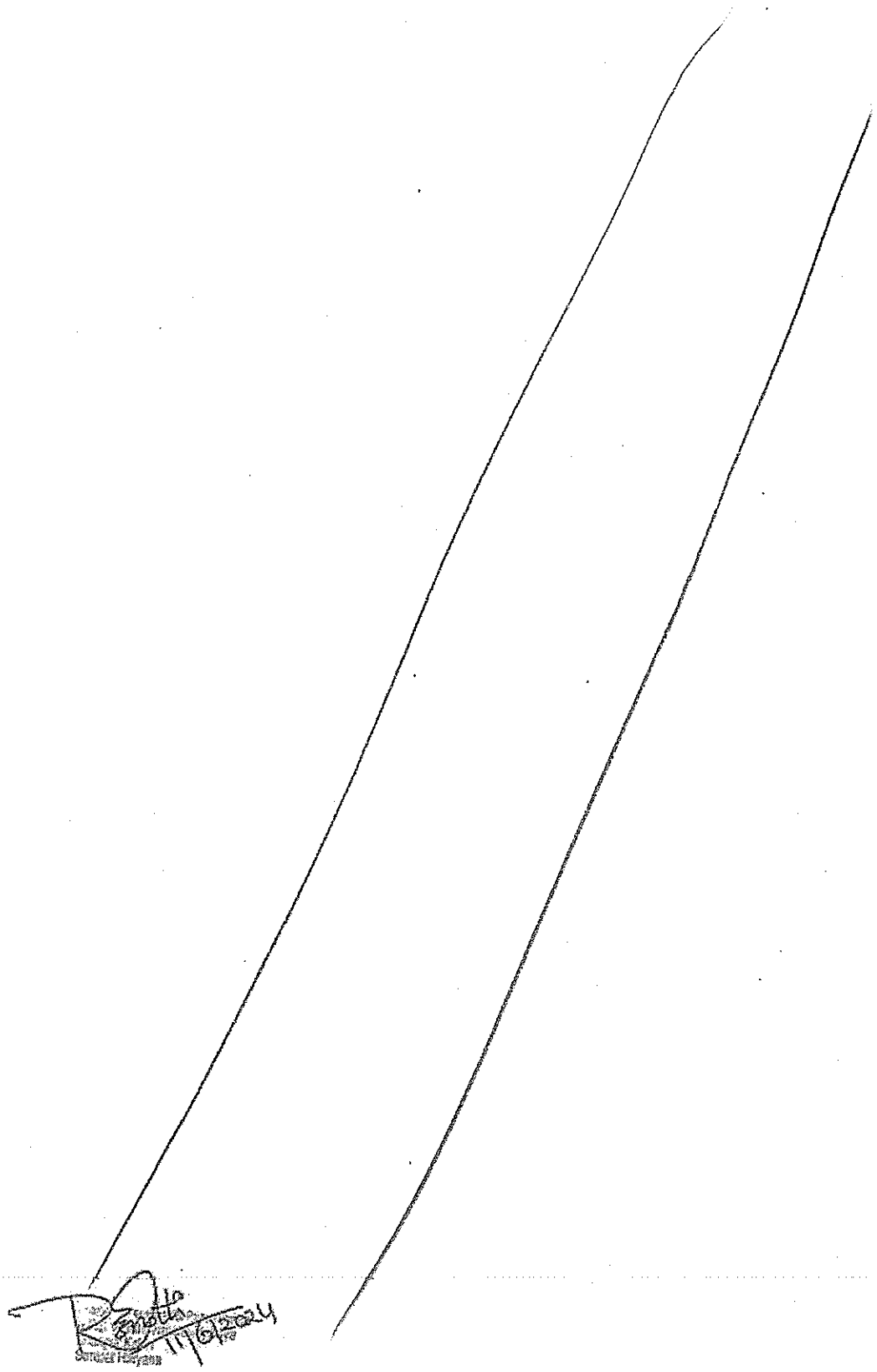
11 Prof. D.K.P. Chaudhary, Shri Devsuman University, Utrakhand Ph. No. 9411346372

12 Dr Vaishali Jain Dept of Political Science, K. U., Kurukshetra. Ph. No.9896276230

13 Dr. Usha Dhaiya, Tika Ram College Sonipat, Ph No. 9416196650

14 Dr. Pawan Sharma Associate Professor, Dyal Singh College Karnal, Ph. No. 9255948250

15 Dr. J.K Saroha, Janta Vedic College, Baraut UP Ph no. 9312484000



Annexure-57

Department of Political Science Bhagat Phool Singh Mahila Vishwavidyalaya, KhanpurKalan,Sonipat,Haryana

Established by the State Legislature Act XIII of 2006 ('B++' Grade NAAC Accredited)

4 Year Multidisciplinary(4 Years U.G. Honor's& Honor's with Research)Political Science

Scheme of Examination and Syllabi for Under-Graduate Program, Course Political Science with multiple Entry-Exit, Internship and Choice Based Credit System - Learning Outcome Based Curriculum Framework (CBCS-LOCF) in accordance with New Education Policy (NEP), 2020 w.e.f. the session 2024-25 in Phased Manner to all 4 year Multidisciplinary (Honours/Honours with Research) Degree and 4 Year Multidisciplinary Degree program, proposed to be offered by the University Teaching Departments/Institute and Affiliated Colleges/Regional Centers and South Campus.

Total Marks : 100 Internal Marks : 30 Marks - Division of Marks as provided below)

1. Attendance and Participation:5% (5* marks)

2. Mid Term Exam of 2 Hours Duration after completion of 50 syllabus: 15% (15* Marks)

3. Assignments - Presentations: 10% (10*marks)

Term End Exam (Theory) : 70% (70Marks) Duration of End Term Exam: -3Hrs.

Scheme of examination of the Course along with POs, PSOs, COs and Mapping Matrix

PROGRAMME OUTCOMES (POs):-

PO 1: Demonstrate a detailed knowledge and understanding of selected fields of study in core disciplines in the humanities, social sciences and languages;

PO 2: Apply critical and analytical skills and methods to the identification and resolution of problems withincomplex changing social contexts.

PO 3: Demonstrate a general understanding of the concepts and principles of selected areas of study outside core disciplines of the humanities, social sciences and languages;

PO 4: Apply an independent approach to knowledge that uses rigorous methods of inquiry and Appropriate theories;

PO 5: Articulate the relationship between diverse forms of knowledge and the social, historical

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B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan
Sonipat (Haryana)
3/2/25

2003

and cultural contexts that produced them;

PO6: Communicate effectively and show ability to read, write, listen to and speak in a chosen Language/s with fluency;

PO 7: Act as informed and critically discerning participants within the community of scholars, asCitizens and in the work force;

PO 8: Work with independence, self-reflection and creativity to meet goals and challenges in the workplace and personal life.

PROGRAMME SPECIFIC OUTCOMES (PSOs):-

PSO1: Enhancing of critical abilities of students for the examination of political phenomena.

PSO2: The students shall be able to develop an understanding of political events, institutions andprocesses with the capacity to suggest remedies for the challenges therein.

PSO3: The students shall be able to develop an enhanced sensitivity to social and political issues so as to become active members of the citizenry.

PSO4: The students shall be able to demonstrate the conceptual and theoretical understanding of politics for the analysis of political behavior.

Chairperson Department of Political Science
B.P.S. Mahila Mahavidyalaya
Khanpur Kalan
Sonipat (Haryana)
28/2/23

Department of Political Science Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan,Sonipat,Haryana

Scheme of Examination and Syllabi for 4-Year Under Graduate Multidisciplinary Program.(4 Years U.G. Honor's & Honor's with Research) Political Science with multiple Entry-Exit, Internship and Choice Based Credit System- Learning Outcome Based Curriculum Framework (CBCS-LOCF) in accordance with New Education Policy (NEP-2020)

Sr. No.	Course Type	Course Code	Nomenclature of Course	Workload T	P/T	T	Credits	Internal Marks	External Marks	Total Marks	ExamTime In Hrs.
1.	DSC	B -POL-101	Principles of Political Science-I	3	1	4	4	30	70	100	3:00
	MIC	B-POL-102	Fundamentals of Political Science-I	2	NA	2	2	15	35	50	1:30
	MDC	B-POL-103	Indian Polity-I	2	1	3	3	25	50	75	2:00
	DSC	B-POL-201	Principles of Political Science-II	3	1	4	4	30	70	100	3:00
	MIC	B-POL-202	Fundamentals of Political Science-II	2	NA	2	2	15	35	50	1:30
	MDC	B-POL-203	Indian Polity-II	2	1	3	3	25	50	75	2:00
	DSC	B-POL-301	Indian Constitution	3	1	4	4	30	70	100	3:00
	MIC	B-POL-302	Introduction to Indian Constitution-1	3	1	4	4	30	70	100	3:00
	MDC	B-POL-303	Indian Polity-111	2	1	3	3	25	50	75	2:00
	DSC	B-POL-401	Indian Government and Politics	3	1	4	4	30	70	100	3:00
	MIC (VOC)	B-POL-(VOC) 402	Introduction to Indian Constitution-11	3	1	4	4	30	70	100	3:00
	DSC	B-POL-501	International Relations-Theory	3	1	4	4	30	70	100	3:00
	MIC (VOC)	B-POL-502	Political Process in India	3	1	4	4	30	70	100	3:00
			Internship				4				
	DSC	B-POL-601	India's Foreign Policy	3	1	4	4	30	70	100	3:00
	MIC-	B-POL-602	International Political Issues	3	1	4	4	30	70	100	3:00
	MIC (VOC)	B-POL-(VOC)-603	International Organization	3	1	4	4	30	70	100	3:00
	DSC-H	B-POL-	Research	3	1	4	4	30	70	100	3.00

Chairperson Department of Political Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan
Sonipat, Haryana

8/2/2025

2005

	701	Methodology – 1								
DSC-H	B-POL-702	Western Political Thought-1	3	1	4	4	30	70	100	3:00
DSC-H	B-POL-703	Indian Political Thought -1	3	1	4	4	30	70	100	3:00
DSE-M	B-POL-704	International Law	3	1	4	4	30	70	100	3:00
	B-POL-705	Political Sociology	3	1	4	4	30	70	100	3:00
PC-H	B-POL-706	Liberal Political Theory -1	3	1	4	4	30	70	100	3:00
DSC-H	B-POL-801	Research Methodology – 11	3	1	4	4	30	70	100	3:00
DSC-H	B-POL-802	Western Political Thought-11	3	1	4	4	30	70	100	3:00
DSC-H	B-POL-803	Indian Political Thought – 11	3	1	4	4	30	70	100	3:00
DSE-	B-POL-804	Foreign Policy of Major Powers	3	1	4	4	30	70	100	3:00
	B-POL-805	Democracy in India	3	1	4	4	30	70	100	3:00
PC-H	B- POL-806	Liberal Political Theory -11	3	1	4	4	30	70	100	3:00
OR SEMESTER-8 (FOR HONOURS WITH RESEARCH IN POLITICAL SCIENCE)										
DSC-H	B-POL-801	Research Methodology – 11	3	1	4	4	30	70	100	3:00
DSC-H	B-POL-802	Western Political Thought-11	3	1	4	4	30	70	100	3:00
Research	B-R-POL-807	Dissertation				-12-	----	-----	300	

Chairperson Department of Political Science
B.P.S. Mahila Vishwavidyalaya
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Sonipat Haryana
31/2/2025

One Educational Tour or Trip to Political, Geographical, Historical or Religious Places in India in Every years on the availability of the Students.

Bhagat Phool Singh Mahila Vishwavidyalaya, KhanpurKalan,Sonipat,Haryana

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DEPARTMENT OF POLITICAL SCIENCE

4Year Undergraduate Multidisciplinary Program (Political Science) Syllabus, Semester-1st

DSCSession 2024-2025			
Subject-Political Science **Principles of Political Science-1**			Semester 1st Course Code-B-POL-101
Level of the Course	100-199		
Course Learning Outcomes	**After completing this course, the learner will be able to:** 1. Understand the meaning, nature and scope of Political Science.Understand the relationship of Political Science withother Social Sciences. 2. Understand the concept, development and theories of the origin of State. 3.Develop a detailed understanding of state and its relationshipwith society, government and nation. 4. Comprehend the concepts, features and theories of sovereignty.		
Credits	Theory-3	Tutorial -1	Total- 4
Contact Hours	3 per week	1 per week	4 per week
Suggested Evaluation Method			
Internal Assessment: 30 Marks	Class Participation Seminar/Presentation/Assignment/Quiz/Class Test etc. --10 Mid Term Exam:		05 15
Term-End Examination.			70
Time	3 Hour's		
Total Marks.			100
Instructions for Paper Setters.			
1. Total NINE Questions will be set and students will be required to attempt FIVE questions. 2. Question No.1will be compulsory and will consist of 7 short answer type questionsof 2 marks each spread over the entire syllabus. 3. The remaining EIGHT questions will be set taking TWO questions from each of the four Units.The candidate would be required to attempt ONE question from each unit in			

Chairperson Department of Political Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan
Sonipat Haryana
3/2/2025

addition
to the compulsory question.
4. Each question will carry 14 marks.

Principles of Political Science-1

Unit-I. Meaning, Nature, Scope and Significance of Political Science; Relationship of Political
Science with Philosophy, History, Economics and Sociology. (Contact Hours- 12)

Unit-II.State: Meaning, Definition and Elements; Origin and Development of the State Divine
Origin Theory, Force Theory, Social Contract Theory and Evolutionary Theory.
(Contact Hours- 12 Unit-III. Functions of the State, State and Society, State and Government, State and Nation.
(Contact Hours- 12)

Unit-IV.Sovereignty: Meaning, Types and Main Characteristics; Monistic andPluralist
Theories of Sovereignty. (Contact Hours- 12)

Tutorial . (Contact Hours- 12)

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2008

Recommended Books:

- M.P. Jain. (2021). Political Theory: An Introduction. Lexis Nexis.
- Ball, T., Dagger, R., & O'Neill, B. (2020). Political Ideologies and The Democratic Ideal Pearson.
- Heywood, A. (2019). Politics (5th Ed.). Palgrave Macmillan.
- Bidyut Chakrabarty. (2019). Indian Politics. Pearson.
- Copley, A. (2018). Essentials of Political Science. Oxford University Press.
- S.P.Verma (1988)Modern Political Theory, Vikas ,New Delhi
- M.V. Pylee. (2018). Political Theory: Ideas and Concepts. SAGE Publications India.
- A.C. Kapur. (2017). Principles of Political Science. S. Chand Publishing.
- Roskin, M. G., Cord, R. L., Medeiros, J. A., & Jones, W. S. (2017). Political Science: An Introduction. Pearson.
- Beetham, D. (2013). The Legitimation of Power. Palgrave Macmillan.
- Beetham, D., & Boyle, K. (2019). Introducing Democracy: 80 Questions and Answers. Polity Press.
- Bodin, J. (1992). On Sovereignty: Four Chapters from the Six Books of the Commonwealth (J. H. Franklin, Trans.). Cambridge University Press.
- Dahl, R. A. (1957). The Concept of Power. Behavioral Science, 2(3), 201-215.
- Easton, D. (2013). The Political System: An Inquiry into The State of Political Science.
- University Of Chicago Press.
- Garner, R., Ferdinand, P., Lawson, S., & Wilkinson, A. (2016). Introduction to Politics. Oxford University Press.
- Heywood, A. (2013). Political Ideologies: An Introduction. Palgrave Macmillan.
- Heywood, A. (2017). Political Theory: An Introduction (5th Ed.). Palgrave Macmillan.
- Hoffman, J. (2005). Sovereignty. In W. Carlsnaes, T. Risse, & B. A. Simmons (Eds.),
- Handbook of International Relations (Pp. 70-88). SAGE Publications.
- Kelsen, H. (2000). The Essence and Value Of Democracy. Rowman & Littlefield.
- Mill, J. S. (2002). On Liberty. Dover Publications.
- Rajeev Bhargava. (2019). Political Theory: An Introduction. Pearson.
- Rawls, J. (1971). A Theory of Justice. Harvard University Press.
- Raz, J. (1986). The Morality of Freedom. Oxford University Press.
- Skocpol, T. (1979). States and Social Revolutions: A Comparative Analysis Of France, Russia, and China. Cambridge University Press.
- Weber, M. (1978). Economy and Society: An Outline of Interpretive Sociology. University of California Press.

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B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan
Sonipat Haryana
3/2/2025

MDE Session 2024-2025	
Subject-Political Science	**Semester 1st**
Fundamentals of Political Science-1 Course Code- B-POL-102	
Level of the Course	100-199
Course Learning Outcomes (CLO)	**After completing this course, the learner will be able to:** 1. Understand the meaning, nature and scope of Political Science. 2. Understand the elements, function and origin of the State. 3. Comprehend the concepts of power, authority and legitimacy. 4. Develop an understanding of the concept's rights, liberty and equality.
Credits	Theory-2 Tutorial –0- Total- 2
Contact Hours	2 per week -0- 2per week
Suggested Evaluation Method	
Internal Assessment: 15 Marks	Class Participation 05 Seminar/Presentation/Assignment/Quiz/Class Test etc. --05 Mid Term Exam: 05
Term-EndExamination. (External) 35 Marks	35
Time	1:30 Hour's
Total Marks	50

Instructions for Paper Setters.

Instructions for Paper Setters

1. Total SevenQuestions will be set and students will be required to attempt FIVE questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 1 mark each spread over the entire syllabus.
3. The remaining SIX questions will be set taking Three questions from each of the two units. The candidate would be required to attempt Two question from each unit in addition to the 1compulsory question.
4. Each question will carry 07 marks.

Fundamentals of Political Science-1

Unit-1.Meaning, Nature, Scope and Significance of Political Science, State: Elements and Functions; Origin and Development of State.(Contact Hours-16)

Unit-2.Key Concepts: Power, Authority, Legitimacy.Key Concepts: Rights, Liberty, Equality. (Contact Hours- 16)

Chairperson Department of Political Science
G.P.S. Mahila Vishvavidyalaya
Khanpur Kalan
Sonipat Haryana

3/2/2025

Recommended Books:

- Ball, T., Dagger, R., & O'Neill, B. (2020). Political Ideologies and the Democratic Ideal Pearson.
- Jain.M.P. (2021). Political Theory: An Introduction. Lexis Nexis.
- Beetham, D., & Boyle, K. (2019). Introducing Democracy: 80 Questions and Answers. Polity Press.
- Gabha.O.P.() Dictionary of Political Science.
- Copley, A. (2018). Essentials of Political Science. Oxford University Press.
- Pylee.M.V. (2018). Political Theory: Ideas and Concepts. SAGE Publications India.
- Heywood, A. (2017). Political Theory: An Introduction. Palgrave Macmillan.
- Kapur, A.C., (2017). Principles of Political Science. S. Chand Publishing.
- Asirvatham.E.(1984). Political Theory.The upper India Pubs. House.Lucknow.
- Beetham, D. (2013). The Legitimation of Power. Palgrave Macmillan.
- Dahl, R. A. (1957). The Concept of Power. Behavioral Science, 2(3), 201-215.
- Heywood, A. (2013). Political Ideologies: An Introduction. Palgrave Macmillan.
  Heywood, A. (2013). Politics. Palgrave Macmillan.
- Kelsen, H. (2000). The Essence and Value of Democracy. Rowman & Littlefield.
- Mill, J. S. (2002). On Liberty. Dover lications.
- Rajeev Bhargava. (2019). Political Theory: An Introduction. Pearson.
- Rawls, J. (1971). A Theory of Justice. Belknap Press.
- Roskin, M. G., Cord, R. L., Medeiros, J. A., & Jones, W. S. (2016). Political Science: An Introduction. Pearson.

Chairperson Department of Political Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan
Sonipat Haryana
3/2/2025

MDC	Session 2024-2025	
Subject-Political Science **Indian Polity-1Course Code- B-POL-103**		**Semester 1st**
Level of the Course	100-199	
Course LearningOutcomes (CLO)	After completing this course, the learner will be able to: 1. Comprehend the salient features of the Indian Constitution and develop an understanding of Fundamental Rights and duties. 2. Develop an understanding of the powers, position and functions of the Union Executive. 3. Comprehend the functioning of the Union legislature.	
Credits	Theory-2 Tutorial –1 Total- 3	
Contact Hours	2 per week 1 per week3 per week	
Suggested Evaluation Method		
Total Marks: 75		75
Internal Assessment: 25 Marks	Class Participation Seminar/Presentation/Assignment/Quiz/Class Test etc. -- Mid Term Exam:	05 10 10
Term-End Examination. (External) 50 Marks	50	
Time	2:00 Hour's	

Instructions for Paper Setters.

1.Total Seven Questions will be set and students will be required to attempt Four questions.

2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 mark each (14 Marks) spread over the entire syllabus.

3. The remaining Six questions will be set taking TWO questions from each of theThree units.

The candidate would be required to attempt ONE question of 12 Marks from each unit

Indian Polity-1

Unit-1.Indian Constitution: Salient Features, Preamble, Fundamental Rights and Fundamental Duties.(Contact Hours- 11)

Unit-2.Union Executive: President, Prime Minister and Council of Ministers. (Contact Hours- 11)

Unit-3.Union Legislature: Lok Sabha and Rajya Sabha.(Contact Hours- 11)

Tutorial (Contact Hours- 11)

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Sonipat Haryana

3/2/2024

Recommended Books:

- Laxmikant.M.(2023). Indian Polity. Mc Graw Hill.7th Edition.
- Srirangam.S.R.(2022).Indan Polity.Pearson.2nd Edition.
- Austin, G. (2000). Working a Democratic Constitution: The Indian Experience. Delhi, Oxford University Press.
- Austin, G. (1966). The Indian Constitution: Corner Stone of a Nation. Oxford, Oxford University Press.
- Basu, D. D. (1994). An Introduction to the Constitution of India. New Delhi, Prentice Hall.
- Bhushan, R., &Katju, M. (2012). Supreme but not Infallible: Essays InHonour of The Supreme Court of India. Hay House India.
- Pylee, M. V. (1998). An Introduction to the Constitution of India. New Delhi.

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Khanpur Kalan
Sonipat Haryana
8/2/2025

DSC	**Session 2024-2025**		
Subject-Political Science			**Semester 2nd**
Principles of Political Science-II			**Course Code-B-P0L-201**
Level of the Course	100-199		
Course Learning Outcomes (CLO)	**After completing this course, the learner will be able to:** 1. Develop a thorough understanding of the theory and practice of government, separation of powers and rule of law. 2. Understand the various forms of government in a political system. 3. Understand the nature and operation of political parties, pressure groups, representation and bureaucracy. 4.Comprehend the functioning of monarchy, totalitarianism, military rule and democratic political regimes		
Credits	Theory-3	Tutorial -1	Total- 4
Contact Hours	3 per week	1 per week	4 per week
Suggested Evaluation Method			
Total Marks: 100			100
Internal Assessment: 30 Marks	Class Participation Seminar/Presentation/Assignment/Quiz/Class Test etc. -- Mid Term Exam:		05 10 15
Term-End Examination. (External) 70 Marks			70
Time	3:00 Hour's		

Instructions for Paper Setters.

1. Total NINE Questions will be set and students will be required to attempt FIVE questions.
2. Question No.1will be compulsory and will consist of 7 short answer type questions of 2 marks each spread over the entire syllabus.
3. The remaining EIGHT questions will be set taking TWO questions from each of the four Units.The candidate would be required to attempt ONE question from each unit in Additionto the compulsory question.
4. Each question will carry 14 marks.

Principles of Political Science-II

Unit-1.Theory and Practice of Government: Legislature, Executive and Judiciary; Separation of Powers and Rule of Law. (Contact Hours- 12)

Unit-2.Forms of Government: Unitary and Federal; Parliamentary and Presidential. (Contact Hours- 12)

Unit-3. Operational Dynamics of Political System: Political Parties, Pressure Groups, Representation and Bureaucracy.(Contact Hours- 12)

Unit-4.Political Regimes: Monarchy, Totalitarianism, Military Rule and Democracy. (Contact Hours- 12)

Chairman Department of Political Science
B.P.S. Mahila Vishwavidyalaya
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Sonipat Haryana

3/2/2025

Tutorial-	(Contact Hours- 12)

Recommended Books:

- M.P. Jain. (2021). Political Theory: An Introduction. Lexis Nexis.
- Ball, T., Dagger, R., & O'Neill, B. (2020). Political Ideologies and The Democratic Ideal Pearson.
- Heywood, A. (2019). Politics (5th Ed.). Palgrave Macmillan.
- Bidyut Chakrabarty. (2019). Indian Politics. Pearson.
- Copley, A. (2018). Essentials of Political Science. Oxford University Press.
- S.P.Verma .(1988).Modern Political Theory, Vikas .New Delhi.
- A.Appadorai.(1975).The Substance of Politics.Oxford University Press.
- M.V. Pylee. (2018). Political Theory: Ideas and Concepts. SAGE Publications India.
- A.C. Kapur. (2017). Principles of Political Science. S. Chand Publishing.
- Roskin, M. G., Cord, R. L., Medeiros, J. A., & Jones, W. S. (2017). Political Science: An Introduction. Pearson.
- Beetham, D. (2013). The Legitimation of Power. Palgrave Macmillan.
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- E. Asirvatham.(1984). Political Theory.The upper India Pubs. House.Lucknow.
- Dahl, R. A. (1957). The Concept of Power. Behavioral Science, 2(3), 201-215.
- Easton, D. (2013). The Political System: An Inquiry into The State of Political Science.University of Chicago Press.
- Garner, R., Ferdinand, P., Lawson, S., & Wilkinson, A. (2016). Introduction to Politics. Oxford University Press.
- Heywood, A. (2013). Political Ideologies: An Introduction. Palgrave Macmillan.
- Heywood, A. (2017). Political Theory: An Introduction (5th Ed.). Palgrave Macmillan.
- Hoffman, J. (2005). Sovereignty. In W. Carlsnaes, T. Risse, & B. A. Simmons (Eds.),
- Handbook of International Relations (Pp. 70-88). SAGE Publications.
- Kelsen, H. (2000). The Essence and Value Of Democracy. Rowman & Littlefield.
- Mill, J. S. (2002). On Liberty. Dover Publications.
- Rajeev Bhargava. (2019). Political Theory: An Introduction. Pearson.
- Rawls, J. (1971). A Theory of Justice. Harvard University Press.
- Raz, J. (1986). The Morality of Freedom. Oxford University Press.
- Skocpol, T. (1979). States and Social Revolutions: A Comparative Analysis Of France, Russia, and China. Cambridge University Press.
- Weber, M. (1978). Economy and Society: An Outline of Interpretive Sociology. University of California Press

Chairperson Department of Political Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan
Sonipat Haryana

3/2/2025

MIC Session 2024-2025	
Subject-Political Science IICourse Code-B-POL-202	**Semester 2nd Fundamentals of Political Science-**
Level of the course	**100-199**
Course Learning Outcomes (CLO)	**After completing this course, the learner will be able to:** 1.Comprehend the functioning of the executive, legislature and judiciary. 2. Understand the nature and functioning of unitary, federal parliamentary and presidential form of government. 3. Develop an understanding of the role of political parties, Pressure groups and bureaucracy in a political system. 4. Comprehend the functioning of monarchy,totalitarianism and democratic political regimes.
Credits	Theory-2 Tutorial -0 Total- 3
Contact Hours	2 per week 0-per week 2 per week
Suggested Evaluation Method	
Total Marks: 50	50
Internal Assessment: 15 Marks	Class Participation 05 Seminar/Presentation/Assignment/Quiz/Class Test etc. -- 05 Mid Term Exam: 05
Term-End Examination. (External) 35 Marks	35
Time	1:30 Hour's

Instructions for Paper Setters.

Instructions for Paper Setters

1. Total Seven Questions will be set and students will be required to attempt FIVE questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 1 mark each spread over the entire syllabus.
3. The remaining SIX questions will be set taking Three questions from each of the two units. The candidate would be required to attempt Two question from each unit in addition to the 1compulsory question.
4. Each question will carry 07 marks.

Fundamentals of Political Science-11

Unit-1.Institutions: Executive, Legislature, Judiciary. Types of Government: Unitary and Federal, Parliamentary and Presidential.(Contact Hours-16)

Unit-2.Operational Dynamics: Political Parties, Pressure Groups, Bureaucracy.Regimes: Democracy, Monarchy, Totalitarianism.(Contact Hours-16)

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Khanpur Kalan
Sonipat Haryana

3/2/2025

Recommended Books:

- M.P. Jain. (2021). Political Theory: An Introduction. Lexis Nexis.
- Ball, T., Dagger, R., & O'Neill, B. (2020). Political Ideologies and the Democratic Ideal. Pearson.
- Rajeev Bhargava. (2019). Political Theory: An Introduction. Pearson.
- Beetham, D., & Boyle, K. (2019). Introducing Democracy: 80 Questions and Answers. Polity Press.
- M.V. Pylee. (2018). Political Theory: Ideas and Concepts. SAGE Publications India.
- Copley, A. (2018). Essentials of Political Science. Oxford University Press.
- Heywood, A. (2017). Political Theory: An Introduction. Palgrave Macmillan.
- Kapur, A.C., (2017). Principles of Political Science. S. Chand Publishing.
- Beetham, D. (2013). The Legitimation of Power. Palgrave Macmillan.
- Dahl, R. A. (1957). The Concept of Power. Behavioral Science, 2(3), 201-215.
- Garner, R., Ferdinand, P., Lawson, S., & Wilkinson, A. (2016). Introduction to Politics. Oxford University Press.
- Heywood, A. (2013). Political Ideologies: An Introduction. Palgrave Macmillan.
- Heywood, A. (2013). Politics. Palgrave Macmillan.
- Kelsen, H. (2000). The Essence and Value of Democracy. Rowman & Littlefield.
- Mill, J. S. (2002). On Liberty. Dover Publications.
- Rawls, J. (1971). A Theory of Justice. Belknap Press.
- Roskin, M. G., Cord, R. L., Medeiros, J. A., & Jones, W. S. (2016). Political Science: An Introduction. Pearson.

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3/7/2025

4Year Undergraduate Multidiscipline Program (Political Science) Syllabus, Semester 2nd

MBC	**Session 2024-2025**	
Subject-Political Science IICourse Code-B-POL-203	Semester 2nd	Indian Polity-
Level of the Course	100-199	
Course Learning Outcomes (CLO)	**After completing this course, the learner will be able to:** 1.Understand the powers, position and functions of theState Executive. 2. Develop an understanding of the powers, position and function of the State legislature 3. Comprehend the functioning of the Indian Judicial system.	
Credits	Theory-2 Tutorial -1	Total- 3
Contact Hours	2per week 1 per week	3 per week
Suggested Evaluation Method		
Total Marks: 75	75	
InternalAssessment 25	Class Participation 05 Seminar/Presentation/Assignment/Quiz/Class Test etc. -- 10 Mid Term Exam: 10	
Term-EndExamination. (External) 50 Marks	50	
Time	2:00 Hour's	

Instructions for Paper Setters.

1.Total Seven Questions will be set and students will be required to attempt Fourquestions.

2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2mark each (14 Marks) spread over the entire syllabus.

3. The remaining Six questions will be set taking TWO questions from each of the Three units. The candidate would be required to attempt ONE question of 12 Marks from each unit

Indian Polity-II

Unit-1.Executive: Types and Works of Executive, Governor, Chief Minister and Council of Ministers.(Contact Hours-11)

Unit-2.Types and Works of Legislature,State Legislature: Legislative assembly and Legislative Council. (Contact Hours- 11)

Unit-3.Judiciary: Supreme Court, Judicial Review High Courts and Subordinate Courts. Contact Hours-11)

Tutorial (Contact Hours- 11)

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3/2/2025

2018

Recommended Books:

- Laxmikant.M.(2023). Indian Polity. Mc Graw Hill.7th Edition.
- Srirangam.S.R.(2022).Indan Polity.Pearson.2nd Edition.
- Austin, G. (1966). The Indian Constitution: Corner Stone of a Nation. Oxford, Oxford University Press.
- Austin, G. (2000). Working a Democratic Constitution: The Indian Experience. Delhi, Oxford University Press.
- Basu, D. D. (1994). An Introduction to the Constitution of India. New Delhi, Prentice Hall.
- Bhushan, R., &Katju, M. (2012). Supreme but not Infallible: Essays InHonour of The Supreme Court of India. Hay House India.
- Pylee, M. V. (1998). An Introduction to the Constitution of India. New Delhi.

Chairperson Department of Political Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan
Sonipat Haryana
8/2/2025

DSC	Session 2024-2025		
Subject-Political Science Course Code-B-POL-301	Semester 3rd Indian Constitution		
Level of the course	200-299		
Course Learning Outcomes (CLO)	After completing this course, the learner will be able to: 1. Understand the preamble and features of the Indian Constitution and develop an understanding of Fundamental Rights and Directive Principles of State Policy. 2. Develop an understanding of the powers, position and functions of the Union and the State Executive. 3. Comprehend the functioning of the Union and State legislatures and local self-government. 4. Comprehend the functioning of the Indian judicial system		
Credits	Theory-3	Tutorial -1	Total- 4
Contact Hours	3 per week	1 per week	4 per week
Suggested Evaluation Method			
Total Marks: 100	*100*		
Internal Assessment:30	Class Participation Seminar/Presentation/Assignment/Quiz/Class Test etc. Mid Term Exam:		05 10 15
Term-End Examination. (External) 70 Marks	70		
Time	3:00 Hour's		

Instructions for Paper Setters

1. Total NINE Questions will be set and students will be required to attempt FIVE questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks each spread over the entire syllabus.
3. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory question.
4. Each question will carry 14 marks.

Indian Constitution

UNIT-I. Indian Constitution: Preamble, Salient Features, Fundamental Rights, Directive Principles of State Policy Contact Hour's-12

UNIT-II. Union Executive: President, Vice-President, Prime Minister and Council of Ministers State Executive: Governor, Chief Minister and Council of Ministers Contact Hour's-12

UNIT-III. Union Legislature: Parliament - Composition, Functions and the Legislative Process State Legislature: Legislative Assembly and Legislative Council Panchayati Raj Institutions: History, Basic Features and 73rd Amendment Contact Hour's-12

Chairperson Department of Political Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan
Sonipat Haryana

31/2/2025

2020

UNIT-IV. Judiciary: Supreme Court and High Courts: Powers, Functions and Jurisdiction; Judicial Review and Judicial ActivismContact Hour's-12

Tutorial Contact Hour's-12

Recommended Books:

- Laxmikant.M.(2023). Indian Polity. Mc Graw Hill.7th Edition.
- Austin, G. (1966). The Indian Constitution: Corner Stone of a Nation. Oxford, OxfordUniversity Press.
- Austin, G. (2000). Working a Democratic Constitution: The Indian Experience. Delhi, OxfordUniversity Press.
- Basu, D. D. (1994). An Introduction to the Constitution of India. New Delhi, Prentice Hall.
- Basu, D. D., & Parekh, B. (Eds.). (1994). Crisis and Change in Contemporary India. New Delhi,Sage.
- Bhambhri, C. P. (1997). The Indian State: Fifty Years. New Delhi, Shipra.
- Bhushan, R., &Katju, M. (2012). Supreme but not Infallible: Essays InHonour of The SupremeCourt of India. Hay House India.
- Brass, P. (1974). Language, Religion and Politics in North India. London, Cambridge UniversityPress.
- Brass, P. (1990). Politics of India Since Independence. Hyderabad, Orient Longman.
- Chanda, A. (1965). Federalism in India: A Study of Union-State Relations. London
- Chaturvedi, S. (2019). State Legislatures in India: Structure, Functioning, Conduct of Business,Powers And Privileges. Universal Law Publishing.
- Cobridge, S., & Harriss, J. (2001). Reinventing India: Liberalization, Hindu Nationalism andPopular Democracy. Delhi, Oxford University Press.
- Fadia, B. L. (1984). State Politics in India (Vol. 1-2). New Delhi, Radiant Publishers.
- Hardgrave, R. L. (1965). India: Government and Politics in a Developing Nation. New York,Harcourt, Brace and World.
- Jayal, N. G. (Ed.). (2001). Democracy in India. Delhi, Oxford University Press.
- Kashyap, S. C. (2012). Our Parliament: An Introduction to the Parliament of India. NationalBook Trust, India.
- Kaushik, S. (Ed.). (1990). Indian Government and Politics. Delhi University, Directorate OfHindi Implementation.
- Kohli, A. (1991). Democracy and Discontent: India's Growing Crisis of Governability.Cambridge, Cambridge University Press.
- Kothari, R. (1967). Party System and Election Studies. Bombay, Asia Publishing House.
- Kothari, R. (1970). Politics in India. New Delhi, Orient Longman.
- Morris Jones, W. H. (1974). Government and Politics in India. Delhi, BI Publications.

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2021

- Pylee, M. V. (1998). An Introduction to the Constitution of India. New Delhi.
- Ray, A. (1970). Tension Areas in India's Federal System. Calcutta, The World Press.
- Sahni, N. C. (Ed.). (1971). Coalition Politics in India. Jullunder, New Academic PublishingCompany.
- Singh, M. P., & Roy, H. (Eds.). (1995). Indian Political System: Structure, Policies, Development. New Delhi, Jnanada Prakash.
- Siwach, J. R. (1985). Dynamics of Indian Government & Politics. New Delhi, SterlingPublishers.
- Srirangam.S.R.(2022). Indan Polity.Pearson.2nd Edition.
- Thakur, R. (1995). The Government & Politics of India. London, Macmillan.

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3/2/2025

2022

MIC Session 2024-2025			
Subject-Political Science			**Semester**
3rd Introduction to Indian Constitution-1 Course Code-B-POL-302			
Level of the course	200-299		
Course Learning Outcomes (CLO)	After completing this course, the learner will be able to: After completing this course, the learner will be able to: 1. Understand the Constituent Assembly preamble and features of the Indian Constitution. 2.develop an understanding of Fundamental Rights,Duties and Directive Principles of State Policy. 3. Develop an understanding of the powers, position and functions of the Union and the State Legislature. 4. Comprehend the functioning of the Union and State legislatures.		
Credits	Theory-3	Tutorial -1	Total- 4
Contact Hours	3 per week	1 per week	4 per week
Suggested Evaluation Method			
Internal Assessment: 30	Class Participation Seminar/Presentation/Assignment/Quiz/Class Test etc. -10 Mid Term Exam:		05 15
Term-End Examination (External) 70 Marks	70		
Time			3:00 Hour's

Instructions for Paper Setters

1. Total NINE Questions will be set and students will be required to attempt FIVE questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks each spread over the entire syllabus.
3. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory question.
4. Each question will carry 14 marks.

Introduction to Indian Constitution-1

NIT-I. Making of the Indian Constitution, Features of Indian Constitution, Constituent Assembly & Preamble. Contact Hour's-12

UNIT-II. Fundamental Rights, Duties & Directive Principles of State Policy. Contact Hour's-12

UNIT-III. Union Legislature: Parliament, Law Making Processin India. Contact Hour's- 12

UNIT-IV. State Legislature: Legislature Assembly, Legislature Council.Contact Hour's-12

Tutorial Contact Hour's- 12

Recommended Books:

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B.P.S. Mahila Vishwavidyalaya
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Sonipat (Haryana)
3/2/2025

- Laxmikant.M.(2023). Indian Polity. Mc Graw Hill.7th Edition.
- Austin, G. (1966). The Indian Constitution: Corner Stone of a Nation. Oxford, Oxford University Press.
- Austin, G. (2000). Working a Democratic Constitution: The Indian Experience. Delhi, Oxford University Press.
- Basu, D. D. (1994). An Introduction to the Constitution of India. New Delhi, Prentice Hall.
- Bhambhri, C. P. (1997). The Indian State: Fifty Years. New Delhi, Shipra.
- Chaturvedi, S. (2019). State Legislatures in India: Structure, Functioning, Conduct of Business, Powers And Privileges. Universal Law Publishing.
- Fadia, B. L. (1984). State Politics in India (Vol. 1-2). New Delhi, Radiant Publishers.
- Hardgrave, R. L. (1965). India: Government and Politics in a Developing Nation. New York,Harcourt, Brace and World.
- Kashyap, S. C. (2012). Our Parliament: An Introduction to the Parliament of India. National Book Trust, India.
- Kaushik, S. (Ed.). (1990). Indian Government and Politics. Delhi University, Directorate Of Hindi Implementation.
- Kohli, A. (1991). Democracy and Discontent: India's Growing Crisis of Governability. Cambridge, Cambridge University Press.
- Kothari, R. (1970). Politics in India. New Delhi, Orient Longman.
- Morris Jones, W. H. (1974). Government and Politics in India. Delhi, BI Publications.
- Pylee, M. V. (1998). An Introduction to the Constitution of India. New Delhi.
- Singh, M. P., & Roy, H. (Eds.). (1995). Indian Political System: Structure, Policies, Development. New Delhi, Jnanada Prakash.
- Srirangam.S.R.(2022). Indian Polity.Pearson.2nd Edition.
- Thakur, R. (1995). The Government & Politics of India. London, Macmillan.

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Khanpur Kalan
Sonipat (Haryana)
8/2/2025

2024

MDC Session 2024-2025	
Subject-Political Science Semester 3rd Indian Polity-11 Course Code-B-POL-303	
Level of the course	200-299
Course Learning Outcomes (CLO	After completing this course, the learner will be able to: 1. Understand the nature and basics of Federalism in India. 2. Comprehend the concept of representation and working of electoral system in India. 3. Understand the nature and role of political parties, coalition politics and pressure groups in India.
Credits	Theory-2 Tutorial -1 Total- 3
Contact Hours	2 per week 1 per week 3per week
Suggested Evaluation Method	
Internal Assessment: 25Marks	Class Participation 05 Seminar/Presentation/Assignment/Quiz/Class Test etc. - 10 Mid Term Exam: 10
Term-End Examination. (External) 50 Marks	50
Time	2:00 Hour's

Instructions for Paper Setters

1.Total Seven Questions will be set and students will be required to attempt Four questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 mark each (14 Marks) spread over the entire syllabus.
3. The remaining Six questions will be set taking TWO questions from each of the Three units. The candidate would be required to attempt ONE question of 12 Marks from each unit.

Indian Polity-11

UNIT-I. Indian Federalism: Nature and Basic Features; Centre - State Relations and Panchayati Raj system.Contact Hour's-11

UNIT-II. Representation, Election Commission, Electoral Reforms, Merits and Demerits of One Nation One Election.Contact Hour's-11

UNIT-III. Party System, Coalition Politics, Pressure Groups and Regionalism in Indian PoliticsContact Hour's-11

TutorialContact Hour's- 11

Recommended Books:

- Austin, G. (1966). The Indian Constitution: Corner Stone of a Nation. Oxford, Oxford University Press.
- Austin, G. (2000). Working a Democratic Constitution: The Indian Experience. Delhi, OxfordUniversity Press.

Chairperson Department of Political Science
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Sonipat Haryana
3/2/2025

2025

- Basu, D. D. (1994). An Introduction to the Constitution of India. New Delhi, Prentice Hall.
- Basu, D. D., & Parekh, B. (Eds.). (1994). Crisis and Change in Contemporary India. New Delhi,Sage.
- Bhambhri, C. P. (1997). The Indian State: Fifty Years. New Delhi, Shipra.
- Bhushan, R., &Katju, M. (2012). Supreme but not Infallible: Essays InHonour of The SupremeCourt of India. Hay House India.
- Brass, P. (1974). Language, Religion and Politics in North India. London, Cambridge University Press.
- Brass, P. (1990). Politics of India Since Independence. Hyderabad, Orient Longman.
- Chanda, A. (1965). Federalism in India: A Study of Union-State Relations. London, GeorgeAllen & Unwin.
- Chaturvedi, S. (2019). State Legislatures in India: Structure, Functioning, Conduct of Business,Powers And Privileges. Universal Law Publishing.
- Cobridge, S., & Harriss, J. (2001). Reinventing India: Liberalization, Hindu Nationalism andPopular Democracy. Delhi, Oxford University Press.
- Fadia, B. L. (1984). State Politics in India (Vol. 1-2). New Delhi, Radiant Publishers.
- Hardgrave, R. L. (1965). India: Government and Politics in a Developing Nation. New York,Harcourt, Brace and World.
- Jayal, N. G. (Ed.). (2001). Democracy in India. Delhi, Oxford University Press.
- Kashyap, S. C. (2012). Our Parliament: An Introduction to the Parliament of India. National, Book Trust,, India.
- Kaushik, S. (Ed.). (1990). Indian Government and Politics. Delhi University, Directorate ofHindi Implementation.
- Kohli, A. (1991). Democracy and Discontent: India's Growing Crisis of Governability. Cambridge, Cambridge University Press.
- Kothari, R. (1970). Politics in India. New Delhi, Orient Longman.
- Morris Jones, W. H. (1974). Government and Politics in India. Delhi, BI Publications.
- Pylee, M. V. (1998). An Introduction to the Constitution of India. New Delhi.
- Ray, A. (1970). Tension Areas in India's Federal System. Calcutta, The World Press.
- Sahni, N. C. (Ed.). (1971). Coalition Politics in India. , New Academic PublishingCompany.
- Singh, M. P., & Roy, H. (Eds.). (1995). Indian Political System: Structure, Policies, Development. New Delhi, Jnanada Prakash.
- Siwach, J. R. (1985). Dynamics of Indian Government & Politics. New Delhi, Sterling Publishers.Thakur, R. (1995). The Government & Politics of India. London, Macmillan.

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Sonipat Haryana

3/2/2026

DSC	Session 2024-2025
Subject-Political Science 4th Indian Government and Politics	Semester Course Code-B-POL-401

Level of the course	200-299		
Course Learning Outcomes (CLO	After completing this course, the learner will be able to: 1. Understand the theory and practice of Federalism in India. 2. Comprehend the process and dynamics of elections in India. 3. Understand the nature and role of party system, interest and pressure groups in India. 4. Develop an understanding of the socio-political factors that influence Indian politics along with its emerging trends.		
Credits	Theory-3	Tutorial -1	Total- 4
Contact Hours	3 per week	1 per week	4 per week
Suggested Evaluation Method			
Internal Assessment: 30 Marks	Class Participation Seminar/Presentation/Assignment/Quiz/Class Test etc. Mid Term Exam:		05 10 15
Term-End Examination. (External) 70 Marks	70		
Time	3 Hours		

Instructions for Paper Setters

1. Total NINE Questions will be set and students will be required to attempt FIVE questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks each spread over the entire syllabus.
3. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory question.
4. Each question will carry 14 marks.

Indian Government and Politics

UNIT-I .Working of Indian Federalism: Centre-State Relations; Centre-State Tensions; Demands for State Autonomy, Emerging Trends in Indian Federalism.
Contact Hours-12

UNIT-II. Election Commission, Electoral Process, Electoral Reforms, Model Code of Conduct, Politics of defection.Contact Hours-12

UNIT-III. Party System in India: Features of Party System; National and RegionalPolitical Parties; Interest and Pressure Groups. Contact Hours-12

UNIT-IV. Socio-political Factors in Indian Politics: Caste, Religion, Language and Regionalism in Indian Politics; Emerging Trends in Indian Politics.
Contact Hours-12

Tutorial Contact Hours-12

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Sonipat Haryana
8/2/2025

2027

Recommended Books:

- Austin, G. (1966). The Indian Constitution: Corner Stone of a Nation. Oxford, Oxford University Press.
- Austin, G. (2000). Working a Democratic Constitution: The Indian Experience. Delhi, Oxford University Press.
- Austin, G. (2003). Indian Federalism in The New Millennium. Oxford University Press.
- Basu, D. D. (1994). An Introduction to the Constitution of India. New Delhi, Prentice Hall.
- Basu, D. D., & Parekh, B. (Eds.). (1994). Crisis and Change in Contemporary India. New Delhi, Sage.
- Bhambhri, C. P. (1997). The Indian State: Fifty Years. New Delhi, Shipra.
- Bhushan, R., &Katju, M. (2012). Supreme but Not Infallible: Essays in Honour of The Supreme Court of India. Hay House India.
- Brass, P. (1974). Language, Religion and Politics in North India. London, Cambridge University Press.
- Brass, P. (1990). Politics of India Since Independence. Hyderabad, Orient Longman.
- Brass, P. R. (2006). The Production of Hindu-Muslim Violence in Contemporary India. University Of Washington Press.
- Chanda, A. (1965). Federalism in India: A Study of Union-State Relations. London, George Allen & Unwin.
- Chaturvedi, S. (2019). State Legislatures in India: Structure, Functioning, Conduct of Business, Powers And Privileges. Universal Law Publishing.
- Chawla, N. (2004). The Great Indian Election: Manifesto Politics, Electoral Behaviour and Democracy. Penguin Books India.
- Cobridge, S., & Harriss, J. (2001). Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy. Delhi, Oxford University Press.
- Fadia, B. L. (1984). State Politics In India (Vol. 1-2). New Delhi, Radiant Publishers.
- Hardgrave, R. L. (1965). India: Government and Politics in A Developing Nation. New York,Harcourt, Brace And World.
- Jaffrelot, C. (2004). India's Silent Revolution: The Rise of the Lower Castes In North India.Columbia University Press.
- Jayal, N. G. (Ed.). (2001). Democracy in India. Delhi, Oxford University Press.
- Kashyap, S. C. (2012). Our Parliament: An Introduction to the Parliament of India. National Book Trust, India.
- Kaushik, S. (Ed.). (1990). Indian Government and Politics. Delhi University, Directorate of Hindi Implementation.
- Kohli, A. (1991). Democracy and Discontent: India's Growing Crisis of Governability.

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Khanpur Kalan
Sonipat Haryana

8/2/2025

Cambridge, Cambridge University Press.

- Kohli, A. (2008). Democracy and Discontent: India's Growing Crisis of Governability. Cambridge University Press.
- Kothari, R. (1967). Party System and Election Studies. Bombay, Asia Publishing House.
- Kothari, R. (1970). Politics in India. New Delhi, Orient Longman.
- Morris Jones, W. H. (1974). Government and Politics in India. Delhi, BI Publications.
- Noorani, A. G. (2000). Constitutional Questions in India: The President, Parliament and The States. Delhi, Oxford University Press.
- Pylee, M. V. (1998). An Introduction to the Constitution of India. New Delhi.
- Ray, A. (1970). Tension Areas in India's Federal System. Calcutta, The World Press.
- Rudolph, L. I., & Rudolph, S. H. (2008). The Modernity of Tradition: Political Development in India. University of Chicago Press.
- Sahni, N. C. (Ed.). (1971). Coalition Politics in India. Jullunder, New Academic Publishing Company.
- Singh, M. P., & Roy, H. (Eds.). (1995). Indian Political System: Structure, Policies, Development. New Delhi, Jnanada Prakash.
- Siwach, J. R. (1985). Dynamics of Indian Government & Politics. New Delhi, Sterling Publishers.
- Sridharan, E. (2016). The Dynamics of Party Support: Cohort-Analyzing Party Identification in Multiparty Systems. Oxford University Press.
- Thakur, R. (1995). The Government & Politics of India. London, Macmillan.

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Khanpur Kalan
Sonipat/Haryana

3/2/2025

MIC(VOC)	Session 2024-2025
Subject-Political Science	Semester
4th **Introduction to Indian Constitution-11** Course Code-B-POL-402	
Level of the course	200-299
Course Learning Outcomes (CLO	After completing this course, the learner will be able to: 1. Develop an understanding of the powers, position and functions of the Union Executive. 2.Develop an understanding of the powers, position and functions of the State Executive. 3. Comprehend the functioning of the Indian judicial system. 4.Develop an understanding regarding local -self government in India.
Credits	Theory-3 Tutorial -1 Total- 4
Contact Hours	3 per week 1 per week 4 per week
Suggested Evaluation Method	
Internal Assessment: 30 Marks	Class Participation 05 Seminar/Presentation/Assignment/Quiz/Class Test etc. 10 Mid Term Exam: 15
Term-EndExamination. (External) 70 Marks	70
Time	3 Hours

Instructions for Paper Setters

1. Total NINE Questions will be set and students will be required to attempt FIVE questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks each spread over the entire syllabus.
3. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory question.
4. Each question will carry 14 marks.

Introduction to Indian Constitution-11

UNIT-I.Union Executive: President, Vice-President, Prime Minister and Council of Minister. Contact Hours-12

UNIT-II. State Executive: Governor, Chief Minister and Council of Ministers. Contact Hours-12

UNIT-III.Judiciary: Supreme Court and High Courts: Powers, Functions and Jurisdiction; Contact Hours-12

UNIT-IV.Panchayati Raj:73rd Constitutional Amendment Act, Features, Challenges and Solutions.Contact Hours-12

Tutorial Contact Hours-12

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Khanpur Kalan (Sonipat) Haryana
31/2/2025

Recommended Books:

- Austin, G. (1966). The Indian Constitution: Corner Stone of a Nation. Oxford, Oxford University Press.
- Austin, G. (2000). Working a Democratic Constitution: The Indian Experience. Delhi, Oxford University Press.
- Basu, D. D. (1994). An Introduction to the Constitution of India. New Delhi, Prentice Hall.
- Bhambhri, C. P. (1997). The Indian State: Fifty Years. New Delhi, Shipra.
- Brass, P. (1974). Language, Religion and Politics in North India. London, Cambridge University Press.
- Brass, P. (1990). Politics of India Since Independence. Hyderabad, Orient Longman.
- Chanda, A. (1965). Federalism in India: A Study of Union-State Relations. London
- Chaturvedi, S. (2019). State Legislatures in India: Structure, Functioning, Conduct of Business, Powers And Privileges. Universal Law Publishing.
- Fadia, B. L. (1984). State Politics in India (Vol. 1-2). New Delhi, Radiant Publishers.
- Hardgrave, R. L. (1965). India: Government and Politics in a Developing Nation. New York,Harcourt, Brace and World.
- Kashyap, S. C. (2012). Our Parliament: An Introduction to the Parliament of India. National Book Trust, India.
- Kaushik, S. (Ed.). (1990). Indian Government and Politics. Delhi University, Directorate Of Hindi Implementation.
- Kohli, A. (1991). Democracy and Discontent: India's Growing Crisis of Governability. Cambridge, Cambridge University Press.
- Kothari, R. (1967). Party System and Election Studies. Bombay, Asia Publishing House.
- Kothari, R. (1970). Politics in India. New Delhi, Orient Longman.
- Laxmikant.M.(2023). Indian Polity. Mc Graw Hill.7th Edition.
- Morris Jones, W. H. (1974). Government and Politics in India. Delhi, BI Publications.
- Pylee, M. V. (1998). An Introduction to the Constitution of India. New Delhi.
- Sahni, N. C. (Ed.). (1971). Coalition Politics in India. Jullunder, New Academic Publishing Company.
- Singh, M. P., & Roy, H. (Eds.). (1995). Indian Political System: Structure, Policies, Development. New Delhi, Jnanada Prakash.
- Siwach, J. R. (1985). Dynamics of Indian Government & Politics. New Delhi, Sterling Publishers.
- Srirangam.S.R.(2022). Indian Polity.Pearson.2nd Edition.
- Thakur, R. (1995). The Government & Politics of India. London, Macmillan.

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3/2/2023

DSC	Session 2024-2025
Subject-Political Science 5th International Relations-Theory Course Code-B-POL-501	Semester
Level of the course	200-299
Course Learning Outcomes (CLO	After completing this course, the learner will be able to:1.Understand the nature, scope, historical development and Autonomy debate of International Relations. 2.Understand different approaches to the study of international relations, including idealism, realism, system theory, and Marxist-Leninist perspectives. 3.Examine and assess the concept of national power with its limitations such as international law, international morality and world public opinion. 4.Explain and critically assess major concepts and issues in international relations, such as the balance of power, collective security, international terrorism, and globalization.
Credits	Theory-3 Tutorial -1 Total- 4
Contact Hours	3 per week 1 per week 4 per week
	Suggested Evaluation Method
Internal Assessment: 30 Marks	Class Participation 05 Seminar/Presentation/Assignment/Quiz/Class Test etc. 10 Mid Term Exam: 15
Term-End Examination :70 Marks	70
Time	] 3 Hours

Instructions for Paper Setters

1. Total NINE Questions will be set and students will be required to attempt FIVE questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks each spread over the entire syllabus.
3. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory question.
4. Each question will carry 14 marks

International Relations-Theory

UNIT-I. Definition, Nature, Scope and Development of the International Relations; Autonomy Debate regarding International Relations Contact Hours -12

UNIT-II. Approaches to the Study of International Relations: Idealist, Realist; System and Marxist-Leninist Contact Hours -12

UNIT-III. National Power: Definition, Elements & Assessment; Limitations on National Power: International Law, International Morality and World Public Opinion

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8/2/2025

2032

UNIT-IV.Major Concepts and Issues: Balance of Power; Collective Security; Climate Change; Globalization	Contact Hours -12
Tutorial	Contact Hours -12
	Contact Hours -12

Recommended Books:

- Allan, P., & Goldman, K. (Eds.). (1992). The End of the Cold War. Martinus Nijhoff.
- Baylis, J., Smith, S., & Owens, P. (Eds.). (1997). The Globalization of World Politics: An Introduction to International Relations. Oxford University Press.
- Brennan, D. G. (Ed.). (1961). Arms Control, Disarmament and National Security. George Braziller.
- Bull, H. (1984). The Anarchical Society: A Study of Order in World Politics. Columbia University Press.
- Burchill, S., Linklater, A., Devetak, R., Donnelly, J., Nardin, T., & Paterson, M. (Eds.). (2013). Theories of International Relations (5th Ed.). Palgrave Macmillan.
- Burchill, S., Linklater, A., Devetak, R., Donnelly, J., Paterson, M., & Reus-Smit, C. (Eds.). (2001). Theories of International Relations. Palgrave Macmillan.
- Claude Jr., I. L. (1962). Power and International Relations. Random House.
- Couloumbis, A. A., & Wolf, J. H. (1989). Introduction to International Relations: Power and Justice. Praeger.
- Deutsch, K. W. (1989). The Analysis of International Relations. Prentice Hall.
- Epstein, W. (1976). The Last Chance: Nuclear Proliferation and Arms Control. The Free Press.
- Gilbert, P. (1995). Terrorism, Security and Nationality. Routledge.
- Groom, A. J. R., & Light, M. (Eds.). (1993). Contemporary International Relations: A Guide to Theory. Printer.
- Halliday, F. (1994). Rethinking International Relations. Macmillan.
- Halliday, F. (1999). Revolution and World Politics: The Rise and Fall of the Sixth Great Power. Macmillan.
- Hoffman, S. H. (1989). Essays in Theory and Politics of International Relations. Westview Press.
- Jackson, R. H., & Sørensen, G. (2016). Introduction to International Relations: Theories and Approaches (6th Ed.). Oxford University Press.
- Keohane, R. O. (1984). After Hegemony: Cooperation and Discord in the World Political Economy. Princeton University Press.
- Keohane, R. O. (Ed.). (1986). Neorealism and its Critics. Columbia University Press.
- Morgenthau, H. J., & Thompson, K. W. (1985). Politics Among Nations: The Struggle for Power and Peace (6th Ed.). Alfred Knopf.

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8/2/2023

- Nye, J. S. (2004). Soft Power: The Means to Success in World Politics. Public Affair
- Rajan, M. S. (1994). Non-Alignment and the Non-Alignment Movement in the Present World Order. Konark.
- Rosenau, J. N., & Knorr, K. (Eds.). (1969). Contending Approaches to International Politics. Princeton University Press.
- Schmidt, A. P., &Jongman, A. J. (Eds.). (1988). Political Terrorism: A New Guide to Actors, Authors, Concepts, Databases, Theories, and Literature (2nd Ed.). North Holland Publishing Co.
- Sullivan, M. P. (2001). Theories of International Politics: Enduring Paradigms in a Changing World. Palgrave Macmillan.
- Verma, S. P. (1988). International System and the Third World. Vikas.
- Waltz, K. N. (1979). Theory of International Politics. Addison-Wesley.
- Wendt, A. (1999). Social Theory of International Politics. Cambridge University Press.
- Williams, G. (1987). Third World Political Organizations. Macmillan.

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28/2/2025

4Year Undergraduate Multidiscipline Program (Political Science) Syllabus, Semester-5th

MIC(VOC) Session 2024-2025			
Subject-Political Science 5th **Political Process in India** Course Code-B-POL-502			Semester
Level of the course	200-299		
Course Learning Outcomes (CLO	After completing this course, the learner will be able to: 1. Understand the theory and practice of Federalism in India. 2. Comprehend the process and dynamics of elections in India. 3. Understand the nature and role of party system, interest and pressure groups in India. 4. Develop an understanding of the socio-political factors that influence Indian politics.		
Credits	Theory-3	Tutorial -1	Total- 4
Contact Hours	3 per week	1 per week	4 per week
Suggested Evaluation Method			
Internal Assessment: 30 Marks	Class Participation Seminar/Presentation/Assignment/Quiz/Class Test etc. Mid Term Exam:		05 10 15
Term-End Examination :70 Marks	70		
Time	3 Hours		

Instructions for Paper Setters

1. Total NINE Questions will be set and students will be required to attempt FIVE questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks each spread over the entire syllabus.
3. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory question.
4. Each question will carry 14 marks.

Political Process in India

UNIT-I. Working of Indian Federalism&Centre-State Relations. Contact Hours-12

UNIT-II. Election Commission, Electoral Process, Electoral Reforms, Politics of defection. Contact Hours-12

UNIT-III. Party System in India: Features,works and functions of Party System,Introduction Of Interest and Pressure Groups. Contact Hours -12

UNIT-IV. Issues in Democracy: Caste, Religion, Region & Gender Contact Hours-12Tutorial Contact Hours -12

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2035

Recommended Books:

- Austin, G. (1966). The Indian Constitution: Corner Stone of a Nation. Oxford, Oxford University Press.
- Austin, G. (2000). Working a Democratic Constitution: The Indian Experience. Delhi, Oxford University Press.
- Austin, G. (2003). Indian Federalism in The New Millennium. Oxford University Press. Basu, D. D. (1994). An Introduction to the Constitution of India. New Delhi, Prentice Hall.
- Basu, D. D., & Parekh, B. (Eds.). (1994). Crisis and Change in Contemporary India. New Delhi, Sage.
- Bhambhri, C. P. (1997). The Indian State: Fifty Years. New Delhi, Shipra.
- Bhushan, R., &Katju, M. (2012). Supreme but Not Infallible: Essays in Honour of The Supreme Court of India. Hay House India.
- Brass, P. (1974). Language, Religion and Politics in North India. London, Cambridge University Press.
- Brass, P. (1990). Politics of India Since Independence. Hyderabad, Orient Longman.
- Brass, P. R. (2006). The Production of Hindu-Muslim Violence in Contemporary India. University Of Washington Press.
- Chanda, A. (1965). Federalism in India: A Study of Union-State Relations. London, George Allen & Unwin.
- Chaturvedi, S. (2019). State Legislatures in India: Structure, Functioning, Conduct of Business, Powers And Privileges. Universal Law Publishing.
- Chawla, N. (2004). The Great Indian Election: Manifesto Politics, Electoral Behaviour and Democracy. Penguin Books India.
- Cobridge, S., & Harriss, J. (2001). Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy. Delhi, Oxford University Press.
- Fadia, B. L. (1984). State Politics In India (Vol. 1-2). New Delhi, Radiant Publishers.
- Hardgrave, R. L. (1965). India: Government and Politics in A Developing Nation. New York,Harcourt, Brace And World.
- Jaffrelot, C. (2004). India's Silent Revolution: The Rise of the Lower Castes In North India.Columbia University Press.
- Jayal, N. G. (Ed.). (2001). Democracy in India. Delhi, Oxford University Press.
- Kashyap, S. C. (2012). Our Parliament: An Introduction to the Parliament of India. National Book Trust, India.
- Kaushik, S. (Ed.). (1990). Indian Government and Politics. Delhi University, Directorate of Hindi Implementation.

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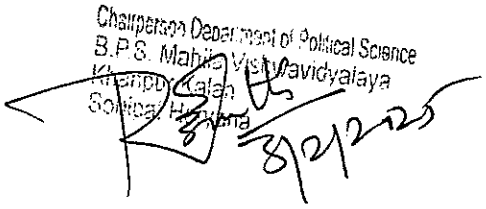
28/2/2025

- Kohli, A. (1991). Democracy and Discontent: India's Growing Crisis of Governability.
- Cambridge, Cambridge University Press.
- Kohli, A. (2008). Democracy and Discontent: India's Growing Crisis of Governability. Cambridge University Press.
- Kothari, R. (1967). Party System and Election Studies. Bombay, Asia Publishing House.
- Kothari, R. (1970). Politics in India. New Delhi, Orient Longman.
- Morris Jones, W. H. (1974). Government and Politics in India. Delhi, BI Publications.
- Noorani, A. G. (2000). Constitutional Questions in India: The President, Parliament and The States. Delhi, Oxford University Press.
- Pylee, M. V. (1998). An Introduction to the Constitution of India. New Delhi.
- Ray, A. (1970). Tension Areas in India's Federal System. Calcutta, The World Press.
- Rudolph, L. I., & Rudolph, S. H. (2008). The Modernity of Tradition: Political Development in India. University of Chicago Press.
- Sahni, N. C. (Ed.). (1971). Coalition Politics in India. Jullunder, New Academic Publishing Company.
- Singh, M. P., & Roy, H. (Eds.). (1995). Indian Political System: Structure, Policies,
- Development. New Delhi, Jnanada Prakash.
- Siwach, J. R. (1985). Dynamics of Indian Government & Politics. New Delhi, Sterling
- Publishers.
- Sridharan, E. (2016). The Dynamics of Party Support: Cohort-Analyzing Party Identification in Multiparty Systems. Oxford University Press.
- Thakur, R. (1995). The Government & Politics of India. London, Macmillan.



DSC Session 2024-2025			
Subject-Political Science Semester 6thIndia's Foreign Policy Course Code-B-POL-601			
Level of the course	200-299		
Course Learning Outcomes (CLO	After completing this course, the learner will be able to: 1.The Students will be able be able to possess the knowledge of historical development, principles and objectives of Indian foreign policy and how it is shaped by domestic and external factors. 2. Explore the different institutions involved in making of foreign policy of India and also to comprehend the intricacies of making of Indian foreign policies. 3. Critically analyze and evaluate India's diplomatic, economic, and strategic relations with major powers- USA and Russsia 4.Critically analyze and evaluate India's diplomatic, economic, and strategic relations with its smaller neighbours-Pakistan,&Sri Lanka.		
Credits	Theory-3	Tutorial -1	Total- 4
Contact Hours	3 per week	1 per week	4 per week
Suggested Evaluation Method			
Internal Assessment: 30 Marks	Class Participation Seminar/Presentation/Assignment/Quiz/Class Test etc. Mid Term Exam:		05 10 15
Term-End Examination :70 Marks	70		
Time	3 Hours		

Instructions for Paper Setters

1. Total NINE Questions will be set and students will be required to attempt FIVE questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks each spread over the entire syllabus.
3. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory question.
4. Each question will carry 14 marks.

UNIT-1.Meaning and Definition of Foreign Policy; History, Principles and Objectives of India's Foreign Policy; Domestic and External Determinants. Contact Hours -12

UNIT-11.Structure and Process of making of Foreign Policy in India: Role of Cabinet and National Security Council, Ministry of External Affairs, Parliament and Intelligence Agencies. Contact Hours -12

UNIT-1II. India's Relations with Major Powers - USA and Russia Contact Hours -12

UNIT-IV. Neighborhood First Policy, - Pakistan&Srilanka Contact Hours -12

Tutorial Contact Hours -12

Recommended Books:

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8/2/2025

- Basrur, R. (2009). India's Nuclear Policy. Stanford University Press.
- Chari, P. R., & Gupta, S. (2003). Nuclear Stability in Southern Asia. Routledge India.
- Cheema, S. (2015). India and Nepal: Friends in Turbulent Times. Vij Books India Pvt Ltd.
- Dubash, N. K. (2012). Handbook of Climate Change and India: Development, Politics, and Governance. Earthscan.
- Ganguly, S. (Ed.). (2009). India's Foreign Policy: Retrospect and Prospect. Oxford University Press.
- Ghosh, P. K. (2017). India's Look East Policy and the Northeast. ICWA.
- Jain, R. (2012). India's Foreign Policy and Economic Challenges. Academic Foundation.
- Kumar, N. (2016). Economic Diplomacy: India's Experience. KW Publishers Pvt Ltd.
- Mishra, R. K. (2014). India's Relations with Central Asia: Challenges and Opportunities. Pentagon Press.
- Mohan, C. R. (2004). Crossing the Rubicon: The Shaping of India's New Foreign Policy. Palgrave Macmillan.
- Yadav, R. S. (2013). Bharat Ki Videsh Niti (In Hindi). New Delhi: Pearson.
- Mohan, C. R. (2017). Modi's World: Expanding India's Sphere of Influence. Harper Collins India.
- Mukherjee, A. (2016). India and Regional Organizations: SAARC and Beyond. Vij Books India Pvt Ltd.
- Pant, H. V. (2016). Indian Foreign Policy: An Overview. Manchester University Press.
- Pant, H. V. (2019). India's Afghan Muddle: The Need for a New Foreign Policy. HarperCollins India.
- Raghavan, B. S. (2009). Bangladesh-India Relations: Living with a Big Neighbor. Routledge India.
- Sinha, A. (2016). Bhutan: The Land of Serenity. Niyogi Books.
- Srivastava, S. (2014). India-ASEAN Relations: Analyzing Regional Policy and Economic Interactions. Academic Foundation.
- Uyangoda, J. (2011). Sri Lanka in the Modern Age: A History of Contested Identities. Hurst & Company.
- Yadav, R. S., & Dhanda, S. (Eds.). (2009). India's Foreign Policy: Contemporary Trends. New Delhi: Shipra.
- R.S. Yadav – Bharat Ki Videsh Neeti (भारतकीविदेशनीति)
- Rajiv Sikri – Challenge and Strategy: Rethinking India's Foreign Policy
- Shashi Tharoor – Pax Indica: India and the World of the 21st Century
- V.P. Dutt – India's Foreign Policy Since Independence

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- C. Raja Mohan – Crossing the Rubicon: The Shaping of India's New Foreign Policy
- Sujata Ashwarya – India's West Asia Policy: The Search for a Partner
- Muchkund Dubey – India's Foreign Policy: Coping with the Changing World
- David M. Malone – Does the Elephant Dance? Contemporary Indian Foreign Policy
- Harsh V. Pant (Ed.) – Indian Foreign Policy in a Unipolar World
- B.R. Deepak – India and China: Foreign Policy Approaches and Responses
- J.N. Dixit – Indian Foreign Policy and Its Neighbours

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8/2/2025

2040

4Year Undergraduate Multidiscipline Program (Political Science) Syllabus, Semester-6th

MICSession 2024-2025	
Subject-Political Science 6thInternational Political Issues Course Code-B-POL-602	Semester
Level of the course	200-299
Course Learning Outcomes (CLO	After completing this course, the learner will be able to: 1.Understand the nature, scope, historical development and Autonomy debate of International Relations. 2.Explore a deep understanding of core human rights principles, the ability to identify and analyze human rights violations globally, critical thinking skills to evaluate complex situations. 3.Critically analyze and evaluatethe terms associated with the environment and understand current impact on the environment. 4.Understanding the concept, misconceptions of terrorism and students can learn about the challenges that face counter-terrorism efforts.
Credits	Theory-3 Tutorial -1 Total- 4
Contact Hours	3 per week 1 per week 4 per week
Suggested Evaluation Method	
Internal Assessment: 30 Marks	Class Participation 05 Seminar/Presentation/Assignment/Quiz/Class Test etc. 10 Mid Term Exam: 15
Term-End Examination :70 Marks	70
Time	3 Hour's

Instructions for Paper Setters

1. Total NINE Questions will be set and students will be required to attempt FIVE questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks each spread over the entire syllabus.
3. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory question.
4. Each question will carry 14 m Arks

International Political Issues

UNIT-1.Introduction to International Relations: Meaning, definitions, natureand scope.
Contact Hours -12

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3/2/2025

2041

UNIT-II. Human Rights: Meaning, UN Declaration of Human Rights, Importance of Human Rights.Contact Hours -12

UNIT-III.Environmental Issues: Causes, Challenges and Solutions
Contact Hours -12

UNIT-IV.International Terrorism: Definition, Types of Terrorism, Prevention and Control. Contact Hours -12

Tutorial Contact Hours -12

Recommended Books/e-resources/LMS:

- Albertyn, C., Campbell, M., Garcia, H. A., Fredman, S., & De Assis Machado, M. R. (2023, February
- Feminist Frontiers in Climate Justice. Edward Elgar Publishing.
- Anievas, A., Manchanda, N., &Shilliam, R. (2014, October 30). Race and Racism in International Relations. Routledge.
- Basu, R. (2024, January 16). International Politics: Concepts. Theories and Issues (2nd ed.). Atlantic,Publishers and Distributors Private Ltd, India.
- Baylis, J., Smith, S., & Owens, P. (2023, March 15). The Globalization of World Politics (9th ed.).Oxford University Press, USA.
- Caballero-Anthony, M. (2015, November 30). An Introduction to Non-Traditional Security Studies. SAGE Publications Pvt Ltd.
- Charountaki, M., & Irrera, D. (2022, May 24). Mapping Non-State Actors in International Relations. Springer Nature.
- De Wenden, C. W. (2023, January 1). Migration and International Relations. Springer Nature.
- Dsouza, H. (2014, December 16). The Age of Neo-Imperialism. Author House.
- Dunne, T., Kurki, 1(4., & Smith, 5. (2020, December 17). International Relations Theories (5th ed.).Oxford University Press, USA.
- Falkner, R., & Buzan. B. (2022, January 10). Great Powers, Climate Change, and Global Environment Responsibilities. Oxford University Press.
- Forsythe, D. P. (2017, August 31). Human Rights in International Relations. Cambridge University), Press.
- Harfl B. (2018, April 24). Ethnic Conflict In World Politics. Routledge.
- Huntington, S. P. (2007, May 31). The Clash of Civilizations and the Remaking of World Order. Simon and Schuster.
- Jackson, R. H., & Sørensen, 0. (2022, March 7). Introduction to International Relations (8th ed.). Oxford University Press, USA.
- Khanna, V. N., & Kumar, L. K. (2019). International Relations (6th ed.). Vikas Publishing House, India.

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8/21/2025

- Kohli, A. (2020, January 1). Imperialism and the Developing World. Oxford University Press, USA.
- Lebedeva, M. M., & Kuznetsov, D. A. (2022, December 19). Megatrends of World Politics. Taylor & Francis.
- Meyer, T., De Sales Marques, J. L., & Telo, M. (2020, July 22). Regionalism and Multilateralism: Politics, Economics, Culture (1st ed.). Routledge.
- Powers, K. E. (2022, February 15). Nationalisms in International Politics. Princeton University Press.
- Runyan, A. S. (2018, September 3). Global Gender Politics. Routledge.
- Schieder, S., & Spindler, M. (2014, May 23). Theories of International Relations (1St ed.). Routledge.
- Tickner, A. B., & Smith, K. (2020, May 21). International Relations from the Global South. Routledge.
- Whitham, B., & Heywood, A. (2023, March 31). Global Politics (3rd ed.). Bloomsbury Publishing, UK.

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8/2/2025

4Year Undergraduate Multidiscipline Program (Political Science) Syllabus, Semester-6th

MIC(VOC) Session 2024-2025	
Subject-Political Science International Organizations	Semester 6th Course Code-M-POL-603
Level of course	200-299
Course Learning Outcomes (CLO)	CLO-1.Explain the origin, growth, objectives, principles, and membership of the United Nations, gaining a comprehensive understanding of its foundational framework and organizational structure. CLO-2.Identify and describe the functions and roles of the primary organs of the United Nations, including the General Assembly, Security Council, and assessing their impact on global governance. CLO-3.Evaluate India's involvement in regional organizations such as SAARC, ASEAN, and the EU. CLO-4. Equip themselves to generate their own ideas and ability to critically examine the important issues shaping and posing challenges to the world today.
Credits	Theory-3 Tutorial -1 Total- 4
Contact Hours	3 per week 1 per week 4 per week
Suggested Evaluation Method	
Internal Assessment: 30 Marks	Class Participation 05 Seminar/Presentation/Assignment/Quiz/Class Test etc. 10 Mid Term Exam: 15
Term-End Examination :Marks	70
Time	3 Hours

Instructions for Paper Setters

1. Total NINE Questions will be set and students will be required to attempt FIVE questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks each spread over the entire syllabus.
3. The remaining EIGHT questions will be set taking TWO questions from each of the four units. The candidate would be required to attempt ONE question from each unit in addition to the compulsory question.
4. Each question will carry 14 marks

International Organization

UNIT-I. United Nations: Structure,Aims& Principles.Contact Hour's -12

UNIT-II. Organs of the United Nations: General Assembly and Security Council. Contact Hour's -12

UNIT-III. Regional Organizations: Structure and functions SAARC and ASEAN.

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8044

3/2/2025

Contact Hour's -12

UNIT-IV.Regional Organizations: Structure and functions BRICS and European Union.

Contact Hour's -12

Tutorial Contact Hour's -12

Recommended Books/e-resources/LMS:

- Yadav, R. S. (2013). Bharat Ki Videsh Niti (In Hindi). New Delhi: Pearson.
- Mohan, C. R. (2017). Modi's World: Expanding India's Sphere of Influence. Harper Collins India.
- Mukherjee, A. (2016). India and Regional Organizations: SAARC and Beyond. Vij Books India Pvt Ltd.
- Pant, H. V. (2016). Indian Foreign Policy: An Overview. Manchester University Press.
- Pant, H. V. (2019). India's Afghan Muddle: The Need for a New Foreign Policy. HarperCollins India.
- Raghavan, B. S. (2009). Bangladesh-India Relations: Living with a Big Neighbor. Routledge India.
- Sinha, A. (2016). Bhutan: The Land of Serenity. Niyogi Books.
- Srivastava, S. (2014). India-ASEAN Relations: Analyzing Regional Policy and Economic Interactions. Academic Foundation.
- Uyangoda, J. (2011). Sri Lanka in the Modern Age: A History of Contested Identities. Hurst & Company.
- Yadav, R. S., & Dhanda, S. (Eds.). (2009). India's Foreign Policy: Contemporary Trends. New Delhi: Shipra.
- Kennedy, P., & Russett, B. (1995). The United Nations in the Post-Cold War Era. Oxford University Press.
- Weiss, T. G., Forsythe, D. P., Coate, R. A., & Pease, K. (2017). The United Nations and Changing World Politics. Westview Press.
- Fassbender, B., & Blokker, N. (2016). Essays on the Law and Practice of the United Nations. Martinus Nijhoff Publishers.
- Lowe, V., & Roberts, A. (Eds.). (2008). The United Nations Security Council and War: The Evolution of Thought and Practice since 1945. Oxford University Press.
- Hanhimäki, J. M. (2008). The United Nations: A Very Short Introduction. Oxford University Press.

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3/2/2025

Panel of Examiner and Paper Setter for UG Four Year Multidisciplinary Program
Political Science, BPSMV,KK Under NEP-2020

Sr. No.	Name	Departmental Add.	Contact No.	E.Mail.ID
1.	Dr. Rampal	Associate Professor, Department of Political Science, IHL.BPSMV,KK	9416242079	bhattirampal09@gmail.com
2.	Dr.Mamta Rani	Assistant Professor,Department of Political Science, IHL.BPSMV,KK	8930299145	mamtadankar05@gmail.com
3.	Dr. Manju,	Assistant Professor, Department of Political Science,RC, Kharal, Jind		drmanjunain@gmail.com
3.	Dr. Ram Niwas	Associate Professor,Department of Political Science,GCW,Matlauda,Pnp	9416317857	ramniwasjangam@gmail.com
4.	Dr. J.K Saroha	Principal, Janta VadicCollege,Barout,UP	9312484000	sarohajaikumar@gmail.com
5.	Dr. Mukesh Yadav	Associate Professor, Department of Political Science, Indira Gandhi,University,Rewari	9416746880	mukeshyadavps@gmail.com
6.	Dr. Rajbir	Associate Professor, Department of Political Science,S.S.D. College Palwal	9555145949	Dr.rajbir99@gmail.com
7.	Dr. Upasana	Associate Professor, Department of Political Science,Govt. College, Palwal	09891962105	Upasanasharma1972@gmail.com
8.	Dr.Ramesh Deswal	Associate Professor, Department of Political Science, Central University of Haryana,M.Garh	9813740070	dr.rameshkumar@cuh.ac.in
9.	Dr. Ashok Attri	Associate Professor, Department of Political Science, R.K.S.D. College, Kaithal	9416558150	
10.	Dr. Pawan Sharma	Associate Professor, Department of Political Science, Dyal Singh College, Karnal	9255948250	Pawan1574@gmail.com
11.	Dr. Anita Aggarwal	Associate Professor, Department of Political Science, Dyal Singh College, Karnal	9896363069	anitadsc@gmail.com
12.	Dr. Anuradha Nagia	Associate Professor, Department of Political Science, DAV, College for women, Karnal.	9996792555	anunagia@rediffmail.com
13.	Dr. Sudesh Kumar	Assistant Professor, Department of Political Science,I.G.NationalCollege,Ladwa, KKR	9034880453	Sudesh.bansal1977@gmail.com
14.	Dr. Subash	Assistant Professor, Department of Political Science,GCW,Sonepat	9416177908	drsubashsisodia@gmail.com
15.	Dr. Mamta Narwal	Assistant Professor, Department of Political Science, MDU,Rohtak	9416514158	Mamtadevi.polsc@mdurohtak.an

Chairperson Department of Political Science
B.P.S. Mahila Vishwavidyalaya
Khanpur Kalan
Sonipat Haryana

3/21/2025

2046

16.	Dr. Satish Kumar	Assistant Professor, Department of Political Science,GCW,Sonepat	9896149033	Satishmalik1209@gmail.com
17.	Dr. Munesh Kumar	Assistant Professor, Department of Political Science,CCU,Meerut,U.P	8273731770	professormunesh@gmail.com
18.	Dr. Ravinder Kumar	Assistant Professor, of Political Science,GCW, Mohana,Sonepat	9467573210	rkmanav2020@gmail.com
19.	Dr. Parvesh Ranga	Assistant Professor, Department of Political Science, KUK.	9991219699	parveshranga00@gmail.com
20.	Dr. Jyoti	Assistant Professor, Department of Political Science,MDU,Rohtak	9467059554	
21.	Dr. Pardeep Dalal	Assistant Professor, Department of Political Science,GCW,Matlauda,Panipat.	8168417793	Hardikdalal2011@gmail.com & Gcmmathlauda@gmail.com
22.	Dr. Balram Sharma	Assistant Professor, Department of Political Science,DAV, College,Karnal.	8930046978	balram175@gmail.com
23.	Dr. Shamsher Singh	Associate Professor, Department of Political Science,GCW,Gohana	09958993485	bhanderishamsher@gail.com
24.	Ms. Kranti	Assistant Professor, Department of Political Science,C.R.Jat College,Jind	8053370787	krantisingh95@gmail.com
25.	Dr. Dharamveer	Assistant Professor, Department of Political Science,GCW,Murthal, Sonipat	9813776651	dharamkuk@gmail.com

Chairperson Department of Political Science
BPS Mahila Vishwavidyalaya
Khanpur Kalan
Sonipat Haryana

8/2/2025

Regarding Approval of Agendas External Inbox

Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
to Department, Ravi, Rampal, Archana, anjurani.bps, manju, Deepali, ar, kolha, gcwmurthal, chairperson, Economics, gcwmadlauda, Social, chairperson, chairperson

Feb 10, 2025, 4:38 PM (8 hours ago)

Esteemed Members
Greetings

I have great pleasure in sharing the following Agendas for approval

1. Discuss and approve the SEC syllabus of Political Science for 1st, 2nd and 3rd semester for Regiional Centre, Krishan Nagar (Rewari) session 2025-26.
2. Consideration and approval of minor rectification in scheme and syllabus of Pre-Ph.D Political Science 2023-24 (Course work).
3. Consideration and approval of Minutes of UGBOS Scheme and Syllabus of B.A Political Science 4 year multidisciplinary programme w.e.f 2024-25.
4. Discuss and approved the Registration of P.h.D students in P.h.D Programme Political Science. The details of the P.h.D scholars are as under:-

Sr. No	PRN No.	Name	Topic	Supervisor
1.	2023041100041974	Kranti	The impact of India-China Confrontation on BRICS: An Explorative Study (2009-2024)	Dr. Rampal
2.	2023041100041966	Priya	हरियाणा पंचायती राज व्यवस्था में महिला नेतृत्व: सोनीपत जिले का एक अध्ययन	Dr. Rampal

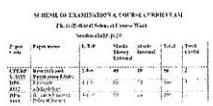
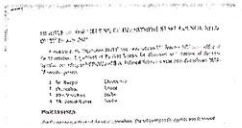
In view of the above all documents attached herewith for your kind consideration and approval please. After approval the same may be forwarded to the upcoming Academic Council meeting.

Warm regards

Yours sincerely

Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

7 Attachments • Scanned by Gmail

Agenda 1 UGBOS ... | Agenda no 2 PGBO... | Agenda no 2.docx | Agenda No 3 Dsc M... | Agenda NO 3.docx | Agenda No 4 Minut... | AGENDA 1.pdf

chairperson political science Feb 10, 2025, 5:45 PM (6 hours ago)
Respected Dean (FSS) Sir There are Four Agendas sent by the Department of Political Science and by the office of Dean FSS for approval from Members FSS, Only 3

chairperson political science Feb 10, 2025, 5:51 PM (6 hours ago)
---------- Forwarded message --------- From: chairperson political science <dops@bpswomenuniversity.ac.in> Date: Mon, Feb 10, 2025 at 5:45 PM Subject: Re: Regar

anju rani Feb 10, 2025, 6:59 PM (5 hours ago)
Respected DeanThe same has been considered and approved.RegardsDr. Anju RaniChairpersonDepartment of EconomicsBPSMV Khanpur Kalan Sonepat

Deepali Mathur 10:21 AM (0 minutes ago)
Approved agenda no 2 to 4. Warm Regards Dr. Deepali Mathur

Archana malik 10:41 AM (0 minutes ago)
Thanks & Regards Dr. Archana Malik

Dr Varuna Tehlan Dahiya Department of Psychology 10:42 AM (0 minutes ago)
Dear Sir The agenda items from serial no 2-4 are approved. Regards Dr Varuna Tehlan Dahiya Chairperson Department of Psychology BPSMV Khanpur Kalan Sonipat

TDLGCW MURTHAL

Respected Sir/Madam, Approved as proposed. Principal Tau Devi Lal Govt. College for Women, Murthal (Sonepat) 11:08 AM (0 minutes ago)

Social Work

Respected members Agenda 2 and 4 : Approved. Warm regards Dr Manju Panwar Head Dept of Social Work BPSMV 12:08 PM (0 minutes ago)

chairperson geography geography

approved agenda 02 to 04 Incharge, Deptt. of Geography On Thu, Feb 13, 2025 at 10:05 AM chairperson geography geography <dog@bpswomenuniversity.ac.in> wrote: ap Feb 13, 2025, 10:13 AM (0 minutes ago)

gcw madlauda

to Department, Ravi, Rampal, Archana, anjurani.bps, manju, Deepali. ar, kokila, GCW. chairperson, Economics, Social. chairperson, chairperson, me Feb 13, 2025, 10:36 AM (0 minutes ago)

Approval Note

To,
Prof. Ravi Bhushan
Dean, Faculty of Social Science

Subject: Approval for forwarding documents to the Academic Council meeting

Respected Prof. Ravi Bhushan,

The documents attached have been reviewed and approved. You may proceed with forwarding the same for consideration at the upcoming Academic Council meeting.

Best regards,
Ram Niwas

Professor of Political Science
GCW, Madlauda

6408

MINUTES OF THE MEETING OF DEPARTMENT STAFF COUNCIL HELD ON 25th January, 2025

A meeting of the Department Staff Council was held on 25th January 2025 in the office of the Chairperson, Department of Political Science for discussion and approval of the new Syllabus according to NEP-2020 of B.A. Political Science 4 year multidisciplinary 2024-25 Member present:

1.	Dr. Rampal	Chairperson
2.	Dr. Archna	Invitee
3.	Mrs. Vinti Rani	Invitee
4.	Mr. Dinesh Kumar	Invitee

PROCEEDINGS:

The Chairperson welcomed the faculty members. The following of the agenda was discussed:

1. Change the subject of Comparative Politics with introduction to the Indian Constitution -I and on the major ideology with Introduction to Indian Constitution-II. In 3rd or 4th semester for the minor subject.

The meeting ended with a vote of thanks from the Chair.

25/01/2025 25/01/2025 25/01/2025 25/01/25

Dr. Rampal Dr. Archna Mrs. Vinti Rani Mr. Dinesh Kumar

2050

BPS Women University

chairperson political science <dops@bpswomenunive[illegible].y.ac.in>

Fwd: Please Read ,Check and comments on SYLLABUS AND SCHEME 1-6 SEMESTER ONLY till today Dr. Ramniwas, Dr. Pardeep Dalal & Dr.Ravinder have sent their comments and approval Monday it will be sent to DFSS for Approval please send your comments as soon as possible

3 messages

chairperson political science <dops@bpswomenuniversity.ac.in> Sat, Feb 1, 2025 at 5:21 PM
To: satish malik <Satishmalik1209@gmail.com>, DR SUBHASH <drsubhashsisodia@gmail.com>, Vikas Sabharwal <vikas.sabarwal@gmail.com>

Reminder- 1

---------- Forwarded message ---------
From: **chairperson political science** <dops@bpswomenuniversity.ac.in>
Date: Fri, 31 Jan, 2025, 6:34 pm
Subject: Please Read ,Check and comments on SYLLABUS AND SCHEME 1-6 SEMESTERONLY
To: ram niwas <ramniwasjangam@gmail.com>, satish malik <Satishmalik1209@gmail.com>, DR SUBHASH <drsubhashsisodia@gmail.com>, <hardikdalal2011@gmail.com>, <bhanderishamsher@gmail.com>, <rkmanav2020@gmail.com>, Vikas Sabharwal <vikas.sabarwal@gmail.com>

It is a humble request to all UGBoS Members, Please check,comment and respond today because tomorrow will be sent to Dean FSSpositively.

Thank you

With Regards

Dr.Rampal,
Chairperson,
Department of Political Science,
BPSMV

B.A. 4 Year Dgree - UGBOS - Copy.docx
129K

Vikas Sabharwal <vikas.sabarwal@gmail.com> Mon, Feb 3, 2025 at 12:45 PM
To: chairperson political science <dops@bpswomenuniversity.ac.in>

The scheme and syllabi is approved.

[Quoted text hidden]

chairperson political science <dops@bpswomenuniversity.ac.in> Mon, Feb 3, 2025 at 1:08 PM
To: satish malik <Satishmalik1209@gmail.com>, DR SUBHASH <drsubhashsisodia@gmail.com>

Reminder -II
Respected sir
You are again and again request to send the observation on 4 year syllabus today.
[Quoted text hidden]

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MINUTES OF THE MEETING HELD ON 30th January 2025

A meeting of the Undergraduate Board of Studies was held in the Office of the Chairperson, Department of Political Science on 30th January 2025 at 11:00 A.M.

MEMBERS PRESENT:

1. Dr Rampal	Chairperson
2. Dr. Vikas Shabarwal	External Expert (online)
3. Dr. Subhash	Internal Member
4. Dr. Shamsher Singh Bhanderi	Internal Member Absent
5. Mr. Pardeep Kumar	Internal Member Affiliated
6. Mr. Ravinder Kumar	Internal Member
7. Dr. Ram Niwas	Internal Member
9. Dr. Satish Kumar	Internal Member

ROCEEDINGS:

The following agenda was discussed:

1. **B.A. 2nd & 3rd year syllabus as per NEP-2020**
2. **Proposal sent by RC Krishan Nagar to pass and add in SEC 2nd Semester**

DECISIONS TAKEN:

1. Discussed & Approved B.A. 2nd & 3rd year Scheme & syllabus as per NEP-2020
2. Proposal sent by Department of Political Science RC Krishan Nagar for SEC: five proposal are rejected and one (Local Government Administration) will be considered in the next meeting.

The meeting ended with a vote of thanks from the Chair.

Dr Rampal

Dr. Vikas Shabarwal

Dr. Subhash

Dr. Ram Niwas

Dr. Shamsher Singh Bhanderi not allow

Mr. Pardeep Kumar

Mr. Ravinder Kumar

Dr. Satish Kumar

Annexure - 59

Dean Faculty of Arts and Languages <dfal@bpswomenuniversity.ac.in>

Approval by Circulation of the Agenda Item for Upcoming Meeting of Academic Council.

7 messages

Dean Faculty of Arts and Languages <dfal@bpswomenuniversity.ac.in> Mon, Jan 27, 2025 at 4:16 PM
To: DOE@bpswomenuniversity.ac.in, DOFL@bpswomenuniversity.ac.in, Amrita1177@gmail.com, babitachopra001@gmail.com, sudipta sil <sil.sudipta@gmail.com>, registrar@bpswomenuniversity.ac.in, GCWMURTHAL@gmail.com, gcwmadlauda@gmail.com

Respected Sir/Madam,
Greetings of the day!
Please find enclosed the agenda sent by the Department of English to the Faculty of Arts and Languages for consideration and approval for **Registration into Ph.D Programme of Ten Students (session 2022-23 & 2023-24) with their respective supervisors and topics duly approved by DRC and PGBoS as per norms.**

As the meeting of the Academic Council is expected soon, you are hereby requested to consider the agenda and accord your **approval through email please.**

Warm regards,
Prof. Ashok Verma
Dean, Faculty of Arts & Languages

Agenda Items for A C.pdf
1644K

TDLGCW MURTHAL <gcwmurthal@gmail.com> Mon, Jan 27, 2025 at 4:19 PM
To: Dean Faculty of Arts and Languages <dfal@bpswomenuniversity.ac.in>

Respected Sir/Madam,

Approved as proposed.

Principal
Tau Devi Lal Govt. College for Women,
Murthal (Sonepat)

[Quoted text hidden]

---

sudipta sil <sil.sudipta@gmail.com> Tue, Jan 28, 2025 at 10:14 AM
To: Dean Faculty of Arts and Languages <dfal@bpswomenuniversity.ac.in>

Read and approved for further action.

Sudipta Sil
[Quoted text hidden]

Babita Chopra <babitachopra001@gmail.com> Tue, Jan 28, 2025 at 10:41 AM
To: Dean Faculty of Arts and Languages <dfal@bpswomenuniversity.ac.in>

Respected sir

Approved from my side.

Warm Regards
Babita
Assistant Professor
Department of English

[Quoted text hidden]

dofl department of foreign language <dofl@bpswomenuniversity.ac.in> Tue, Jan 28, 2025 at 10:21 AM
To: Dean Faculty of Arts and Languages <dfal@bpswomenuniversity.ac.in>

Respected Sir,

Approved.
[Quoted text hidden]
--
Dr. K.J. Mathachan
Chairperson
Dept. of Foreign Languages

Amrita Prof. <amrita1177@gmail.com> Tue, Jan 28, 2025 at 11:12 AM
To: Dean Faculty of Arts and Languages <dfal@bpswomenuniversity.ac.in>
Cc: DOE@bpswomenuniversity.ac.in, DOFL@bpswomenuniversity.ac.in, babitachopra001@gmail.com, sudipta sil <sil.sudipta@gmail.com>, registrar@bpswomenuniversity.ac.in, GCWMURTHAL@gmail.com, gcwmadlauda@gmail.com

Approved.

Regards
Prof. (Dr.) Amrita
Dean of Colleges
First Appellate Authority

[Quoted text hidden]

---

doe department of english <doe@bpswomenuniversity.ac.in> Tue, Jan 28, 2025 at 11:17 AM
To: Dean Faculty of Arts and Languages <dfal@bpswomenuniversity.ac.in>

Approved.

Regards

Chairperson

Department of English

[Quoted text hidden]

Department of English
Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan

Minutes of the Meeting of the Departmental Research Committee (DRC) held on 11.11.2024 at 11:00 am in the Conference Room of the Department of English.

Members of the DRC Present:

1. Prof. Sunita Siroha (KUK), Outside Expert
2. Prof. Ashok Verma, Dean FAL, Dept. of English, BPSMV
3. Prof. Geeta Phogat Chairperson , Dept. of English, BPSMV
4. Prof. Amrita, Dean of Colleges, First Appellate Authority BPSMV.
5. Prof. Ravi Bhushan, Dept. of English, BPSMV
6. Prof. Shalini, Dept. of English, BPSMV
7. Dr Ajeet, Dept. of English, BPSMV

Special Invitees Present:

1. Ms. Babita, Dept. of English, BPSMV
2. Dr. Pallavi, Dept. of English, BPSMV
3. Dr. Daisy, IHL, BPSMV

Proceedings:

The Chairperson welcomed the esteemed Members of the DRC and Special Invitees present in the meeting. The following agenda item were taken up for the discussion.

Agenda No. 1:-

Discussion and Approval of the Research Topic and the Research Supervisor of Ms. Neha admitted in PhD (English) Programme for the Session 2022-2023.

Decision:- Consequent to the presentation given by Ms. Neha the DRC discussed and recommended the following:

Sr. No.	Name of Student	Roll No.	Supervisor	Topic Approved by the DRC
1	Neha	22031006	Dr. Ashok Verma	Contemporary Feminist Responses to Patriarchal Structures: A Study of Select Indian Women Authors

-2055-

11/11/24

Agenda No. 2

Discussion and Approval of the Research Topics and the Research Supervisors of the candidates admitted in Ph.D. (English) Programme for the session 2023-24.

Decision:- Consequent to the presentations given by the following candidates, admitted in PhD (English) Programme for the Session 2022-2023, the DRC discussed and recommended the following:

Sr. No.	Name of Student	Roll No.	Supervisor	Topic	Remarks
1	Garima Sihan	23031001	Dr. Shalini	Female Agency in Myth and History: A Study of Lilith, Hypatia, YohlIk'nal and Amrapali in Select Literary Texts	Approved
2	Anish	23031003	Dr. Ajeet Singh	Performing the 'New Tragic': A Study of Select Plays of Jon Fosse and Lars Noren	Approved
3	Nikita	23031005	Dr. Amrita	Hybridized Futures: A Cognitive Stylistic Study of Select Science Fiction	Approved
4	Jyoti	23031006	Dr. Ravi Bhushan	An Aesthetic Appraisal of Select Poetry of Toru Dutt and John Keats	Subject to the approval of VC
5	Niketa Malik	23031007	Dr. Geeta Phogat	Cultural Reflections in the Select Folk Songs of Haryana and Himachal Pradesh	Approved
6	Sonam	23031008	Dr. Ashok Verma	From Ecosophy to Deep Ecology: A Study of Select Travel Writings by Bill Bryson, Bill Aitken and Avay Shukla	Approved
7	Priyasha Bansal	23031009	Dr. Ravi Bhushan	Interfacing Cognition and Second Language Acquisition through Native Literature: Paradigms of ELT	Subject to the approval of VC
8	Harshita	23031010	Dr. Ajeet Singh	Performing Voices: A Study of Selected Plays of Annie Zaidi, Poile Sengupta, Anju Makhija And Manjula Padmanabhan	Approved
9	Prachi Kadian	23031012	Dr. Amrita	Praxis of Negotiating the Maternal: A Study of Select Indian Writers	Approved

Agenda No. 3

Placing Half Yearly Progress Report of the Ph. D. Scholars before the DRC (January 2024 to July 2024).

Decision:- Session wise all Half Yearly Progress Report of the following Ph.D. Scholars of the Dept. of English were placed before the DRC and the DRC noted the same.

Sr. No.	Name of Scholar's	Name of Supervisor's
1	Ms. Bhawana	Dr. Shalini
2	Ms. Priti	Dr. Amrita
3	Ms. Anu Rani	Dr. Geeta Phogat
4	Ms. Dimple Pannu	Dr. Ashok Verma
5	Ms. Garima Malik	Dr. Ashok Verma
6	Ms. Poonam	Dr. Shalini
7	Ms. Shailja	Dr. Geeta Phogat
8	Ms. Tanya	Dr. Ravi Bhushan
9	Ms. Pooja Rani	Dr. Geeta Phogat
10	Riya	Dr. Ajeet Singh
11	Anju	Dr. Amrita
12	Mahima	Dr. Amrita
13	Nisha	Dr. Ravi Bhushan
14	Vrinda Vats	Dr. Ashok Verma

Dr. Sunita Siroha

Prof. Ashok Verma 11/11/2024

Prof. Geeta Phogat

12/11/2024
Prof. Amrita

11/11/2024
Prof. Ravi Bhushan

Prof. Shalini

Dr. Ajeet singh

Dr. Daisy

Ms. Babita

Dr. Pallavi

Department of English
Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan

Minutes of the Meeting of the PGBoS held on 22.01.2025 at 2:00 pm.in the office of the chairperson Dept. of English, BPSMV, Khanpur Kalan, Sonipat.

Members of the PGBOS Present:

1.	Prof. Sujata Rana,	DCRUST, Murthal	Outside Expert
2.	Prof. Jaiber Hooda	MDU, Rohtak	Outside Expert
3.	Prof. Ravi Bhushan	BPSMV	Member
4.	Prof. Amrita	BPSMV	Member
5.	Dr Ajeet Singh	BPSMV	Chairperson
6.	Dr. Shalini	BPSMV	Member
7.	Ms..Babita	BPSMV	Member
8.	Dr Jyoti Raj	GCW, Murthal	Member

-2058-

Special Invitees Present:

1. Dr. Pallavi, Assistant Professor, Dept. of English, BPSMV

Proceedings:

The Chairperson welcomed the esteemed members of the PGBOS and Special Invitees present in the meeting.

Agenda: Discussion and Approval of the Research Topics and Research Supervisors (recommended by the DRC in its meeting held on Nov. 11, 2025) for the candidates admitted in PhD (English) Programme for the Session 2022-2023& 2023-2024.

Decision: The PGBOS approved the research topics and supervisors for the following candidates and recommended their registration for the PhD (English) programme for the session 2022-23 & 2023-2024.

Academic Session 2022-2023

Sr. No.	Name of Student	Roll No.	Supervisor	Topic	Suggestions/ Modifications
1	Neha	22031006	Dr. Ashok Verma	Contemporary Feminist Responses to Patriarchal Structures: A Study of Select Indian Women Authors	

Academic Session 2023-2024

Sr. No.	Name of Student	Roll No.	Supervisor	Topic	Suggestions/ Modifications
1	Garima Sihan	23031001	Dr. Shalini	Female Agency in Myth and History: A Study of Lilith, Hypatia, YohlIk'nal and Amrapali in Select Literary Texts	Female Agency in Myth and History: A Study of Lilith, Hypatia, Yohl Ik'nal and Amrapali in Select Literary Texts
2	Anish	23031003	Dr. Ajeet Singh	Performing the 'New Tragic': A Study of Select Plays of Jon Fosse and Lars Noren	
3	Nikita	23031005	Dr. Amrita	Hybridized Futures: A Cognitive Stylistic Study of Select Science Fiction	
4	Niketa Malik	23031007	Dr. Geeta Phogat	Cultural Reflections in the Select Folk Songs of Haryana and Himachal Pradesh	
5	Sonam	23031008	Dr. Ashok	From Ecosophy to Deep Ecology: A Study	

-2059-

expert for JP Rao Raj Patel Ajeet Singh

			Verma	of Select Travel Writings by Bill Bryson, Bill Aitken and Avay Shukla	
6	Harshita	23031010	Dr. Ajeet Singh	Performing Voices: A Study of Selected Plays of Annie Zaidi, Poile Sengupta, Anju Makhija And Manjula Padmanabhan	Performing Voices: A Study of Select Plays of Annie Zaidi, Poile Sengupta, Anju Makhija and Manjula Padmanabhan
7	Prachi Kadian	23031012	Dr. Amrita	Praxis of Negotiating the Maternal: A Study of Select Indian Writers	

In ~~For~~ compliance of the order of competent authority as a special case

Sr. No.	Name of Student	Roll No.	Supervisor	Topic	Suggestions/ Modifications
1	Priyasha Bansal	23031009	Dr. Ravi Bhushan	Interfacing Cognition and Second Language Acquisition through Native Literature: Paradigms of ELT	New Paradigm in ELT : Interfacing Cognition and Second Language Acquisition through Native Literature
2	Jyoti	23031006	Dr. Ravi Bhushan	An Aesthetic Appraisal of Select Poetry of Toru Dutt and John Keats	Nuances of Aesthetics: An Appraisal of Select Poems of Toru Dutt and John Keats

2060

The Meeting concluded with the vote of thanks proposed by the Chairperson.

Prof. Sujata Rana,

Prof. Jaiber Hooda 22/01/2025

Prof. Ravi Bhushan 22/1/25

Prof. Amrita 22/01/25

Dr. Shalini 22/01/2025

Prof Jyoti Raj 22/01/2025

Ms. Babita 22/01/25

Dr. Ajeet Singh 22/1/25

Dr. Pallavi 22/1/25

-1901-

Annexure - 60

Fa W

BPS Mahila Vishwa[illegible]hanpur Kalan, Sonepat.

(A State University recognized under Section 2(f) and 12(B) of the U.G.C. Act 1956)

Ref. No .Law./.25/.65
Dated ..24/01/.2025..

Minutes of the meeting of the Faculty of Law, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan (Sonipat), held on 24/01/2025 at 12:30 P.M. The following members of the Faculty were present:

1. Prof. Ajit Singh, Dean, Faculty of Law, BPSMV, Khanpur Kalan
2. Dr. Seema Dahiya, In-Charge, Department of Laws, BPSMV, Khanpur Kalan
3. Dr. Seema Thakran Officiating Principal, Tau Devi Lal, Govt. College for Women, Murthal, Sonepat
4. Dr. Anu Bala,Assistant Professor, Department of Laws, BPSMV. Khanpur Kalan

The meeting was convened in the office of the Dean, Faculty of Law, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan, Sonepat. The agenda items were discussed in detail and the decisions have been taken as under:

Item No. 1: Considered and Approved

The recommendations of PGBOS held on 27.11.2024 of the Department of Laws with respect to its agenda item 1, 2, 3 & 4 were considered and approved.

The meeting is ended with a vote of thank to the chair.

24/11/25 24/11/25 24/01/2

Dr. Anu Bala Dr. Seema Dahiya Dr. Seema Thakran (Approved through E-Mail) Prof. Ajit Singh

Department of Laws
B.P.S. Mahila Vishwavidyalya Khanpur Kalan, Sonipat

Minutes of PGBOS

The minutes of the PGBOS – Deptt.of Laws meeting held on 27.11 2024 at 11.00 a.m

Following were present:-

1. Prof Kavita Dhull	Department of Law MDU. Rohtak
2. Prof. (Dr.) Amit Ludri	Dean Faculty of Law KUK
3. Dr. Seema Dahiya	Chair Person (Deptt of Law)
4. Dr. Rajesh Hooda	Asstt. Prof. (Deptt. of Law)
5. Dr. Pawan Kumar	Asstt. Prof. (Deptt. of Law)
6. Ms. Sandhya Lathwal	Senior attorney Associate, Integreon Managed Solution, Sec 98 Noida
7. Dr. Monika,	Asstt.Prof.Institute of Law,KUK.

Agendas:-

Agenda 1. To approve the registration and research work Topic of Pre-PhD Students enrolled in 2022-23 and 2023- 24 PhD Law Programme .Department is promoting inter Disciplinary research and co-supervisors are appointed from different disciplines .

Sr. No.	Candidate	Research Topic	Supervisor
1	Tanvi	Third Party Funding in International Commercial Arbitration: A Comparative Analysis with Special Focus on India	Dr. Alka Bharati Assistant Professor in Law
2	Shagun Malik	Impact of E- Waste Management on Climate Change in India : Issues and Challenges	Dr. Alka Bharati Assistant Professor in Law
3	Kajal	Female Workforce Participation in Unorganized Sector in Haryana : An Empirical Study	Dr. Ashok Kumar Assistant Professor in Law Dr Ashish Kumar Assistant Professor in Sociology
4	Deepti	Balancing Free Speech and Accountability : The Role of Social Media Regulations	Dr.Anil Balhera Assistant Professor in Law
5	Pooja	Expanding Horizons of Right to Termination of Pregnancy in India A Critical Study	Dr. Rajesh Hooda Assistant Professor in Law
6	Muskan	Election Commission and Electoral Governance in India :A Critical Study	Dr. Kritika Assistant Professor in Law
7	Deepanshu	Cyber Security and Data Protection Laws in Corporate Sector :Issues and Challenges	Dr. Ashok Kumar Assistant Professor in Law
8	Monika Yadav	Position of Domestic Workers : An Empirical Study in the State of Haryana	Dr. Ashok Kumar Assistant Professor in Law Dr Ashish Kumar Assistant Professor in Sociology
9	Harshita	A Critical Analysis of Laws Relating to Dowry in India	Dr. Kritika Assistant Professor in Law
10	Anjani Devi (session 2022-23)	Cyber Security and Laws in the Digital Age: An Analytical Study of the digital India Program	Dr. Anand Kumar Assistant Professor in Law Dr. Rajender Kumar Assistant Professor in POL

Considered and approved. -2063-

Agenda 2:-To approve Dr. Sudipta Sil, Faculty Foreign Language as Co-Supervisor with Dr Anand KumarAssistant Professor in Law as supervisor, for Ph.D student Ms Uma bearing registration no 2020041100041062. Her title of research work as approved by PGBOS dated 19-2-2022 is "Right to Education in India : An Analysis".

Resolution 2. Considered and Approved.

Agenda 3 :- To approve Dr. Piyush Choudhary , Assistant Professor in MSM Institute of Ayurveda as Co-Supervisor with Dr. Anand Kumar, Assistant Professor in Law as supervisor, for Ph.D student Ms.Reena bearing registration no 2020041100040952 her title of research work as approved by PGBOS dated 19-2-2022 is "The Psychopathic and Psychological Crimes with Special Reference to Defense of Insanity: A Socio-Legal Study".

Resolution 3. Considered and approved.

Agenda 4:- To approve Dr.Ashish Kumar , Assistant Professor in Sociology as Co-Supervisor with Dr.Pawan Kumar,Assistant Professor in Law as supervisor for Ph.D student Ms.Samriti bearing registration no 2017041100005712. Her title of research work as approved by PGBOS dated 22-6-2021 is "Custodial Violence vis-a-vis Subversion of Human Rights in Contemporary India : A Socio Legal Study of National Capital Region".

Resolution .4 Considered and approved.

Agenda 5:-To approval the panel of examiners of Ph.D Scholars.

Resolution 5. Considered and approved the panel of examiner of following Scholars:

Sr. No	Name of Scholar	Registration No
1.	Ms. Neetu	2014041100012376
2.	Ms. Reena	2020041100040952
3.	Ms. Uma	2020041100041062
4.	Ms. Kavita Devi	2017041100022842
5.	Ms. Neeraj	2020041100010767

Prof. Kavita Dhull

(ONLINE)
Prof. (Dr.) Amit Ludri

27/11/21
Dr. Seema Dahiya

27/11/21
Dr. Rajesh Hooda

Dr. Pawan Kumar

Ms. Sandhya Launwal
(ONLINE)

(ONLINE)
Dr. Manila

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Re: PG OS meeting invitation on dated 27 November 2024

1 message

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> Wed, Nov 27, 2024 at 10:28 PM
To: Sandhya Lathwal <adv.sandhyalathwal@yahoo.com>

Thank you dear

With regards and Wishes

Dr Seema Dahiya
Faculty and Incharge
Department of Laws
BPSMV Khanpur Kalan

On Wed, 27 Nov 2024 at 5:20 PM, Sandhya Lathwal <adv.sandhyalathwal@yahoo.com> wrote:
Acknowledged and approved

Sent from Yahoo Mail for iPhone

On Wednesday, November 27, 2024, 1:31 PM, Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:

Dear Members
Greetings
PFA regarding minutes of PGBOS meeting.kindly approve the minutes of the PGBOS Meeting as discussed and considered.

With Thanks and Regards

On Mon, Nov 25, 2024 at 3:24 PM Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:
Dear and respected members
Warm greetings
PFA regarding PGBOS meeting on dated 27 November 2024 for approval of DRC meeting minutes.
Kindly make it convenient to attend the same. Looking forward for positive response and acknowledgement please.

With thanks and regards

B.P.S. Mahila Vishwavidyalya ..... Kalan, Sonipat
Department of Laws

Minutes of Departmental Research Committee (DRC)

The minutes of the DRC – Deptt.of Laws meeting held on 6.9.2024 at 11.00 a.m

Following were present:-

1	Prof. Ajit Singh	-	Dean ~~& Chairman~~
2.	Prof.(Dr.)Kavita Solanki	-	Subject Expert
3.	Dr.Dinesh Kumar	-	Subject Expert
4	Dr Seema Dahiya	-	In-Charge DOL & Member
5.	Dr. Kritika	-	Member

The DRC considered the following agendas and recommendations as mentioned below:-

Agenda 1: To approve the registration of Pre. Ph.D. Course work students in Ph.D (Law) Programme.

Resolution: The DRC considered and approved the research proposal of the following students who have successfully completed pre Ph.D. course Work (Law) and have been allocated supervisors. The details are mentioned below:

Sr. No.	Candidate	Research Topic	Supervisor
1	Tanvi	Third Party Funding in International Commercial Arbitration: A Comparative Analysis with Special Focus on India	Dr. Alka Bharati
2	Shagun Malik	Impact of E- Waste on Climate Change in India : Issues and Challenges	Dr. Alka Bharati
3	Kajal	Female Workforce Participation in Unorganized Sector in Haryana : An Empirical Study	Dr. Ashok Kumar
4	Deepti	Balancing Free Speech and Accountability: The Role of Social Media Regulations	Dr.Anil Balhera
5	Pooja	Expanding Horizons of Right to Termination of Pregnancy in India : An Empirical Study in the State of Haryana	Dr. Rajesh Hooda
6	Muskan	Election Commission and Electoral Governance in India :A Critical Study	Dr. Kritika
7	Deepanshu	Cyber Security and Data Protection Laws in Corporate Sector :Issues and Challenges	Dr. Ashok Kumar
8	Monika Yadav	Position of Domestic Workers : An Empirical Study in the State of Haryana	Dr. Ashok Kumar
9	Harshita	Misuse of Laws Related to Dowry and Harassment Against Men . An Empirical Study in the State of Haryana	Dr. Kritika
10	Anjani Devi (session 2022-23)	Cyber Security and Laws in the Digital Age: An Analytical Study of the digital India Program	Dr. Anand Kumar Dr. Rajender Kumar

2066

Agenda 2:- To Approve Dr. Sudipta Sil, Faculty Foreign Language as Co-Supervisor with Dr. Anand Kumar as supervisor for Ph.D student Ms.Uma bearing registration no 2020041100041062.

Resolution: - With reference to given agenda DRC members accorded consent unanimously in consonance with DSC resolution dated 31-8-24 and Dr. Sudipta Sil is appointed as Co- supervisor of Ph.D student Ms.Uma bearing registration no 2020041100041062 with Dr. Anand Kumar as per Clause 5.3 of the Ph.D Ordinance.

Agenda 3 :- To approve Dr. Piyush Choudhary , Assistant Professor in MSM Institute of Ayurveda as Co-Supervisor with Dr. Anand Kumar as supervisor for Ph.D student Ms.Reena bearing registration no 2020041100040952 .

Resolution: - With reference to given agenda DRC members accorded consent unanimously in consonance with DSC resolution dated 31-8-24 Dr. Piyush Choudhary . Assistant Professor in MSM Institute of Ayurveda is appointed as Co- supervisor of Ph.D student Ms.Reena bearing registration no 2020041100040952 with Dr. Anand Kumar as per Clause 5.3 of the Ph.D. Ordinance.

Agenda 4:-To approve Dr. Rajender Kumar , Associate Professor in Department of ECE as Co-Supervisor with Dr. Anand Kumar as supervisor for Ph.D student Ms. Anjani.

Resolution: - With reference to given agenda DRC members accorded consent unanimously in consonance with DSC resolution dated 31-8-24 is appointed as Co- supervisor of Ph.D student Ms. Anjani with Dr. Anand Kumar as per Clause 5.3 of the Ph.D. Ordinance.

Meeting ends with thanks to all members

06/9/2024

Prof. Ajit Singh

Prof.(Dr).Kavita Solanki

Dr.Dinesh Kumar

06/9/2024

Dr. Seema Dahiya

Dr. Kritika

Annexure – 81

Department of Education
BPS Mahila Vishwavidyalaya Khanpur Kalan Sonipat -131305
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Ph No. 01263 -283627 Fax: 01263-283627

Resolution: The M.Ed. Programme Ordinance was revised, reviewed, and approved per the requirement.

The meeting was adjourned with the vote of thanks by the Chairperson.

Dr. Anu Balhara
Chairperson& Dean,
DOE,BPSMV

Department of Education
BPS Mahila Vishwavidyalaya Khanpur Kalan Sonipat -131305
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Ph No. 01263 -283627 Fax: 01263-283627

22061004	MANISHA	SH.SULTAN SINGH	DR. ANU BALHARA	CONTEMPORARY RELEVANCE OF EDUCATIONAL PHILOSOPHY OF APJ ABDUL KALAM	2021-22	Revised synopsis needs to be submitted in the light of suggestions given by DSC
22061007	RINKU RANI	SH.PARTAP SINGH	DR. SUSHIL KUMAR*	ASSESSING THE IMPACT OF A FINANCIAL LITERACY INTERVENTION PROGRAM ON FINANCIAL WELLNESS, ACADEMIC ACHIEVEMENT, AND CAREER ASPIRATIONS AMONG SECONDARY SCHOOL STUDENTS	2021-22	Revised synopsis needs to be submitted in the light of suggestions given by DSC
22061006	REENA KUMARI	SH.LEK RAJ	DR ANU BALHARA	महिला शिक्षा के क्षेत्र में भगत फूल सिंह जी का योगदान और वर्तमान समय में इसकी उपयोगिता	2021-22	Revised synopsis needs to be submitted in the light of suggestions given by DSC
22061009	SHILPA	SH.JAI BHAGWAN	DR. SARLA RANI	ACADEMIC ACHIEVEMENT AND PERSONALITY CHARACTERISTICS OF CHILDREN OF WORKING AND NON-WORKING MOTHERS IN SONIPAT CITY	2021-22	◦ Revised synopsis needs to be submitted in the light of suggestions given by DSC ◦ Need to give presentation again
22061008	SEEMA	RANBIR SINGH	DR. MONIKA	EFFECT OF PSYCHOLOGICAL HARDINESS AND EMOTIONAL COMPETENCY IN RELATION TO METACOGNITIVE SKILLS AND THINKING SKILLS OF UNDERGRADUATE STUDENTS	2021-22	Revised synopsis needs to be submitted in the light of suggestions given by DSC
2061010	SUMAN	SH.RANBIR SINGH	DR. SARLA RANI	STUDENTS' AGGRESSIVE BEHAVIOUR IN RELATION TO THEIR LONELINESS, CYBERBULLYING PERPETRATION AND PARENTAL PHUBBING	2021-22	Revised synopsis needs to be submitted in the light of suggestions given by DSC

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BPSMV/DSC/24/1244 Dated : 02/09/2024

MINUTES OF MEETING

The Departmental Staff Council meeting was held in the office of the Chairperson on 2nd September2024 at 10:00 AM.

The following members were present in the meeting:

Serial No	Name of the Faculty	Signature
1.	Dr Priya Dhingra	
2.	Dr Sushil Kumar	
3.	Dr Varuna Tehlan Dahiya (Staff Council Member Secretary)	
4.	Dr Sarla Rani	
5.	Dr Monika	
6.	Dr Poonam	

Agenda and Resolutions:

1. **Submission and review of revised syllabus of all programmes (B.Ed., M.Ed., and M.A. Education)**
   Resolution: The syllabus of all the programs, that is, B.Ed., M.Ed. and M.A. Education, was submitted, reviewed, and approved unanimously.
2. **Presentation of Research Scholars:**
   Resolution: Asthe registration of the students who have been admitted and successfully completed the Pre Ph.D.coursework for the sessions (2021-2022 and 2022-2023) was pending. In compliance with the PhD Ordinance for the respective sessions, pre-registration presentations of the following students were conducted.

S. No	Roll No.	Name of Scholars	Father Name	Name of Supervisor	Topic of Synopsis	Session	Remarks
1	22061001	ANAMIKA	MR. JOGINDER SINGH	DR SUMAN DALAL	ACOMPARATIVE STUDY ON RELATIONSHIP BETWEEN MENTAL HEALTH, EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS	2021-22	• Revised synopsis needs to be submitted in the light of suggestions given by DSC • Need to give presentation again
2	22061002	DEEPMALA	MR. DALIP KUMAR	DR. SUSHIL KUMAR*	A COMPREHENSIVE ANALYSIS OF THE IMPACT OF NEP 2020 ON HIGHER EDUCATION IN INDIA THROUGH TECHNOLOGICAL INTEGRATION, PEDAGOGICAL ADVANCEMENTS, AND INSTITUTIONAL DYNAMICS	2021-22	Revised synopsis needs to be submitted in the light of suggestion given by DSC

Dalal is submitted for consideration and approval. A copy of her formal request is enclosed for reference.:**RESOLUTION 7:** This agenda item is considered and approved

AGENDA 8: Consideration and approval of the registration of research scholars of session 2021-2022 and 2022-2023

RESOLUTION 8:This agenda item is considered and approved, subject to the incorporation of suggestions in the Research proposal/Synopsis. The title of the Research proposals was modified and considered.

The following are the details of the research scholars for Registration in the PhD programme(session 2021-2022 and 2022-2023) after successful completion of their Course Work and presentation in DRC.

SR. NO	ROLL NO.	NAME OF THE SCHOLARS	FATHER /HUSBAND NAME	NAME OF THE SUPERVISOR	SESSION	Resolution
1	22061002	DEEPMALA	MR. DALIP KUMAR	DR. SUSHIL KUMAR	2021-22	Modified And approved
2	22061007	RINKU RANI	SH.PARTAP SINGH	DR, SUSHIL KUMAR	2021-22	Modified And approved
3	22061006	REENA KUMARI	SH.LEK RAJ	DR.ANU BALHARA	2021-22	Modified And approved
4	22061010	SUMAN	SH.RANBIR SINGH	DR. SARLA RANI	2021-22	Modified And approved
5	22061011	SWATI TYAGI	SH.B.P. TYAGI	DR. SUSHIL KUMAR	2021-22	Modified And approved
6	22061012	MANJU	SH. DHANPAT SINGH	DR. POONAM PONIA	2022-23	Modified And approved
7	22061013	JYOTI	SH. CHANDER BHAN	DR. PRIYA	2022-23	Modified And approved
8	22061015	EAKTA	MR. SATYA PAL	DR. ANU BALHARA	2022-23	Modified And approved
9	22061016	SWATI	SH. PREM KUMAR KALSEN	DR. SARLA RANI	2022-23	Modified And approved
10	22061017	SEEMA KUMARI	MR. PRADEEP KUMAR	DR. MONIKA	2022-23	Modified And approved

-207-

		07.01.2023	07.07.2023		
		08.07.2023	06.01.2024		
9	Kanta	08.07.2022	06.01.2023	06.07.2021	Dr Monika
		07.01.2023	07.07.2023		
		08.07.2023	06.01.2024		
10	Nidhi Yadav	06.07.2022	05.01.2023	06.07.2021	Dr Poonam Punia
		06.01.2023	05.07.2023		
		06.07.2023	05.01.2024		
		06.01.2024	05.07.2024		

AGENDA NO.4: Approval of the Progress Reports submitted by the following Ph.D. scholars. (Students registered on 15th January 2024)

RESOLUTION 4 : This agenda item is considered and approved.

Serial No.	Name of the Student	PRN no/Enrol/Admission No.	Name of the supervisor allocated	Form
1.	Kusum	2015041100012756	Dr Suman Dalal	15.01.2024
2.	Neelam	2017041100013127	Dr Yogesh Chander	15.01.2024
3.	Neelam Rani	2019041100001546	Dr Suman Dalal	15.01.2024
4.	Jyoti	2019041100001682	Dr Poonam Punia	15.01.2024
5.	Vandana	2020041100041127	Dr Anu Balhara	15.01.2024
6.	Tapasya Gehlawat	2020041100041135	Dr Suman Dalal	15.01.2024
7.	Reena Devi	2020041100041143	Dr Anu Balhara	15.01.2024
8.	Seema Rani	2020041100041166	Dr Monika	15.01.2024
9.	Ritu Rani	2020041100041151	Dr Varuna	15.01.2024
10.	Vimal Sharma	2020041100041182	Dr Reena Rani	15.01.2024
11.	Poonam Devi	2020041100041197	Dr Varuna	15.01.2024
12.	Soniya Dahiya	2020041100041201	Dr Varuna	15.01.2024

AGENDA NO 5: The request from the scholar, Ms. Swati Tyagi (Session 2021-2022)PRN NO 2022041100041965 to change her supervisor to Dr Sushil Kumar earlier enrolled under the supervision of Dr Priya is submitted for consideration and approval. A copy of her formal request is enclosed for reference.

RESOLUTION 5:This agenda item is considered and approved

AGENDA NO 6: The request from the scholar, Ms Deepmala (Session 2021-2022) PRN NO: 2022041100041981 to change her supervisor to Dr Sushil Kumar earlier enrolled under the supervision of Dr Monika is submitted for consideration and approval. A copy of her formal request is enclosed for reference.

RESOLUTION 6:This agenda item is considered and approved

AGENDA NO 7: The request from the scholar, Ms Rinku Rani (Session 2021-2022)PRN NO-2022041100041973 to change her supervisor to Dr Sushil Kumar earlier enrolled under the supervision of Dr

-2072-

		15.04.2021	14.10.2021		
		15.10.2021	14.04.2022		
		15.04.2022	14.10.2022		
		15.10.2022	14.04.2023		
		15.04.2023	14.10.2023		
		15.10.2023	14.04.2024		
		15.04.2024	07.05.2024		
		15.04.2024	08.08.2024		
4	Indu Sharma	06.07.2021	05.01.2022	06.07.2021	Dr Priya Dhingra
		06.01.2022	06.07.2022		
		07.07.2022	08.01.2023		
		09.01.2023	05.07.2023		
		06.07.2023	16.12.2023		
		17.12.2023	28.02.2024		
		28.02.2024	29.04.2024		
5	Mamta	26.04.2021	25.10.2021	26.04.2018	Dr Sumitra Devi
		26.04.2022	25.10.2022		
		26.10.2022	25.04.2023		
		26.04.2023	25.10.2023		
		26.10.2023	25.04.2024		
6	Manju Phor	06.07.2022	05.01.2023	06.07.2021	DrPoonam Punia
		06.01.2023	06.07.2023		
		06.07.2023	05.01.2024		
		06.01.2024	05.07.2024		
	Prerana Sharma Paina	07.07.2022	06.01.23	06.07.2021	Dr Reena Rani
		07.01.2023	06.07.2023		
		07.01.2024	07.07.2024		
	Kiran Devi	06.07.2021	06.01.2022	06.07.2021	Dr Suman Dalal
		07.01.2022	07.07.2022		
		08.07.2022	06.01.2023		

The following are the resolutions pertaining to the various agendas outlined in the DRC.

AGENDA 1: Consider and Approval of minutes of DRC held on 6, Jan, 2024.

RESOLUTION 1:This agenda item is considered and approved.

AGENDA 2: Consideration and Approval of the Panel of Examiners of the following scholars:

1. Approval of panel of examiners for Ms. Mamta (PRN: 2016041100021547) under the supervision of Dr Sumitra Devi for her research on *'A Study of Creative Thinking of School Students in relation to their Home Environment, Intelligence and Self Confidence'*.
2. Approval of panel of examiners for Ms. Anju Rani (PRN: 20170041100022915) under the supervision of Dr Priya for her research on *'Effect of Blended Learning Approach on Achievement Motivation, Academic Achievement, and Academic Procrastination among Secondary School Students'.*
3. Approval of panel of examiners for *Ms. Priya Mittal (PRN: 2018041100022901)* under the supervision of Prof. Anu Balhara for her research on *'Academic Resilience of Senior Secondary School Students in Relation to Their Meta-Cognitive Skills, Learning Style, and Productive Thinking'.*
4. Approval of panel of examiners for *Ms. Bindia Rani (PRN: 2019041100040625)* under the supervision of Dr Sarla Rani for her research on *'Mathematical Achievement of Secondary School Students in Relation to Their Psychological Capital, Mathematical Anxiety, and Peer Pressure'.*
5. Approval of panel of examiners for Ms. Indu Sharma (PRN: 2019041100040617) under the supervision of Dr Priya Dhingra for her research on *'Goal Orientation and Metacognition among Secondary School Students in Relation to Their Defensive Pessimism and Self-Handicapping'.*

RESOLUTION 2:This agenda item is considered and approved.

AGENDA NO. 3: Consideration andApproval of the Progress Reports submitted by the following Ph.D. scholars.

RESOLUTION:This agenda item is considered and approved.

SR. NO	NAME OF THE STUDENTS	FROM	TO	DATE OF PH.D. REGISTRATION.	NAME OF THE SUPERVISOR
1	Bindia Rani	06.07.2022	05.01.2023	06.07.2021	Dr Sarla Rani
		06.01.2023	05.07.2023		
		06.07.2023	05.01.2024		
		06.01.2024	05.07.2024		
2	Priya Mittal	07.07.2022	06.01.2023	06.07.2021	Dr Anu Balhara
		07.01.2023	06.07.2023		
		07.07.2023	06.01.2024		
		07.01.2024	06.07.2024		
	Anju Rani	15.10.2020	14.04.2021	15.10.2020	DrPriya Dhingra

-2024-

DEPARTMENT OF EDUCATION
BPS MAHILA VISHWAVIDYALAYA KHANPUR KALAN SONIPAT -131305
(A STATE UNIVERSITY ESTABLISHED UNDER THE LEGISLATIVE ACT NO. 31/2006)
PH NO. 01263 -283627 FAX: 01263-283627

MINUTES/PROCEEDINGS OF DRC MEETING

The DRC meeting was held on Sept20,2024 at 2:00 pm (Blended mode). The following members were present in the meeting.

SERIAL NO	NAME OF THE MEMBER OF DRC	
1)	Prof. Anu Balhara Associate Professor DOE	Chairperson &Dean
2)	Prof Sangeeta Chairperson(Retd) DOE Kurukshetra University, Kurukshetra.	Outside Expert(Member)
3)	Prof Kaushal Kishore DOE Jamia Mallia	Outside Expert(Member)
4)	Dr Suman Dalal Associate Professor DOE	Internal Member
5)	Dr Priya Dhingra Associate Professor DOE	Internal Member
6)	Dr Varuna Tehlan Dahiya Associate Professor DOE	Internal Member
7)	Dr Sarla Associate Professor DOE	Internal Member
8)	Dr Monika Associate Professor DOE	Internal Member
9)	Dr Poonam Poonia Associate Professor DOE	Internal Member

Chairperson, DOE" <doedu@bpswomenuniversity.ac.in>

Minutes approved
Dr Priya Dhingra
Associate Professor
Department of Education

[Quoted text hidden]

---

sarla devi <sarlarani@bpswomenuniversity.ac.in> Tue, Sep 24, 2024 at 12:37 PM
To: "Chairperson, DOE" <doedu@bpswomenuniversity.ac.in>

I confirm the same.
[Quoted text hidden]

Suman Dalal <sumand149@gmail.com> Tue, Sep 24, 2024 at 1:58 PM
To: "Chairperson, DOE" <doedu@bpswomenuniversity.ac.in>
Cc: Priya Dhingra <dpriya28@gmail.com>, Dr Varuna Tehlan Dahiya <varuna@bpswomenuniversity.ac.in>, sarla devi <sarlarani@bpswomenuniversity.ac.in>, Monika <monikaedu@bpswomenuniversity.ac.in>, Poonam Poonia <poonampunia13@gmail.com>

Approved

[Quoted text hidden]

Monika <monikaedu@bpswomenuniversity.ac.in> Tue, Sep 24, 2024 at 5:09 PM
To: "Chairperson, ITTR" <doedu@bpswomenuniversity.ac.in>

APPROVED.
[Quoted text hidden]

-2076-

Gmail

in:sent

Compose

Mail

Chat

Meet

Inbox 470

Starred

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Sent

Drafts 60

More

Labels

DRC Meeting held on 20.09.2024. External Inbox ×

jai malik
Respected Madem/Sir, Please find enclosed the agenda, minutes of the meetings of the DRC, Panel of examiners & Payment rc

Chairperson, DOE
Respected Ma'am & Sir,Please find enclosed below the agenda of the DRC meeting held on 20-09-2024, Minutes of the meeting

Sangeeta Ahlawat <s.edu65@yahoo.com>
to me

The minutes of the DRC held on 20.9.24 are approved.. However, it may be ensured that the number if examiners in the panel fo
please check the availability/ credentials of examiner at sr no 9 in the panel , in case of mamta.
Dr.Sangeeta
Rtd Sr Prof
Department of Education
Kurukshetra University, Kurukshetra
Sent from my iPhone

On 21 Sep 2024, at 3:19 PM, Chairperson, DOE <doedu@bpswomenuniversity.ac.in> wrote:

<Agendas DRC 20 sept 2024.docx>
<Minutes of Meeting DRC 20 SEPT 2024.docx>
<Panel of Examiner Ms.Mamta.jpg>
<Panel of Examiner Ms.Anju Rani.jpg>

BPS Women University

Chairperson, DOE <doedu@bpswomenuniversity.ac.in>

DRC minutes of meeting held on 20.09.2024

8 messages

jai malik <jaipoojamalik@gmail.com>
To: "Chairperson, ITTR" <doedu@bpswomenuniversity.ac.in>
Sat, Sep 21, 2024 at 3:16 PM

Respected Madam.
Please find enclosed the minutes of the meeting of the DRC held on 20.09.2024 for confirmation and kind consideration please.

Minutes of Meeting DRC 20 SEPT 2024.docx
89K

Chairperson, DOE <doedu@bpswomenuniversity.ac.in>
To: Suman Dalal <sumand149@gmail.com>, Priya Dhingra <dpriya28@gmail.com>, Dr Varuna Tehlan Dahiya <varuna@bpswomenuniversity.ac.in>, sarla devi <sarlarani@bpswomenuniversity.ac.in>, Monika <monikaedu@bpswomenuniversity.ac.in>, Poonam Poonia <poonampunia13@gmail.com>
Sat, Sep 21, 2024 at 3:22 PM

Dear all DRC members,
Kindly find enclosed below the above for Your confirmation and necessary action.

Dr. Anu Balhara,
Chairperson,
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya
[Quoted text hidden]

Minutes of Meeting DRC 20 SEPT 2024.docx
89K

Poonam Poonia <poonampunia13@gmail.com>
To: "Chairperson, DOE" <doedu@bpswomenuniversity.ac.in>
Sat, Sep 21, 2024 at 6:23 PM

Approved. Kindly check the spelling of my name in the supervisor list.

Dr Poonam Punia
Associate Professor
Department of Education
BPSMV, Khanpur Kalan

[Quoted text hidden]

---

varuna@bpswomenuniversity.ac.in <varuna@bpswomenuniversity.ac.in>
To: "Chairperson, DOE" <doedu@bpswomenuniversity.ac.in>
Sat, Sep 21, 2024 at 7:04 PM

Dear mam
It is approved as proposed.
Sent from my iPhone

On 21 Sep 2024, at 3:22 PM, Chairperson, DOE <doedu@bpswomenuniversity.ac.in> wrote:

[Quoted text hidden]
<Minutes of Meeting DRC 20 SEPT 2024.docx>

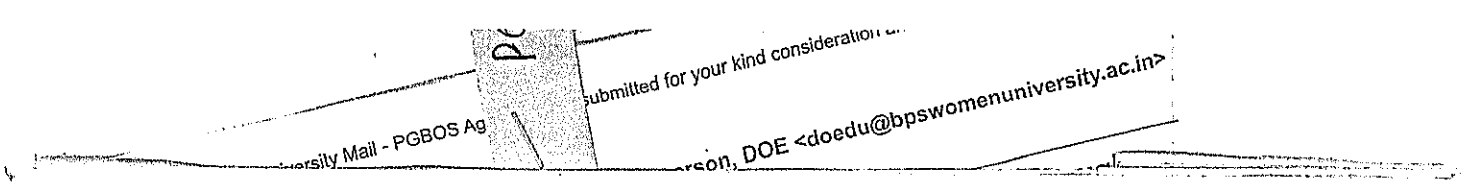
Priya Dhingra <dpriya28@gmail.com>
Tue, Sep 24, 2024 at 12:37 PM

8	Eakta D/o Satya Pal	22061015	2022-23	Dr. Anu Balhara	IMPACT OF DOMESTIC CHILD ABUSE ON ADOLESCENCES' ACADEMIC PERFORMANCE, MENTAL HEALTH, EMOTIONAL WELL BEING AND SOCIAL INTERACTION
9	Swati D/o Prem Kumar Kalsen	22061016	2022-23	Dr. Sarla	EVALUATING THE EFFECT OF TEACHER EMPATHY ON ACADEMIC ENGAGEMENT, STUDENT- TEACHER RELATIONSHIPS AND BEHAVIOURAL ISSUES OF HIGH SCHOOL STUDENTS IN HARYANA
10	Seema Kumar D/o Pardeep Kumar	22061017	2022-23	Dr. Monika	IMPACT OF EXPERIENTIAL LEARNING ON CONCEPT ATTAINMENT IN MATHEMATICS, CRITICAL THINKING AND MATHEMATICS ANXIETY OF 8TH GRADE STUDENTS

AGENDA NO 2: Mutual Requests for supervisor changes for the following scholars are submitted for consideration and approval:

1. Ms. Swati Tyagi (Session 2021-2022, PRN: 2022041100041965) – Change from Dr Priya to Dr Sushil Kumar.
2. Ms. Deepmala (Session 2021-2022, PRN: 2022041100041981) – Change from Dr Monika to Dr Sushil Kumar.
3. Ms. Rinku Rani (Session 2021-2022, PRN: 2022041100041973) – Change from Dr Suman Dalal to Dr Sushil Kumar.

	Suman D/o Ranbir Singh	22061010	2021-22	Dr Sarla	STUDENTS' AGGRESSIVE BEHAVIOUR IN RELATION TO THEIR LONELINESS, CYBERBULLYING PERPETRATION AND PARENTAL PHUBBING
	Swati Tyagi D/o Sh. B.P. Tyagi	22061011	2021-22	Dr Sushil Kumar	AN EXPERIMENTAL STUDY ON THE EFFECTIVENESS OF A MOOC- BASED BLENDED LEARNING MODEL FOR ENHANCING ADAPTIVE TECHNO- PEDAGOGICAL SKILLS IN B.ED. SCIENCE STUDENTS
6	Manju D/o Sh. Dhanpat Singh	22061012	2022-23	Dr Poonam	DYNAMICS OF SOCIAL SUPPORT, CULTURAL VALUES, AND COGNITIVE FACTORS IN SHAPING MINDSET AND SCHOOL MOTIVATION AMONG ADOLESCENTS: AN EXPLORATORY STUDY
7	Jyoti D/o Sh. Chander Bhan	22061013	2022-23	Dr Priya	ACADEMIC BUOYANCY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC STRESS, COGNITIVE LOAD AND SOCIAL MEDIA UTILISATION



The following are the agenda items submitted for your kind consideration and approval through circulation. All the agendas were already considered and approved in DRC held on 20.09.2024.

AGENDA NO 1: The following are the research scholars considered for registration after successful completion of their Pre-PhD Course and presentation in DRC held on 20.09.2024 Session 2021-2022 and Session 2022-2023.

This agenda item is submitted for consideration and Approval

SR. NO.	NAME OF THERESEARCH SCHOLAR	ROLL NUMBER	SESSION	NAME OF SUPERVISOR	REVISED TOPIC APPROVED BY DRC IN ITS MEETING HELD ON 20.09.2024
1	Deepmala D/o Sh. Dalip Kumar	22061002	2021-22	DR. SUSHIL KUMAR	TECHNOLOGICAL INTEGRATION, PEDAGOGICAL REFORMS, AND INSTITUTIONAL TRANSFORMATIONS OF HIGHER EDUCATION IN INDIA: A STUDY OF EFFECTIVENESS OF NEP 2020
2	Rinku Rani D/o Sh. Partap Singh	22061007	2021-22	DR. SUSHIL KUMAR	EFFECT OF FINANCIAL LITERACY INTERVENTION PROGRAM ON FINANCIAL WELLNESS, COGNITIVE DEVELOPMENT AND CAREER ASPIRATIONS AMONG SECONDARY SCHOOL STUDENTS-AN EVALUATIVE STUDY
3	Reena Kumari W/o Lakraj	22061006	2021-22	Dr Anu Balhara	भगतफूलसिंहजीकामहिलाशिक्षाकेक्षेत्रमेंयोगदानऔरवर्तमानसमयमेंइसकीउपयोगिता

-2911-

DEPARTMENT OF EDUCATION
BPS WOMEN UNIVERSITY
[Quoted text hidden]

Dr. Reena Sharaya <reena.edu@gmail.com>
To: "Chairperson, DOE" <doedu@bpswomenuniversity.ac.in> Tue, Nov 19, 2024 at 1:00

Approved

Thanks in Anticipation.

Regards
Dr.Reena Rani
Assistant Professor
BPS ITTR
BPS MV
Khanpur Kalan, sonepat
[Quoted text hidden]

Suman Dalal <sumand149@gmail.com>
To: Sushil Kumar <drkumar230123@gmail.com>
Cc: "Chairperson, DOE" <doedu@bpswomenuniversity.ac.in>, gilljk@ymail.com, Nivedita Hooda <dr.nivedita7722@gmail.com>, Vandana Punia <vbpunia@gmail.com>, "डॉ विवेक कोहली, प्राचार्य, अम्बाला" <drvivekkohli@gmail.com>, Priya Dhingra <dpriya28@gmail.com>, "Dr. Reena Sharaya" <reena.edu@gmail.com> Tue, Nov 19, 2024 at 1:13 PM

Approved

[Quoted text hidden]

Priya Dhingra <dpriya28@gmail.com>
To: Sushil Kumar <drkumar230123@gmail.com>
Cc: "Chairperson, DOE" <doedu@bpswomenuniversity.ac.in>, gilljk@ymail.com, Nivedita Hooda <dr.nivedita7722@gmail.com>, Vandana Punia <vbpunia@gmail.com>, "डॉ विवेक कोहली, प्राचार्य, अम्बाला" <drvivekkohli@gmail.com>, Suman Dalal <sumand149@gmail.com>, "Dr. Reena Sharaya" <reena.edu@gmail.com> Tue, Nov 19, 2024 at 1:14 PM

Agendas approved
Dr Priya Dhingra
Associate Professor
Department of Education

[Quoted text hidden]

---

drvivekkohli <drvivekkohli@gmail.com>
To: "Chairperson, DOE" <doedu@bpswomenuniversity.ac.in>, gilljk@ymail.com, Nivedita Hooda <dr.nivedita7722@gmail.com>, Vandana Punia <vbpunia@gmail.com>, Sushil Kumar <drkumar230123@gmail.com>, Suman Dalal <sumand149@gmail.com>, Priya Dhingra <dpriya28@gmail.com>, "Dr. Reena Sharaya" <reena.edu@gmail.com> Tue, Nov 19, 2024 at 2:23 PM

Agenda approved, please
[Quoted text hidden]

Vandana Punia <vbpunia@gmail.com>
To: drvivekkohli <drvivekkohli@gmail.com>
Cc: "Chairperson, DOE" <doedu@bpswomenuniversity.ac.in>, gilljk@ymail.com, Nivedita Hooda <dr.nivedita7722@gmail.com>, Sushil Kumar <drkumar230123@gmail.com>, Suman Dalal <sumand149@gmail.com>, Priya Dhingra <dpriya28@gmail.com>, "Dr. Reena Sharaya" <reena.edu@gmail.com> Tue, Nov 19, 2024 at 3:09 PM

Approved
[Quoted text hidden]

—2087—

PG

submitted for your kind consideration and approval through circulation.

BPS Women University

Chairperson, DOE <doedu@bpswomenuniversity.ac.in>

PGBOS Agenda items submitted for your kind consideration and approval through circulation.

9 messages

Chairperson, DOE <doedu@bpswomenuniversity.ac.in> Mon, Nov 18, 2024 at 2:36 PM
To: gilljk@ymail.com, Nivedita Hooda <dr.nivedita7722@gmail.com>, Vandana Punia <vbpunia@gmail.com>, "डॉ विवेक कोहली, प्राचार्य, अम्बाला" <drvivekkohli@gmail.com>, Sushil Kumar <drkumar230123@gmail.com>, Suman Dalal <sumand149@gmail.com>, Priya Dhingra <dpriya28@gmail.com>, "Dr. Reena Sharaya" <reena.edu@gmail.com>

Dear all PGBOS Members
Kindly find attached the agenda items submitted for your kind consideration and approval through circulation. All the agendas were considered and approved in DRC held on 20.09.2024
Kindly acknowledge the mail.

With Warm Regards

Prof. Anu Balhara,
Chairperson
Department of Education,
Bhagat Phool Singh Mahila Vishwavidyalaya

Final agenda of PGBOS.docx
16K

Nivedita Hooda <dr.nivedita7722@gmail.com> Tue, Nov 19, 2024 at 10:13 AM
To: "Chairperson, DOE" <doedu@bpswomenuniversity.ac.in>
Cc: gilljk@ymail.com, Vandana Punia <vbpunia@gmail.com>, "डॉ विवेक कोहली, प्राचार्य, अम्बाला" <drvivekkohli@gmail.com>, Sushil Kumar <drkumar230123@gmail.com>, Suman Dalal <sumand149@gmail.com>, Priya Dhingra <dpriya28@gmail.com>, "Dr. Reena Sharaya" <reena.edu@gmail.com>

Approved.

[Quoted text hidden]

Jasraj Kaur <gilljk@ymail.com> Tue, Nov 19, 2024 at 10:20 AM
Reply-To: Jasraj Kaur <gilljk@ymail.com>
To: "Chairperson, DOE" <doedu@bpswomenuniversity.ac.in>

Respected Chairperson

Approved

Prof Jasraj kaur

Yahoo Mail: Search, organise, conquer
[Quoted text hidden]

Sushil Kumar <drkumar230123@gmail.com> Tue, Nov 19, 2024 at 11:01 AM
To: "Chairperson, DOE" <doedu@bpswomenuniversity.ac.in>
Cc: gilljk@ymail.com, Nivedita Hooda <dr.nivedita7722@gmail.com>, Vandana Punia <vbpunia@gmail.com>, "डॉ विवेक कोहली, प्राचार्य, अम्बाला" <drvivekkohli@gmail.com>, Suman Dalal <sumand149@gmail.com>, Priya Dhingra <dpriya28@gmail.com>, "Dr. Reena Sharaya" <reena.edu@gmail.com>

Approved.

Regards,

-2083-

DR. SUSHIL KUMAR
ASST. PROF. IN EDUCATION

To

DSE/24/1270
18/09/2024

The chairperson
Department of Education
Bhagat Phool Singh Mahila Vishwavidalaya
Sonipat (Haryana)

Subject: Request for confirmation of Supervisor for Ph.D. Research

Respected Madam

I'm Deepmala, a Research Scholar, Session (2021-2022). I've identified Dr. Sushil Kumar as a suitable mentor for my Research work. He possesses extensive expertise in my proposed area of Research. Furthermore, his guidance and experience will be highly valuable to the successful completion of my research work. I've already discussed my Research proposal with Dr. Sushil Kumar and he expressed willingness to supervise my work.

I request you to confirm and approve his appointment as my supervisor.

Yours Sincerely

Name: Deepmala
Session - (2021-2022)
Roll no - 22061002
Department of Education
BPSMV

allowed
Monika
Consent given

18/09/2024

- 2084 Ph-D Co-ordinator.
Put up in DRC
Mr. Tattiseth

19/09/2024

BPSMV/DOE/24/1045 Dated:- 02/09/24

2nd September 2024

To,

The Chairperson,
Department of Education,
Bhagat Phool Singh Mahila V.Shwavidalaya,
Sonipat, Haryana.

Respected Madam,

Sub:- Request for Conformation of Supervisor for PhD Research.

I am writing to formally request the conformation of my supervisor as Dr. Sushil Kumar Sir as a suitable mentor for my research work due to the same area of interest.

I kindly request for formal approval.

Thank you for your time & consideration.

Yours Sincerely

SWATI TYAGI
Research Scholar
Roll No:- 2206101
Batch - 2021-2022

The candidate did not contacted me regarding this matter. The case may be put up as.

DRC
-2085-
P.T.O

02/09/2024.

BPSMV/DOE/24/1045 Dated:- 03/09/24

2nd September 2024

To,

The Chairperson,
Department of Education,
Bhagat Phool Singh Mahila V.Shwavidyalaya,
Sonipat, Haryana.

Respected madam,

Sub:- Request for Conformation of Supervisor for PhD Research.

I am writing to formally request the conformation of my supervisor as Dr. Sushil Kumar Sir as a suitable mentor for my research work due to the same area of interest.

I kindly request for formal approval.

Thank you for your time & consideration.

Yours sincerely

SWATI TYAGI
Research Scholar
Roll No:- 220161011

The candidate did not contacted me regarding his matter. The case may be put up in DRC

-2086-

02/09/2024.

Annexure - 62

MINUTES OF THE MEETING OF DEPARTMENT STAFF COUNCIL HELD ON 06TH AUGUST, 2024

A meeting of the Department Staff Council was held on 06th August 2024 in the office of the Chairperson, Department of Political Science for discussion and approval of the synopsis for Ph. D registration of Mrs. Kranti and Mrs. Priya research scholars.

Member present:

1.	Dr. Rampal	Chairperson
2.	Dr. Archna	Invitee
3.	Dr. Dheeraj Kumar	Invitee

PROCEEDINGS:

The Chairperson welcomed the faculty members. The following of the agenda was discussed:

1. Minor correction in capitalization, titles objectives, hypotheses, suggestion given by the committee members to both scholars.
2. Directed and suggested both scholars to check the grammatical errors carefully in the synopsis.
3. Suggested to scholars kindly to clarify the short form in full form.

The meeting ended with a vote of thanks from the Chair.

Dr. Rampal 6/8/24

Dr. Archna 6/8/24

Dr. Dheeraj Kumar 6/8/24

MINUTES OF THE MEETING OF RESEARCH ADVIOSRY COMMITTEE HELD ON 21ST SEPTEMBER, 2024.

A meeting of the Research Advisory Committee was held on 21st September, 2024 in the office of the Chairperson, Department of Political Science.

Member present:

1. Dr. Rampal — Chairperson/Supervisor
2. Prof. Saroj Malik — Member

PROCEEDINGS:

The Chairperson welcomed the outside expert members. The following of the agenda is discussion the Ph. D synopsis of Mrs. Kranti (India and China's Approach towards BRICS: A Comparative Study) for suggestion and correction:-

1. Merge the first and second objectives of the study into one unified objective.
2. Revise or change the language of the second hypothesis.
3. Rename the second chapter to 'Genesis and Development of BRICS' as suggested.
4. Replace the word 'confluence' with the correct term in Chapter -5.
5. As recommended, the synopsis can be entitled to a specific period like '2009-2024'.
6. Revise Chapter-6 by removing the statement 'Policy Recommendation for India and China' and replacing it with 'Future Perspective'.
7. Ensure that books or general names in the literature review are listed in descending or order as suggested.

Synopsis are recommended of above Research Scholars after above corrections and forwarded to DRC for registration.

Minutes also provided to the concerned scholars also for the same day.

The meeting ended with a vote of thanks from the Chair.

Dr. Rampal 21/9/24

21/9/2024

Prof. Saroj Malik (Rted)

BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA

(A State University established under Sections 2(f) and 12 (b) of the UGC Act, 1956)

Khanpur Kalan, Sonipat, Haryana-131305

Department of Political Science

MINUTES OF THE MEETING OF DEPARTMENTAL RESEARCH COMMITTEE (DRC).

A meeting of the Departmental Research Committee (DRC) in Political Science held in office of Chairperson, Department of Political Science on 14.10.2024 at 10:00AM.

The following were present:

1. Dr. Rampal
2. Dr. Ravi Bhushan
3. Prof. R. S. Yadav
4. Prof. Anjana Garg

PROCEEDINGS:

The following discussion was taken:

1. The Department Research Committee (DRC) approved the synopsis of Mrs. Kranti & Mrs. Priya entitled: "~~Study~~ "India and China's Approach towards BRICS: A Comparative Study" and "हरियाणा पंचायती राज व्यवस्था में महिलाओं का उभरता नेतृत्व: सोनीपत जिले का एक अध्ययन" respectively with minor suggestion. The DRC approved and recommend the synopsis of Mrs. Kranti & Mrs. Priya to PGBoS for recommended and approval.

Meeting ended with a vote of thanks.

14.10.2024

Dr. Rampal | Dr. Ravi Bhushan | Prof. R. S. Yadav | Prof. Anjana Garg

BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA

(A State University established under Sections 2(f) and 12 (b) of the UGC Act, 1956)

Khanpur Kalan, Sonipat, Haryana-131305

Ref. No BPSMV DPS 25 ..... Date.....

MINUTES OF THE MEETING HELD ON 29th January, 2025

A meeting of the Postgraduate Board of Studies was held in the Office of the Chairperson, Department of Political Science on 29th January, 2025 at 11:30 A.M

MEMBERS PRESENT:

1.Dr Rampal	Chairperson
2.Prof. Upendra Choudhury	Outside Expert
3.Prof. Rajender Sharma	Outside Expert
4.Dr. Ram Niwas	Internal Expert
5.Dr. Shamsher Singh Bhanderi	Internal Expert

PROCEEDINGS:

The following agenda was discussed:

1. Ph. D Registration
2. Minor rectification in scheme and syllabus of Pre-Ph. D course work

DECISIONS TAKEN:

1. Approved Ph. D topic of following Research Scholars
    1. Mrs. Kranti Roll No. 23231001 (with minor changes in Title and Chapterzation)
    2. Mrs. Priya Roll No. 23231002 (with minor changes in Research Gap and relevance of research.)
2. Approved Minor corrections in syllabus and scheme Pre-Ph. D Course work.

The meeting ended with a vote of thanks from the Chair.

Dr Rampal 29.01.2025

Prof. Upendra Choudhury

29.1.2025

Prof. Rajender Sharma

Dr. Ram Niwas

Dr. Shamsher Singh Bhanderi

Annexure – 63

Department of Education
BPS Mahila Vishwavidyalaya Khanpur Kalan Sonipat -131305
(A State University Established under the Legislative Act No. 31/2006)
Ph No. 01263 -283627 Fax: 01263-283627

8	22061011	SWATI TYAGI	SH.B.P. TYAGI	DR. SUSHIL KUMAR*	REIMAGINING TEACHER EDUCATION: A MOOC-BASED BLENDED LEARNING MODEL FOR DEVELOPING ADAPTIVE TECHNO-PEDAGOGICAL SKILL IN BED STUDENTS	2021-22	Revised synopsis needs to be submitted in the light of suggestion given by DSC
9	22061012	MANJU	SH. DHANPAT SINGH	DR. POONAM	AN EXAMINATION OF THE DYNAMICS BETWEEN SOCIAL SUPPORT, CULTURAL VALUES, AND COGNITIVE FACTORS IN DETERMINING THE MINDSET AND SCHOOL MOTIVATION AMONG ADOLESCENTS	2022-23	Revised synopsis needs to be submitted in the light of suggestion given by DSC
10	22061013	JYOTI	SH. CHANDER BHAN	DR. PRIYA	A STUDY OF ACADEMIC BUOYANCY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC STRESS, COGNITIVE LOAD AND SOCIAL MEDIA UTILISATION	2022-23	Revised synopsis needs to be submitted in the light of suggestic given by DSC
11	22061015	EAKTA	MR. SATYA PAL	DR. ANU BALHARA	EXPLORING THE INFLUENCE OF CHILD ABUSE ON ADOLESCENCES' ACADEMIC PERFORMANCE AND SOCIAL INTERACTIONS	2022-23	Revised synops needs to be submitted in th light of suggest given by DSC
12	22061016	SWATI	SH. PREM KUMAR	DR. SARLA RANI	EVALUATING THE EFFECTS OF TEACHER EMPATHY ON STUDENT-TEACHER RELATIONSHIP, ACADEMIC ENGAGEMENT, BEHAVIOURAL ISSUES, AND DROPOUT RATES IN HIGH SCHOOL IN HARYANA	2022-23	Revised synop needs to be submitted in t light of sugge given by DS(
13	22061017	SEEMA KUMAR	MR. PARDEEP KUMAR	DR. MONIKA	IMPACT OF EXPERIENTIAL LEARNING ON CONCEPT ATTAINMENT IN MATHEMATICS, CRITICAL THINKING AND HAPPINESS OF 8TH GRADE STUDENTS	2022-23	Revised syn needs to be submitted i light of sug given by D

*To be approved by DRC

3. Review of Ordinances considering agenda no.1

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

: DRC by circulation for adding Co-Supervisor

nessage

)r. Kritika <dahiyakritika@gmail.com> Mon, Nov 25, 2024 at 4:29 PM
To: Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Respected ma'am
In reference to the trailing mail please consider my approval for the agenda .
Regards
Sent from my iPhone

On 25 Nov 2024, at 1:33 PM, Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:

Dear members

With reference to the trailing mail
"title of research is Custodial Violence Vis-a-Vis Subversion of Human Right in Contemporary India: A Socio-legal Study of National Capital Region".

A fresh letter will be shared soon with title of research.

With regards and Wishes

Dr Seema Dahiya
Faculty and Incharge
Department of Laws
BPSMV Khanpur Kalan

On Mon, 25 Nov 2024 at 1:16 PM, Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:

> Dear members
> Warm greetings
> Hope you all are doing well .
> PFA regarding approval of agenda for adding Co-Supervisor Dr Ashish Kumar with Supervisor Dr Pawan Kumar. Submitted for consideration and approval please as PGOS meeting is scheduled on 27 November, 2024.

– 2094 –

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

e: DRC by circulation for adding Co-Supervisor

message

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> Mon, Nov 25, 2024 at 4:25 PM
To: dinesh kumar <dineshllm@yahoo.com>

Thank you so much for your kind approval please

With regards and Wishes

Dr Seema Dahiya
Faculty and Incharge
Department of Laws
BPSMV Khanpur Kalan

On Mon, 25 Nov 2024 at 2:46 PM, dinesh kumar <dineshllm@yahoo.com> wrote:
Respected Mam

Agenda is Approved as per rules.

Regards

Dinesh

Sent from Yahoo Mail for iPhone

On Monday, November 25, 2024, 1:42 PM, Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:

PFA for kind consideration and approval please.

On Mon, Nov 25, 2024 at 1:33 PM Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:
Dear members

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With regards and Wishes

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Faculty and Incharge
Department of Laws
BPSMV Khanpur Kalan

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Dear members
Warm greetings
Hope you all are doing well .
PFA regarding approval of agenda for adding Co-Supervisor Dr Ashish Kumar with Supervisor Dr Pawan Kumar. Submitted for consideration and approval please as PGOS meeting is scheduled on 27 November, 2024.

– 2025 –

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

.e: DRC by circulation for adding Co-Supervisor

message

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>
To: Kavita Solanki <kavitasolankilaw@gmail.com> Mon, Nov 25, 2024 at 4:24 PM

Thank you so much Maam for your inputs and kind approval please

With regards and Wishes

Dr Seema Dahiya
Faculty and Incharge
Department of Laws
BPSMV Khanpur Kalan

On Mon, 25 Nov 2024 at 2:38 PM, Kavita Solanki <kavitasolankilaw@gmail.com> wrote:
Respect members, this agenda is approved from my side, this topic needs empirical work and sociology will be more valuable
and suitable.
Prof.Kavita Solanki
Uslls, GGSIPUniversity

On Mon, 25 Nov 2024 at 1:41 PM, Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:
PFA for kind consideration and approval please.

On Mon, Nov 25, 2024 at 1:33 PM Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:
Dear members

With reference to the trailing mail
"title of research is Custodial Violence Vis-a-Vis Subversion of Human Right in Contemporary India: A Socio-legal Study of National Capital Region".

A fresh letter will be shared soon with title of research.

With regards and Wishes

Dr Seema Dahiya
Faculty and Incharge
Department of Laws
BPSMV Khanpur Kalan

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Hope you all are doing well .
PFA regarding approval of agenda for adding Co-Supervisor Dr Ashish Kumar with Supervisor Dr Pawan Kumar. Submitted for consideration and approval please as PGOS meeting is scheduled on 27 November, 2024.

https://mail.google.com/mail/u/1/?ik=18ec9e6e20&view=pt&search=all&permthid=thread-a:r7209890934884818...

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

e: Regarding addition of Co-Supervisor

message

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> Sun, Nov 17, 2024 at 9:02 PM
To: Pawan Kumar <pawankumar@bpswomenuniversity.ac.in>
Cc: Ashish Kumar <ashishkumar_jnu@yahoo.com>, mann samriti <samriti.mann121@gmail.com>

Dear Sir
Greetings
With reference to the trailing mail after receiving consent of Dr Ashish it will be sent for approval of DRC .

With regards and Wishes

Dr Seema Dahiya
Faculty and Incharge
Department of Laws
BPSMV Khanpur Kalan

On Sun, 17 Nov 2024 at 6:28 PM, Pawan Kumar <pawankumar@bpswomenuniversity.ac.in> wrote:
Madam,

Please proceed the request of the researcher as per rules after taking consent of Dr. Ashish Kumar.

Regards
Pawan Kumar

On Sun, 17 Nov, 2024, 5:48 pm mann samriti, <samriti.mann121@gmail.com> wrote:
Respected sir/ma'am
I samriti, Ph.D. Scholar bearing Registraion no. 2017041100005712 would like to make a request to add Dr. Ashish Kumar as my Co-Supervisor with the previous approval of my Supervisor Dr. Pawan Kumar. As my topic is "Custodial Violence vis-a-vis Subversion of Human Rights in Contemporary India: A Socio Legal Study of National Capital Region" requires more consideration. Kindly do the needful.
Please find the attached application for the same.

Regards
Samriti
Ph.D. Scholar

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

egarding addition of Co-Supervisor

message

mann samriti <samriti.mann121@gmail.com> Sun, Nov 17, 2024 at 5:48 PM
To: dol@bpswomenuniversity.ac.in
Cc: Pawan Kumar <pawankumar@bpswomenuniversity.ac.in>, "ashishkumar_jnu@yahoo.com" <ashishkumar_jnu@yahoo.com>

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Please find the attached application for the same.

Regards
Samriti
Ph.D. Scholar

Application.doc
50K

– 2098 –

To,

The Chairperson

Department of Laws

BPS Women University

Sonipat Haryana

Subject: Regarding Addition of Co-Supervisor

Respected ma'am/Sir,

I Samriti, bearing Registration No. 20170411000005712 would like to make a request to add Dr. Ashish Kumar as my Co-Supervisor with the previous approval of my Supervisor Dr. Pawan Kumar. As my topic is Custodial Violence Vis-à-vis subversion of Human Rights in Contemporary India: A Socio Legal Study of National Capital Region requires more consideration. Kindly do the needful.

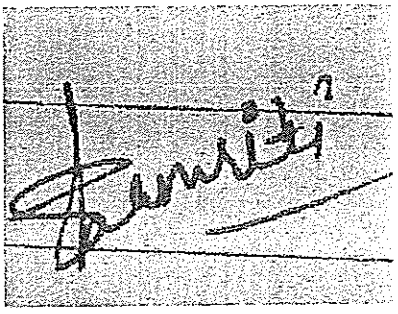
Thanking you

Yours sincerely

Samriti

Ph.D Scholar

Department of Laws



BPS Women University

artment of laws BPSMVKK <dol@bpswomenuniversity.ac.

Re: Notice: DSC meeting on 31 august

1 message

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> Wed, Sep 4, 2024 at 4:34 I
To: Deepti Jangra 04 <deeptijangra999.dj@gmail.com>

It is notified here that DSC meeting is scheduled on 5th September at 1:15 PM in chairperson office for topic approval of research scholar Deepti and annual report presentation of two research scholars who could not submit in last meeting.
Kindly make it convenient to attend same on above mentioned date and time.
I hope RDC process of Ms Deepti has been complied with by his supervisor.

Dr Seema Dahiya
Faculty and Incharge
Department of Laws
BPSMV Khanpur Kalan

On Mon, 26 Aug 2024 at 9:04 PM, Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in> wrote:
Dear students
It is for the information of newly enrolled scholars that the DSC Meeting is scheduled on 31 August at 11:30 am in the chairperson office for presentation of their tentative research topics. Hard copy should be signed by scholar as well as Supervisor.

with best wishes
Dr Seema Dahiya
Faculty and Incharge
Department of Laws
BPSMV Khanpur Kalan

On Mon, 26 Aug 2024 at 10:42 AM, Deepti Jangra 04 <deeptijangra999.dj@gmail.com> wrote:
Greetings sir/madam

Subject: request to postponement of DSC meeting due to UGC net examination on 30th August

It is requested to you that DSC meeting need to be postponed due to UGC net exam scheduled on 30th august.I understand that this may be disrupt some schedules,and I sincerely apologize for any inconvenience this might cause.however,given the significance of the UGC NET for many of us,I believe it is important to accommodate this commitment.
Or as alternate, my presentation may taken subsequent to UGC NET exam.
Thanking in anticipation for your understanding and cooperation

Yours sincerely
Deepti
Research scholar (department of laws

Minutes of the meeting held on 05-09-24

DSC meeting held at the office of the chairperson at 1.15 pm. The following points were taken up for discussion and decided.

1. Topic finalised for Ph.d. and synopsis submitted by Ms. Deepti

Topic: Balancing Freedom of Speech and Social Media Regulation: Navigating the New Frontier.

2. Annual report presentation of the following research scholars.

1. Ms. Smriti
2. Ms. Antima.

The meeting ended with thanks to the chair

The following members attended the meeting

1. Dr. Rajesh Hooda
2. Dr. Bawan
3. Dr. Parmod Malik
4. Dr. Anil Balhara
5. Dr. Ashish
6. Dr. Archana Malik
7. Dr. Alka

9. Dr. Sandhya Rohal
10. Dr. Kritika
11. Dr. Anand
12. Dr. Arun Bala
13. Dr. Suman
14. Dr. Sweety
15. Dr. Kavita
16. Dr. Reena
17. Dr. Durgesh
18. Dr. Sneh
19. Dr. Dheeraj
20. Dr. Kuldeep

(05) research publications in UGC-CARE listed/peer-reviewed/refereed journals shall be eligible for appointment as research supervisor. An Assistant Professor serving in the concerned Department of BPSMV on permanent basis with a Ph.D. and at least three (03) research publications in UGC-CARE listed/peer-reviewed/refereed journals shall be eligible for appointment as research supervisor.

In case of Institute of Higher Learning (IHL) of BPSMV, teachers serving on permanent basis and also eligible to supervise Ph.D. scholars, may be allowed to supervise research scholars in the Department concerned by the DRC. However, their case for supervision shall be considered by the DRC only after allotment of candidates to the supervisors of the Department concerned.

5.12 DRC of the concerned Department shall decide the relevance of Ph.D. of eligible supervisor in the concerned/allied subjects.

5.13 Co-Supervisors from within the same Department or other Departments of the same institution or other institutions may be permitted with the approval of the academic council. Adjunct Faculty members can only act as co-supervisor. Further, in case of interdisciplinary/multidisciplinary research work, if required, a Co-Supervisor from outside the Department/Centre/College/Research Institution/University may be appointed. However, Co-supervisors shall be eligible for appointment as research supervisor in accordance with University/UGC guidelines.

5.14 Faculty members with less than three years of service before superannuation shall not be allowed to take new research scholars under their supervision. However, such faculty members can continue to supervise Ph.D. scholars who are already registered until superannuation and as a co-supervisor after superannuation, but not after attaining the age of 70 years.

5.15 The maximum number of research scholars to be registered under a supervisor/joint supervisor shall be eight (08), six (06) and four (04) for Assistant Professor, respectively

of extreme hardship where it becomes almost impossible for a candidate to work/continue her research work with the allotted supervisor or in case the Supervisor or the candidate requests for the change of Supervisor on valid/genuine grounds. The candidate/Supervisor will represent to the Chairperson of the Department, who will put the matter before the Departmental Research Committee as well as the concerned PGBoS for decision. However, the change in such cases will be allowed only after the approval of the Academic Council.

6.4 The Co-Supervisor can be added within two years of Registration of a candidate to Ph. D programme on recommendations of the RAC and ratified by the DRC, PGBoS and Academic Council (AC).

6.5 In case of relocation of a Ph.D. scholar due to marriage or otherwise, the research data shall be transferred to the Higher Educational Institution to which the scholar intends to relocate, provided all the other conditions in these Regulations are followed, and the research work does not pertain to a project sanctioned to the parent Institution/Supervisor by any funding agency. Such scholar shall, however, give due credit to the parent institution and the supervisor for the part of research already undertaken.

7 Duration of the programme:

7.1 Every candidate registered for Ph.D. programme shall be required to pursue her research work for a minimum duration of two (2) years after registration. The maximum duration for the Ph.D. programme shall be six years from the date of admission to the Ph.D. programme. However, subsequent extensions for a maximum period of four (4) years may be granted with the approval of the Vice Chancellor on the recommendations of the research supervisor and DRC. However, the total period for completion of a Ph.D. programme should not exceed ten (10) years from the date of admission in the Ph.D. programme.

7.2 The candidates may be provided maternity leave/child care leave once in the entire duration of Ph.D. programme for up to 240 days by the

Gmail ajit ghangas <bpsmv.ajit@gmail.com>

Regarding consideration and approval of the recommendations of PGBOS of the Department of Laws held on 27.11.2024

1 message

ajit ghangas <bpsmv.ajit@gmail.com> Fri, Jan 24, 2025 at 1:58 PM
To: Seema Thakran <seema.thakran75052@gmail.com>

R/Madam,

As per your telephonically discussion regarding non-availability in the faculty meeting due to engagement in other assignments, I am sending the recommendations of PGBOS of the Department of Laws held on 27.11.2024 for consideration and approval.

Thanks and regards

Prof.(Dr.) Ajit Singh,
Dean, Faculty of Law

PGBOS Recommendations.pdf
303K

Gmail

ajit ghangas <bpsmv.ajit@gmail.com>

Regarding consideration and approval of the recommendations of PGBOS of the Department of Laws held on 27.11.2024

2 messages

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Prof.(Dr.) Ajit Singh,
Dean, Faculty of Law

PGBOS Recommendations.pdf
303K

Seema Thakran <seema.thakran75052@gmail.com> Fri, Jan 24, 2025 at 3:07 PM
To: ajit ghangas <bpsmv.ajit@gmail.com>

Respected sir/madam

Approved as proposed

Dr Seema Thakran
Principal
GCW Murthal
[Quoted text hidden]

15/11/24

To

The Chairperson

Department of Law,

BPSMV Khanpur Kalan.

Sub :- Request for Including Co-Supervisor/ Co-Guide for Ph.D. thesis titled as "The Psychopathic and Psychological Crimes with Special Reference to Defence of Insanity: A Socio- Legal Study" of Reena Azad (Rgn No. 2020041100040952) Dated 19-02-2022.

Respected Mam,

The Ph.D. work of Ms Reena Azad requires guidance from Medical and Psychological expert for holistic understanding of the Psychopathic and Psychological Crimes in India. Dr PiyushChaudhary (Assistant Professor) MSM Institute of Ayurveda BPSMV has already given consent to guide the Candidate in her research work .

It is therefore, requested to allow Dr PiyushChaudhary (Assistant Professor) MSM Institute of Ayurveda BPSMV be appointed as Co-Supervisor/ Co-Guide for Ph.D. mentioned in the Subject cited above.

Thanking you

Sincerely

15/11/24

Dr Anand Kumar

Assistant Professor

Department of Laws

(Recommendation)

15/11/24

(Consent)

(Dr Piyush Chaudhary
Asstt Prof.
M.S.M. Ayurveda
BPSMV.)

Seema.

-2107-

11/Law/24

15/01/24

To

The Chairperson

Department of Law

BPSMV Khanpur Kalan.

Respected Mam,

Sub:- Requesting to include Co-Supervisor/ Co-Guide for the Ph.D. thesis titled " Right to Education In India : An Analysis" of Ms. Uma (Reg. No. 2020041100041062 Dated 19/02/2022)

The Ph. D. work of Ms. Uma requires guidance from a Foreign language perspective for a holistic understanding of the foreign language in Indian Education System. Dr Sudipta Sil (Assistant Professor) Department of Foreign languages has already given consent to guide the candidate in her research work.

It is, therefore, requested to allow Dr. Sudipta Sil (Assistant Professor) Department of Foreign languages BPSMV be appointed as Co-Supervisor/ Co-Guide for the Ph.D. mentioned in the Subject cited above.

Thanking you ,

Sincerely,

Anand Kumar 15/1/24

Dr. Anand Kumar

Assistant Professor

Department of Laws

BPSMV

(Recommended)

Sudipta Sil 15/1/24

(Dr Sudipta Sil
Asstt Prof.
Department of Foreign Language
BPSMV)

(Consent)

O/C

2108

Leave

To,

The Chairperson

Department of Laws

BPS Women University

Sonipat Haryana

Subject: Regarding Addition of Co-Supervisor

Respected ma'am/Sir,

I Samriti, bearing Registration No. 2017041100005712 would like to make a request to add Dr. Ashish Kumar as my Co-Supervisor with the previous approval of my Supervisor Dr. Pawan Kumar. As my topic is Custodial Violence Vis-à-vis subversion of Human Rights in Contemporary India: A Socio Legal Study of National Capital Region requires more consideration. Kindly do the needful.

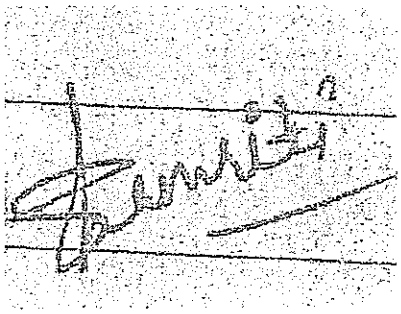
Thanking you

Yours sincerely

Samriti

Ph.D Scholar

Department of Laws



2109

BPS Women University

Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>

Re: Regarding addition of Co-Supervisor

1 message

Sun, Nov 17, 2024 at 6:27 PM

Pawan Kumar <pawankumar@bpswomenuniversity.ac.in>
To: Department of laws BPSMVKK <dol@bpswomenuniversity.ac.in>
Cc: Ashish Kumar <ashishkumar_jnu@yahoo.com>, mann samriti <samriti.mann121@gmail.com>

Madam,

Please proceed the request of the researcher as per rules after taking consent of Dr. Ashish Kumar.

Regards
Pawan Kumar

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Please find the attached application for the same.

Regards
Samriti
Ph.D. Scholar

2/10

BPS Women University

Annexure-64

chairperson political science <dops@bpswomenuniversity.ac.in>

Regarding Approval of Agendas

11 messages

Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in> Mon, Feb 10, 2025 at 8:08 AM

To: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, gcwmurthal@gmail.com, chairperson political science <DOPS@bpswomenuniversity.ac.in>, "Chairperson, Economics" <doeco@bpswomenuniversity.ac.in>, gcwmadlauda@gmail.com, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Esteemed Members
Greetings

I have great pleasure in sharing the following Agendas for approval

1. Discuss and approve the SEC syllabus of Political Science for 1st, 2nd and 3rd semester for Regiional Centre, Krishan Nagar (Rewari) session 2025-26.

2. Consideration and approval of minor rectification in scheme and syllabus of Pre-Ph.D Political Science 2023-24 (Course work).

3. Consideration and approval of Minutes of UGBOS Scheme and Syllabus of B.A Political Science 4 year multidisciplinary programme w.e.f 2024-25.

4. Discuss and approved the Registration of P.h.D students in P.h.D Programme Political Science. The details of the P.h.D scholars are as under:-

Sr. No	PRN No.	Name	Topic	Supervisor
1.	2023041100041974	Kranti	The impact of India-China Confrontation on BRICS: An Explorative Study (2009-2024)	Dr. Rampal
2.	2023041100041966	Priya	हरियाणा पंचायती राज व्यवस्था में महिला नेतृत्व: सोनीपत जिले का एक अध्ययन	Dr. Rampal

In view of the above all documents attached herewith for your kind consideration and approval please. After approval the same may be forwarded to the upcoming Academic Council meeting.

Warm regards

Yours sincerely

Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

7 attachments

Agenda 1 UGBOS Minutes of meeting.pdf
283K

Agenda no 2 PGBOS Minutes of Meeting.pdf
338K

Agenda no 2.docx
47K

Agenda No 3 Dsc Minutes of Meeting.pdf
1770K

Agenda NO 3.docx
113K

Agenda No 4 Minutes of Meeting.pdf
1508K

AGENDA 1.pdf
4375K

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chairperson political science <dops@bpswomenuniversity.ac.in>
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in> Mon, Feb 10, 2025 at 9:15 AM
Cc: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, gcwmurthal@gmail.com, "Chairperson, Economics" <doeco@bpswomenuniversity.ac.in>, gcwmadlauda@gmail.com, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Respected Dean (FSS) Sir

There are Four Agendas sent by the Department of Political Science and by the office of Dean FSS for approval from Members FSS, Only 3 Agendas are needed to Approval .

Agenda -No-. 1. Already Rejected by the UGBoS regarding SEC Syllabus of 6 Papers and withhold for next UGBoS Meeting, there for no need for approval, this is only for Information to Members FSS.
(SEC syllabus of Political Science for 1st, 2nd and 3rd semester for Regional Centre, Krishan Nagar (Rewari) session 2025-26)

Agenda-No- 2. Consideration and approval of minor rectification in scheme and syllabus of Pre-Ph.D Political Science
2023-24 (Course work).
Considered & Approved

Agenda-No- 3. Consideration and approval of Minutes of UGBOS Scheme and Syllabus of B.A Political Science 4 year
multidisciplinary programme w.e.f 2024-25.
Considered & Approved

Agenda-No- 4. Consideration and approval of the minutes of UGBoS for Registration of P.h.D Students in P.h.D Programme
Political Science. The details of the P.h.D scholars are as under:-
Considered & Approved

With Regards

Dr.Rampal

Associate Professor & Chairperson

Department of Political Science

On Mon, Feb 10, 2025 at 4:38 PM Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in> wrote:

Esteemed Members
Greetings

I have great pleasure in sharing the following Agendas for approval

1. Discuss and approve the SEC syllabus of Political Science for 1st, 2nd and 3rd semester for Regiional Centre, Krishan Nagar (Rewari) session 2025-26.

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In view of the above all documents attached herewith for your kind consideration and approval please. After approval the same may be forwarded to the upcoming Academic Council meeting.

Warm regards

Yours sincerely

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Dean, Faculty of Social Sciences

---

chairperson political science <dops@bpswomenuniversity.ac.in>
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in> Mon, Feb 10, 2025 at 9:21 AM
Cc: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, ar academic <acad@bpswomenuniversity.ac.in>, gcwmurthal@gmail.com, "Chairperson, Economics" <doeco@bpswomenuniversity.ac.in>, gcwmadlauda@gmail.com, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

---------- Forwarded message ---------
From: **chairperson political science** <dops@bpswomenuniversity.ac.in>
Date: Mon, Feb 10, 2025 at 5:45 PM

Subject: Re: Regarding Approval of Agendas
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
Cc: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, <anjurani.bps@gmail.com>, Anju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, <gcwmurthal@gmail.com>, Chairperson, Economics <doeco@bpswomenuniversity.ac.in>, <gcwmadlauda@gmail.com>, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

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2023-24 (Course work).
Considered & Approved

Agenda-No- 3. Consideration and approval of Minutes of UGBOS Scheme and Syllabus of B.A Political Science 4 year
multidisciplinary programme w.e.f 2024-25. (1-6 Semester)
Considered & Approved

Agenda-No- 4. Consideration and approval of the minutes of UGBoS for Registration of P.h.D Students in P.h.D Programme
Political Science.
Considered & Approved

With Regards

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Associate Professor & Chairperson

Department of Political Science

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2/19

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Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

---

kokila malik <drkokilamalik@gmail.com>
To: chairperson political science <dops@bpswomenuniversity.ac.in> Mon, Feb 10, 2025 at 9:38 AM

Agenda no 2
Agenda no 3
Agenda no 4
Are approved as proposed.

With Regards:

(Dr. Kokila Malik)
Chairperson
Department of Geography
and (Head of Department),Institute of Higher Learning,
BPS Mahila Vishwavidyalaya, Khanpur Kalan
Sonipat, HR (131305) INDIA
Mobile:9996123005
Email-Id : drkokilamalik@gmail.com

On Mon, 10 Feb 2025 at 5:51 pm, chairperson political science <dops@bpswomenuniversity.ac.in> wrote:

---------- Forwarded message ---------
From: **chairperson political science** <dops@bpswomenuniversity.ac.in>
Date: Mon, Feb 10, 2025 at 5:45 PM
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To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
Cc: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, <anjurani.bps@gmail.com>, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, <gcwmurthal@gmail.com>, Chairperson, Economics <doeco@bpswomenuniversity.ac.in>, <gcwmadlauda@gmail.com>, Social Work

<DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Respected Dean (FSS) Sir/Madam

There are Four Agendas sent by the Department of Political Science to respected Dean,FSS and the office of Dean ,FSS for approval from Members FSS, Only 3 Agendas are needed to Approval .

Agenda -No-. 1. Already Rejected by the UGBoS regarding SEC Syllabus of 6 Papers and withhold for next UGBoS Meeting, there for no need for approval, this is only for Information to Members, FSS.

(SEC syllabus of Political Science for 1st, 2nd and 3rd semester for Regional Centre, Krishan Nagar (Rewari) session 2025-26)

Agenda-No- 2. Consideration and approval of minor rectification in scheme and syllabus of Pre-Ph.D Political Science

2023-24 (Course work).

Considered & Approved

Agenda-No- 3. Consideration and approval of Minutes of UGBOS Scheme and Syllabus of B.A Political Science 4 year

multidisciplinary programme w.e.f 2024-25. (1-6 Semester)

Considered & Approved

Agenda-No- 4. Consideration and approval of the minutes of UGBoS for Registration of P.h.D Students in P.h.D Programme

Political Science.

Considered & Approved

With Regards

Dr.Rampal

Associate Professor & Chairperson

Department of Political Science

On Mon, Feb 10, 2025 at 4:38 PM Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in> wrote:

Esteemed Members

Greetings

I have great pleasure in sharing the following Agendas for approval

1. Discuss and approve the SEC syllabus of Political Science for 1st, 2nd and 3rd semester for Regiional Centre, Krishan Nagar (Rewari) session 2025-26.

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4. Discuss and approved the Registration of P.h.D students in P.h.D Programme Political Science. The details of the P.h.D scholars are as under:-

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1.	2023041100041974	Kranti	The impact of India-China Confrontation on BRICS: An Explorative Study (2009-2024)	Dr. Rampal
2.	2023041100041966	Priya	हरियाणा पंचायती राज व्यवस्था में महिला नेतृत्व: सोनीपत जिले का एक अध्ययन	Dr. Rampal

In view of the above all documents attached herewith for your kind consideration and approval please. After approval the same may be forwarded to the upcoming Academic Council meeting.

Warm regards

Yours sincerely

Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

Deepali Mathur <deepali@bpswomenuniversity.ac.in>
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in> Tue, Feb 11, 2025 at 1:51 AM
Cc: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, gcwmurthal@gmail.com, chairperson political science <DOPS@bpswomenuniversity.ac.in>, "Chairperson, Economics" <doeco@bpswomenuniversity.ac.in>, gcwmadlauda@gmail.com, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Approved agenda no 2 to 4.

Warm Regards

Dr. Deepali Mathur

On Mon, 10 Feb 2025, 4:38 pm Dean Faculty of Social Sciences, <deanfss@bpswomenuniversity.ac.in> wrote:

Esteemed Members
Greetings

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			BRICS: An Explorative Study (2009-2024)	
2.	2023041100041966	Priya	हरियाणा पचायती राज व्यवस्था में महिला नेतृत्व: सोनीपत जिले का एक अध्ययन	Dr. Rampal

In view of the above all documents attached herewith for your kind consideration and approval please. After approval the same may be forwarded to the upcoming Academic Council meeting.

Warm regards

Yours sincerely

Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

Archana malik <malikarchana9@gmail.com> Tue, Feb 11, 2025 at 2:11 AM
To: Deepali Mathur <deepali@bpswomenuniversity.ac.in>
Cc: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>, Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, gcwmurthal@gmail.com, chairperson political science <DOPS@bpswomenuniversity.ac.in>, "Chairperson, Economics" <doeco@bpswomenuniversity.ac.in>, gcwmadlauda@gmail.com, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Approved agenda no 2 to 4 .
Thanks & Regards
Dr. Archana Malik

On Tue, 11 Feb, 2025, 10:21 am Deepali Mathur, <deepali@bpswomenuniversity.ac.in> wrote:
Approved agenda no 2 to 4.

Warm Regards

Dr. Deepali Mathur

On Mon, 10 Feb 2025, 4:38 pm Dean Faculty of Social Sciences, <deanfss@bpswomenuniversity.ac.in> wrote:
Esteemed Members
Greetings

I have great pleasure in sharing the following Agendas for approval

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In view of the above all documents attached herewith for your kind consideration and approval please. After approval the same may be forwarded to the upcoming Academic Council meeting.

Warm regards

Yours sincerely

Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

Dr Varuna Tehlan Dahiya Department of Psychology <dopsy@bpswomenuniversity.ac.in> Tue, Feb 11, 2025 at 2:12 AM

To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
Cc: Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, gcwmurthal@gmail.com, chairperson political science <DOPS@bpswomenuniversity.ac.in>, "Chairperson, Economics" <doeco@bpswomenuniversity.ac.in>, gcwmadlauda@gmail.com, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Dear Sir
The agenda items from serial no 2-4 are approved.
Regards
Dr Varuna Tehlan Dahiya
Chairperson
Department of Psychology
BPSMV Khanpur Kalan
Sonipat

On Mon, Feb 10, 2025 at 4:38 PM Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in> wrote:

Esteemed Members
Greetings

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1. Discuss and approve the SEC syllabus of Political Science for 1st, 2nd and 3rd semester for Regiional Centre, Krishan Nagar (Rewari) session 2025-26.
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In view of the above all documents attached herewith for your kind consideration and approval please. After approval the same may be forwarded to the upcoming Academic Council meeting.

Warm regards

Yours sincerely

Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

Social Work <dosw@bpswomenuniversity.ac.in> Tue, Feb 11, 2025 at 3:40 AM
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
Cc: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, GCW MURTHAL <gcwmurthal@gmail.com>, chairperson political science <DOPS@bpswomenuniversity.ac.in>, "Chairperson, Economics" <doeco@bpswomenuniversity.ac.in>, gcw madlauda <gcwmadlauda@gmail.com>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Respected members

Agenda 2 and 4 : Approved.

Warm regards
Dr Manju Panwar
Head Dept of Social Work
BPSMV

On Mon, 10 Feb, 2025, 4:38 pm Dean Faculty of Social Sciences, <deanfss@bpswomenuniversity.ac.in> wrote:

Esteemed Members
Greetings

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In view of the above all documents attached herewith for your kind consideration and approval please. After approval the same may be forwarded to the upcoming Academic Council meeting.

Warm regards

Yours sincerely

Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

---

gcw madlauda <gcwmadlauda@gmail.com> Thu, Feb 13, 2025 at 2:06 AM
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
Cc: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, anjurani.bps@gmail.com, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, GCW MURTHAL <gcwmurthal@gmail.com>, chairperson political science <DOPS@bpswomenuniversity.ac.in>, "Chairperson, Economics" <doeco@bpswomenuniversity.ac.in>, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Approval Note

To,
Prof. Ravi Bhushan
Dean, Faculty of Social Science

Subject: Approval for forwarding documents to the Academic Council meeting

Respected Prof. Ravi Bhushan,

The documents attached have been reviewed and approved. You may proceed with forwarding the same for consideration at the upcoming Academic Council meeting.

Best regards,
Ram Niwas

Professor of Political Science
GCW, Madlauda

On Mon, 10 Feb, 2025, 4:38 pm Dean Faculty of Social Sciences, <deanfss@bpswomenuniversity.ac.in> wrote:
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Greetings

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Warm regards

Yours sincerely

Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in> Thu, Feb 27, 2025 at 9:36 AM
To: chairperson political science <dops@bpswomenuniversity.ac.in>

---------- Forwarded message ---------
From: **gcw madlauda** <gcwmadlauda@gmail.com>
Date: Thu, 13 Feb 2025, 10:36
Subject: Regarding Approval of Agendas
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
Cc: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, <anjurani.bps@gmail.com>, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, GCW MURTHAL <gcwmurthal@gmail.com>, chairperson political science <DOPS@bpswomenuniversity.ac.in>, Chairperson, Economics <doeco@bpswomenuniversity.ac.in>, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Approval Note

2122

To,
Prof. Ravi Bhushan
Dean, Faculty of Social Science

Subject: Approval for forwarding documents to the Academic Council meeting

Respected Prof. Ravi Bhushan,

The documents attached have been reviewed and approved. You may proceed with forwarding the same for consideration at the upcoming Academic Council meeting.

Best regards,
Ram Niwas

Professor of Political Science
GCW, Madlauda

On Mon, 10 Feb, 2025, 4:38 pm Dean Faculty of Social Sciences, <deanfss@bpswomenuniversity.ac.in> wrote:

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Warm regards

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Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

---

chairperson political science <dops@bpswomenuniversity.ac.in>
To: Registrar Bpsmv Kk <registrar@bpswomenuniversity.ac.in>
Thu, Feb 27, 2025 at 9:40 AM

---------- Forwarded message ---------
From: **Dean Faculty of Social Sciences** <deanfss@bpswomenuniversity.ac.in>
Date: Thu, Feb 27, 2025, 6:07 PM
Subject: Fwd: Regarding Approval of Agendas
To: chairperson political science <dops@bpswomenuniversity.ac.in>

---------- Forwarded message ---------
From: **gcw madlauda** <gcwmadlauda@gmail.com>
Date: Thu, 13 Feb 2025, 10:36
Subject: Regarding Approval of Agendas
To: Dean Faculty of Social Sciences <deanfss@bpswomenuniversity.ac.in>
Cc: Department of Psychology <dopsy@bpswomenuniversity.ac.in>, Ravi Bhushan <rb.bpsmv@gmail.com>, Rampal Bhatti <bhattirampal09@gmail.com>, Archana malik <malikarchana9@gmail.com>, <anjurani.bps@gmail.com>, manju panwar <panwarmanju@gmail.com>, Deepali Mathur <deepali@bpswomenuniversity.ac.in>, ar academic <acad@bpswomenuniversity.ac.in>, kokila malik <drkokilamalik@gmail.com>, GCW MURTHAL <gcwmurthal@gmail.com>, chairperson political science <DOPS@bpswomenuniversity.ac.in>, Chairperson, Economics <doeco@bpswomenuniversity.ac.in>, Social Work <DOSW@bpswomenuniversity.ac.in>, chairperson history history <DOHA@bpswomenuniversity.ac.in>, chairperson geography geography <DOG@bpswomenuniversity.ac.in>

Approval Note

To,
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2/24

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2.	2023041100041966	Priya	हरियाणा पंचायती राज व्यवस्था में महिला नेतृत्व: सोनीपत जिले का एक अध्ययन	Dr. Rampal

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Warm regards

Yours sincerely

Prof. Ravi Bhushan
Dean, Faculty of Social Sciences

2125