

FAMILY LAW - I (HINDU LAW)

L T P C

4 1 0 4

Objective:

(48 Hours)

- This course is designed to study the general principles and sources of Hindu Law.
- This course aims to introduce the student to get acquainted with the Basic Postulates of Hindu Marriage.
- This course aims to familiarize students to get the concept of the origin and nature of Joint Family and Coparcenaries.
- The purpose of the course is to acquaint the students with the adoptions and maintenance under the Hindu Law.
- The course aims at analyzing the guardian and succession under the Hindu Law.

Expected outcome:

- Understand the concepts of family law.
- Know the rights and obligation of matrimonial and other family relationship

UNIT - I

(12 Hours)

- Who is Hindu? Application of Hindu Law.
- Concept of Dharma: sources of Hindu Law: Ancient sources: *shruti*, *smriti*, digest and commentaries and custom; Modern sources: equity, justice and good conscience, precedent and legislation, importance of dharma shastras on legislation.
- Mitakshara and Dayabhaga Schools: karta: position, powers and liabilities, privileges and obligations.

UNIT - II

(12 Hours)

- The Hindu Marriage Act, 1955: Nature and concept of Hindu Marriage, Essential conditions of a Hindu Marriage, consequences for violating these conditions and ceremonies of marriage.
- Matrimonial Remedies: Judicial separation and Divorce under Hindu Law
- Partition: religious and charitable endowment; Joint Hindu Family as a social security institution; Reunion

UNIT - III

(12 Hours)

- Adoption: essentials and effect (sec. 6 – 12 of Hindu adoption & Maintenance Act, 1956).
- Maintenance under Hindu Adoption & Maintenance Act, 1956. (sec. 18, sec. 19, sec. 20, sec. 24 and sec. 25)



- Maintenance of neglected wives, divorced wives, minor children, disabled children and parents. (sec. 125 & 127 Cr.P.C).

UNIT – IV

(12Hours)

- Hindu Minority and guardianship act, 1956: Meaning of guardianship, kinds and power of guardianship (sec. 6-13); rights, obligations and disqualification of guardian.
- Stridhana – women's property – recent state and central amendment to gifts and testamentary succession; Will.

TEXT BOOKS:

- T1 J.D.M. Derrett- Hindu Law, Vikash Publication New Delhi
- T2. ParasDiwan, Hindu Law, Allahabad Law Agency
- T3. Dr.R.K.Singh, Hindu Law (Hindi), Allahabad Law Agency
- T4.Kusum&P.P.Sexena, Lecture on Hindu Law, Lexis Nexis Butterworth

REFERENCE BOOKS:

- R1. Mulla -Hindu Law, (18th Ed. 2002) Butterworth Publication
- R2. Nagpal, R.C., Modern Hindu Law, Eastern Book Company.

ACTS:

- Hindu Marriage Act, 1955.
- Hindu Adoption and Maintenance Act, 1956.
- Hindu Minority and Guardianship Act, 1956.
- Muslim Women (Protection of Right on Divorce) Act, 1986.



MASTER OF PHYSIOTHERAPY (MPT) SECOND YEAR

WOMEN HEALTH, GERIATRIC & HAND REHABILITATION

Course Code: MO –202

UNIT I

1. Principles of Geriatric Rehabilitation
2. Diabetes and Geriatric patient.

UNIT II

1. Arthritis in the elderly. Aging of the musculoskeletal system, Rheumatoid Arthritis in the elderly & PT management.
2. Pathological fractures, fractures in elderly, osteoporosis, vertebral fractures, stress fractures & PT management.
3. Stroke, Parkinson's disease and their PT management.
4. Exercise testing & prescription for geriatric population.
5. Falls & its prevention in elderly.
6. Prevention of cardiopulmonary deconditioning among geriatric patient.

UNIT III

1. Review of Pelvic anatomy, types of pelvis, Pelvic floor muscles. Pelvic Organs, reproductive tract and abdominals.
2. Physiology of female reproductive system.
3. Physiology of urinary and faecal continence.
4. Pelvic inflammatory diseases.
5. Pelvic pain.
6. Uro-gynaecology – Urinary dysfunction.
7. Bowel and anorectal function and dysfunction.
8. Mastectomy.
9. Types of Prolapse.
10. Incontinence scales.
11. Gynecologic problems in Female athletes
12. Internal evaluation of PFM Grading, indication and contraindications.
13. Active Pelvic floor muscle exercises.
14. Impairment of Pelvic floor muscles and its PT management.



15. Physical and Physiological changes during Pregnancy.
16. Musculoskeletal changes during Pregnancy.
17. Common complication and discomforts during Pregnancy.
18. Stages and mechanism of labour.
19. Complication in labour.
20. Types of assisted deliveries.
21. Caesarean section.
22. High – risk Pregnancies.
23. Antenatal and Post natal care.
24. Swiss ball in Pregnancy.
25. Electrotherapy modalities in obstetrics.
26. Physiotherapy in labour.

UNIT IV

Anatomy of hand, assessment of hand. Functions of hand - motor & sensory organ.

UNIT V

1. Classification of hand injuries. Principles of hand rehabilitation. Detailed aspects of various conditions. Tendon injuries, crush injuries, nerve injuries - Leprosy, burns, fractures, joints injuries, Rheumatoid hand, Spastic hand, reconstruction and replantation, surgery, sensory reeducation, functional re-education, Disability evaluation and compensation in hand injuries, orthosis and splinting.
2. Rehabilitation after Tendon reconstruction surgery.
3. Rehabilitation after nerve graft, nerve suture & narcotization surgeries.



LEADING CASES

1. New India Assurance Co. v. Radhey Shyam Motilal Khandelwal, AIR 1974 Bombay, 228
2. Prudential Insurance Co. v. Inland Revenue Commissioner, (104) 2KB658
3. Mills v. Smith (1963) 2 All ER 1078
4. Diby v. General Accident, (1943) ACER 121,138
5. Glickman v. Lancashire and General Assurance Co. Ltd., (1978) AC 139(HL)

BOOKS RECOMMENDED

Mishra, M.N. : Insurance-Principles and Practices
Rao, C.K. : Treaties on the Law of Insurance The Insurance Act, 1938 The Life Insurance Corporation Act, 1956
Karkara, G.S. : Commentary on Public Liability Insurance Act Murthy and Sharma: Modern Law of Insurance in India

4. PRIVATE INTERNATIONAL LAW OR CONFLICT OF LAWS

- i). The syllabus has been divided into units. Questions will be set from each unit with provision for internal choice.
 - ii). In order to ensure that students do not leave out important portions of the syllabus, examiners shall be free to repeat the questions set in the previous examination.
- UNIT 1
- a). Definition, Nature and Scope of Private International Law.
 - b). History of Private International Law,
 - c). General Principles relating to Jurisdiction
 - d). Proof of Foreign Law: Renvoi and
 - e). Exclusion of a Foreign Law that would normally be applicable.
- UNIT 2
- Domicil- Definition: Acquisition of Domicil and Nationality, Corporations.
The Law of obligations : (a) Contracts: Doctrine of the Pro-per Law: Capacity and formation of contracts (b) Torts: Foreign Torts: Torts at sea.
- UNIT 3
- Family Law:
Husband and wife: Marriage, capacity, formalities, nullity of marriage, jurisdiction of English courts; choice of Law, suits for dissolution of marriage; suits for judicial separation; Legitimation and Adoption.
- UNIT 4
- The Law of property: The Law of Movables, The Law of immovables.
Foreign Judgments : Principle of recognition; Doctrine of obligation; Enforcement of foreign Judgment.

Books Recommended

Gravson K.H.: Conflict of Laws
Schnithoff: English Conflict of Law
Cheshire : Private International Law
Foote: Concise Treatise on Private International Law
Wolfe: Private International Law
Westlake: A Treatise on Private International Law
Dicey : Conflicts of Laws
Beal : Conflicts of Laws
Cohen : Comparative Commentaries on Private International Law
Paras Diwan: Indian Private International Law
Chouhan R.S. : Indian Private International Law

WOMEN AND CHILD LAW

- (i) The syllabus has been divided into five units. Questions will be set from each unit with provision for internal choice.
- (ii) In order to ensure that students do not leave out important portions of the syllabus, examiners shall be free to repeat the questions set in the previous examination.
- (iii) Leading cases prescribed under this paper may be read under the respective unit No. shown against each case.

Unit 1 : 1. International concerns and conventions

2. Women in India

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Pre-independence period, Social and legal inequality, Social Reform, Movement in India, Karachi Congress – Fundamental Rights Resolution, Equality of Sexes.

3. Women in post independence India

Preamble of the Constitution : equality provisions in Fundamental Rights and Directive Principles of State Policy, Personal laws – unequal position of women, Uniform Civil Code towards gender justice.

Unit 2 : 1. Sex Inequality in inheritance Rights

Feudal institution of joint family – women's inheritance position, Hindu Law, Muslim Law, Matrimonial property, Movement towards Uniform Civil Code.

2. Guardianship

Right of women to adopt a child, Problems of women guardianing.

3. Divorce

Indian, Divorce Act, Christian Law, Muslim Law

4. Criminal Law

Adultery, Rape

5. Social Legislation

Dowry Prohibition, Prevention of immoral traffic.

Unit 3 : 1. Women participation in democratic government

Parliament, State Legislation, Local bodies

2. Women and Employment

Labour force, Protective Laws, Exploitation and harassment in workplaces

3. Protection and enforcement agencies

Courts, Family courts, Commission for women, NGOs.

4. Social Constitutional and International Legal Status of Child

Magnitude of the problem, Special Status of Child – national policies, Constitutional concern – Article 15(3), Article 24 and Article 45, International concern and endeavour for the welfare of the children, Minimum Age conventions, Child rights conventions, U.N. Declaration of the rights of the child 1924, 1959.

Unit 4 : 1. Problems of conception, birth and nourishment and health of the child

Legal status of child in work, Tortious liability against injuries to unborn children, Coparcenary and property rights of the unborn children, Law relating to maternity benefit and relief, Lack of legal protection of children of impoverished parentage

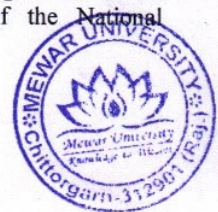
2. State responsibility for the education of children

Evaluation of the efforts of the State towards the provision of education to children, Pre-primary and nursery education – elementary education, Contributions by International Organizations for elementary education – UNESCO, UNICEF.

3. Legal Control of Child Labour

Regulation of the employment: protection of the health and well-being, International conventions and recommendations of the ILO, Recommendations of the National

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Commission of Labour, Legislation relating to factories, plantation labour, mines, merchant shipping, motor transport workers, apprentices, shop & establishments and child labour.

4. Family Relations and Child

The status of a child in matters of marriage, legitimacy, guardianship, adoption, maintenance and custody, Provisions in the statutes relating to Hindu marriages, restraint on child marriage, guardians and wards, hindu minority and guardianship, Hindu adoptions and maintenance and in the Indian Evidence Act 1872.

Unit 5 : 1. Child and Contractual Liability

Minors Agreements, Testimony of children, Suits by and against minors.

2. Child and Criminal Liability

Crimes committed by child; crimes committed by others in relation to children; implementation of social policy through criminal sanctions in relation to child; Variation of procedure in case of child offender; Judicial proceedings in criminal cases relating to children; Statutory provisions – Sections 82, 83, 299 Exp. 3, 363A, 372 and 376 of IPC – Suppression of Immoral Traffic Act 1956 (SITA) – penal provisions contained in Child Marriage Restraint Act 1929 as amended in 1978 – Young Persons Harmful Publications Act 1956 – The Children Act 1960 – Section; 27 of the Cr. P.C. – Reformatory Schools Act 1897 – Juvenile Delinquency Act 1986.

3. Law and Offences Against Child

Protection of neglected children, Institutions for the protection of neglected children; Juvenile Justice Act; Juvenile delinquency : law and offences against child, Contribution by parents, licensing; Protection of girls from immoral traffic; Prevention of vagrancy and beggary.

4. Discrimination Against Female Children

Amniocentesis, Deferred infanticide through based nutritional discrimination, Termination of pregnancy.

BOOKS RECOMMENDED

Gandhi to the Women (ed. Hingorani) 1941, Position of Women, 12 Tean Down the Purdah p. 213, Young India 1918.

Jawaharlal Nehru thoughts on women-economic bondage of Indian women (Produced Memorial and Library)

7th Plan. Ch. 14 Socio economic programmes for women.

Relevant case Law

Revasia & Revasia, Women Social Justice & Human Rights (1998) PP.H. Publishing, New Delhi
Ajnes, Flavia, Law as Gender inequality, N. Delhi, Oxford (1999)

Sumithra Vashnu V. Union of India 1985 SC 1618

42nd Report Law Commission, the Dissenting Note of Justice Anna Chandy on provision of adultery, p. 366.

Towards Equality – Report of the Committee on the Status of Women (Govt. of India), Chapters IV & Section IV
General Conclusions & Recommendations.

Balram – Women workers the labour legislation in India 1984 (2) I.L.J. 1527.

Lotika Sarkar, The Law Commission of India (1988)

Indian Law Institute, Child and the Law (1979, S.N. Jain ed.)

U.Baxi, Law and Poverty : Critical Essay (1988), Eastern, Lucknow.



Moot Court

Every student may be required to do at least three moot courts in a year. The moot court work will be on assigned problem

Public Interest Litigation, Legal Aid Para Legal Services



SEMESTER- IIIrd

Course Code :- BST- 301

Subject :- Yogic Diet and Nutrition

Marks in examination: 70+30=100

Unit – 1: Yogic Concept of Diet & Nutrition

General Introduction of Ahara (Diet), concept of Mitahara; Definition and Classification in Yogic diet according to traditional Yoga texts; Concepts of Diet according to Gheranda Samhita, Hatha Pradeepika and Bhagavadgeeta; Pathya and Apathya in diet according to Yogic texts; Guna and Ahara; Importance of Yogic Diet in Yog Sadhana; Yogic Diet and its role in healthy living.

Unit – 2: The Nutrients and Energy

Foods, Nutrition and Health The Recommended Dietary Allowances for Nutrients—Carbohydrates, Fats and Other Lipids, Proteins and Amino Acids, Energy Metabolism, Vitamins and Minerals, Water, Fluids, Electrolytes and Acid-base Balance. Nutrition for Fitness, Athletics and Sports. Disorders of Nutrition.

Unit – 3: Meal Planning and Management

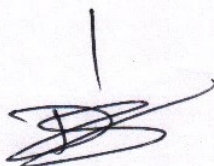
Food Guides for Selecting an Adequate Diet. Meal Planning for Various Age Groups. Meal Planning in **Pregnancy and Lactating women**. Indian Meal Patterns—Vegetarian & Non-Vegetarian. Fundamentals of Foods, Nutrition and Diet Therapy.

Unit – 4: Diet Therapy

Changing Needs and Dietary Adaptation. Principles of Diet Therapy and Therapeutic Nutrition. Nutrition in different diseases. Nutrient Drug Interaction. Concept of Food In Yoga, Ayurveda and Sports.

Recommended Books:-

1. Fundamental of Foods, Nutrition & Diet Therapy(5 th ed.),ISBN: 9788122419825, New Age Publications.
2. Maurice Edward Shils(2012).Modern Nutrition in Health and Disease(11th ed.).ISBN: 9781605474618,
3. Lippincott Williams & Wilkins Michelle McGuire, Kathy A. Beerman (2012).
4. Nutritional Sciences_ From Fundamentals to Food (3rd ed.), ISBN: 9780840058201, Cengage Learning



MASW231: Social Policy and Planning

Unit – I

Concept of Social policy, social welfare policy and economic policy and their interrelationship; social policy and constitutional provisions, i.e. directive principles of state policy and fundamental right; approaches to social policy- unified, integrated and sectoral; different models of social policy and their applicability to the Indian situation: individual welfare model, achievement performance model, institutional redistributive model;

Unit – II

Process of social policy formulation, contribution of research, role of interest groups, problem of conflict of interests and its solution; evolution of social policies in different sectors e.g. policies concerning education, health, social welfare, social security, women, children, youth, aged, family welfare and poverty alleviation.

Unit – III

- Social planning: concepts of social and developmental planning; scope of social planning- the popular restricted view as planning for social services and the wider view as planning of all sectors to achieve the goals of social development; inter-relationship between social and economic planning; linkage between social policy and planning – planning as an instrument and source of policy;
- Machinery and process of planning: Levels of social planning- centre, state, district and block levels; Planning Commission and State Planning Boards- organization, structure and functions; coordination between centre and state needs for decentralization; Panchayat Raj and people participation;

Unit – IV

Monitoring and evaluation of planning; the problems of co-ordination and centralization and need for decentralization, Panchayat Raj and people's participation;

Unit – V

A Broad review of five year plans with emphasis on the objectives of growth and social justice and with the special reference to the areas of health, education, family welfare and social welfare.

References:

1. Bandyopadhyay, D. (1997) – People's Participation in Planning Kerala Experiment, Economic & Political Weekly, Sept 24, 2450-54.
2. Bose, A.B. – Social Welfare Planning in India, New Delhi: ECAEF (Mimeo.)
3. Bulmer, M. et. al. (1989)- The Goals of Social Policy, London: Union Hyman.
4. Chakraborty, S. (1987) – Development Planning- Indian Experience, Oxford: Claredon Press.



SOCIAL ORGANIZATIONS IN INDIA

L T P C

4 1 0 4

Objectives

- The course is aimed at rectifying the limitations by presenting a comprehensive, integrated and empirically-based profile of Indian society.
- The focus is on the contemporary Indian society.
- The sociological perspective on Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Unit-I: The textual and the field view of Indian society

The significance of the field view, the interface between the present and the past. The structure and composition of Indian society: villages, towns, cities; rural-urban linkages; tribes; weaker section, delist, women and minorities, population profile and related issues.

Unit-II: Cultural and ethnic diversity

Historically-embedded diversities in respect of language, caste, religious beliefs and practices and cultural patterns.

Unit-III: Basic institutions of Indian society

Caste, kinship, family, marriage, religion; caste and class; changing dimensions.

Unit-IV: Convergence and integration

The sharing of material traits, cultural space, language and regional ethos, the evolution of composite cultural legacy; change and transformation in Indian society; nation-building and national identity.

Text Books:

- T.1 Bose, N.K. 1967, Culture and Society in India Bombay : Asia Publishing House.
- T.2 Bose, N.K. 1975 : Structure of Hindu Society. New Delhi.
- T.3 Dube, S.C. 1990 : Society in India (New Delhi : National Book Trust)
- T.4 Dube, S.C. 1995 : Indian Village (London : Routledge)
- T.5 Dube, S.C. 1958 : India's Changing Villages (London :Routledge and Kegan Paul)
- Mazumdar and Madan: Social Anthropology
- T.6 Srinivas, M.N., 1963 : Social Change in Modern India (California, Berkeley

Reference Books:

- R1. Karve, Irawati, 1961 : Hindu Society : An Interpretation (Poona : Deccan College)
- R2. Lannoy, Richard, 1971 : The Speaking Tree : A Study of Indian Society and Culture (Delhi : Oxford University Press)
- R3. Mandelbaum, D.G., 1970 : Society in India (Bombay : Popular Prakashan)
- R4. Srinivas, M.N., 1980 : India : Social Structure (New Delhi : Hindustan Publishing Corporation).
- R5.: University of California Press)
- R6. Singh, Yogendra, 1973 : Modernization of Indian Tradition (Delhi : Thomson Press)
- R7. Uberoi, Patricia, 1993 : Family, Kinship and Marriage in India (New Delhi : Oxford University Press.



M.P.E.S. SEMESTER- I
SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

Unit I

Sports Training

- (a) Definition of Terms-Conditioning , Training And Coaching,
- (b) Aim , Tasks and Characteristics of Sports Training,
- (c) Principles of Sports Training

Training Load

- (a) Important feature of Training load- Intensity, Density, Duration and frequency,
- (b) Principles of Training load,
- (c) Adaptation Process And Conditions of adaptation,
- (d) Over load –Causes and Symptoms, tackling of over load

Unit II

Training for motor components

- (a) Strength – forms of strength, Characteristics of Strength, Principles of Strength Training Strength Training means And Methods, Strength training for children and women,
- (b) Form of endurance. Characteristics of Endurance training means and methods

Unit III

- (a) Speed: Forms of speed. Characteristics of speed of speed. Training means and methods
- (b) Flexibility forms of flexibility, Characteristics of flexibility Basis of flexibility Methods of development of flexibility
- (c) Coordinative Abilities – Characteristics of coordinative abilities Importance of coordinative abilities Classification of coordinative Training methods,

Unit IV

(a) Technique :

- (1) Definition of Skill, technique and technical Training,
- (2) Characteristics of Technique,
- (3) Phases of skill acquisition.
- (4) Methods of Technique Training.
- (5) Causes and correction of faults.



(b) Tectics.

- (1) Definition of tactics and strategy,
- (2) Basic tactical Concepts – Offensive, Defensive and High Performance.
- (3) Methods of Tactical Training,
- (4) Control of Tactical Knowledge.

Unit V

(a) Planning and Organization of Training:

- (1) Importance of planning,
- (2) Principles of Planning,
- (3) Systems of Planning,
- (4) periodicities and its types
- (5) contents for various periods of training

(b) Competition planning and preparation.

- (1) Importance of competitions.
- (2) Competition frequency.
- (3) Main and build up competitions.
- (4) Direct preparation for an important competition

Reference:

- (1) Bratty, s perceptual and motor development in infants and children. Prentice hall, 1979
- (2) Dick f.t sport training principles lupus London 1980.
- (3) Jenson c.r. fisher a.g. scientific basis of athletic conditioning lea and febiger philadelphoa:1972
- (4) Mate yew, l.p. fundamentals of sports training (translation from Russian) Mr. Publishers, Moscow, 1981
- (5) Pyke, frank, s. towards better coaching, Australia government publishes service Canberra. 1980
- (6) Singh h. sport training general theory and method, n.i.s. patiala, 1984
- (7) Willmore u.m. athletic training and physical fitness, allyn and become. Sydney, 1977.
- (8) Harre, d. principles of training.



Personal Laws

Paper – 1

Ancient Hindu & Muslim Law

- Sources and Schools of Hindu Law
- Nature and Sources of Muslim Law
- Joint Hindu Family & Proprietary Rights of Women in ancient India
- Status of Women in Islam- Socio legal Perspectives

Modern Hindu Law

- Law of Marriage and Divorce
- The Hindu Marriage Act, 1955
- The Hindu Adoption and Maintenance Act, 1956
- The Hindu Minority and Guardianship Act, 1956

Muslim Law of Marriage & Divorce

- Essentials and Kinds of Muslim Marriage
- Dissolution of Muslim Marriages Act, 1939
- Classification of Divorce & Right to Maintenance
- Muslim Women (protection of Rights on Divorce) Act, 1986
- Kinds & Powers of Guardian

Suggested Readings

1. Hindu Law by Mulla
2. Family Law Lectures Family Law II by Poonam Pradhan Saxena
3. Principles of Mohammedan Law by Mulla
4. Kuppuswami, Mayne Hindu Law and Usage
5. A.M. Bhattacharya, Hindu Law and the Constitution
6. Ameer Ali, Mohammedan Law



SEMESTER- IVth

Subject Name: BST- 401

Subject Name : Methods of Teaching Yoga

Marks in examination: 70+30=100

Objectives:-

Following the completion of this course, students shall be able to

1. Understand the principles and practices of teaching methods of Yoga.
2. Have an indepth understanding about session and lesson planning and class room arrangements.
3. Have an idea about the different tools used in Yoga teaching.

Unit-1: Principles and methods of teaching yoga

Teaching and Learning : Concepts and Relationship between the two; Principles of Teaching; Levels and Phases of Teaching, Quality of perfect Yoga Guru; Yogic levels of learning, Vidyarthi, Shishya, Mumuksha; Meaning and scope of Teaching methods, and factors influencing them; Sources of Teaching methods; Role of Yoga Teachers and Teacher training.

Unit-2: Basics of yoga class management

Practice of Yoga at different levels (Beginners, Advanced, School Children, Youth, Women and Special attention group); Techniques of mass instructions; Techniques of Individualised teaching; Techniques of group teaching; Organisation of teaching (Time Management, Discipline etc.).

Unit-3: Lesson planning in yoga

Essentials of Good Lesson Plan: concepts, needs, planning of teaching Yoga (Shatkriya, Asana, Mudra, Pranayama & Meditation); Models of Lesson Plan; Action Research of Yoga: Meaning, Roles, Steps in action research in Yoga Teaching; Effective use of Library and other resources; Lesson Plan and its Practical applications.

Unit-4: Educational tools of yoga teaching

Yoga classroom: Essential features, Area, Sitting arrangement in Yoga class etc.; Class room problems: Types and Solutions, Characteristics and essentials of good Yoga teaching; Time table: Need, Types, Principles of Time table construction; Time Table for Yoga teaching;

TEXT BOOKS:-

1. Teaching Methods for Yogic Practices – Dr. M.L. Gharote and Dr. S.K. Ganguly
Kaivalyadhama S.M.Y.M. Samiti
2. Dr. Shri Krishna : Notes on basic principles & methods of teaching as applied to yogic practices and a ready reckoner of yogic practices, Kaivalyadhama, Lonavala, 200952

BOOKS FOR REFERENCE:-

1. Dr. Gharote M L : Teaching methods for Yogic practices, Kaivalyadhama, Lonavala, 2007
2. Dr. Raj Kumar : Principles & methods of Teaching, Printo graphics, Delhi,
3. Saket Raman Tiwari & others : Teaching of Yoga, DPH Publishing Corporation, Delhi,



The following critics from David Lodge, ed. *Modern Criticism and Theory: A Reader* (London: Longman, 1988)

Saussure	:	Nature of the Linguistic Sign
Derrida	:	Structure, Sign and Play in the discourse of the human Sciences
Said	:	Crisis (in Orientalism)
Showalter	:	Feminist criticism in the Wilderness
Eagleton	:	Capitalism, Modernism and Postmodernism

Course 15: Indian Literature in English II – MAEN – 243.1M

Mulk Raj Anand	:	<i>Untouchable</i>
R.K. Narayan	:	<i>The Financial Expert</i>
Raja Rao	:	<i>The Serpent and the Rope</i>
Anita Desai	:	<i>Voices in the City</i>
Salman Rushdie	:	<i>Midnight's Children</i>
Amitav Ghosh	:	<i>The Shadow Lines</i>
Jawahar Lal Nehru	:	<i>An Autobiography</i>

Course 16: Indian Literature in Translation – MAEN – 244.1M

Women Writing– MAEN – 244.3M

The following poets from *The Faber Book of 20th Century Women's Poetry* ed. Fleur Adcock:

Margaret Atwood	:	Siren Song
Adrienne Rich	:	Snapshots of a Daughter-in-Law
U A Fanthorpe	:	Not My Best Side
Sylvia Plath	:	Lady Lazarus
Gwendolyn Brooks	:	A Sunset of the City
Shashi Deshpande	:	<i>That Long Silence</i>
Charlotte Bronte	:	<i>Jane Eyre</i>
Tony Morrison	:	<i>Beloved</i>
Mary Wollstonecraft	:	A Vindication of the Rights of Women
John Stuart Mill	:	The Subjection of Women
Virginia Woolf	:	A Room of One's Own



INDIAN GOVERNMENT AND POLITICS

L T P C

4104

UNIT-1

The problems before India on the Eve of Independence, The Making of the Indian Constitution, The Constituent Assembly – Its Composition & working, Salient Features of the Constitution of India, The Preamble, Fundamental Rights and Directive Principles of State Policy. The Nature of Indian Federal System, Amendment of the Constitution.

UNIT-2

The Union Parliament: Its Composition Powers and Functions

The Union Executive: The President of India. Powers and Functions: The Vice President of India. Powers and Functions, The Union Council of Ministers, The Prime Minister of India, Powers and Function, The relationship between the President and the prime minister and his council of Minister.

Union Judiciary: The Supreme Court of India, Its Composition and jurisdiction, powers and functions, Judicial Review, Judicial activism and Public interest Litigations.

UNIT-3

The State Administration: The Governor, Appointment Powers and Functions of Governor. The Constitutional Role of the Governor, The State Council of Minister and the Chief Minister. The State Legislatures- Composition, Powers and Functions. High courts in the states-composition, powers and functions. Problems of Centre -State Relation in India. Emerging Trends in State politics in India. The local Government and the Panchayati Raj system.

UNIT-4

Political Parties and Party System in India.

Pressure Group in India. The political Elections in India- various issues. The Election Commission of India, The need for Electoral Reform in India. The Social movements in India- Farmers Tribals, Women's and Dalit .Development & problems of underdevelopment in India , The Problems of Caste & communalism , concern of Human Rights and Environment in India, Challenges before India's Foreign policy.



B.A.LL.B. (Hons.)

MASW117- Concurrent Field Work three days in a week

SECOND SEMESTER

MASW121: Approaches and Fields of Social Work

Unit – I

- Approaches to Social Work – Functional, diagnostic, system, socio-psychological, radical, developmental, empowerment;
- Social Justice and social work.

Unit – II

- Modernization, Globalization and Social Work;
- Ideology of sustainable and people centred development and social work practice;

Unit – III

- Social Work Practice in Various Fields:
- Child development, Youth development, women empowerment, welfare of old aged, welfare of handicapped; Welfare of scheduled castes, scheduled tribes and other backward classes,

Unit – IV

- Rural Development, Urban Community Development;
- Medical and Psychiatric Social Work;
- Industrial Social Work;

Unit – V

- Social Defence and Correctional Services;
- Role of social work in prevention, treatments, rehabilitation, development and research in above mentioned areas.

References:

1. Kumar, Girish – Samaj Karya Ke Kshetra
2. Also see the references of paper ‘History and Philosophy of Social Work.’
3. Iyer, V.R.K. (1980) – Some Half Hidden Aspects of Indian Social Justice, Lucknow: Eastern Book Co.
4. Shashi, R.R. (1970) - Samaj Karya, Lucknow: Utter Pradesh Hindi Samiti, Suchana Vibhag.
5. Singh, Surendra – Samaj Karya Ke Chhetra: Lucknow: Utter Pradesh Sahitya Academy.
6. Singh, Surendra & Sudan, K.S. – Horizons of Social Work.
7. Upendra Buxi – Perspectives in Development: Law, the Crises of Indian Legal System, New Delhi: Vikas.



M. A.- History II Year

Semester –III

Syllabus

MA-HIS-305-History of Indian Freedom Movement (1853A. D.-1947A.D.)-III

Unit-I

Act of 1858-Transfer of power from the East India Company to the crown.

Declaration of 1858 and its importance.

Unit-II

Lord Mayo-his relations with Afghanistan.

Lord North-Brook-Internal reforms, his North West Frontier Policy,
Comparison and Contrast with the policy of Lawrence.

Unit-III

Peasant Movement.

Labour Movement.

Women,s Movement.

Unit-IV

The Indian National Congress. Liberalism (1885-1905).

Factors leading to the rise of extremism in India, Contribution of Tilak.

Birth of the Muslim League, Role of the British in its birth.

Suggested Readings

- Charles Heimsath : Indian Nationalism and Hindu reform
- W.T. Burry : Sources of Indian Traditions, (ed)
- K. Ballahatchat : Social Policy and Social Change in Western India
- R. Kumar : Western India in the Nineteenth Century



Semester -III

Syllabus

MA-HIS-302-History of Indian Culture (1200 A. D. – 1700 A. D.)-I

Unit-I

Sources - Persian Sources

Non-Persian Sources (with special reference to Hindi Literature)

Unit-II

The Social Hierarchy-The Upper classes. The Ulema. The Slaves, the middle classes. The common people

Position of Women in Society Social attitude towards women, Role in social and political life, Cosmetics, Toiletries, Jewellery and ornaments.

Unit III

Agriculture and Peasantry

Land System and Land Revenue.

Main Industries and Industrial Centres.

Unit IV

The Bhakti Movement-Meaning, Significance. Growth and Impact

Mystic and Radical Saints-Ramanand and Kabir

Conservative Vaishnavit Schools-The Rama and Krishna Cults, Tulsidas and Chaitanya

Suggested Readings

E.B. Harvell : Indian Architecture (Selected portions)

R P Tripathi : Rise and Fall of Mughal Empire

R P Tripathi : Some aspects of Muslim Administration in India

A L Srivastava : Medieval India Vol. I and II

Dashrath Sharma : Lectures in Rajput History.

Dashrath Sharma : Rajasthan Through the ages Vol.1

M. A.- History II Year

Bharatamuni	:	<i>On Natya and Rasa: Aesthetics of Dramatic Experience</i>
Anandavardhana	:	<i>Dhvani: Structure of Poetic Meaning</i>
Dryden	:	<i>Essay on Dramatic Poesy</i>
Wordsworth	:	<i>Preface to Lyrical Ballads</i>
Coleridge	:	<i>Biographia Literaria</i> (Chs. XIII, XVII & XVIII)

Arnold	:	<i>The Study of Poetry (Essays in Criticism Book II)</i>
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Course 12: Indian Literature in English I – MAEN – 234.1M

*Tagore	:	Thou hast made me endless; Leave this chanting and singing; I am like a remnant of a cloud; In one salutation to thee (<i>Gitanjali</i>)
*Sri Aurobindo	:	<i>Savitri</i> Book I Canto I (Passages for explanation to be set from the first 64 lines)
*Girish Karnad	:	<i>Nag-Mandala</i>

The following poets from *Ten Twentieth Century Indian Poets* ed. R. Parthasarathy (OUP):

*Nissim Ezekiel	:	Poet, Lover, Birdwatcher; Background, Casually; Enterprise
*Jayant Mahapatra	:	Grass, Lost
*A.K. Ramanujan	:	A River; Love Poem for a Wife I; Obituary
*Kamala Das	:	My Grandmother's House; A Hot Noon in Malabar; The Invitation

SEMESTER IV

Course 13: Fiction II– MAEN - 241

Conrad	:	<i>Heart of Darkness</i>
Woolf	:	<i>Mrs. Dalloway</i>
Joyce	:	<i>A Portrait of the Artist as a Young Man</i>
Lawrence	:	<i>Women in Love</i>
Kingsley Amis	:	<i>Lucky Jim</i>

Course 14: Literary Criticism & Theory II – MAEN - 242

Eliot	:	Tradition and the Individual Talent; The Function of Criticism; <i>Hamlet (Selected Essays)</i>
Richards	:	<i>Principles of Literary Criticism</i> (Chs.IV-XV, XXI, XXXIV, XXXV and Appendix A – On Value)
Ransom	:	A Note on Ontology (<i>Twentieth Century Criticism: The Major Statements</i> , eds. Handy and Westbrook) The following critics from David Lodge, ed. <i>Modern criticism and Theory : A Reader</i> (London : Longman, 1988)



FEMINIST JURISPRUDENCE

L T P C
4 1 0 4
(48 Hours)

Objective:

- To give a clear understanding of scope, nature and function of Law.
- An analysis of legal concepts in context of social developments and changing economic and political attitudes

Expected Outcome:

- Get acquainted with the various law supporting female right.
- Learn with the help of case laws the ways of protection and enforcement of female rights

UNIT - I: Feminist Jurisprudence: Approaches to Equality and Gender Difference (6 Hours)

- The Sameness/Difference debate
- Relational Feminism and the Issue of Women's "Different" Voice
- Care, Equality, and Families: Debate over Work/Family (Work/Life) Conflict

UNIT - II: Feminism, Sex, Gender, and Sexuality (6 Hours)

- Dominance Feminism: Sexuality, Social Construction, and Women's Voices
- Recognizing Gender Discrimination: Disaggregating Sex, Gender, and Sexual Orientation
- Theorizing Sexuality: Do Feminists Need to "Take a Break from Feminism"?

UNIT - III: Feminist Legal Theory (6 Hours)

- Influential Feminist Theories Outside of Law
- Formal Equality
- Dominance Theory
- Violence Against Women

UNIT - IV: Feminist Legal Theory (continued) (6 Hours)

- Relational Feminism



B.A.LL.B. (Hons.)



MEWAR UNIVERSITY

- Anti-essentialism
- Notes on Postmodern Feminisms
- Sex-Positive Feminism and Third-Wave Feminism
- Lesbian and Queer Legal Theory
- Pragmatic Feminism

TEXT BOOKS:

- T1** Gokulesh Sharma; Feminine Jurisprudence in India: Women's Right; Deep and Deep Publications, Jan 1, 2008
- T2.** Indu Prakash Singh- Women, Law and Social Change in India, Radiant Publishers, 01-Apr-1989.
- T3.** Paras Dewan- Dowry and Protection to Married Women, Deep & Deep Publications, 1995.
- T3.** S.P.Sathe- Towards Gender Justice, RCWS gender series., bk. 1, 1993.

REFERENCE BOOK:

- R1** The Constitution of India.
- R2** The Indian Penal Code 1860.
- R4** The Criminal Procedure Code 1973
- R5** National Commission on Women Act, 1990



- Unit 2 Freedom of Trade, Commerce and Intercourse : State Liability in Contracts and Torts, Suit by and against the State
- Unit 3 (a) Emergency provisions-National, State and Financial
(b) Elections : Election Commissions, Constitution Powers & Functions, Powers of Parliament and State Legislature with regard to election laws.
- Unit 4 Amendment of the Constitution-Constitutionality of Ordinary Laws and Amendment Laws, Doctrine of Judicial Review and restraints upon it, judicial activism, special rules of constitutional interpretation and constitutionalism, Doctrine of Basic Structure - Major Amendments & their Constitutional Value
- Unit 5 Local self government their constitution functions and powers.

Books Recommended:

Bare Act of Constitution of India as amended upto date
Shukla, V.N. : Constitution of India
Jain, M.P. Constitution Law of India
Basu, D.D. : Introduction to the Constitution of India.
Bhansali S.R. Constitution of India (2 Volumes)

3. Family Law II

Note: (i) The syllabus has been divided into five units. Questions will be set from each unit with provision for internal choice.

(ii) In order to ensure that students do not leave out important portions of the syllabus, examiners shall be free to repeat the questions set in the previous examination.

(iii) Leading cases prescribed under this paper may be read under the respective unit No. shown against each case.

Unit 1: Mohammedan Law; Origin, Development, Sources, Schools, Application, Interpretation and Conversion
Marriage : Nature of marriage, Essentials of marriage, Khyar-ul-bulug, Iddat, Khilwat-us-sahi, Matrimonial Stipulations, Kinds of marriage and effects of marriage

Unit 2: Mahar : Meaning and nature of Mahar (dower), kinds, objects and subject matter of dower, wife's rights on non-payment of Mahar, Guardianship : Appointment of guardian, Kinds of guardianship
Dissolution of marriage : Talaq, Ila, Zihar, Talaq- tafweez, Mubarat, Khula, Lian, Faskh, Section 2 of the Dissolution of Muslim Marriage Act, 1939; Legal effects of divorce

Unit 3: Pre-emption : Meaning and nature of Haq Shufa (Preemption), classification of pre-emption, Right of pre-emption when conflict of law, subject matter and formalities of pre-emption, Legal effect of pre-emption, Devices for evading pre-emption, Gift : Meaning of gift (Hiba), Requisites of gift, Gift of Musha, conditional and future gift, Life Interest Hiba-bil ewaj, Hiba-ba-shart-ul-ewaj

Unit 4: Will : Competence of testator and legatee, valid subject of will, testamentary limitation, Formalities of a will and Abatement of legacy

Legitimacy and acknowledgement : Legitimacy and legitimation. presumption of legitimacy under Muslim Law and Section 112 of the Indian Evidence Act, Conditions of valid acknowledgment

Maintenance : Persons entitled to Maintenance, Principles of maintenance. The Muslim Women (Protection of Rights on Divorce) Act, 1986

Death-Bed-Transactions: Meaning and effect of Marjulmout

Unit 5 : Wakf : Meaning and essential of a Wakf, Beneficiaries of Wakf, the Wakf Validating Act, 1913, Formalities for creation of Wakf of Musha, kinds of Wakf, Muslim religious institutions and offices, Administration of Wakfs

Inheritance: General Principles of law of inheritance, Doctrines of Aul and Radd under Hanafi and Shia Law
Domestic Violence Act, 2005

LEADINGS CASES

1. Anisa Begam v. Muhammed Istafa, (1933) 55 All 743
2. Maina Bibi v. Choudhary Wakil Ahmed, (1923) 52 IA 145
3. Imambadi v. Mustaddi, (1918)45IA 73
4. HabiburRahman v. AltafAli (1921)48IA 114
5. Moonshee Buzul-ul-Rehman v. Luteefutain Nissa, (1861) 8 MIA 370

6. Govind Dayal v. Inayatullah (1885) All 775
7. Abu Fata v. Ressimoy Dhur Chowdhary (1894) 22 IA 76
8. Mohd. Ahmed Khan v. Shah Bano Begum. A IR 1985 SC 945

BOOKS RECOMMENDED



ENVT-211 Environmental Studies and Disaster Management 3(2+1)

Theory

Multidisciplinary nature of environmental studies Definition, scope and importance.

Natural Resources: Renewable and non-renewable resources, Natural resources and associated problems. a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies. f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. • Role of an individual in conservation of natural resources. • Equitable use of resources for sustainable lifestyles.

Ecosystems: Concept of an ecosystem, Structure and function of an ecosystem, Producers, consumers and decomposers, Energy flow in the ecosystem. Ecological succession, Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the following ecosystem: a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Biodiversity and its conservation: - Introduction, definition, genetic, species & ecosystem diversity and biogeographical classification of India. Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. Biodiversity at global, National and local levels, India as a mega-diversity nation. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Environmental Pollution: definition, cause, effects and control measures of: a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards. Solid Waste Management: causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution.

Social Issues and the Environment: From Unsustainable to Sustainable development, Urban problems related to energy, Water conservation, rain water harvesting, watershed management. Environmental ethics: Issues and possible solutions, climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. dies. Wasteland reclamation. Consumerism and waste products. Environment Protection Act. Air (Prevention and Control of Pollution) Act. Water (Prevention and control of Pollution) Act. Wildlife Protection Act. Forest Conservation Act. Issues involved in enforcement of environmental legislation. Public awareness.

Human Population and the Environment: population growth, variation among nations, population explosion, Family Welfare Programme. Environment and human health: Human Rights, Value Education, HIV/AIDS. Women and Child Welfare. Role of Information Technology in Environment and human health.

DISASTER MANAGEMENT



Natural Disasters- Meaning and nature of natural disasters, their types and effects. Floods, drought, cyclone, earthquakes, landslides, avalanches, volcanic eruptions, Heat and cold waves, Climatic change: global warming, Sea level rise, ozone depletion.

Man Made Disasters- Nuclear disasters, chemical disasters, biological disasters, building fire, coal fire, forest fire, oil fire, air pollution, water pollution, deforestation, industrial waste water pollution, road accidents, rail accidents, air accidents, sea accidents.

Disaster Management- Effect to migrate natural disaster at national and global levels. International strategy for disaster reduction. Concept of disaster management, national disaster management framework; financial arrangements; role of NGOs, community –based organizations and media. Central, state, district and local administration; Armed forces in disaster response; Disaster response; Police and other organizations.

Practical

Pollution case studies. Case Studies- Field work: Visit to a local area to document environmental assets river/ forest/ grassland/ hill/ mountain, visit to a local polluted site- Urban/Rural/Industrial/Agricultural, study of common plants, insects, birds and study of simple ecosystems-pond, river, hill slopes, etc.

Reference/ Suggested Readings:

- Environmental studies–From Crisis to CureR
- Rajagopalan,Oxford UniversityPress, 2005
- Environmental Science & Engineering, P. Anandan, R. Kumaravelan, Scitech.
- Environmental Studies for Undergraduate co
- urses, ErachBharucha, UniversitiesPress.
- R.B.Singh (Ed). Disaster Management, Rawat Publication, New Delhi, 2000
- H.K.Gupta (Ed). Disaster Management, Universities Press India, 2003



BPEC-101: ENVIRONMENTAL STUDIES (Elective)

Credit: 4

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Understand about the concept of health and health education.
- Understand the health problems in India.
- Understand about hygiene, nutritional aspects and prevention and control of communicable and non communicable diseases.
- Realize the value of environmental science.
- To look at the natural resources and related environmental issues.
- Develop an understanding about the environment.

Unit-I: Introduction

Definition, Scope and Importance of environmental studies.

Concept & needs of Environmental Education for public Awareness.

Management of environment and Govt. Policies.

Important Day and National Awards. National Green Tribunal (NGT), Work of NGT.

Unit-II: Ecosystem & Biodiversity

Concept, structure and function of an Ecosystem. Producers, consumers and decomposers.

Energy flow in ecosystem. Food chains, food Webs and ecological pyramids.

Definitions of genetic, species and ecosystem diversity.

Values of biodiversity: Social values, ethical values, aesthetic values and option value

Unit-III: Environmental Pollution

Definition, effects and control measures of: Air, Water, Soil, Noise & Thermal Pollution

Nuclear Hazards, Remedies & Prevention.

Unit-IV: Social Issues of Environment

Water conservation, rain water harvesting, water shed management.

Climate changes, global warming, acid rain, ozone layer depletion.

Human population and environment

Population explosion- Family Welfare Programme.

Environment and Human Health, Govt. Policies for remedies & prevention

References:

1. Sharma B.L., *Environment Education*, Kavita Prekashan, 2008.
2. Goel, M.K., *Environment Education*, Aggarwal Publication, 2008.
3. Goel, M.K., *Prayavaran Siksha*, Vinod Pushtak Mandir, 2006.
4. Sharma Lokesh, *Environmental Education (Science)*, Vinod Pustak Mandir, 2008.
5. Agrawal, K.C. *Environmental Biology (Bikaner: Nidhi Publishers Ltd.)*2001.
6. Cunningham, W.P., and others. *Environmental Encyclopedia (Mumbai: Jaico Publishers Home)* 2001.
7. Hawkins, R.E. *Encyclopedia of Indian Natural History (Bombay : Natural History Society)*
8. Heywood, V.H. & Watson V.M., *Global biodiversity Assessment (U.K:Cambridge University Press)*, 1995.
9. Jadhav, H. and Bhosale, V.M. *Environmental Protection and Laws (Delhi: Himalaya Pub. House)*, 1995.



Paper Code: B.Ed. 102

**Course 2 - CONTEMPORARY INDIA & EDUCATION
(Including Gender, School & Society)**

Objectives: Student teachers will be able to-

1. Understand the diversified nature of Indian Society.
2. Understand the Marginalization and Inequality present in Indian Society.
3. Understand the Challenges and implications of Social diversity and inequality in school education.
4. Understand the role of Education in grooming children with respect to diversity.
5. Understand the Constitutional promises of freedom Social justice, equality and fraternity.
6. Critically examine the reflection of constitutional values in educational system.
7. Understand the policies related to education in pre and post independent India.
8. Critically examine the implementation of policies on education.
9. Understand the implications of Globalization, Privatization and Liberalization in education.
10. Develop gender sensitivity and understand the gender discrimination in family, school and society.

COURSE CONTENT

UNIT-I Indian Society & Education

1. Meaning, Nature & purpose of Education: According to different Thinkers I. e, Gandhi, Tagore, Aurobindo, Vivekananda, Rousseau and Dewey
2. Concept of Social diversity, inequity, Marginalization, and role of Education to cope up with these issues
3. Universalisation of Education

UNIT- II Education in India

1. Education in Pre Independence Period- Vedic Period, Buddhist Period, British Period
2. Education in Post Independence Period- Education Commission (1966), NPE (1986), NCF (2005), Learning without burden (Yashpal Committee report) NCFTE (2009), Dellores Commission report-relevance to Indian conditions, New Education Policy 2019.

UNIT- III – Challenges in Education

1. Language policy: Multilingual Approach
2. Enhancement of quality in Education and role of SSA and RAMSA in this
3. Increasing enrolment at different stages and challenges
4. Globalization, Liberalization, and Privatization and their implications in Education

UNIT- IV Gender, School and Society

1. Gender Sensitivity and its importance for society.

2. Gender discrimination in Family, Society, and Schools
3. Role of Education, Family, Media and legislation in developing gender parity
4. Obstacles to and measures for Gender Sensitization

UNIT – V - Values in Education –

1. Values: concept and classification, unity of all life and being with Human Values; tolerance; Values in modern Indian context with reference to the Indian Constitution. Rights and Duties of a citizen as stated in Constitution.
2. Value Education and role of school, Human rights & danger to Social Security, Role of Education in safe guarding human rights, Activities helpful in Inculcation of values.
3. Environmental Education- Role of teacher in Promoting Conservation of Environment
4. Education for peaceful and cooperative living

SESSIONAL WORK

Attempt any two-(One each from following sections)

Section A

1. Term paper on any one Topic/issues related to Education
2. Two abstract of any Two articles related to Education

Section B

1. Prepare a report on Co-curricular Activities of a school supporting Environment protection.
2. Case study of any one institution with reference to gender sensitivity
3. Prepare a report of a group discussion conducted on language Policy/ Constitutional values/ Globalization/ Liberalization/ Privatization.

REFERENCES

1. Agnihotri, R.K (1995), Multilingualism as a classroom resource. In K. Hough A. Siegruhn, &P.Pluddemann (Eds) Multilingual education for south Africa (pp.3-7) Heinemann Educational Books
2. Batra,P. (2005), Voice and Agency of teachers: Missing link in national curriculum framework 2005. Economic and Political Weekly, 4347-4356
3. Chakravarti, U.(1998). Rewriting history: The life and times of Pandita Ramabai Zubaan
4. De, A. Khera, R. Samson, M.& Shiva kumar, A.K. (2011) PROBE revisited: A report on elementary education in India. New Delhi: Oxford University Press.
5. Dewey. J (2004), Democracy and Education Courier Dover Publications
6. Freire, P (2000) Pedagogy of the oppressed Continuum
7. Ghosh,S.C (2007) History of Education in India. Rawat Publications
8. GOI,(1966) Report of the Education Commission: Education and national development New Delhi:Ministry of Education.
9. 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



10. 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
11. GOI (2011) Sarva Shiksha abhyan- framework for implementation based on the right of children to free and compulsory education act, 2009. GOI Retrieved from http://www.uefa.com/uefaweb/admin/myuploads/SSA_Frame_work (revised). 9-6-2011.
12. Govinda, R, (2011) who goes to school? Exploring exclusion in Indian education Oxford University Press
13. Govinda, R & Josephine, Y (2004) Para teachers in India:A review New Delhi: National Institute of Educational Planning and Administration
14. Hindustani Talimi Sangh (1938) Basic national education: Report of the Zakir Hussain committee Sagoan, Wardha: Hindustani Talimi sangh
15. Haiah, K (1996) Why I am not a Hindu: A sudra critique of Hindutwa philosophy, Culture and political economy Samya Publications.
16. Kumar, K (2013) Politics of Education in colonial India, India: Routledge
17. Naik, J.P & (1982), The Education Commision and after. APH Publishing
18. NCERT (2005) National curriculum framework .NCERT
19. NCERT (2006a) Position paper-National focus group on education with special needs (NCF 2005) New Delhi: NCERT
20. NCERT (2006b) Position paper-National focus group on gender issues in the curriculam (NCF 2005) NCERT.
21. NCERT (2006c) Position paper –National focus group on problems of scheduled caste and scheduled tribe children (NCF2005) New Delhi: NCERT
22. NCERT (2006d) Position paper-National focus group on teaching of Indian language (NCF 2005) New Delhi: NCERT
23. Pathak, A. (2013) Social implications of Schooling: Knowledge pedagogy and consciousness Aakar Books
24. Raina, V (2010) FAQs on the right to free and compulsory education act 2009, Bharat Gyan Vigyan Samiti, UNICEF
25. Sabyasachi, B (1997) The Mahatma and the poet: Letters and debates between Gandhi and Tagore National Book Trust
26. Sykes, M (1987) The story of Nai Talim. Wardha: Nai Talim Samiti
27. Tagore, R.(2003) Civilization and progress. In Crisis in civilization and other essay New Delhi: Rupa & Co.
28. The PROBE Team (1999) Public report on basic education in India. Delhi: Oxford University Press.
29. Zastoupil, L & Moir, M (1999) The Great Indian education debate: Documents relating to the Orientalist Anglicist controversy, 1781-1843. Psychology Press.

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BPET-103: APPLIED SOCIOLOGY

Credit: 4

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Sports and Sociology.
- Nature of learning and Personality.
- Need for study of sports sociology.
- Culture, Sports culture and elements of culture.

Unit-I: Introduction

Meaning and nature of sociology and sports sociology.
Scope of Sociology and its relation with other subjects .
Sports sociology as a discipline.

Unit-II: Social Structure and Organization

Function and features: Socialization, social codes and social control, crowds & public, family, kinship and marriage. Social stratification, social class and caste, social mobility.

Unit-III: Indian Society & Indian Rural Scene:

Demographic profile and social elements
Religions in Indian society
Indian policy – secularism, democracy and social justice
Indian village, rural family and rural education. Indian village community and rural stratification
Community development projects and Panchayati-Raj. Trends in Rural change.

Unit-IV: Sport and Society

Sport as a social occurrence. Socialization through games and sports
Latest trends: **women in sports**. Relationship between family and sport participation
Relationship between politics and sports.
Relationship between leaders and players.
Social Stratification and sports. Sports as a social phenomenon.
Role of sports in the promotion of National Integration.

References:

- 1) Yobu A., *Sociology of sports*, " Friends Publications, New Delhi.
- 2) Singh Bhupinder, "sports sociology: An Indian perspective", "Friend Publication, New Delhi.
- 3) Jain R., *Sports Sociology*, Khel Sahitya Kendra, 2013.
- 4) Chappell bob Robert; *Sports Sociology*, Friends Publication ,2014.
- 5) Singh Bhupendra, *Sports Sociology; An Indian Perspective*, Friends Publication, 2004.
- 6) Singh Inderjeet & Kanwaljeet, *Sports Sociology*, Friends Publication, 2013.
- 7) Chaube S.P. & Chaube Akhilesh, *Philosophical & Sociological Foundation of Physical Education*, Vinod Pustak Mandir, 2006.



Course Code :- BST - 504

Subject :- Disaster management

Marks in examination: 70+30=100

Objectives:-

1. To know about the Disaster Management
2. To know about the necessary functions about Disaster Management
3. To understand the duties, rights, rules and regulation about Disaster Management
4. To understand the concept and importance to work on reducing disaster risks and to build a culture of safety

Unit 1 – Introduction to Disasters

1. Definition and Concept of Disaster, Hazard, Vulnerability
2. Disasters and its related Resilience, Risks

Classification of Disasters

1. **Causes and Impacts-** Social, economic, political, environmental, health, psychosocial, etc.
2. **Differential impacts-**In terms of caste, class, gender, age, location, disability
3. **Global trends in Disasters-**Urban disasters, Pandemics, Complex emergencies, Climate change

Unit 2 - Approaches to Disaster Risk reduction

1. **Disaster cycle-**Its analysis, Phases, Culture to safety, Prevention, Migration and preparedness,
2. Community based DRR, Structural- non-structural measures and resources
3. Roles and responsibilities of community, Panchayat Raj Institutions /Urban local Bodies (PRIs/ULBs), states, Centre and other stake-holders

Unit 3 -Inter-relationship between Disasters and development

1. Factors affecting Vulnerabilities and differential impacts
2. Impacts of development projects –Dams, embankments, changes in Land-use etc
3. Climate change Adaptation &Relevance of indigenous knowledge
4. Appropriate technology and local resources

Disaster Risk Management in India

1. Hazard and Vulnerability profile of India Components of Disaster Relief- Water, food, sanitation, shelter, health
2. Waste Management Institutional arrangements-Migration, Response and preparedness
3. Disaster Management Act and policy & Other related policies, plans, programmes and legislation



Unit 4 – Project Work - Field Work, Case Studies

1. The Project/field work is meant for students to understand vulnerabilities and to work on reducing disaster risks

Reference Books:

1. Andharia J – Vulnerability in Disaster Discourse, JTCDM, Tata Institute of Social Sciences Working Paper No.8, 2008.
2. Govt. of India: Disaster Management Act, Govt. of India, New Delhi, 2005.

Course Code :- BSP - 501

Subject :- Āsana, Prānāyāma and meditation level-2

Marks in examination: 70+30=100

Objectives:

1. To introduce the classical hatha yoga advanced practices.
2. Focus on overall development of all sheaths.
3. To bring out the hidden talents through regular practices.

Unit -1 :-

1. Breathing Practices:
2. Revision of all breathing Practices
3. Loosening Exercises (Sithila Karan Vyayama):
4. Previous level practices plus
 - Jumping
 - Sit ups
 - Pushups
 - Rocking and Rolling
 - Jumping and Twisting
 - Side sit ups
 - Alternate leg placing
 - Pavana Muktāsana Kriya
5. Surya Namaskāra – 12 rounds

Unit- 2 :-

1. Yogāsana:
2. Previous level practices plus

Standing:

- Ekapadarajkapotasana
- Pārshvakonāsana
- Garudāsana
- Uttītha Pārshvakonāsana
- Parivrāta Trikonāsana
- Natarājāsana
- Veerabhadrāsana
- Pārshvotthānāsana



BBA-N233 Industrial Law

Course Objectives: To acquire knowledge and understanding of Industrial Law.

UNIT 1 - Law Related to Specific Industry:

The Factory Act, 1948

Interpretation, Objective and scope of the act, approval, licensing and registration of Factories, the inspecting staff, health, safety, provision relating to hazardous process, welfare, working hours of adults, employment of young persons, additional provision regulating employment of women in a factory, annual leave with wages.

UNIT 2 - Law Related to Wages:

The Minimum Wages Act, 1948: Important Definition, fixation of minimum wages, objectives and procedure, wages for overtime.

The Payment of Bonus Act, 1965: Object, Scope and application of the Act, definition, establishment to include department, undertaking and branches, eligibility for Bonus, Recovery of the Bonus Due from an Employer, Time Limit for Payment of Bonus.

UNIT 3 - Law Related to Social Securities:

The Workman Compensation Act, 1923: Definition, employer's liability for compensation, distribution of compensation, notice and claim.

The Payment of Gratuity Act, 1972: Introduction, definition, Determination of Gratuity, Protection of Gratuity, Nomination, deduction and forfeiture of Gratuity, recovery of Gratuity.

The Employee's Provident Fund Act, 1952: Definition, Employees Provident Fund Scheme, contribution and matters provided for in the scheme. Mode of recovery of moneys due from employers.

UNIT 4 - Law Related to equality and empowerment of Women:

The maternity Benefit Act, 1961: Definition, employment of or work by women prohibited during certain periods, right to payment of maternity benefits, notice of claim for maternity benefit, penalty for contravention of act by employer.

The Equal Remuneration Act, 1976: Object and Scope, Definition, duty of employer to pay equal remuneration to men and women workers for same work or work of a similar nature, authorities for hearing and deciding claims and complaints, maintenance of registers, penalty.

UNIT 5 - Law Related to Industrial Relation:

The Trade Union Act, 1926: Definition, Registration of Trade Unions, Rights and Liability of Registered Trade Unions, Regulations, Penalties and Procedures.

BBA O 3.2- Introduction to Journalism and Mass Communication

UNIT I

Journalism and Mass Communication – nature – scope – mass communication – definition – process: mass media and modern society – functions – mass media and democracy.

UNIT II

Early efforts in printing, newspaper – types of newspaper – contents – characteristics: magazines – characteristics and types of books – book publishing in India.

UNIT III

Early communication systems in India, history of Indian press – from earlier days to 1880s, Tilak Era, role in freedom movement – brief history of major English and language newspapers and magazines.

UNIT IV

Ownership of print media – types – merits and demerits: organizational structure of newspaper functions of the staff, editorial, advertising, circulation departments, patterns of newspaper ownership and management of India – procedure to launch a publication, marketing practices in print media.

UNIT V

Press Commissions, Press Council, DAVP, INS, ABC, unions of media men and media **women**, professional organizations – PIB, other public information agencies – of both State and Central governments.



BBA O 4.4 Management of NGOs and Disaster Relief Services

Unit – I

Concept of welfare, development and empowerment; need for welfare and developmental organizations and their response to societal needs; civil society: concept, functions and limitations; civil society and welfare state; auspices of social welfare services- Governmental and non- governmental: nature, structure, roles and functions; socio-political environment and management of social welfare services;

Registration of non- governmental organizations under relevant laws –Firms and Societies Act, Co-operative Society Act and Charitable Trust Act- salient features, provisions and limitations; registrations, process and procedures, constitutions, rules and regulations, goals; executive boards and committees;

Unit – II

Project proposals based on needs and resources; programme management; Financial resource management- sources of finance, fund, budgeting and control;

Social auditing, accountability and transparency; understanding conflict, conflict resolution and creating positive climate;

Unit - III

Disaster and Development: Disaster- meaning, disaster and level of development;

Classification/Types of disaster: natural disaster-famine, draught, floods, storms, cyclones, earthquakes; manmade disaster-riots, biological warfare, industrial, military insurgency, eviction;

Unit – IV

Impact of disaster: physical, economical, spatial, psycho-social;

Issues involved: policy issues, politics of aid **gender**;

Unit – V

Disaster management: pre disaster-prevention, preparation and education; actual disaster short term & long term plan, stress and trauma search, relief, recovery and restoration, resource mobilization; post disaster – rehabilitation and mitigation of negative effects;

Intervening Parties: government organization, voluntary organizations, local groups, community participation, social workers;

References:

- Chaudhari D. Paul, (1983) – Social Welfare Administration, Delhi: Atma Ram &
- Chandra, Murali V. (Ed.) – Role of Voluntary Organizations in Social Development, New Delhi: Sterling Publication.
- Gangrade, K.D.& Dhadde, S. (1973) – Challenge and Response, Delhi: Rachna Publications.



BBA V Semester – Open Elective Papers

BBA O 5.1 Entrepreneurship in Agribusiness

Course Objectives: To sensitize the students with an understanding of entrepreneurial development process for new startups.

Unit – 1 Overview of Entrepreneurship

Introduction to Entrepreneurship, Role of entrepreneurs in socio-economic development of a country, Growth of entrepreneurship in India, Entrepreneurial competencies and skills, Functions of an entrepreneur.

Unit – 2 Entrepreneurship Development and Agri-preneurs

Phases of Entrepreneurial Development Programme, Institutional Interventions and Capacity building for Agri Business Entrepreneurship, The business plan : Seven Key Concept, Writing the Agri-business plan, Success stories of Agripreneurs

Unit – 3 Agripreneurship Empowerment

Agripreneurship development, Farmer and Agri Markets, Challenges & opportunities facing Agripreneurs, Market Intelligence and Logistics for Agripreneurship

Unit – 4 Government/ Initiatives and Policy Framework for Agripreneurship and Rural Development

Institutional Support System for Agripreneurs, Gender concerns in Agripreneurship, Knowledge Management in Agripreneurship and Rural Development, Governance, Capacity Building and Agripreneurship

Recommended Text

- Hisrich RD & Peters MP. 2002. Entrepreneurship. Tata McGraw Hill.
- Kaplan JM. 2003. Patterns of Entrepreneurship. John Wiley & Sons.
- Nandan H. 2007. Fundamentals of Entrepreneurship Management. Prentice Hall.



HUMAN RIGHTS LAW

L T P C
4 1 0 4

Objective:

(48 Hours)

- The objective of the course is to make students aware about the relationship between Human Rights, democracy and development;
- To foster respect for international obligations for peace and development
- To impart education on national and international regime of Human Rights
- To sensitize students to human suffering and promotion of human life with dignity
- To develop skills on human rights advocacy and
- To appreciate the relationship between rights and duties and to foster respect for tolerance and compassion for all living creatures.

Expected Outcome:

- The students will be able to know the universal nature of Human right comparing it with international law.
- Know about the various International Treaties, Charter, Conventions & governing Human right

UNIT - I

(12 Hours)

- Meaning nature definition and historical background, sources of human rights
- Classification of rights
- Relationship between rights and duties

UNIT - II

(12 Hours)

- UN Charter and Human right
- Universal protection of human rights -United Nations and human rights -Universal Declaration of Human Rights, 1948; Convention against Torture and other Cruel inhuman and degrading treatment.
- International Covenant on Civil and Political Rights, 1966; International Covenant Economic, Social and Cultural Rights, 1966

UNIT - III

(12 Hours)

- Regional Protection of Human rights - European system - Inter American System - African System.
- The Protection of Human Rights Act, 1992
- Human right and Indian Constitution.

UNIT - IV

(12 Hours)

- National Human Rights Commission, National Commission for minorities, National Commission for Women, OBC, SC and ST.



BBA LLB (H)

TEXT BOOKS :

T1 Meron Theodor, Ed, Human Rights and International Law: Legal and Policy Issues, 2 Vols, Oxford: Clarendon Press, 1983

T2 S K Kapoor, Human rights Under International Law and Indian Law, Central Law agency.

REFERENCE BOOKS:

R1 Henkin Luis, Rights of Man Today, London: Stevens, 1978

R2 Singh Nagendra, Enforcement of Human Rights in Peace and War and the future of humanity, Calcutta: Eastern Law House, 1986

R3 Starke, An Introduction to International Law, Butterworth-Heinemann

R4. Rebecca Wallace, International Law, - Sweet and Maxwell

R5 Brownlie, Principles of International Law, Oxford Publication

ACTS:

- United Nations Charter, 1945, Universal Publication
- Universal Declaration of Human Rights, 1948, Universal Publication
- International Convention on the Elimination of All Forms of Racial Discrimination, 1948, Universal Publication
- International covenant on civil and Political Rights, 1966, Universal Publication
- International covenant on Economic and Cultural Rights, 1966, Universal Publication
- Convention on Elimination of All forms of Discrimination Against Women, 1979, Universal Publication
- Convention on the Rights of the Child, 1989, Universal Publication



MBA- N122 Organizational Behaviour - II

Course Objective

The objective of this paper is to familiarize the participants with basic management concepts and behavioural processes in an organization. It will enable them to evaluate and analyze a firm's management philosophy and to understand the impact this philosophy has on the organization and operation of its business.

Teaching Methodology

A mix of conceptual lectures, case studies, group discussions and presentations

Course Outline

Content

UNIT 1:

- Management functions; roles and skills; effective versus successful managerial activities; what is organizational behaviour (OB); contributing disciplines to the OB field; changes and opportunities for OB; responding to globalization; managing workforce diversity; improving quality and productivity; improving customer service; improving people skills; developing an OB model; towards a contingency OB model
- Foundations of individual behaviour; biographical characteristics; ability and learning; values; importance of values; types of values; values, loyalty and ethical behaviour; values across cultures; attitudes; types of attitudes; attitudes and consistency; cognitive dissonance theory; job satisfaction; measuring job satisfaction; employee performance; dissatisfaction; job satisfaction and customer satisfaction
- Case Study

UNIT 2:

- What is personality; personality determinants; traits; personality attributes influencing OB; achieving personality fit
- What are emotions; felt versus displayed emotions; emotion dimensions; gender and emotions; external constraints on emotions; OB applications
- What is perception; factors influencing perception; person perception – making judgments about others; link between perception and individual decision-making;
- decision-making in organisations; ethics in decision-making

UNIT 3:

- Defining motivation; hierarchy of needs theory; theory X and theory Y; two-factor theory; contemporary theories of motivation
- Management by objectives; employee recognition programmes; employee involvement programmes; variable pay programmes; skill-based pay plans; flexible benefits; special issues in motivation
- Case Study

UNIT 4:

- Foundations of group behaviour; defining and classifying groups; stages of group development; work group behaviour; external conditions and groups; group member resources; group structure; group processes; group tasks; group decision-making; group decision-making techniques
- Types of teams; creating effective teams; turning individuals into team players; contemporary issues in managing teams
- What is communication; functions of communication; the communication process; direction of communication; interpersonal communication; organizational communication; choice of communication channels; barriers to effective communication; current issues in communication

BACHELOR OF PHYSIOTHERAPY (BPT)
SECOND YEAR
PSYCHOLOGY & SOCIOLOGY

Course Code: BPT – 201

Course Objectives:

This course will enable the student to understand specific psychological factors and effects in physical illness and this will help them to have a holistic approach in their dealings with patients during admission, treatment, rehabilitation and discharge.

Course Contents: All sections carry equal weightage

PSYCHOLOGY (PART – A)

UNIT 1

1. What is psychology? Fields of application of psychology, influence of heredity and environment on the individual
2. Learning – theories & principles learning
3. Memory, Forgetting, theories of memory and forgetting, thinking & methods to improve memory
4. Thinking – process, problem solving, decision making and creative thinking
5. Motivation - theories and types of Motivation
6. Emotions - theories of Emotions and stress
7. Attitudes – theories, attitudes and behavior, factors in attitude change
8. Intelligence - theories of intelligence
9. Personality, theories of personality, factors influencing personality
10. Development and growth of behavior in infancy and childhood, adolescence, adulthood and old age
11. Behavior - normal and abnormal
12. Counseling - Definition, Aims and principles
13. Psychotherapy – brief introduction to paradigms in psychopathology and therapy



UNIT 2

14. Psychological need of children and geriatric patients
15. Communication – effective and faulty
16. Emotional and behavioral disorders of childhood and adolescence- (in brief)
 - a) Disorders of under and over controlled behavior
 - b) Eating disorders
17. Mental deficiency-
 - a) Mental retardation,
 - b) Learning disabilities
 - c) Autistic behavior
18. Anxiety Disorders -
 - a) Phobias, panic disorder,
 - b) Generalized Anxiety disorder,
 - c) Obsessive Compulsive Disorder,
 - d) Post –traumatic Stress Disorder
19. Somatoform and Dissociate Disorders -
 - a) Conversion Disorder,
 - b) Somatization Disorder,
 - c) Dissociate Amnesia & Dissociate Fugue
20. Personality Disorder
21. Patho-physiological Disorders – stress and health
22. Severe psychological disorders – Mood disorders, psychosis

SOCIOLOGY (PART – B)

UNIT 3

A-Introduction

1. Meaning-Definition and scope of Sociology
2. Its relation with Anthropology, Psychology, Social Psychology and ethics.
3. Methods of Sociology-case study, Social Survey, Questionnaire, interview and opinion poll methods.
4. Importance of its study with special reference to health care professionals.



B-Social Factors in Health and Disease:

1. The meaning of Social Factors.
2. The role of Social factors and illness.

C-Socialization:

1. Meaning and nature of Socialization.
2. Primary, Secondary, and Anticipatory Socialization.
3. Agencies of Socialization.

D. Social Groups:

1. Concepts of social groups.
2. Influence of formal and informal groups on health and sickness.
3. The roll of primary groups and secondary groups in the hospital and rehabilitation settings.

E- Family:

1. The family - Meaning and definition, Functions
2. Changing family Patterns
3. Influence of family on the individual health, family, and nutrition.
4. The effects of sickness on family and psychosomatic disease and their importance to Physiotherapy

F-Community:

1. Rural community – Meaning and features – Health hazards of rural population
2. Urban community – Meaning and features – Health hazards of urban population

UNIT 4

G-Culture and Health:

1. Concept of culture
2. Cultures and Behaviour
3. Cultural meaning of sickness
4. Culture and health disorders



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H-Social change:

1. Meaning of social changes & Factors of social change.
2. Human adaptation and social change.
3. Social change and stress.
4. Social and deviance.
5. Social change and health Program.
6. The role of social planning in the improvement of health and in rehabilitation.

I-Social problems of disabled:

Consequences of the following social problems in relation to sickness and Disability, remedies to prevent these problems

1. Population explosion.
2. Poverty and unemployment.
3. Beggary.
4. Juvenile delinquency.
5. Prostitution.
6. Alcoholism.
7. Problems of women in employment.

J-Social security: Social security and social legislation in relation to the Disabled.

K-Social worker: Meaning of social work; the role of a medical social worker.



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Suggested Readings:

S.No.	Author	Title	Publisher	Year	Vol.
1	Morgon, Clifford T	Introduction to Psychology	Tata Mcg. Hill, Delhi	1999	
2	Farnald, L.D.	Introduction to Psychology	AITBS, Delhi	1999	
3	Korchin, Sheldon J.	Modern Clinical Psychology	Principals CBS, New Delhi	1999	
4	McDavid, J.W. and Harari, H.	Social psychology:Individuals, Groups,Societies	CBS, New Delhi	1999	
5	Davison, G.C. and Neale, J.M.	Abnormal Psychology	Jhon Wiley, New York	1997	
6	Mehta, Manju	Behavioral Sciences in Medical Practice	Jaypee, New Delhi	1998	
7	Bhusan, Vidya and Sachdeva, D.R.	Introduction to Sociology	Kitab Mahal, New Delhi	1999	
8	Turner, J. H.	Structure of Sociological Theory	Jaipur Publication	1995	
9	Anand Kumar	Indian Society and Culture	Vivek, New Delhi	2000	



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B TECH (7th /8th SEMESTER) COMPUTER SCIENCE AND ENGINEERING
OE-431/432 ENTREPRENEURSHIP

L	T	P	Cr
3	-	-	3

Internal Evaluation: 25 Marks
External Examination: 50 Marks
Duration of Examination: 03 Hours

Course Objective:

UNIT-I	<p>Concept of Entrepreneurship, Development Evolution of the concept of an Entrepreneur, Entrepreneur Vs. Intrapreneur, Entrepreneur Vs. Entrepreneurship, Attributes and characteristics of a successful Entrepreneur, Role of Entrepreneur in India economy and developing economics with reference to self-Employment, Entrepreneurship Culture.</p> <p>Definition and types of Small scale industries, Role, Scope and performance in national economy, Problems of small scale industries, Industrial Sickness, Causes of sickness, Indian scenario, Government help, Management strategies, Need for trained entrepreneurs</p>
UNIT-II	<p>Engineering Economics, Importance of economics for engineers, Present value and future value, Wealth, Goods, Wants, Value and price, Capital, Money, Utility of consumer and producer goods, Cost, Elements of cost, Prime cost, Overhead, Factory cost, Total cost, Selling price, Nature of cost, Types of cost, Depreciation, Causes of depreciation, Methods of calculating depreciation, Economic analysis of investment and selection of alternatives, Nature of selection problem, Nature of replacement problem, Methods used in selection of investment and replacement alternatives. Tools for evaluation of techno economic feasibility project report, SWOT analysis.</p>
UNIT-III	<p>Creating Entrepreneurial Venture, Business Planning Process, Environmental Analysis - Search and Scanning, Identifying problems and opportunities, Defining Business Idea, Basic Government Procedures to be complied with, Role of Central Government and State Government in promoting Entrepreneurship - Introduction to various incentives, Subsidies and grants - Export Oriented Units - Fiscal and Tax concessions, District Industries Centers (DIC), Small Industries Service Institute (SISI), Entrepreneurship Development Institute of India (EDII), National Institute of Entrepreneurship & Small Business Development (NIESBUD), National Entrepreneurship Development Board (NEDB) The FOUR Entrepreneurial Pitfalls (Peter Drucker)</p>
UNIT-IV	<p>Business Incubation, Origin and development of business incubators in India and other countries, Types of incubators, Success parameters for a business incubator, Benefits to industries, Institutes, Government and Society, Future prospects.</p> <p>Special Aspects of Entrepreneurship, Social entrepreneurship, International entrepreneurship, Rural entrepreneurship, Community Development, Women entrepreneurship.</p>

Recommended Books:

- Gupta P K, Strategic Entrepreneurship, Everest Publishing House
- Meredith G G, Nelson RE, And Neck PA, The practice of Entrepreneurship
- Tarachand, Engineering Economics
- A Hand Book for New Entrepreneurs by EDI, Ahmedabad
- Hisrich Peters Entrepreneurship (Tata Mc Graw)
- Williamsons, Cost and Management Accounting, Prentice Hall of India
- Holl H David, Entrepreneurship-New Venture Creation, Prentice Hall of India
- Vasant De, Dynamics of Entrepreneurship Development
- Rao and Pareek, Handbook of Entrepreneurship




B. Tech. VII Semester

OE-EC704	Entrepreneurship	3L: 0T: 0P	3 Credits
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Course Outcomes:

After the completion of this course, the students will be able to understand:

1. the concept of entrepreneurship
2. Types of industries, their roles in the economy
3. Importance of economics for engineers
4. Business Planning process and incubation

Concept of Entrepreneurship, Development Evolution of the concept of an Entrepreneur, Entrepreneur Vs. Intrapreneur, Entrepreneur Vs. Entrepreneurship, Attributes and characteristics of a successful Entrepreneur, Role of Entrepreneur in India economy and developing economics with reference to self-Employment, Entrepreneurship Culture.

Definition and types of Small scale industries, Role, Scope and performance in national economy, Problems of small scale industries, Industrial Sickness, Causes of sickness, Indian scenario, Government help, Management strategies, Need for trained entrepreneurs

Engineering Economics, Importance of economics for engineers, Present value and future value, Wealth, Goods, Wants, Value and price, Capital, Money, Utility of consumer and producer goods, Cost, Elements of cost, Prime cost, Overhead, Factory cost, Total cost, Selling price, Nature of cost, Types of cost, Depreciation, Causes of depreciation, Methods of calculating depreciation, Economic analysis of investment and selection of alternatives, Nature of selection problem, Nature of replacement problem, Methods used in selection of investment and replacement alternatives. Tools for evaluation of techno economic feasibility project report, SWOT analysis.

Creating Entrepreneurial Venture, Business Planning Process, Environmental Analysis – Search and Scanning, Identifying problems and opportunities, Defining Business Idea, Basic Government Procedures to be complied with, Role of Central Government and State Government in promoting Entrepreneurship – Introduction to various incentives, Subsidies and grants – Export Oriented Units – Fiscal and Tax concessions, District Industries Centers (DIC), Small Industries Service Institute (SISI), Entrepreneurship Development Institute of India (EDII), National Institute of Entrepreneurship & Small Business Development (NIESBUD), National Entrepreneurship Development Board (NEDB) The FOUR Entrepreneurial Pitfalls (Peter Drucker)

Business Incubation, Origin and development of business incubators in India and other countries, Types of incubators, Success parameters for a business incubator, Benefits to industries, Institutes, Government and Society, Future prospects.



Special Aspects of Entrepreneurship, Social entrepreneurship, International entrepreneurship, Rural entrepreneurship, Community Development, **Women entrepreneurship**.

Text /Reference Books:

1. Gupta PK, Strategic Entrepreneurship, Everest Publishing House
2. Meredikh G G, Nelson RE, And Neck PA, The practice of Entrepreneurship
3. Tarachand, Engineering Economics
4. A Hand Book for New Entrepreneurs by EDI, Ahemdabad
5. Hisrich Peters Entrepreneurship (Tata Mc Graw)
6. Williamsons, Cost and Management Accounting, Prentice Hall of India
7. Holl H David, Entrepreneurship-New Venture Creation, Prentice Hall of India
8. Vasant De, Dynamics of Entrepreneurship Development
9. Rao and Pareek, Handbook of Entrepreneurship

B. Tech. VII Semester

OE-EC705	Artificial Intelligence	3L: 0T: 0P	3 Credits
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B. Tech. VII Semester

OE-EC706	Introduction to E-governance	3L: 0T: 0P	3 Credits
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B. Tech. VII Semester

MC-III	Constitutions of India	2L: 0T: 0P	0 Credit
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B. Tech. VII Semester

PROJ-EC701	Short Term Training(21-45 Days)/Project-III	0L: 0T: 6P	3 Credits
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B. Tech. VIII Semester

PROJ-EC801	Industrial Internship/Project-IV	0L: 0T: 20P	10 Credits
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SYLLABUS

Semester-I

Indian Constitutional Law: The New Challenges

1. Federalism
Meaning and Scope, Federal Principle, Essential Characteristics, Position in India
2. Fundamental Rights
State, Right to equality. Empowerment of women, Right to Freedom with reference to freedom of speech and right to broadcast and telecast., Right to Strikes, Hartal and Bandh. (Closure).
3. Emerging Regime of New Rights and Remedies, Directive Principles and Fundamental Duties, Right to education and commercialiation of education, Right to minorities to establish educational institutions, Secularism and religious fanaticism.
4. Separation of Powers: stresses and Strain, Judicial Activism, PIL implementation, Judicial independence. Tribunals.
5. Democratic Process, Nexus of Politics with criminals and the business, Election and Election Commission, Democracy and Coalition Government.

Recommended Readings

- 1) Constitutional Law of India - by H.M.Seerval
- 2) Indian Constitutional Law - by Prof. M.P.Jain 3. Constitutional Law of India- by Dr.Subhash C. Kashyap
- 3) Constitutional Law of India- by Prof. J.N.Pandey
- 4) The Constitution of India - by Prof.P.M.Bakshi
- 5) Constitution of India - V.N.Shukla
- 6) Constitutional Law and History of India - by Prof.C.L. Anand
- 7) An Introduction to the Study of the Law of the Constitution - by A.V.Dicey
- 8) An Introduction to the Constitution of India by - Dr.M.V.Pylee
- 9) Leading Cases in Constitutional Law - by Dr. Suresh Mane
- 10) Constitutionalism, Human Rights & the Rule of Law (Essays in honour of Soli J Sorabjee) -Edited by Prof. Mool Chand Sharma & Raju Ramchandran
- 11) The New Universe of Human Rights - by Justice J.S. Verma 16. Preventive Detention and Human Rights - Dr.Priti Saxena



Fourth Semester

Jurisprudence-II

Unit I:

Doctrine of precedent – ratio decidendi and obiter dictum – Methods of determining ratio – Stare-decisis and its exceptions – precedent in common Law and civil law countries – Indian Law relating to precedent.

Unit-II

Logic and growth in law (Both under code system and common law) – Categories of illusory reference - Legal reasoning (Judicial as well as juristic) – New rhetoric's – Role of judicial concepts and judicial discretion in judicial reasoning – judicial activism. Nature of judicial process – search for the legislative intention – Methods of judicial interpretation – Role of philosophy (Logic), history, tradition and Sociology – Judge as legislator – Judicial creativity and its limitations.

Unit-III

Meaning of social change – Dimensions, extent and types of social change – Causes and agencies of Social change – Legal and non-legal factors responsible for social change – Relation between Law and Justice – Social Justice – Law, Morality and Social Change.

Unit-IV:

Conflicting theories of Kautilya, Hobbes, Max, Hegel and Darwin – Conciliation theories of Durkheim, Duguit, August Comte. Utilitarian theories of Bentham, Mill. Role of Social Reformers –Raja Rama Mohan Roy, Gandhiji Ambedkar, Savrgna.

Books for Study:

1. Roscoe Pound - Jurisprudence (1959) Parts, 3,5,6.
2. C.K.Allen - Law in the Making (1963) Chapters 3, 4,
3. Julius Stone - Legal System and Lawyer's reasoning's (1964), Chapters 1, 6, 7&8
4. Julius Stone - Social Dimensions of Law and Justice (1966), Chapter 14 (Part & II).
5. Rupert Cross - Precedent in English Law (1968)
6. Jerome Hall (ed.) - Readings in Jurisprudence (1956), Chapters 9, 12, 13 & 24.
7. Cardozo - The Nature of Judicial Process (1921)
8. Rajeev Dhavan - The Supreme Court of India: A Socio – legal Critiques of its Juristic Techniques (1977), Chapter I.
9. A.Laxminath - Precedent in the Indian Legal System (1990)
10. Rupert Cross and - Precedent in English Law (1991) J.W.Harris
11. Julius Stone - Precedent and the Law, Butterworth (1985)
12. W.Friedman - Legal Theory, Chapters 3-6.
13. W.Friedman - Law in Changing Society, 1st Chapter.



14. Steven Vago - Law and Society
15. B.S.Gandhi - Law and Social Change .
16. K.Subba Rao - Law and Social Justice
17. K.Subba Rao - Law and Society
18. N.R.Madhava Menon (ed.) Social Justice and Social Practices.
19. Upender Baxi (ed.) – Law and Poverty
20. Appadorai - Modern Indian Political Thoughts.
21. K.Kuppuswamy - Social Change in India.
22. R.G. Sinha - Law and Social Change
23. Mare Galanter - Law and Modern Society.
24. Indian Law Institute Publication on Law and Social Change; Indo-American Reflections.
25. Poras Diwan – Legal protection of women's in India
26. G B.Reddy – Women & Law
27. Justice Anand – Women & Justice
28. Indra Jai Singh - Law and Domestic Violence



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Personal Laws

Paper – 2

Laws of Inheritance and Succession

- Joint Hindu Family Property & Coparcenary Property
- The Hindu Succession Act, 1956
- Inheritance under Muslim Law
- Rules relating to *Hiba* and Wills
- *Pre-emption*-Classification & Formalities

The Contemporary Scenario

- Dowry System in India- The Dowry Prohibition Act, 1961
- **Women's** right to Property- Recent Trends
- Role of Judiciary & Developments in Personal Laws

Suggested Readings

1. Hindu Law by Mulla
2. Family Law Lectures Family Law II by Poonam Pradhan Saxena
3. Principles of Mohammedan Law by Mulla
4. Kuppaswami, Mayne Hindu Law and Usage
5. A.M. Bhattacharya, Hindu Law and the Constitution
6. Ameer Ali, Mohammedan Law



M.COM

Electives:

Group : Finance:

- (I) Financial markets and Institutions
- (II) Security analysis and portfolio management

Group : Taxation Management:

- (I) Principles and practice of taxation and Indian tax system
- (II) Corporate tax planning

Group : Corporate and Industrial Law:

- (I) Corporate Law
- (II) Industrial Law

Group: HR Management

- (I) Human resource management 1-Training and Development
- (II) Human resource management 2-Industrial management

Group : Marketing management

- (I) Advertisement and sales Management
- (II) International Management

M.Com 1.1: Organization Theory and Behavior

Management functions; roles and skills; effective versus successful managerial activities; what is organizational behavior (OB); contributing disciplines to the OB field; changes and opportunities for OB; responding to globalization; managing workforce diversity; improving quality and productivity; improving customer service; improving people skills; developing an OB model; towards a contingency OB model

Foundations of individual behavior; biographical characteristics; ability and learning; values; importance of values; types of values; values, loyalty and ethical behavior; values across cultures; attitudes; types of attitudes; attitudes and consistency; cognitive dissonance theory; job satisfaction; measuring job satisfaction; employee performance; dissatisfaction; job satisfaction and customer satisfaction

Case Study

What is personality; personality determinants; traits; personality attributes influencing OB; achieving personality fit?



What are emotions; felt versus displayed emotions; emotion dimensions; gender and emotions; external constraints on emotions; OB applications

What is perception; factors influencing perception; person perception – making judgments about others; link between perception and individual decision-making; decision-making in organizations; ethics in decision-making.

Defining motivation; hierarchy of needs theory; theory X and theory Y; two-factor theory; contemporary theories of motivation.

Management by objectives; employee recognition programmes; employee involvement programmes; variable pay programmes; skill-based pay plans; flexible benefits; special issues in motivation

Case Study

Foundations of group behavior; defining and classifying groups; stages of group development; work group behavior; external conditions and groups; group member resources; group structure; group processes; group tasks; group decision-making; group decision-making techniques

Types of teams; creating effective teams; turning individuals into team players; contemporary issues in managing teams

What is communication; functions of communication; the communication process; direction of communication; interpersonal communication; organizational communication; choice of communication channels; barriers to effective communication; current issues in communication

Case Study

What is leadership; trait theories; behavioural theories; contingency theories; trust – the foundation of leadership; leaders as shapers of meaning; art of framing; emotional intelligence and leadership effectiveness; contemporary leadership roles; moral leadership roles; moral leadership; on-line leadership; challenges to the leadership construct; finding and creating effective leaders

A definition of conflict; transitions of conflict thought; functional versus dysfunctional conflict; five stages of the conflict process; negotiation; bargaining strategies; the negotiation process; issues in negotiation

Case Study

Organizational change; forces for change; managing planned change; resistance to change; approaches to managing organizational change; contemporary change issues; work stress and its management



Course Outline:

Financial Management: Nature, objectives and scope; financial decision-making and types of financial decisions; role of a finance manager in a firm and Agency problem. Risk-Return framework for financial decision-making. Capital Budgeting Decisions: Nature and Kinds of Capital Budgeting Decisions; techniques of evaluating capital budgeting decisions, capital budgeting decisions under constraints and with multiple objectives using Mathematical Programming Models; Capital budgeting decisions under inflation; Capital budgeting decisions

under uncertainty and their evaluation using Statistical Decision Theory. Analysis of Real life capital budgeting decisions-some case studies.

Capital Structure: Concept; financial leverage and its impact on the valuation of firm; theories of capital structure, optimal capital structure; determinants of capital structure.

Dividend Policy: Dividend and its form; cash dividend, right and bonus shares, and buy-back of shares; theories of dividend policy and their impact on the value of a firm; types of dividend policy-constant pay-out ratio and constant dividend amount policies; determinants of dividend policy and some case studies.

Working Capital Planning and Management: Basics of working capital planning and management; estimation of working capital requirement; working capital policy and its management of cash, accounts receivables and inventories; Mathematical and Simulation Models for Working Capital Decisions; financing working capital.

Corporate re-structuring: Mergers and Acquisitions-types; sources of takeover gains; valuation and financing of acquisitions; Analysis of some case studies.

The empirical evidences on theories and the case studies relevant for above topics are required be discussed.

Suggested Readings:

1. Van Horne, James C., *Financial Management and Policy*, Prentice Hall of India 12th Ed, 2008.
2. Pandey I. M., *Financial Management*, 9th Ed. Vikas Publishing.
3. Ross S.A., R.W. Westerfield and J. Jaffe, *Corporate Finance*, 7th Ed. McGraw Hill.
4. Brealey R.A. and S.C. Myers, *Principles of Corporate Finance*, McGraw Hill, 6th
5. Damodaran, A, "Corporate Finance: Theory and Practice". John Wiley & Sons, 2nd Ed., 2001.

M.COM 1.8 Human Resource Management**Objective:**

The objective of the course is to acquaint students with the techniques and principles to manage human resource of an organisation. This knowledge would make the students capable of employing these techniques to harness the best of each individual working in the organization.




Course Outline:

Nature of Human Resource Management, concepts, functions, themes and controversies. HRM, Job Analysis and Job Design: Role of HR manager, Human resource planning and HR effectiveness. Job analysis techniques, job evaluation techniques, job description, job specification, job design approaches, job characteristics, approach to job design.

Business Strategy and Human Resource Strategy: Concepts and Relationship. Contemporary global trends and management of human resources. Recruitment, Selection, Training and Development: Factors affecting recruitment, sources of recruitment (internal and external), basic selection model, psychological tests for selection. Requirement of a good test for selection. Training and Development. Performance appraisal: Objectives, PA process, comparing actual performance with standards, Methods of appraisal.

Diversity at Work: Managing diversity, causes of diversity, the paradox of diversity, diversity with special reference to handicapped, **women** and aging. Empowerment and = **gender** issues.

Compensation Management, Personnel audit and Research: Wage versus salary, determination of compensation, incentives schemes, fringe benefits and labour welfare. Personnel audit and research. Emerging horizons in HRM. Career planning and succession concepts, approaches and issues. Human Resource information system: Developing HR information system. Employees relations: Shifting forms from industrial relation to employees relations. Handling employees grievances.

Case Studies: Some Cases relating the learning from the course to business world are required to be discussed.

Suggested Readings:

1. De Cenzo and Robins, *Fundamentals Human Resource Management, 8th Edition, Prentice Hall of India, 2005.*
2. Decenzo, David A. and Robbins, S.P. *Fundamentals of Human Resource Management, 9th Edition, Wiley and Sons Ltd., John, 2006.*
3. Flippo, Edwin B., *Personnel Management, McGraw Hill, Tokyo, 1984-2000.*

M.COM 1.9: Marketing Management

The objective of the course is to familiarize the students with the basic concepts and principles of marketing and to develop their conceptual and analytical skills to be able to manage marketing operations of a business firm.

Introduction: Traditional view of marketing; Evolution of marketing concept; Modern concept of marketing; Marketing functions and role; Marketing management process- a strategic perspective.

Marketing environment; factors affecting marketing environment; marketing information system; marketing research; strategic marketing planning



SEMESTER: II

PSY-MA-121: HEALTH PSYCHOLOGY	
Unit I	<ul style="list-style-type: none">▪ Concept of Health: Definition of Health, Biopsychosocial model VS biomedical model. Interaction of biopsychosocial variables, clinical implication of biopsychosocial model, cross cultural perspective on health.
Unit II	<ul style="list-style-type: none">▪ Social and Environmental Factors: Global health trends, Health care systems, socio-economic factors in health, Gender and health.
Unit III	<ul style="list-style-type: none">▪ Stress and Coping: Meaning of Stress, Stress as stimulus and Response. Response moderators - Coping styles individual characteristics and social support. Interaction model of stress. Stress related health problems - cardiovascular disease, hypertension, stroke, diabetes.
Unit IV	<ul style="list-style-type: none">▪ Modification of Health Behaviour: Changing health beliefs, cognitive behaviour approach, self observation and self monitoring, classical conditioning, systematic desensitization, shaping, modeling, self control. Health enhancing behaviour - Exercise, accident prevention, weight control. Health compromising behaviour - alcohol and smoking and their prevention.
Unit V	<ul style="list-style-type: none">▪ Management of Stress: Self awareness, lifestyle modification, assertiveness, relaxation and exercise, management of Type A behaviour, yoga and meditation.
Readings: <ol style="list-style-type: none">1. A. Baum, R.J. Gatchel and D.S. Krantz (1997). An Introduction to Health Psychology. New York: McGraw Hill.2. M.R. Dimatteo and L.R. Martin (2010). Health Psychology. New Delhi: Dorling Kindersley Pvt. Ltd.3. S.E. Taylor (1994). Health Psychology. New York: Random House.4. D. Marks, M. Murray, B. Evans and C. Willing (2002). Health Psychology: Theory, Research and Practice. New Delhi: Sage Publications.5. C. P. Khokhar (2007). Stress, Coping and Health, Shalabh Publication, 259/5 Shastri Nagar, Meerut.	



Course Title: Therapeutic Yoga — II

Course Code: MAYS 203

Course Outcomes:

Following the completion of the course, students shall be able to

CO1: Understand the principle of yoga therapy for each disease.

CO2: Write standard yoga therapy protocol for each disease.

CO3: Understand the cause of disease and the role of yoga for its healing.

UNIT-I

Obstetrics and Gynecological Disorders-Menstrual disorders: Dysmenorrhea, Oligomenorrhea, Menorrhagia: Definition, Classification. Clinical Features. Medical and Yogic Management, Premenstrual Syndrome: Definition. Classification, Clinical Features. Medical and Yogic Management; Menopause and peri-menopausal syndrome: Definition, Classification, Clinical Features, Medical and Yogic Management. Yoga for Pregnancy and childbirth: Complicated pregnancies. PIH. Gestational DM. Ante-natal care, Post-natal care, PCOS: Definition. Classification, Clinical Features, Medical and Yogic Management.

UNIT-II

Cancer and gastrointestinal disorders-Cancer: causes. types, clinical features, side effects of chemotherapy, radiotherapy; Medical and Yogic Management; Gastrointestinal disorders: APD, Gastritis-Acute & Chronic. Dyspepsia, Peptic Ulcer, Clinical Features, Medical and Yogic Management; Constipation and Diarrhoea: Definition, Clinical Features. Medical and Yogic Management; Irritable Bowel Syndrome: Definition. Classification, Clinical Features, Medical and Yogic Management; Inflammatory Bowel Disease, Ulcerative colitis: Definition. Clinical Features, Medical and Yogic Management.

UNIT-III

Musculo-Skeletal disorders: Back pain. classification. Lumbar Spondylosis, Intervertebral disc prolapse (IVDP). Spondylolisthesis, Spondylitis, Psychogenic-Lumbago. Medical and Yogic Management; Neck pain: Classification, Cervical Spondylosis, Radiculopathy. Functional back pain, Medical and Yogic Management; All forms of Arthritis: Rheumatoid Arthritis, Osteoarthritis, Medical and Yogic Management.



UNIT-IV

Neurological disorders: Headaches-Migraine. causes. classification, clinical features, medical and yogic management; Tension headache: causes and its symptoms, Medical and Yogic Management; Cerebro vascular accidents: causes. clinical features, medical and yogic management; Epilepsy, pain. autonomic dysfunctions: causes, clinical features, medical and yogic management; Parkinson's disease: causes, clinical features, medical and yogic management.

UNIT-V

Psychiatric disorders: Introduction. Classification-Neurosis. Psychosis: Neurosis Anxiety disorder: Generalized anxiety disorder. Panic anxiety; Obsessive Compulsive disorder, Phobias: Medical and Yogic Management; Depression: Dysthymia, Major depression. Medical and Yogic Management: Psychosis: Schizophrenia. Bipolar affective disorder. Medical and Yogic Management.

Text Books:

- 1 Yoga for Common Ailments. Robin Monoro. Nagarathana R and H R Nagendra, Gula Publication. UK, 1990.
- 2 The Womens Book of Yoga and Health: A Life Long Guide to Wellness. L. Sparrowe . P. Walden and J H Lasater, 2002.
- 3 Yoga: A Complete Guide to the Medical Benefits of Yoga (Yoga for Health), N Heriza, D Ornish. C N B Merz. 2004.
- 4 Yoga for Arthritis. Back Pain. Diabetes, Pregnancy, Breathing Practices. R Nagarathana and H R Nagendra. Swami Vivekananda Prakashan. Bangalore, 2000.
- 5 The Womens Yoga Book: Asana and Pranayama for all phases of the Menstrual cycle. Menstrual disorder (The Experience of illness). B Clennel and G S Iyengar. 1992.



M.A. IInd SEMESTER

DEPARTMENT OF POLITICAL SCIENCE, MU M.A. (Political Science) II Semester

MAPL-201: INTERNATIONAL POLITICS

(04 Credits)

OBJECTIVE:

The objective of this course is to make the students familiar with the mainstream discourse in International Politics. It also looks at some of the vital issues and concerns relating to the discipline.

OUTCOMES:

This paper aims at equipping the students with the required skills to be able to look at International Politics more meaningfully, against the backdrop of its theoretical framework.

UNIT I- INTERNATIONAL POLITICAL ECONOMY

International Political Economy (IPE): Rise of IPE, Traditional approaches, Modern approaches
Post-Cold War Economy: WTO, Neo-colonialism, dependency
Globalisation: Definition, aspects, globalization and state-system

UNIT II- POLITICS OF INTERDEPENDENCE

Regional Integration: Global rise of regionalism, European integration, European Union
Issues in International Politics: Environment, Gender, Development
De-territorialisation in International Politics: Transnational actors, humanitarian intervention, new trends and practices

UNIT III- POLITICS AFTER THE COLD WAR

End of Cold War: Disintegration of the Soviet Union, Collapse of Communism, *Pax Americana*
UN in post-Cold War period: Issues of Peace, development and sovereignty
Culture in World affairs: Multiculturalism, Clash of Civilizations debate, Islamic revivalism

Suggested Readings:

1. John Baylis and Steve Smith, *The Globalisation of World Politics: An Introduction to International Relations*
2. Robert Jackson and George Sorensen, *Introduction to International Relations*
3. Karl W. Deutsch, *The Analysis of International Relations*
4. Hans J. Morgenthau, *Politics Among Nations*
5. Mahendra Kumar, *Theoretical Aspects of International Politics*
6. John Spanier, *Games Nations Play*
7. Joshua S. Goldstein, *International Relations*
8. Paul R. Viotti and Mark V. Kauppi, *International Relations and World Politics: Security, Economy, Identity*
9. Keith L. Shimko, *International Relation: Perspectives and Controversies*



DEPARTMENT OF POLITICAL SCIENCE, MU

M.A. (Political Science) III Semester

MAPL-302: CONTEMPORARY PROBLEMS OF INDIAN DEMOCRACY (04 Credits)

Objectives:

India is the largest democracy, with a largest constitution, in the world. Its democracy is electorally matured but is still far from implementing the constitutional vision of governance. The course aims to study major contemporary problems and issues of Indian democracy such as the issues of cordial centre-state relations, gender justice & reforms in personal laws, Hindutva, reforms in administration, electoral reforms & police reforms. If these reforms are carried out the democratic foundations will be strengthened.

UNIT I: INTERPRETING INDIAN POLITICS

Major Approaches to the study of Indian Politics: Subaltern, Philosophical, Sociological, Legal-Institutional, System & Development

The Idea of India: Religious, cultural, caste, linguistic, ethnic and regional diversities.

Issues of State Autonomy & Secession: Sarkaria Commission Report and Centre-State Relations

UNIT II: MAJOR ISSUES IN INDIAN POLITICS

Issues of Gender Justice in India: Reforming Personal laws of Hindus & Muslims; Politics of Uniform Civil Code

The Issue of cultural Accommodation & Hindutva

Police Reforms (Recommendations of National Police Reforms Commission)

UNIT III: REFORMING INDIAN POLITICAL SYSTEM

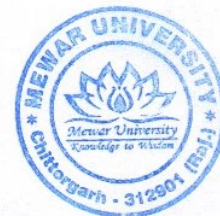
Electoral Reforms and the Role of Election Commission of India; Criminalization of Politics

Party System and Reforms: Nature & Emerging trends

Administrative Reforms, Good Governance & E-governance; Major recommendations of second Administrative Reforms Commission (Moiley Commission)

Suggested Readings:

1. A.P. Vijapur, -Gender Equality in Islam and Muslim Women in India: An Agenda for Reforms, in Annapurna Nautiyal (ed.), *Decentralized Governance, Regional Development & Women Empowerment* (New Delhi, 2013).
2. -UCC and Women's Movement, EPW, 28 February 1998
3. Aweshi Law Committee, -Is Gender Justice only a legal Issue?: Political Stakes in the UCC Debate, EPW, March 1997.
4. Madhu Kishwar, -Codified Law: Myth & reality, EPW, 13 August 1994.
5. Partha S. Ghosh, -Politics of Personal Law in India: The Hindu-Muslim Dichotomy, *South Asia Research*, vol. 29, 2009.
6. Dipankar Gupta, -Caste and Politics: Identity over system, *The Annual Review of Anthropology*, vol. 21, 2005.
7. Chhokar, -Reforming the Electoral System, 2005
8. B.Venkatesh Kumar, -Criminalisation of Politics & Election Commission, EPW, 2001, pp 2119-21
9. Georg T. Haotkip, -Criminalization of Politics and Electoral Reform in India, *The International Journal of Social & Social Research*, Vol.1, April 2013
10. Atul Kohli (ed.), *The Success of India's Democracy*, Cambridge University Press, 2001
11. Atul Kohli, *India's Democracy: An Analysis of Changing State-Society Relations*, Orient Longman, 1991.
12. Trilochan Sastry, -Towards Decriminalisation of Elections & Politics, EPW, 4 Jan. 2014.
13. Punit Arora, -Administrative Reforms in India: Need for systems Approach to problem-solving, *International Public Management Review* (www.i.pur.net), 2006.
14. David Gil martin, -One Day's Sultan: T.N. Sheshan and Indian Democracy, *Contributions to Indian Sociology*, vol. 43, 2009.
15. Rudolph and Rudolph, *In Pursuit of Lakshmi: The Political Economy of the Indian State*, Orient Longman, 1987.
16. _____, *Explaining Indian Democracy: A fifty year Perspective 1950-2006*, vol. I-III, OUP, Delhi, 2008.
17. Nivedita Menon (ed.), *Gender and Politics in India*, OUP, Delhi, 2001
18. Peter Ronald de Souza (ed.), *Contemporary India-transitions*, Sage, 2000
19. Rajni Kothari, *Politics in India*, Orient Longman, Delhi, 1970
20. Ranjit Guha (ed.), *Subaltern Studies I: Writings on South Asian History & Society*, OUP, New Delhi, 1982.
21. Rajendra Vora and Suhas Palshikar (ed.), *Indian Democracy. Meanings and Practices*, Sage, 2004
22. Sudipto Kaviraj (ed.), *Politics in India*, OUP, New Delhi, 1997
23. Sumit Ganguly & Others, *The State of India's Democracy*, OUP, New Delhi, 2008
24. Zoya Hasan (ed.), *Politics and the State in India*, Sae, 2000.
25. C.R., Prasad, -Hindutva Ideology: Extracting the Fundamental, *Contemporary South Asia*, Vol. 2 (3), 1993, pp. 285-309.
26. J. Sharma, *Hindutva: Exploring the Idea of Hindu Nationalism*, Penguin, 2003
27. Subrata K. Mitra, *Politics in India-Structure, Process, and Polity*, OUP, 2014.



MASW122: Human Growth and Development

Unit – I

- Growth, development and maturation – meaning; determinants of development – biological, environmental and genetic factors; needs and tasks of various development stages;
- Prenatal stage and genetic factors;

Unit – II

- Infancy and toddler hood: Physical growth; infant needs, nutrition and immunization; cognitive, social and personality development; impact of family on baby's growth and development;
- Early and later childhood: growth, physical and psychological characteristics, Interaction in the family, neighbourhood, peer group, play group, and community;

Unit – III

- Early and later adolescence: pubertal growth, physical and psychological characteristics; hazards, lifestyle effects; interactions in the family and peer groups;
- Youth hood: growth, physical and psychological characterizes; youth stage and self perception; youth ideals and generation gap; youth unrest and problems;

Unit – IV

- Adulthood: growth, personal and social adjustment; health, sexuality, vocational and marital adjustment; changes in life styles;
- Old age: Process and factors of aging; Problems, needs and cares for the aged; various programmes for the aged.

Unit – V

- Special focus is on the psychosocial moral and personality development of each stage in the context of influence of **gender**, family, significant others, neighbourhood, peers, school, community, work place, society and culture on the development, emphasis is placed in the Indian context of development.
- Relevance of social work practice across the stages of development.
- Development needs, tasks, health, problems and services of each stage.

References:

1. Ghosh, S. – The Feeding and care of Infants and young children, Delhi: Voluntary Health Association of India.
2. Naidu, U.S. & Nakhate, V.S. – Child Development Studies in India, Bombay: Tata Institute of Social Sciences.
3. Papalia, D.F.& Olds, S.W. – Human Development, Tokyo: Mc Graw Hill.
4. Schombery, I R. – Human Development, London: Macmillan Pub. Co. (2nd Ed.)



Semester Second
HISTOPATHOLOGY AND CYTOLOGY
CODE: MMLT 202
UNIT-I

Pathology and cytology of female genital tract

- i. Anatomy embryology, histology and physiology of female genital tract.
- ii. Cytology of female genital tract and normal vagina flora.
- iii. Inflammatory lesions of vagina and cervix.
- iv. Precancerous of cancerous lesions of cervix.
- v. Cytology and begin disorders of epithelia of uterine cervix and vagina.
- vi. Effect of therapeutic procedure such as radiotherapy and drugs on epithelia of female genital tract.
- vii. Significance of cervical cancers screening.
- viii. Hormonal cytology in various age groups.

UNIT-II

- i. Histology and cytology of normal respiratory tract.
- ii. Cellular abnormalities due to begin disorders of respiratory tract.
- iii. Etiopathogenesis of lung cancer and method of cytodiagnosis of lung cancer.
- iv. Cytological morphological characteristics of primary versus secondary lung carcinoma.
- v. Importance of lung cancer screening and accuracy of pulmonary cytology.
- vi. Role of cytoogic technique in diagnosis of cancer.

UNIT-III

- i. Urinary tract.
- ii. Anatomy, histology and cytology (normal urine)
- iii. Etiopathogenesis of bladder cancer and role of urinary cytology in diagnosis of bladder cancer and caner of other sites.
- iv. Cytology of urothelial cancer.
- v. Gastrointestinal tract.
- vi. Anatomy, histology and normal cytology.
- vii. Cytology of malignant tumors.

UNIT-IV

- i. Effusions, anatomy histology and cytology of pleural peritoneal and pericardial cavities.
- ii. Bening and malignant cel population in effusions.
- iii. Cytology of cerebrospinal fluid and miscellaneous fluids.
- iv. Aspiration biopsy cytology general principle of technique and cytogisgnosis.
- v. Anatomy and histology of breast and nipple secretions.



M.P.Ed. SEMESTER – II

MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Unit I

Meaning of Evaluation Nature and scope of evaluation programme Need and importance of evaluation in field of Physical Education. Principles of Evaluation.

Unit II

Selection and Construction of Tests

- (a) **Criteria of test selection** – Scientific Authenticity (Reliability, validity, objectivity norms) Administrative feasibility and educational application, classification of tests – standardized and teacher made tests (objective and subjective tests),
- (b) **Construction of test** – Knowledge tests (written tests) and skill tests.
- (c) **Suggestions for administering tests**
 - Medical Examinations
 - Testing personnel
 - Time for testing
 - Economy of testing time
 - Test records
 - Preparation of reports
 - Construction of tables
 - Purposes of reporting
 - Justification of particular phases of the programme
 - worth of a change in methodology

Unit III

Measurement of Organic Functions Motor Fitness General Motor Ability

(a) Organic Functions

Cardiovascular respiratory function Cooper S, 12 Minutes
Continuous Run / Walk Test
Tuttle pulse ratio test
Harvard step test and its modifications
(High School and college level: men and women)

(b) Motor Fitness

Oregon Motor Fitness Test
Indiana Motor Test

(c) General Motor ability

McCloy S, General Motor Ability test



Unit IV

Tests for strength and Skill

(a) Strength

Instruments for measuring strength
Roger S, Physical Fitness index Suggested changes in the P.F.I. test.

(c) Skills

Volleyball – Russell and Lange Volleyball test
Basketball - Knox Basketball test
Soccer – Harbans Singh Field Hockey text
Field Hockey – Hsrbans Singh Field Hockey test
Badminton – Miller Badminton wall Volley Test
Tennis- Broer Miller Tennis test

Unit V

Measures of posture, Anthropometry and psychological factor

- (a) **Measures of posture –IOWA posture test**
(b) **Anthropometric Measurements :**
(i) Girth measurements –Upper arm, forearm, calf, and chest.
(ii) Width Measurements Bi-acromial, chest, illio –crestal, bi-epicondylar (femur and Humasurements).
(iii) Height Measurement –standing and sitting height.
(c) **Psychological factors:**
(i) Anxiety scale- sports Competition Anxiety test (SCAT).
(ii) Eysenck,s personality Inventory (EPI).

References:

- (1) Larson, L.A. and Yocum, R.D. Measurement and Evaluation in Physical, Health and Recreation Education St . Louis :C.V. Mosby Co.1951.
- (2). Mathew,Donald,Measurement in physical Education Lond: W,B.Saunders Co. 1973.5th End.
- (3). Clarke, H Application of Measurement in Health and Physical Education Prentice Hall Inc . 6th Edn .1987.
- (4). Bosco,S. james and Gustafson, F.William Measurement and Evaluation in Physical Education , Fitness and Sports Prentice Hall Inc. Englewood cliffs, N.J.1983.
- (5). Phillips D. allen end homak; E. james Measurement end Evaluation in physical Education john Wiley end sons; new york, chichester, Brisbane, toranto, 1978.
- (6) Barrow, M. horald end mcghee, rosemary A practical Approach to measurement in physical Education third ed.Lea and Febiger, Philadtlathia, 1979.
- (7) Johnson, Barry and Nelson, jack, K. Praceical Measurement for Evaluation in Physical Education First Indian Reprint, 1982, delhi:Surjeet publications, 1982.
- (8) Sodhi, H.S. sports Anthropometry- A Kinatropometric Approach ANOVA Puvlications, 1991.



SECOND SEMESTER

MASW121: Approaches and Fields of Social Work

Unit – I

- Approaches to Social Work – Functional, diagnostic, system, socio-psychological, radical, developmental, empowerment;
- Social Justice and social work.

Unit – II

- Modernization, Globalization and Social Work;
- Ideology of sustainable and people centred development and social work practice;

Unit – III

- Social Work Practice in Various Fields:
- Child development, Youth development, women empowerment, welfare of old aged, welfare of handicapped; Welfare of scheduled castes, scheduled tribes and other backward classes,

Unit – IV

- Rural Development, Urban Community Development;
- Medical and Psychiatric Social Work;
- Industrial Social Work;

Unit – V

- Social Defence and Correctional Services;
- Role of social work in prevention, treatments, rehabilitation, development and research in above mentioned areas.

References:

1. Kumar, Girish – Samaj Karya Ke Kshetra
2. Also see the references of paper 'History and Philosophy of Social Work.'
3. Iyer, V.R.K. (1980) – Some Half Hidden Aspects of Indian Social Justice, Lucknow: Eastern Book Co.
4. Shashi, R.R. (1970) - Samaj Karya, Lucknow: Utter Pradesh Hindi Samiti, Suchana Vibhag.
5. Singh, Surendra – Samaj Karya Ke Chhetra: Lucknow: Utter Pradesh Sahitya Academy.
6. Singh, Surendra & Sudan, K.S. – Horizons of Social Work.
7. Upendra Buxi – Perspectives in Development: Law, the Crises of Indian Legal System, New Delhi: Vikas.
8. W.A. Friedlander – An Introduction to Social Welfare.



MASW231: Social Policy and Planning

Unit – I

Concept of Social policy, social welfare policy and economic policy and their interrelationship; social policy and constitutional provisions, i.e. directive principles of state policy and fundamental right; approaches to social policy- unified, integrated and sectoral; different models of social policy and their applicability to the Indian situation: individual welfare model, achievement performance model, institutional redistributive model;

Unit – II

Process of social policy formulation, contribution of research, role of interest groups, problem of conflict of interests and its solution; evolution of social policies in different sectors e.g. policies concerning education, health, social welfare, social security, women, children, youth, aged, family welfare and poverty alleviation.

Unit – III

- Social planning: concepts of social and developmental planning; scope of social planning- the popular restricted view as planning for social services and the wider view as planning of all sectors to achieve the goals of social development; inter-relationship between social and economic planning; linkage between social policy and planning – planning as an instrument and source of policy;
- Machinery and process of planning: Levels of social planning- centre, state, district and block levels; Planning Commission and State Planning Boards- organization, structure and functions; coordination between centre and state needs for decentralization; Panchayat Raj and people participation;

Unit – IV

Monitoring and evaluation of planning; the problems of co-ordination and centralization and need for decentralization, Panchayat Raj and people's participation;

Unit – V

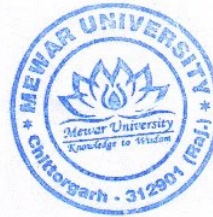
A Broad review of five year plans with emphasis on the objectives of growth and social justice and with the special reference to the areas of health, education, family welfare and social welfare.

References:

1. Bandyopadhyay, D. (1997) – People's Participation in Planning Kerala Experiment, Economic & Political Weekly, Sept 24, 2450-54.
2. Bose, A.B. – Social Welfare Planning in India, New Delhi: ECAEF (Mimeo.)
3. Bulmer, M. et. al. (1989)- The Goals of Social Policy, London: Union Hyman.
4. Chakraborty, S. (1987) – Development Planning- Indian Experience, Oxford: Claredon Press.



5. Dandekar, V.M. (1994) – Role of Economic Planning in India in the 1990s & Beyond, Economic and Political Weekly, Vol. XXIX, No.24, 1457-1464.
6. Dasgupta, N.B., J.L. Raina, H.M. Jauhari & Others – Nehru's Planning in India New Delhi: Concept Publication Co.
7. Ganapathy, R.S. & Others (1985) – Public Policy and Policy Analysis in India, Delhi: Sage Publications.
8. Ghosh, A. (1992) – Planning in India: The Challenge for the Nineties, New Delhi: Sage Publications.
9. Gupta, S. P. (1993) – Planning and Liberalization, Economic and Political Weekly, Vol.- XXVIII No. 43, Oct. 23, 2349-2355.
10. Huttman, E.D. (1981) – Introduction to Social Policy, New York: McGraw Hill.



MASW235C: Family Welfare – I

Unit –I

Family as an institution: meaning, types, functions and importance; factors affecting structural and functional changes in family; impact of industrialization and urbanization on family;

Unit –II

Family Disorganization - meaning, causes and effects; problems of adjustment, marginality and deviance in family;

Unit – III

Different needs and problems of family; changing status and role of women;

Unit –IV

Problems of special groups of women such as illness, elderly, destitute, abused, divorced, migrant etc.;

Unit –V

Women atrocity and dowry death; unmarried motherhood, immoral traffic among women and prostitution;



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MASW245C: Family Welfare – II

Unit – I

Population explosion, population policy;

Unit-II

Origin and scope of family planning programmes, role of social worker in the programmes;

Unit- III

Philosophy, objective and scope of family welfare and women welfare; women policy and programmes; family court, National policy on women with special reference to family welfare;

Unit – IV

Legislations relating to family, marriage, inheritance, adoption, dowry, violence against women; Medical Termination of Pregnancy Act, 1971, Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994; Preconception and Prenatal Diagnostic Techniques (Prohibition of Sex Selection) Act, 2002;

Unit- V

Social Work Practice with families: Crisis intervention, family advocacy, family life education and family counseling, creating public awareness for promoting family rights and responsibilities;

References :

1. Ackerman – The Psychodynamics of Family Life.
2. Augustine, J.S. (Ed.) - The Indian Family in Transition. Bombay: Tata Institute of Social Sciences.
3. Chandra, S.K. – Family Planning Programme in India and its Impact.
4. Chatterjee, B. - Community Approach to Family Welfare,
5. Desai, M. (Ed.) (1994) - Family and Intervention: A Course Compendum,
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MASW123: Methods of Working with People: Macro Approaches

Unit - I: Community Organization

- Community Organization as a process of Social work – its meaning, scope, purpose; principles of community organization; community organization and community development; steps in community organization- study, analysis, assessment, organization, action, monitoring and evaluation, modification and continuation;
- Community as a Social System, functional and structural aspects of community;
- Models of community organization – enabling and power confrontation model;
- Strategies of community organization – public interest mobilization, dealing with authorities, bargaining, collaborating problem solving, educating, persuasion and campaign, protests and demonstration;

Unit – II

- Community power structure, Dimensions of power relevant to community organization;
- Concept of Empowerment, barriers and cycle of empowerment, gender and empowerment, community leadership;
- Role and skills of a community organizer.

Unit - III

- Social Action as method of Social work - it's meaning, scope, purpose;
- Principles of Social action;
- Steps and strategies of social action;
- Social action and social reform;
- Social action and social movement such as bhoodan, sarvodaya;
- Scope of social action in India in relation to modern social problems such as untouchability, dowry, regionalism, tribalism, corruption;
- Social legislation as a measure of social action;
- Creating social awareness and methods of social action;
- Techniques of creating social awareness, mobilization of resources;

Unit - IV

- Integrated social work practice its meaning and scope, integrated social work practice and place in social work practice;
- Units of Social work intervention and dynamics therein – Individual, family, groups, communities, and organization;
- Approach to interaction: the systems approach, environmental approach, understanding of life sustaining elements and their inter relationship in a holistic framework;



Unit – V

- Process of integrated social work: initial contact, collecting data, assessment, negotiation of contract, problem solving, termination and evaluation, (contact phase, contract phase and ending phase.)
- Social work professional as a single change and as one in the team (Inter- professional and intra- professional team work.),

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MASW124: Management of NGOs and Disaster Relief Services

Unit – I

- Concept of welfare, development and empowerment; need for welfare and developmental organizations and their response to societal needs; civil society: concept, functions and limitations; civil society and welfare state; auspices of social welfare services- Governmental and non- governmental: nature, structure, roles and functions; socio-political environment and management of social welfare services;
- Registration of non- governmental organizations under relevant laws –Firms and Societies Act, Co-operative Society Act and Charitable Trust Act- salient features, provisions and limitations; registrations, process and procedures, constitutions, rules and regulations, goals; executive boards and committees;

Unit – II

- Project proposals based on needs and resources; programme management; Financial resource management- sources of finance, fund, budgeting and control;
- Social auditing, accountability and transparency; understanding conflict, conflict resolution and creating positive climate;

Unit - III

- Disaster and Development: Disaster- meaning, disaster and level of development;
- Classification/Types of disaster: natural disaster-famine, draught, floods, storms, cyclones, earthquakes; manmade disaster-riots, biological warfare, industrial, military insurgency, eviction;

Unit – IV

- Impact of disaster: physical, economical, spatial, psycho-social;
- Issues involved: policy issues, politics of aid **gender**;

Unit – V

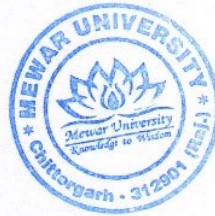
- Disaster management: pre disaster-prevention, preparation and education; actual disaster short term & long term plan, stress and trauma search, relief, recovery and restoration, resource mobilization; post disaster – rehabilitation and mitigation of negative effects;
- Intervening Parties: government organization, voluntary organizations, local groups, community participation, social workers;

References:

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4. Government of India – Charitable and Religious Trusts Act, 1920.
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10. Joint Assistant Centre (1980) – Natural Disaster, New Delhi; Adhyatma Sadhana Kendra.



BRIT – 3RD SEMESTER

RADIATION HAZARDS & PROTECTION – I

Chapter 1-	Radiation protection- Principles, history & development- National & international agencies, AERB, BARC, ICRP, WHO, IAEA and their role.
	Equivalent dose- effective dose Sievert- rem.
	Sources of radiation-natural man made & internal exposures
Chapter 2-	Biological effects of radiation Effects on cell-stochastic & deterministic effects-radiation risk-tissues at risk-genetic, somatic& fetus risk-risk at other industries.
	Does equivalent limits philosophy-ICRP (60). AERB guidelines
Chapter 3-	Planning of radiation installation-protection primary & secondary radiation Leakage and scattered radiation.
	Concepts of workload use factor occupancy factor & distance.
	Barrier design barrier materials-concrete, brick & lead. Primary & secondary barrier design calculations. Design of doors.
	Control of radiation-effects of time distance and shielding
Chapter 4-	Personnel monitoring systems Principle and objective- film badge: guidelines for use thermo-luminescent dosimeter badge-pocket dosimeter.
	Area monitoring and radiation survey Practical use of survey meter, zone monitors and phantoms. Survey in x- ray, fluoroscopy and CT scan units

Practical

Radiation Hazards & Protection-I

- Knowledge of all hazards, education of general Public by posters and seminars
- Safety of **women** and children , pregnant **women**, safety of patient attendants, radiation workers and hospital staff, checking of lead aprons, leakage radiation from tube head, radiation survey in and around X – ray installation.
- Use of TLD film badges, GM counters, Scintillation detectors, Liquid scintillator, Pocket dosimeters and use of protective devices etc. Keeping of dose records of radiation workers, steps after high exposure report and investigations.
- Biological effects of radiation- The cell effect of ionizing radiation on cell. Somatic effects and hereditary effect. Stochastic and deterministic effect.



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11. Individual projects
12. Creative and innovative writings for Journal
13. Using library and ICT resources

These are suggestive modes of learning engagement. Teacher educators will have to create, design and evolve different modes of learning engagement based on the course and suited to the needs of student teachers in teaching-learning process.

Enhancement of Learning through School-based Experiences:

Most courses require school experience for various purposes. Some significant aspects of these experiences are outlined as follows:

1. School visits and observations spread over the years, including-
 - a. Observation visits
 - b. School attachment
 - c. Longer duration attachment, along with mentoring
2. School as a site for practical learning linked with theory with the provision of internship.
3. Single school visit for carrying out tasks related to more than one course.
4. Exposure to variety of schools in order to understand larger systemic issues.
5. School-based experience to learn not only classroom pedagogy, but also learning to function as a teacher in the school environment.

5. COMPONENTS OF THE B.Ed. PROGRAMME

The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogical Studies and Engagement with the field the courses under each of these areas are as follows:

1. Perspectives in Education:

Perspectives in Education include courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The following are the five courses to be transacted during the two years period, under the curricular area of Two Academic Year Perspectives in Education for B.Ed. programme:

Course 1 Childhood and Growing Up

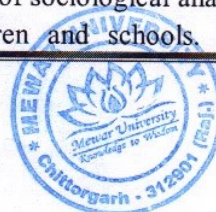
Course 2 Contemporary India and Education (Including Gender, School and Society)

Course 3 Learning and Teaching

Course 14 Knowledge and Curriculum

Course 16 Educational Management and Creating an Inclusive School

The course on 'Childhood and Growing up' shall enable student teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on



“Contemporary India and Education” shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on “Learning and Teaching” will focus on aspects of social and emotional development; self and identity, and cognition and learning.

“Knowledge and Curriculum” shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning. The course on “Creating an Inclusive School” shall develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

II Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum, pedagogy as the integration of knowledge about the learner, the discipline and the social context of learning, and research relating to different aspects of young children’s learning. The design of the programme would enable students to specialize in two subject areas, at secondary level of school education. The courses under the curricular area of “Curriculum and Pedagogic Studies” for the two years period include:

- Course 4 **Language across the Curriculum
(Including Reading and Reflecting on Texts)**
- Course 5 **Pedagogy of a School Subject
(Including Understanding Discipline and Subject First) - Part I**
- Course 6 **Pedagogy of a School Subject
(Including Understanding Disciplines and Subjects Second)–Part I**
- Course 12 **Pedagogy of a School Subject (First Subject) - Part II**
- Course 13 **Pedagogy of a School Subject (Second Subject) - Part II**
- Course 15 **Assessment for Learning**
- Course 18 **Optional Course**
 - I. Vocational/Work Education
 - II. Health and Physical Education
 - III. Peace Education
 - IV. Guidance and Counseling
 - V. Innovations and Action research

These courses shall aim to develop in students the understanding of the curriculum and linking school knowledge with community life. A variety of investigative projects, that link with curricular area III given below, shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes that communicates meaningfully with children.

The student teachers will have to offer optional courses in the areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, Innovations and Action Research.



7. THE CURRICULAR DETAILS FOR TWO YEARS ANNUAL DISTRIBUTION OF THE COURSES

B.Ed. I-Year

Course	Paper Code	Nomenclature	Scheme
Course 1	B.Ed. 101	Childhood and Growing up	100 Marks (80+20)
Course 2	B.Ed. 102	Contemporary India and Education (Including Gender, School and Society)	100 Marks (80+20)
Course 3	B.Ed. 103	Learning and Teaching	100 Marks (80+20)
Course 4	B.Ed. 104	Language across the curriculum (Including Reading and Reflecting on the texts)	100 Marks (80+20)
Course 5	B.Ed. 105-127	Pedagogy of School Subject (Including Understanding, discipline and Subject 1 st) Part I	100 Marks (80+20)
Course 6	B.Ed. 105-127	Pedagogy of School Subject (Including Understanding, discipline and Subject 2 nd) Part II	100 Marks (80+20)
Course 7	B.Ed. 128	Drama and Art in Education (Internal Assessment)	50 Marks
Course 8	B.Ed. 129	Critical Understanding of ICT (Internal and External Assessment)	100 Marks (50 Internal + 50 External)
Course 9	B.Ed. 130	Open Air Session SUPW Camp (Internal Assessment)	50 Marks
Course10	B.Ed. 131	School Internship Phase I (4 Weeks) Pre Practice, Practice Teaching, Engagement with the field: Task and assignment for course 5 and 6 (Internal Assessment)	200 Marks
Course11	B.Ed. 132	External Assessment (One Lesson of Pedagogy of a School Subject)	100 Marks
		Total	1100 Marks

B.Ed. II-Year

Course	Paper Code	Nomenclature	Scheme
Course12	B.Ed. 201-223	Pedagogy of School Subject (First)- Part II	50 Marks (40+10)
Course13	B.Ed. 201-223	Pedagogy of School Subject (Second) - Part II	50 Marks (40+10)
Course14	B.Ed. 224	Knowledge and Curriculum	100 Marks (80+20)
Course15	B.Ed. 225	Assessment for learning	100 Marks (80+20)
Course16	B.Ed. 226	Educational Management and Creating an Inclusive School	100 Marks (80+20)
Course17	B.Ed. 227	Understanding the Self (Internal Assessment)	50 Marks
Course18	B.Ed. 228	Optional Course * (Any one) 1. Vocational/Work education	



B.Ed (I&II Year) Syllabus & Scheme

		2. Health and Physical Education 3. Peace Education 4. Guidance and Counseling 5. Innovations and Action Research	50 Marks (40+10)
Course19	B.Ed. 229	School Internship (Phase II, 16 Weeks) (Internal Assessment) Engagement with the Field, Task and Assignment for Course 12 &13,	250 Marks
Course20	B.Ed. 230	External Assessment (Viva Voce along with power point presentation about the Teaching Subjects, Curricular and co- curricular activities in School during Internship)	150 Marks
		TOTAL	900 Marks

**8. MU PAPER CODE (THE CURRICULAR DETAILS FOR TWO YEARS)
ANNUAL DISTRIBUTION OF THE COURSE (I-Year)**

Course	Paper Code	Nomenclature	Scheme
Course 1	B.Ed. 101	Childhood and Growing up	100 Marks (80+20)
Course 2	B.Ed. 102	Contemporary India and Education (Including Gender, School and Society)	100 Marks (80+20)
Course 3	B.Ed. 103	Learning and Teaching	100 Marks (80+20)
Course 4	B.Ed. 104	Language across the curriculum (Including Reading and Reflecting on the Texts)	100 Marks (80+20)
Course 5	B.Ed. 105-127	Pedagogy of School Subject (Including Understanding, Discipline and Subject 1 st) Part I	100 Marks (80+20)
Course 6	B.Ed. 105-127	Pedagogy of School Subject (Including Understanding, discipline and Subject 2 nd) Part I	100 Marks (80+20)
Course 5&6	B.Ed. 105	Pedagogy of Hindi	100 Marks (80+20)
	B.Ed. 106	Pedagogy of English	
	B.Ed. 107	Pedagogy of Sanskrit	
	B.Ed. 108	Pedagogy of Urdu	
	B.Ed. 109	Pedagogy of Rajasthani	
	B.Ed. 110	Pedagogy of Mathematics	
	B.Ed. 111	Pedagogy of General Science	
	B.Ed. 112	Pedagogy of Physics	
	B.Ed. 113	Pedagogy of Chemistry	
	B.Ed. 114	Pedagogy of Biology	
	B.Ed. 115	Pedagogy of Home Science	
	B.Ed. 116	Pedagogy of Computer Science	
	B.Ed. 117	Pedagogy of Social Science	
B.Ed. 118	Pedagogy of Sociology		
B.Ed. 119	Pedagogy of Psychology		
B.Ed. 120	Pedagogy of History		
B.Ed. 121	Pedagogy of Political Science		

SYLLABUS

(FIRST YEAR)

Courses	Paper Code	Papers
Course 1	B.Ed.101	Childhood and Growing up
Course 2	B.Ed. 102	Contemporary India and Education (Including Gender, School and Society)
Course 3	B.Ed. 103	Learning and Teaching
Course 4	B.Ed. 104	Language across the Curriculum (Including Reading and Reflecting on Texts)
Course 5	B.Ed. 105-127	Pedagogy of School Subjects (First – Part I) (Including Understanding Disciplines and Subjects)
Course 6	B.Ed. 105-127	Pedagogy of School Subjects (Second – Part I) (Including Understanding Disciplines and Subjects)
Course 7	B.Ed. 128	Drama and Art in Education (Internal Assessment)
Course 8	B.Ed. 129	Critical Understanding of ICT (Internal and External Assessment)
Course 9	B.Ed. 130	Open Air Session/SUPW Camp (Internal Assessment)
Course 10	B.Ed. 131	School Internship (Phase – I, 4 Weeks) (Internal Assessment) Engagement with the Field: Tasks and Assignment for Courses 5 & 6
Course 11	B.Ed. 132	External Assessment (One Lesson of Pedagogy of School Subjects)



Paper Code: B.Ed. 102

**Course 2 - CONTEMPORARY INDIA & EDUCATION
(Including Gender, School & Society)**

Objectives: Student teachers will be able to-

1. Understand the diversified nature of Indian Society.
2. Understand the Marginalization and Inequality present in Indian Society.
3. Understand the Challenges and implications of Social diversity and inequality in school education.
4. Understand the role of Education in grooming children with respect to diversity.
5. Understand the Constitutional promises of freedom Social justice, equality and fraternity.
6. Critically examine the reflection of constitutional values in educational system.
7. Understand the policies related to education in pre and post independent India.
8. Critically examine the implementation of policies on education.
9. Understand the implications of Globalization, Privatization and Liberalization in education.
10. Develop gender sensitivity and understand the gender discrimination in family, school and society.

COURSE CONTENT

UNIT- I Indian Society & Education

1. Meaning, Nature & purpose of Education: According to different Thinkers I. e, Gandhi, Tagore, Aurobindo, Vivekananda, Rousseau and Dewey
2. Concept of Social diversity, inequity, Marginalization, and role of Education to cope up with these issues
3. Universalisation of Education

UNIT- II Education in India

1. Education in Pre Independence Period- Vedic Period, Buddhist Period, British Period
2. Education in Post Independence Period- Education Commission (1966), NPE (1986), NCF (2005), Learning without burden (Yashpal Committee report) NCFTE (2009), Dellores Commission report-relevance to Indian conditions, New Education Policy 2019.

UNIT- III – Challenges in Education

1. Language policy: Multilingual Approach
2. Enhancement of quality in Education and role of SSA and RAMSA in this
3. Increasing enrolment at different stages and challenges
4. Globalization, Liberalization, and Privatization and their implications in Education

UNIT- IV Gender, School and Society

1. Gender Sensitivity and its importance for society.



2. Gender discrimination in Family, Society, and Schools
3. Role of Education, Family, Media and legislation in developing gender parity
4. Obstacles to and measures for Gender Sensitization

UNIT – V - Values in Education –

1. Values: concept and classification, unity of all life and being with Human Values; tolerance; Values in modern Indian context with reference to the Indian Constitution. Rights and Duties of a citizen as stated in Constitution.
2. Value Education and role of school, Human rights & danger to Social Security, Role of Education in safe guarding human rights, Activities helpful in Inculcation of values.
3. Environmental Education- Role of teacher in Promoting Conservation of Environment
4. Education for peaceful and cooperative living

SESSIONAL WORK

Attempt any two-(One each from following sections)

Section A

1. Term paper on any one Topic/issues related to Education
2. Two abstract of any Two articles related to Education

Section B

1. Prepare a report on Co-curricular Activities of a school supporting Environment protection.
2. Case study of any one institution with reference to gender sensitivity
3. Prepare a report of a group discussion conducted on language Policy/ Constitutional values/ Globalization/ Liberalization/ Privatization.

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2. Batra,P. (2005), Voice and Agency of teachers: Missing link in national curriculum framework 2005. Economic and Political Weekly, 4347-4356
3. Chakravarti, U.(1998). Rewriting history: The life and times of Pandita Ramabai Zubaan
4. De, A. Khera, R. Samson, M.& Shiva kumar, A.K. (2011) PROBE revisited: A report on elementary education in India. New Delhi: Oxford University Press.
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PAPER CODE- B.Ed. 108

Course 5&6 - PEDAGOGY OF URDU

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

1. Understand the importance and different roles of language;
2. Understand the basic concept and the elements of Urdu language;
3. Understand the importance of home language and school language and role of mother tongue in education;
4. Understand the importance and role of Urdu language in our country;
5. Develop an understanding of the nature of Urdu language system;
6. Develop an understanding of various approach of Urdu Language;
7. Develop linguistic skills of Urdu language and different teaching skills associated with teaching of Urdu;
8. Understand and use teaching strategies of grammar, composition, poetry, prose and drama in Urdu;
9. Use methods, approaches and materials for teaching Urdu at different levels;
10. Develop an understanding and use of purpose, concept and various techniques of evaluation in teaching of Urdu Language;

COURSE CONTENT

UNIT - I: Role and Nature of Language

1. Role of Language in Society: Importance of Language; Language and gender; Language and identity; Language and power; Language and class (society); Language in School: Medium of instruction in school and language spoken at home; Centrality of language as means of learning and communication
2. Nature of Language:
 - a. Aspect of Linguistic Behaviour: Language as a rule governed behaviour and linguistic variability; Pronunciation, linguistic diversity and its impact on Urdu pedagogical implication; Speech and Writing
 - b. Linguistic System: The organization of sound; the structure of sentences; the concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

UNIT – II Nature, Development and Position of Urdu Language

(1) Nature and Development of Urdu Language:

1. The nature of the subject Urdu and Urdu Education- Urdu as a language of knowledge; Urdu as first, second and third language; Urdu as mother tongue; Urdu as communicative language; Urdu as Media language
2. Origin and development of Urdu Language
3. Importance and functions of Urdu Language

6. Development of test items- Various types of test questions (Essay, short answer, and objective types) and their uses
7. Preparation of achievement test - its administration, analysis and reporting.
8. Diagnostic testing and remedial Teaching in Urdu
9. Progress and assessment of development of language;
10. Cloze test, Self evaluation;
11. Peer evaluation;
12. Group evaluation

Activities-

1. Group discussions among student teachers may be arranged on the following topics:
 - a. Role and importance of Urdu language in promoting national integration
 - b. Urdu language and poetry and Indian Independence Movement;
 - c. Challenges of teaching and Learning Urdu
 - d. Difference between Home and the School Language
 - e. Difference between spoken and written language
 - f. Mother Tongue and Other Tongue
 - g. Centrality of language as means of learning and communication
2. If possible some Panel discussion or lecture of experts from field may arrange on following topics:
 - a. Origin and development of Urdu Language
 - b. Multilingualism as a Resource
 - c. War begins when words fail
 - d. Indian thought on language teaching.
 - e. Urdu as a language of knowledge;

SESSIONAL WORK

Any two of the following:

- a. Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE-1986 and POA-1992
- b. Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
3. Prepare a report on the challenges of Urdu as a medium of instruction.
4. Prepare a report on the challenges of teaching-learning process
5. Keeping in view the topics given in the Unit, prepare a questionnaire. Interview ten people from community and write a report on "Position of Urdu language in India"
6. Analysis of advertisements aired on Radio/Television based on language and gender.
7. Take a few passages from science/ social science/ maths textbooks of Classes VI to VIII and analyse on the following points:
 - a. How the different registers of language have been introduced
 - b. Does the language clearly convey the meaning of the topic being discussed?
 - c. Is the language learner-friendly?
 - d. Is the language too technical?



6. Indian- G.S.Ghuriye, D.P. Mukhrji, A.R.Desai, M.N.Shrinivas
7. Development of Scientific View-Positivism (August Comte), Social Fact (Emile Durkhiem), Ideal Type (Max Weber)
8. Sociology as a base to understand Social relations

UNIT-II Sociology as a Subject in School Curriculum

1. Sociology as a subject in School Curriculum: Need and Importance
2. Correlation of Sociology with other Subjects viz. History, Political Science, Economics, Geography, Statistics, Anthropology and psychology etc
3. Scope of Sociology, Social institutions, Social relations, Social structure, social change

UNIT- III Pedagogy of Sociology:

1. Aims and Objectives of Teaching Sociology
2. Pedagogical Analysis of the following topics –
 - a. Gender issues
 - a. Child Labour
 - b. Population
 - c. Role of Media in Society

UNIT- IV Planning and Strategies

1. Annual Plan, Unit Plan, Daily Teaching Plan
2. Social Survey, Observation, Case Study
3. Use of Songs Analysis, Stories, Socialized, recitation, Dramatization, Role play, Lecture, Problem solving, Project Field trip, Group Quiz and panel discussions as strategies of teaching.

UNIT -V Evaluation in Teaching Sociology

1. Concept of Evaluation
2. Different Evaluation tools and techniques –Observation, Written Test, Open Book Test, Sociometric measuring devices, Rating Scale,
3. Preparation of Achievement Test-Blue Print, different type of question, Marking scheme, scoring scheme.
4. Diagnostic testing and Remedial Teaching
5. Continues and comprehensive Evaluation.

SESSIONAL WORK

Any Two of the following:-

1. Social Survey of any Social Institution viz. family, caste, school etc
2. Prepare Scrape Book on any one Social Issue.
3. Collection of Socio-Cultural Material and Prepare a report
4. Case Study of an NGO working in the field of Education or an institution related to social science. Socio-Educational Agency



UNIT-I Nature of Discipline-

1. Nature of Social Science, NCF 2005 position paper of Social Science
2. Concept, Nature, Philosophy, Scope, Importance of History and Historical development of History as a discipline
3. Contribution of Eminent Historians–Herodotus, Rake, Croche, Collingwood, Col.Todd, Bipin Chandra, Satish Chandra, Sardesai, P.K. Basu, R.C Majumdar, Jadugar Sarkar

UNIT – II History as a Subject in School Curriculum-

1. Need and Importance of History at Senior Secondary level
2. Correlation of History with other subjects – Geography, Political science, Economics, Social science, Art& Literature, Mathematics.
3. Scope of History – Development of human civilization, History of development of - Society, Cities and Urban Centers,
4. Renaissance
5. Industrial Revolution

UNIT-III Pedagogy of History –

1. Aims and objectives of teaching History
2. Pedagogical analysis of the following topics of History-
 - a. Changing cultural traditions
 - b. Confrontation of cultures
 - c. Paths to modernization
 - d. The industrial revolution
 - e. Issues in Social History: Caste, Class, Kinship and Gender

UNIT-IV Planning and Strategies

1. Annual plan, unit plan, daily teaching plan, Concept and Features
2. Historical Survey, Observation, Case Study.
3. Methods of teaching History: Lecture cum demonstration method, Project method, Story Telling, Role Playing, Supervised Study, Source Method, Discovery and Socialized Recitation Method.
4. Constructivist approach, Investigatory approach, Computer assisted instruction.
5. Field Trips
6. Historical Sources (Primary and secondary) and their critical Evaluation

UNIT-V Assessment and Evaluation –

1. Concept of Evaluation
2. Concept and advantages of Continuous and Comprehensive Evaluation
3. Different types of questions, Blue print and Construction of Achievement Test.
4. Importance and construction of Diagnostic test and Remedial teaching
5. Different Evaluation tools and techniques – Observation, Written Test, Open Book Test



B. P. Ed. – Outline of Syllabus

Semester – I

Theory Courses

CC-101 HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

Unit – 1: Introduction

- Meaning, Definition and Scope of Physical Education
- Aims and Objective of Physical Education
- Importance of Physical Education in present era.
- Misconceptions about Physical Education.
- Relationship of Physical Education with General Education.
- Physical Education as an Art and Science.

Unit- 2 – Historical Development of Physical Education in India

- Indus Valley Civilization Period. (3250 BC – 2500 BC)
- Vedic Period (2500 BC – 600 BC)
- Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
- Medieval Period (1000 AD – 1757 AD)
- British Period (Before 1947)
- Physical Education in India (After 1947)
- Contribution of Akhadas and Vyayamshals
- Y.M.C.A. and its contributions.

Unit- 3- Foundation of Physical Education

- Philosophical foundation:
- Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture.
- Fitness and wellness movement in the contemporary perspectives
- Sports for all and its role in the maintenance and promotion of fitness.

Unit-4- Principles of Physical Education

- Biological
 - Growth and development
 - Age and gender characteristics
 - Body Types
 - Anthropometric differences
- Psychological
 - Learning types, learning curve
 - Laws and principles of learning
 - Attitude, interest, cognition, emotions and sentiments



- Sociological
 - Society and culture
 - Social acceptance and recognition
 - Leadership
 - Social integration and cohesiveness

References:

- Bucher, C. A. (n.d.) *Foundation of physical education*. St. Louis: The C.V. Mosby Co.
- Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
- Mohan, V. M. (1969). *Principles of physical education*. Delhi: Metropolitan Book Dep.
- Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia: W.B. Saunders Co.
- Obertuffer, (1970). *Delbert physical education*. New York: Harper & Brothers Publisher.
- Sharman, J. R. (1964). *Introduction to physical education*. New York: A.S. Barnes & Co.
- William, J. F. (1964). *The principles of physical education*. Philadelphia: W.B. Saunders Co.



Semester I

Theory Courses

CC-102 ANATOMY AND PHYSIOLOGY

UNIT-I

- Brief Introduction of Anatomy and physiology in the field of Physical Education.
- Introduction of Cell and Tissue.
- The arrangement of the skeleton – Function - of the skeleton – Ribs and Vertebral column and the extremities – joints of the body and their types
- Gender differences in the skeleton.
- Types of muscles.

UNIT-II

- **Blood and circulatory system:** Constituents of blood and their function –Blood groups and blood transfusion, clotting of blood, the structure of the heart-properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic circulation. Cardiac output.
- **The Respiratory system:** The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.
- **The Digestive system:** structure and functions of the digestive system, Digestive organs, Metabolism,
- **The Excretory system:** Structure and functions of the kidneys and the skin.
- **The Endocrine glands:** Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.
- **Nervous systems:** Function of the Autonomic nervous system and Central nervous system. Reflex Action,
- **Sense organs:** A brief account of the structure and functions of the Eye and Ear.

UNIT-III

- Definition of physiology and its importance in the field of physical education and sports.
- Structure, Composition, Properties and functions of skeletal muscles.
- Nerve control of muscular activity:
 - Neuromuscular junction
 - Transmission of nerve impulse across it.
- Fuel for muscular activity
- Role of oxygen- physical training, oxygen debt, second wind, vital capacity.

UNIT-IV

- Effect of exercise and training on cardiovascular system.
- Effect of exercise and training on respiratory system.
- Effect of exercise and training on muscular system
- Physiological concept of physical fitness, warming up, conditioning and fatigue.
- Basic concept of balanced diet – Diet before, during and after competition.



References:

- Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.
- Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science*. Delhi: Swaran Printing Press.
- Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.
- Karpovich, P. V. (n.d.). *Philosophy of muscular activity*. London: W.B. Saunders Co.
- Lamb, G. S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.
- Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.
- Morehouse, L. E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby Co.
- Pearce, E. C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.
- Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.
- Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.



BP105T.COMMUNICATION SKILLS (Theory)

30 Hours

Scope: This course will prepare the young pharmacy student to interact effectively with doctors, nurses, dentists, physiotherapists and other health workers. At the end of this course the student will get the soft skills set to work cohesively with the team as a team player and will add value to the pharmaceutical business.

Objectives:

Upon completion of the course the student shall be able to

1. Understand the behavioral needs for a Pharmacist to function effectively in the areas of pharmaceutical operation
2. Communicate effectively (Verbal and Non Verbal)
3. Effectively manage the team as a team player
4. Develop interview skills
5. Develop Leadership qualities and essentials

Course content:

UNIT - I

07 Hours

- **Communication Skills:** Introduction, Definition, The Importance of Communication, The Communication Process – Source, Message, Encoding, Channel, Decoding, Receiver, Feedback, Context
- **Barriers to communication:** Physiological Barriers, Physical Barriers, Cultural Barriers, Language Barriers, Gender Barriers, Interpersonal Barriers, Psychological Barriers, Emotional barriers
- **Perspectives in Communication:** Introduction, Visual Perception, Language, Other factors affecting our perspective - Past Experiences, Prejudices, Feelings, Environment

UNIT - II

07 Hours

- **Elements of Communication:** Introduction, Face to Face Communication - Tone of Voice, Body Language (Non-verbal communication), Verbal Communication, Physical Communication
- **Communication Styles:** Introduction, The Communication Styles Matrix with example for each -Direct Communication Style, Spirited Communication Style, Systematic Communication Style, Considerate Communication Style



UNIT – III

07 Hours

- **Basic Listening Skills:** Introduction, Self-Awareness, Active Listening, Becoming an Active Listener, Listening in Difficult Situations
- **Effective Written Communication:** Introduction, When and When Not to Use Written Communication - Complexity of the Topic, Amount of Discussion Required, Shades of Meaning, Formal Communication
- **Writing Effectively:** Subject Lines, Put the Main Point First, Know Your Audience, Organization of the Message

UNIT – IV

05 Hours

- **Interview Skills:** Purpose of an interview, Do's and Dont's of an interview
- **Giving Presentations:** Dealing with Fears, Planning your Presentation, Structuring Your Presentation, Delivering Your Presentation, Techniques of Delivery

UNIT – V

04 Hours

- **Group Discussion:** Introduction, Communication skills in group discussion, Do's and Dont's of group discussion



B.Sc. Cardiac Care Technology

Semester IV

Paper 1-

Basic Patient care

Total Hours 50

Unit I

Introduction, Communication and Documentation - **Introduction to Patient Care:** Principles of patient care. Types of patients (gender, age, diseases, severity of illness, triage). **Communication & Documentation:** Communication with doctors, colleagues and other staffs. Non-verbal communication, Inter-personnel relationships. patient contact techniques, communication with patients and their relatives, **Documentation:** Importance of documentation, initial and follow up notes; documentation of therapy, procedures and communication

Unit II

Universal Precautions and Infection Control - **Universal Precautions and Infection Control:** Hand washing and hygiene, Injuries and Personal protection, Insulation and safety procedures, Aseptic techniques, sterilization and disinfection, Disinfection and Sterilization of devices and equipment, Central sterilization and supply department, Biomedical Medical waste management

Unit III

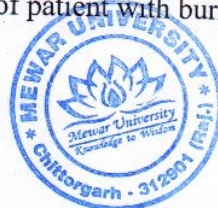
Medication Administration and Transport of patient -**Medication Administration:** Oral/Parenteral route, Parenteral medication administration: Intra venous, intra muscular, sub-cutaneous, intra dermal routes, Intra venous Infusion, Aerosol medication administration, Oxygen therapy, Intravenous fluids, Blood and blood component transfusion. **Position and Transport of patient:** Patient position, prone, lateral, dorsal, dorsal recumbent, Fowler's positions, comfort measures, bed making, rest and sleep. Lifting and transporting patients: lifting patients up in the bed, transferring from bed to wheel chair, transferring from bed to stretcher. Transport of ill patients (inotropes, intubated / ventilated patients)

Unit IV

Bedside care and monitoring-Bedside care: Methods of giving nourishment: feeding, tube feeding, drips, transfusion. Recording of pulse, blood pressure, respiration, saturation and temperature. Bed side management: giving and taking bed pan, urine container. Observation of stools, urine, sputum, drains. Use and care of catheters and rubber goods. Care of immobile/bed ridden patients, bed sore and aspiration prevention **Monitoring of Patient:** Pulse, ECG (Cardiac Monitor), Oxygen Saturation, Blood Pressure, Respiration, Multi parameter monitors, Capnography and End Tidal CO₂ (ETCO₂), Hydration, intake and output monitoring Monitoring ventilator parameters: Respiratory Rate, Volumes, Pressures, Compliance, Resistance.

Unit IV

Dressing and wound care: Bandaging: basic turns, bandaging extremities, triangular bandages and their application. Surgical dressing: observation of dressing procedures. Suture materials and suturing techniques, Splinting. Basic care of patient with burns.



B.Sc. Cardiac Care Technology Semester III
BCCT 302 PSYCHOLOGY & SOCIOLOGY
Syllabus
PSYCHOLOGY & SOCIOLOGY

Course objectives:-

This course will enable the students to understand specific Psychological factors and effect in physical illness and this will help them to have a holistic approach in their dealing with patients during admission, treatment, rehabilitation and discharge.

Course contents: - all sections carry equal weightage

PSYCHOLOGY

(PART A)- Unit 1

1. What is psychology? Fields of application of psychology, influence of heredity and environment on the individual?
2. Learning- theories and principals?
3. Memory, forgetting, theories of memory and forgetting, thinking and methods to improve memory?
4. Motivation- theories and types of motivation?
5. Emotions- Theories of emotions and stress?
6. Intelligence – introduction and theories of intelligence?
7. Personality, theories of personality, factors influencing personality?

(PART B)- Unit 2

8. Behaviour- Normal and Abnormal behaviour?
9. Counselling- Definitions, Aims and Principals?
10. Psychotherapy- Brief introduction to paradigm in psychopathology and therapy?
11. Anxiety Disorders- Phobias, Panic, Generalized anxiety disorders and Obsessive Compulsive disorders?
12. Personality disorders, mood disorders, psychosis and mental retardation?
13. Project report and Viva voice

SOCIOLOGY

(PART A)- Unit 3



1. Meaning, Definitions and scope of Sociology?
2. Its relation with Psychology, Social Psychology and Anthropology?
3. Methods of sociology- Case study, Social Survey, Questionnaire, interview and opinion poll methods?
4. Importance of its study with special reference to health care professionals?
5. Social change – meaning, factors of social change, social planning to improve health and rehabilitation services?
6. Social factors in health and disease- meaning and role?

(PART B)- Unit 4

7. Socialization- meaning, nature, types and agencies of Socialization?
8. Social groups - meaning, definitions and importance?
9. Family- meaning, definitions and importance?
10. Social Problems- Population explosion, poverty and alcoholism
11. Prostitution and problems of **women in** employment?
12. Social Worker- Meaning, importance and role of a medical social worker?



MA - 1.4 Indian Economic Policy

Unit-I

Framework of Indian Economy National Income: Trends and Structure of National Income Demographic Features and Indicators of Economic Growth and Development Rural-Urban Migration and issues related to Urbanization Poverty debate and Inequality, Nature, Policy and Implications Unemployment-Nature, Central and State Government's policies, policy Implications, Employment trends in Organized and Unorganized Sector.

Unit-II

Development Strategies in India Agricultural- Pricing, Marketing and Financing of Primary Sector Economic Reforms- Rationale of Economic Reforms, Liberalization, Privatization and Globalization of the Economy, Changing structure of India's Foreign Trade Role of Public Sector- Redefining the role of Public Sector, Government Policy towards Public Sector, problems associated with Privatization, issues Regarding Deregulation-Disinvestment and future of Economic Reforms.

Unit-III

The Economic Policy and Infrastructure Development Energy and Transport Social Infrastructure- Education, Health and Gender related issues, Social Inclusion Issues and policies in Financing Infrastructure Development Indian Financial System- issues of Financial Inclusion, Financial Sector Reforms-review of Monetary Policy of R.B.I. Capital Market in India.

Unit-IV

The Economic Policy and Industrial Sector Industrial Sector in Pre-reforms period, Growth and Pattern of Industrialization Industrial Sector in Post-reform period- growth and pattern of Micro, Small, Medium Enterprises s, problems of India's Industrial Exports Labour Market- issues in Labour Market Reforms and approaches to Employment Generation.

Basic Reading List

- Brahmananda, P.R. and V.A. Panchmukhi.[2001], Ed. 'Development Experience in Indian Economy, Inter-state Perspective,' Bookwell, New Delhi.
- Gupta,S.P.[1989], 'Planning and Development in India: A Critique,' Allied Publishers Private Limited, New Delhi.
- Bhagwati, Jagdish.[2004], 'In Defense of Globalization,' Oxford University Press, U.K.



MA - 4.2 Economic Environment & Social Sector II

Unit-I

Concept and indicators of sustainable development - sustainability rules, Common- Perrings model; The Solow/Hartwick approach to sustainability. System of integrated environmental and economic accounting (SEEA).

Unit-II

Management of common property resources; CPRs, LDCs and sustainable development; Subsidies, controls and use of natural capital in India. Political Economy of ecology and equity. Gender perspective in environmental management.

Unit-III

Environment and energy; Water resource planning; Water and air pollution – existing pollution control mechanisms; People's participation in the management of common and forest lands; The institutions of joint forest management and the joint protected area management; Social forestry – rationale and benefits. Wetlands. Global environmental issues- problems in managing climate change; International trade and environment; Trade and environment in WTO regime.

Unit-IV

Education as an instrument for economic growth; Important issues in basic and higher education; Education and labour market — Effects of education, ability and family background on earnings, poverty and income distribution, education and employment; production function models, growth accounting equations of Schultz and Denison, Manpower requirements approach; Economic dimensions of health care and determinants of health; Role of Government and market in health care; Inequalities in health and education – the class and gender perspective; Financing of education and health in India.

Reading List

- Hanley, N., J.F. Shogern and B. White (1997), Environmental Economics in Theory and Practice, Macmillan.
- Chary, S.N. and Vyasulu, Vinod (2000), Environmental Management - an Indian Perspective, Macmillan, New Delhi.
- Schultz, T.W. (1971), Investment in Human Capital, Free Press, New York.
- World Bank (1993), The World Development Report, 1993: Investing in Health, Oxford University Press, New York.



MA - Elective Paper 5th of Group II

INDUSTRIAL ECONOMICS- II

Unit-I

Industrial Policy in India – evolution and paradigm shift; Recent trends in Indian industrial growth; National manufacturing Policy 2011; MNCs, transfer of technology and issues related with TRIMS.

Unit-II

Regional industrial growth in India; Industrial economic concentration and remedial measures; RTP and Competition Act, 2002. Development of Cottage and Small Scale industries; Recent Policy Measures.

Unit-III

Industrial Finance; Sources of short term and long term finance; Industrial Financial Institutions: Role and functioning in India; Corporate securities; Ownership and creditorship securities.

Unit-IV

Structure of Industrial labour; Globalization and labour ; Gender Dimensions of industrial labour; Industrial legislation – Industrial Disputes Act ,1947 and Factories Act, 1948 . Industrial relations – Worker's participation in management and Collective Bargaining; Exit policy and safety nets; Second National Commission on Labour Report.

Reading List

- Ahluwalia, I.J. (1985), Industrial Growth in India, Oxford University Press, New Delhi.
- Arun Monappa- Industrial Relations, Tata Mcgraw Hill, 1997.
- Barthwal, R.R. (2000), Industrial Economics, Wiley Eastern Ltd. New Delhi.
- Cherunilam, F. (1994), Industrial Economics: Indian Perspective (3rd Edition), Himalaya Publishing House, Mumbai.



B. Sc Medical Laboratory Technology
BMLT {2nd Semester}
[BMLT-201]: HUMAN ANATOMY [INCLUDING HISTOLOGY]

UNIT-I

Urinary system:

Kidney, ureter, urinary bladder, male and female urethra, Histology of kidney, ureter and urinary bladder

2. Reproductive system

Parts of male reproductive system, testis, vas deferens, epididymis, prostate (gross & histology), Parts of female reproductive system, uterus, fallopian tubes, ovary (gross & histology) Mammary gland – gross

3. Digestive System:

Basic structure of alimentary canal, Mouth, Salivary glands, Pharynx, Esophagus, Stomach, Small intestine, Large intestine, rectum, anal canal, pancreas, Liver

UNIT-II

1. Endocrine glands:

Names of all endocrine glands in detail on pituitary gland, thyroid gland, parathyroid gland, suprarenal gland – (gross & histology)

2. Nervous system

Neuron, Classification of NS, Cerebrum, cerebellum, midbrain, pons, medulla oblongata, spinal cord with spinal nerve (gross & histology), Meninges, Ventricles & cerebrospinal fluid Names of basal nuclei, Blood supply of brain, Cranial nerves, Sympathetic trunk & names of parasympathetic ganglia

UNIT-III

1. Sensory organs:

Skin: Skin-histology, Appendages of skin

Eye: Parts of eye & lacrimal apparatus, Extra-ocular muscles & nerve supply

Ear: parts of ear- external, middle and inner ear and contents 2.

Embryology: Spermatogenesis & oogenesis, Ovulation, fertilization, Fetal circulation

Placenta

REFERENCE BOOKS

1. William Davis (P) understanding Human Anatomy and Physiology MC Graw Hill
2. Chaurasia – A Text book of Anatomy T.S. Ranganathan – A text book of Human Anatomy



3. Fattana, Human anatomy(Description and applied)Saunder's& C P Prism Publishers, Bangalore – 1991
4. ESTER . M. Grishcimer, Physiology& Anatomy with Practical Considerations, J.P. Lippin Cott. Philadelphia

L	T	P	Cr
-	-		

**B. Sc Medical Laboratory Technology
BMLT {2nd Semester}**

[BMLT-208]: HUMAN ANATOMY PRACTICAL -II[INCLUDING HISTOLOGY]

PRACTICALS:

1. Demonstration of parts of urinary system,Histology of kidney, ureter, urinary bladder,
2. Radiographs of abdomen-IVP, retrograde cystogram
3. Demonstration of section of male and female pelvis with organs in situ, Histology of testis, vas deferens, epididymis, prostate, uterus, fallopian tubes, ovary,Radiographs of pelvis – hysterosalpingogram
4. Demonstration of the glands, Histology of pituitary, thyroid, parathyroid, suprarenal glands
5. Histology of peripheral nerve & optic nerve, Demonstration of all plexuses and nerves in the body, Demonstration of all part of brain, Histology of cerebrum, cerebellum, spinal cord
6. Histology of thin and thick skin, Demonstration and histology of eyeball, Histology of cornea & retina




B. Sc Medical Laboratory Technology
BMLT {2nd Semester}
[BMLT-202]: HUMAN PHYSIOLOGY-II

UNIT-1st:

1. ENDOCRINE SYSTEM

Definition Classification of Endocrine glands & their Harmons, Properties of Harmones.

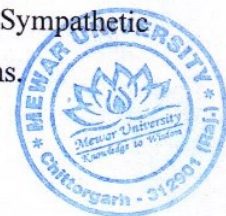
Thyroid gland hormone–Physiological, Anatomy, Hormone scatted, Physiological function ,regulation of secretion. Disorders – hypo and hyper secretion of hormone Adrenal gland, Adrenal cortex physiologic anatomy of adrenal gland, Adrenal cortex, cortical hormones– functions and regulation, Adrenal medulla – Hormones , regulation and secretion. Functions of Adrenaline and noradrenaline, Pituitary hormones–Anterior and posterior pituitary hormones, secretion, function, Pancreas–Hormones of pancreas, Insulin–secretion, regulation, function and action Diabetes mellitus–Regulation of blood glucose level, Parathyroid gland–function, action, regulation of secretion of parathyroid hormone. Calcitonin–function and action ,Endocrine functions of testes Androgens–Testosterone structure and functions. **Female** reproductive syustem. Ovulation, menstrual cycle.

2.Special senses, Vision– structure of eye. Function of different parts. Structure of retina, Hearing structure and function of can mechanism of hearing ,Taste –Taste buds functions . Smell physiology, Receptors.

UNIT-II:

1. NERVOUS SYSTEM

Functions of Nervous system, Neurone structure, classification and properties.Neuroglia, nerve fiber, classification ,conduction of impulses continuous and saltatory.Velocity of impulse transmission and factors affecting. Synapse – structure, types, properties. Receptors–Definition, classification ,properties. Reflex action–unconditioned properties of reflex action. Babinski's sign.Spinal cord nerve tracts.Ascending tracts, descending tracts–pyramidal tract –Extrapyramidal tracts. Functions of Medulla, pons, Hypothalamic disorders. Cerebral cortex lobes and functions, Sensory cortex, Motor cortex,Cerebellum functions of Cerebellum.Basal ganglion-funtions. EEG.Cerebro Spinal Fluid(CSF) : formation, circulation, properties, composition and function slumber puncture. Autonomic Nervous System: Sympathetic and parasympathetic distribution andfunctions and comparison of functions.



Unit III

2. EXCRETORY SYSTEM

1. Excretory organs, Kidneys: Functions of kidneys structural and functional unit nepron, vasarecta, cortical and juxtamedullary nephrons – Comparision, Juxta Glomerular Apparatus –Structure and function. Renal circulation peculiarities. Mechanism of Urine formation : Ultrafiltration criteria for filtration GFR, Plasma fraction, EFP, factors effecting EFR. Determination of GFR selective reabsorption–sites of reabsorption ,substance reabsorbed, mechanisms of reabsorption Glucose, urea. H+Claminoacids etc. TMG, Tubular lead, Renal threshold % of reabsorption of different substances, selective e secretion. Properties and composition of normal urine, urine output

2. REPRODUCTIVE SYSTEM

Function of Reproductive system, Puberty, male reproductive system. Functions of testes,

spermatogenesis site, stages, factors influencing semen. Physiological changes during pregnancy, pregnancy test.Lactation: Composition of milk factors controlling lactation.Muscle nerve physiology Classification of muscle, structure of skeletal muscle, Sarcomere contractile proteins,neuromuscular junction. Transmission across, Neuromuscular junction. Excitation contraction coupling. Mechanism of muscle contraction muscle tone, fatigue Rigourmortis Skin -structure and functionBody temperature measurement, Physiological variation, Regulation of body Temperature by physical chemical and nervous mechanisms. Role of Hypothalamus, Hypothermia and fever.

REFERENCE BOOKS:

1. Guyton (Arthur) Text Book of Physiology.Latest Ed. Prism publishers
2. Chatterjee(CC) Human Physiology Latest Ed.,Vol-1, Medical Allied Agency
3. Choudhari (Sujith K) Concise Medical Physiology Latest Ed. NewCentralBook,
4. Ganong (William F) Review of MedicalPhysiology. Latest Ed . Appleton

