



DEPARTMENT OF HUMANITIES & SOCIAL SCIENCES  
EVALUATION SCHEME OF UG PROGRAM AS PER NEP-2024-25

w.e.f. July, 2024-25

B.A. Sociology  
2<sup>nd</sup>Year / 3<sup>rd</sup>Semester



S. No.	Course Code	Course Title	(T)Theory (P)Practical	Course Type	Periods per Week			Evaluation Scheme			End Semester	Subject Total	Total Credit	Attributes						United Nations Sustainable Development Goals (SDGs)		
					Lecture	Tutorial	Practical	Class Test	Teacher Assessment	Total				Employability	Entrepreneurship	Skill Development	Gender Equality	Environment & Sustainability	Human Values		Professional Ethics	
1.	A070301T/ SS213	Social Change & Social Movements	T	Core Major	5	1	-	15	10	25	75	100	06	√		√						
2.	A070302T/SS214	Society and Institution	T		5	1	-	15	10	25	75	100	06	√		√						
3.	I090303T/HS217 Or I150308T/ ES226	Adolescence and Adulthood: Issues and awareness Or Environment and Sustainability	T	Vocational	3	-	-	-	-	-	100	100	03	√		√		√	√	√		3 GOOD HEALTH AND WELL-BEING 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
4.	H040304T/LN230 Or H040305T/LN231	Regional Language* Hindi or Urdu	T	Co-curricular	2	-	-	15	10	25	75	100	02	√		√		√	√	√		3 GOOD HEALTH AND WELL-BEING
<b>TOTAL</b>					<b>15</b>	<b>02</b>	<b>0</b>	<b>45</b>	<b>30</b>	<b>75</b>	<b>325</b>	<b>400</b>	<b>17</b>									

\*Any one from Hindi, Urdu, Awadhi, Sanskrit etc.

*Zeba April*

Head  
Humanities & Social Science  
Integral University, Lucknow





DEPARTMENT OF HUMANITIES & SOCIAL SCIENCES  
EVALUATION SCHEME OF UG PROGRAM AS PER NEP-2024-25

w.e.f. July, 2024-25

B.A. Sociology

2<sup>nd</sup> Year / 4<sup>th</sup> Semester



S. No.	Course Code	Course Title	(T) Theory (P) Practical	Course Type	Periods per Week			Evaluation Scheme			End Semester	Subject Total	Total Credit	Attributes						United Nations Sustainable Development Goals (SDGs)			
					Lecture	Tutorial	Practical	Class Test	Teacher Assessment	Total				Employability	Entrepreneurship	Skill Development	Gender Equality	Environment & Sustainability	Human Values		Professional Ethics		
1	A070401T /SS215	Social Problems & Issues of Development in India	T	Core Major	3	1	-	15	10	25	75	100	04	√		√							
2	A070402R/ SS216	Projects on Sustainable Society	P		0	0	2	15	10	25	75	100	02	√		√							
3	A070403T /SS217	Sociology of Migration	T		5	1	-	15	10	25	75	100	06	√		√							
4	A040405T/LN234 Or LW101	Effective Professional Communication Skills Or Legal Studies	T	Minor Course	3	1	-	15	10	25	75	100	06	√	√	√					√	√	
5	Z040401T/PH201	Physical Education and Yoga	T	Co-curricular	2	-	-	15	10	25	75	100	02	√	√	√			√	√	√		
6	A070404R /SS218	Field Visit/ Internship	T	Research Project	3	-	-	-	-	-	100	100	03	√	√	√			√				
<b>TOTAL</b>					<b>18</b>	<b>02</b>	<b>0</b>	<b>75</b>	<b>50</b>	<b>100</b>	<b>400</b>	<b>600</b>	<b>23</b>										

*Reba Anil*

Head  
Humanities & Social Science  
Integral University, Lucknow





### Integral University, Lucknow

Effective from Session: 2025-2026							
Course Code	A070301T/SS213	Title of the Course	Social Change and Social Movement	L	T	P	C
Year	II	Semester	III	5	1	0	6
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	This paper is designed in a manner, so that students are introduced to the concepts related to Social change and Social Movement. This course will introduce students to the dynamic aspect and dissension tendencies of society. The critical evaluation would enable students to come out with better suggestions, contributing in cohesion of society.						

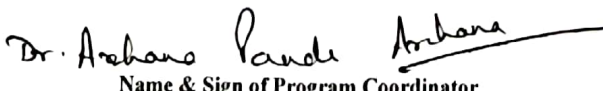
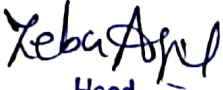
Course Outcomes	
CO1	Basics of social and structural change.
CO2	Types and expansion of social change
CO3	To understand different theories associated with social change
CO4	Intensification of social change in Indian society.
CO5	Conceptual understanding of social movements.
CO6	Theoretical understanding of social movements
CO7	Emergence and development of new social movement
CO8	Forms and types of social movements in Indian scenario.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Concept, Meaning & Nature of Social change, Factors of Social Change, Change in structure and Change of structure	12	CO1
2	Types of Social change	Evolution, Development, Progress, Growth, Diffusion and Revolution.	12	CO2
3	Theories of Social Change	Linear (A. Comte), Cyclical (V. Pareto), Evolutionary (Spencer), Functionalist (V. Moore) Demographic, and Economic (Conflict-Marx). Information technology and Social Change.	11	CO3
4	Processes of Social Change in India	Sanskritization, Westernization, Modernization. Concept & Impact of Secularization and Globalization, Parochialisation and Universalization	11	CO4
5	Concept & Meaning of Social Movement	Nature, Definitions and Characteristics of Social Movements.	11	CO5
6	Social Movement and Social Change	Theories of Social Movement: Structural –functional, Marxist, Resource Mobilization Theory,	11	CO6
7	New Social Movement	New Social Movement Types of Social Movement: Reform, Rebellion, Revival, Protest, Revolution, Insurrection, Counter Movement	11	CO7
8	Social Change in India through Social Movements	Peasant movement, Labour movement, Dalit movement, Women’s movement, Environmental movement	11	CO8

- Reference Books:**
- Social change :W F Ogburn
  - Theories of social change: A critical appraisal -Raymond Boudon
  - Social movement and Social Transformation -MSA Rao
  - Protest and change : Studies in social movement -T K Oommen
- e-Learning Source: E-gyankosh and NCERT**

Course Articulation Matrix: (Mapping of Cos with POs and PSOs)											
PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	1	1	3	1	3	3	2	3	2	2	2
CO2	1	2	3	2	3	3	3	2	2	1	1
CO3	2	1	3	3	3	2	2	3	1	2	2
CO4	2	2	3	3	3	2	3	3	2	2	3
CO5	1	2	2	3	3	3	2	2	2	2	2
CO6	3	2	3	2	1	2	3	3	2	3	3
CO7	3	3	3	2	1	3	3	2	3	3	2
CO8	3	3	2	1	2	3	2	3	2	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Head Sign & Seal of HoD Humanities & Social Science Integral University, Lucknow
---	--



Integral University, Lucknow

Effective from Session: 2024-25							
Course Code	A070302T/SS 214	Title of the Course	Society and Social Institutions	L	T	P	C
Year	II	Semester	III	6	0	0	6
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	To acquaint students with the functions and significance of social institutions. To develop a critical understanding of the challenges and changes in social institutions. To familiarize students with various types of social institutions						

Course Outcomes	
CO1	Identify the functions and significance of social institutions
CO2	Analyze the challenges and changes in social institutions
CO3	Get an impression about the basic composition of Indian society
CO4	Get an impression about the national integration in India
CO5	Enhance knowledge regarding marriage in India
CO6	Learn briefly about concept of family and Challenges
CO7	Learn briefly about concept of religion
CO8	Enhance knowledge regarding marriage in India

Course Outcomes				
Unit No	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Society and Social Institutions	Definition and Functions of Society and Social Institutions, Importance of Social Institutions, Characteristics of Society	8	CO1
2	Changes and Challenges	Challenges and Changes in Social Institutions and Society	7	CO2
3	Composition of Indian Society	Composition of Indian Society: Caste, Religious, Linguistic and Racial, Unity in diversity,	7	CO3
4	National Integration	Meaning & Threats (Communalism, linguism, regionalism), Importance, Elements support and promote national integration and its advantages	8	CO4
5	Marriage	Patterns in Marriage: Endogamy, Exogamy, Monogamy, Polygamy, Patterns of Descent: Patrilineal, Matrilineal, Bilateral, Changes in the marriage system in India	8	CO5
6	Family	Functions of the family, Variations in family structure: Traditional and Contemporary, Changes and Challenges	7	CO6
7	Religion	Meaning, and Functions of Religion, Monotheism, Polytheism, Sect and Cult,	8	CO7
8	Various forms of Religion	Magic, Totemism, Naturism, Animism,	7	CO8

Reference Books:

- Dasgupta and Saha, (2012), An introduction to Sociology, Pearson.
- Giddens, Anthony, (2017). Sociology (8th edition), Atlantic Publishers.
- Haralambos M and Heald, (2009,) Sociology Themes and Perspectives. New Delhi Oxford University Press.
- Stolley S, Kathy, (2005), The Basics of Sociology, Greenwood Press.

e-Learning Source:

- <https://youtu.be/hChU1nr43U>
- <https://archive.nptel.ac.in/courses/109/104/109104074/>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)										
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	1	1	1	2	2	3	3	2	3
CO2	2	3	3	3	3	2	3	3	3	3
CO3	2	3	3	2	2	3	2	2	3	2
CO4	3	3	2	2	1	1	2	3	2	2
CO5	2	1	2	2	2	1	2	2	3	1
CO6	1	2	3	4	5	3	5	1	2	4
CO7	2	3	4	2	3	4	3	2	3	1
CO8	3	1	4	2	3	1	3	3	1	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr. Archana Pandey  
Name & Sign of Program Coordinator

Xelax  
Sign & Seal of HoD

Head  
Humanities & Social Science  
Integral University, Lucknow



## Integral University, Lucknow

<b>Effective from Session: 2023-2024</b>							
Course Code	IA090403T/ HS217	Title of the Course	Adolescence & Adulthood: Issues & Awareness	L	T	P	C
Year	II	Semester	III	3	0	0	3
Pre-Requisite	Graduation	Co-requisite	None				
Course Objectives	Students would develop awareness on selected aspects of the human development/developmental science literature on adolescence and late adulthood. It would enhance students' specialized knowledge about adolescence and late adulthood.						

Course Outcomes	
CO1	Students would get inside on the Socialization models/processes: Historical perspectives on family socialization; contemporary perspectives on family socialization; the integrated roles of parents and peers; Adolescent-parent relationships; adolescent-parent attachment relationships Friendships, romantic relationships, and peer relationships; contexts of neighborhood and school
CO2	Students would able to understand the with a special focus on adolescence Theoretical framework Development of sexuality: Childhood Adolescence Adolescent sexual behavior Parental influences Sexual coercion Sexuality in the Internet age Positive sexual development
CO3	Students would able to understand the with a special focus on adolescence Theoretical framework Development of sexuality: Childhood Adolescence Adolescent sexual behavior Parental influences Sexual coercion Sexuality in the Internet age Positive sexual development
CO4	Students would able to understand the with a special focus on adolescence Theoretical framework Development of sexuality: Childhood Adolescence Adolescent sexual behavior Parental influences Sexual coercion Sexuality in the Internet age Positive sexual development

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Empirical and Theoretical Perspectives on Relationships With Parents and Peers In Adolescence	Socialization models/processes: Historical perspectives on family socialization; contemporary perspectives on family socialization; the integrated roles of parents and peers; Adolescent-parent relationships; adolescent-parent attachment relationships Friendships, romantic relationships, and peer relationships; contexts of neighborhood and school	12	CO1
2	The Development of Sexuality	With a special focus on adolescence Theoretical framework Development of sexuality: Childhood & Adolescence Adolescent sexual behavior Parental influences Sexual coercion Sexuality in the Internet age Positive sexual development	12	CO2
3	Wisdom	Historic conceptions of wisdom Meaning of wisdom: Implicit and explicit theoretical approaches; wisdom and leadership; measurement of wisdom Development of wisdom: Wisdom and late adulthood; trajectories of wisdom. Thriving/Wellbeing/ Gerotranscendence Definition and principles of thriving. Thriving and positive development in later life; resilient aging; life strengths and well-being in late life; gerotranscendence (a developmental theory of positive aging)	12	CO3
4	Religious and Spiritual Development	With a special focus on late adulthood Conceptualizing religiousness/religiosity and spirituality: Polarized or Overlapped Meanings of religiousness and spirituality: Eastern vs. Western perspectives Defining religious and spiritual development Positive correlates of religious and spiritual development	12	CO4

**Reference Books:**

Carol K. Sigelman & Elizabeth A. Rider, (2009), Life Span Human Development, Wadsworth

John W. Santrock (2009) Life Span Development, Mc Graw Hill

**e-Learning Source:**

Swami Akhilanand (2001 edition). Hindu Psychology: It's meaning for the West. Taylor & Francis.

Suggestive digital platforms web links-<http://heecontent.upsdc.gov.in/Home.aspx> <http://www.apa.org>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)								
PO-PSO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	2	2	3	2	2
CO2	3	2	2	3	2	2	2	2
CO3	3	2	2	3	2	2	3	3
CO4	3	1	2	2	3	2	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<p>Name &amp; Sign of Program Coordinator</p>	<p>Sign &amp; Seal of Head</p>
---	--------------------------------

Humanities & Social Science  
Integral University, Lucknow



**Integral University, Lucknow**  
Department of Environmental Science

Effective from Session:							
Course Code	1150308T/ ES226	Title of the Course	Environment and Sustainability	L	T	P	C
Year	2 <sup>nd</sup>	Semester	III	2	1	0	3
Pre-Requisite	10+2	Co-requisite	Basic knowledge of environment				
Course Objectives	A sustainable human society is one that satisfies its needs without jeopardizing the opportunity of future generations to satisfy theirs. The challenge of how we achieve a sustainable society is a vital theme that unites the various disciplines within environmental studies. This course is designed to help the students to bridge the scientific approach to analyzing and solving environmental problems with the socioeconomic concerns involved in formulating and administering environmental policy and the historic and philosophical basis of humanity's relationship to ecosystems. With the common goal of defining and understanding environmental sustainability, the course identifies how each participating discipline can creatively contribute towards this end						

Course Outcomes	
CO1	Understand the basic concept of Sustainable Development (SD): the environmental, social and economic dimensions.
CO2	In depth learning and analysis of factors that support to achieve sustainability and resilience in an individual level and in a community
CO3	Develop an encompassing understanding of sustainability issues
CO4	Understand the embedment of sustainability issues in environmental, societal, and economic systems, and the relevance of the conditions, interrelations, and dynamics of these systems.
CO5	Demonstrate knowledge and understanding of the current sustainable development policies followed by selected countries

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction to Sustainable Development	Broad introduction to SD - its importance, need, impact and implications; definition coined; evolution of SD perspectives (MDGs AND SDGs) over the years, recent debates; 1987 Brundtland Commission and outcome; later UN summits (Rio summit, etc.) and outcome	8	CO1 & 2
2	Dimensions of Sustainable Development	Society, environment, culture and economy, current challenges - natural, political, socio-economic imbalance; sustainable development initiatives and policies of various countries: global, regional, national, local, needs of present and future generation - political, economic, environmental.	8	CO, 2& CO5
3	Gauging Sustainable Development	Sustainability and development indicators and SDGs, UN's outlook of sustainable development and efforts, UN SDGs - structure, governance and partnerships, communities / society; ensuring resilience and primary needs in society; biosphere: development within planetary boundaries; strengthening institutions for sustainability; shaping a sustainable economy.	09	CO2, 3 & 5
4	Sustainable Energy	Sustainable energy: Non-conventional Sources, Energy Cycles, carbon cycle, emission and sequestration, Green Engineering: Sustainable urbanization- Socioeconomical and technological change.		
5	Challenges for SD	Climate change, resource depletion, food-energy-water nexus, eutrophication, acidification, human/ecosystem toxicity, smog, ozone depletion, Concept of Carbon Credit, Carbon Footprint, Environmental management in industry-A case study.	09	CO 2,3,4 & 5
6	Sustainability Practices	Zero waste and R concept, Circular economy, ISO 14000 Series, Material Life cycle assessment, Environmental Impact Assessment, Sustainable habitat, Green buildings, Green materials, Energy efficiency, Sustainable transports.	12	CO5 & CO5

**Reference Books:**

Anubha Kaushik and C. P. Kaushik's "Perspectives in Environmental Studies", 6th Edition, New Age International Publishers, 2018.

Benny Joseph, 'Environmental Science and Engineering', Tata McGraw-Hill, New Delhi, 2016.

Gilbert M. Masters, 'Introduction to Environmental Engineering and Science', 2nd edition, Pearson Education, 2004.

Allen, D. T. and Shonnard, D. R., Sustainability Engineering: Concepts, Design and Case Studies, Prentice Hall.

Bradley A.S; Adebayo, A.O., Maria, P. Engineering applications in sustainable design and development, Cengage learning.

Environment Impact Assessment Guidelines, Notification of Government of India, 2006.

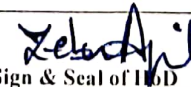
Mackenthun, K.M., Basic Concepts in Environmental Management, Lewis Publication, London, 1998.

**e-Learning Source:**

SWAYAM, MOOC, e-Skill India, Coursera, Udemy, National Digital Library of India

Course Articulation Matrix: (Mapping of COs with POs and PSOs)													
PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO4	PSO5	PSO6	PSO7
CO1		2			2		3				3		2
CO2	3		2					2	3	2		2	
CO3	2				2			2					2
CO4			3			2		2			2	3	
CO5	3				3	2					3		3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	 Sign & Seal of Head
------------------------------------	--

**Head**  
Humanities & Social Science  
Integral University, Lucknow

Effective from Session: 2025-26 Regional Language Co-Curricular							
Course Code	H040304T/ LN230	Title of the Course	कार्यात्मक हिंदी / Functional Hindi	L	T	P	C
Year	NA	Semester	NA	2	0	0	2
Pre-Requisite	10+2 (Any Discipline)	Co-requisite	None				
Course Objectives	After the completion of course, the students will: <ul style="list-style-type: none"> <li>• Master the Hindi Language Skills.</li> <li>• Develop LSRW Skills in Hindi</li> <li>• Cultivate essential tool for accessing the precious heritage of our ancient culture.</li> <li>• Be acquainted with Hindi Knowledge System.</li> <li>• Be able to utilize functional aspects of Hindi.</li> <li>• Learn the translation aesthetics of the language.</li> <li>• Get acquainted with the major works in vast Hindi literature.</li> </ul>						

Total No. of Lectures: 45

Minimum Marks: 100

Course Outcomes	
CO1	To introduce the knowledge system of Hindi Language.
CO2	To equip students with the basics of Hindi Grammar.
CO3	To highlight the descriptive use of Hindi Grammar and its analysis.
CO4	To familiarize students with functional use of Hindi through literature.
CO5	To acquaint students with the influence of Hindi Literature on Ancient Indian Culture and Aesthetics.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	भाषा एवं भाषिक संरचना तथा स्तर	भाषा : परिभाषा, स्वरूप, अभिलक्षण भाषाविज्ञान: परिभाषा, प्रकार, क्षेत्र, शाखाएं ध्वनि, शब्द, रूप, वाक्य, प्रोक्ति, अर्थ	09	CO1
2	हिंदी भाषा की उत्पत्ति तथा विकास	पृष्ठभूमि अपभ्रंश अवहट्ट पुरानी हिंदी मानक हिंदी	09	CO2
3	हिंदी शब्द सम्पदा और उसके मूल स्रोत	हिंदी ध्वनियों का वर्गीकरण आधार- स्थान, प्रयत्न, इन्द्रिय या करण	09	CO3
4	हिंदी साहित्य	हिंदी साहित्य का उद्गम: आदि काल भक्ति काल रीती काल आधुनिक काल नव्योत्तर काल	09	CO4
5	प्रमुख हिंदी साहित्यकार	सूर्यकांत त्रिपाठी 'निराला' (कवि) प्रेमचन्द (हिन्दी गद्यकार) भीष्म साहनी (नाटककार)	09	CO5

**Reference Books:**

- Hindi Sahitya ka Itihas* by Dr. Nagendra  
*Karyalay Karya Vidhi* by Ramchandra Singh Sagar  
*Anuvaad Vigyaan* by Bholanath Tiwari  
*Bhasha Vigyan ki Bhoomika* by Acharya Devendranath Sharma  
*Hindi Basha Ka Itihas* by Dr Ramkishor Sharma  
*Loksahtya or Sanskriti* by Dr Dinneshwar Prasad

**E-Resources**

- <https://www.youtube.com/watch?v=yh9J28y3f04>  
<https://www.youtube.com/watch?v=Hczf4P1u>  
<https://www.youtube.com/watch?v=1e0B2r>

Course Articulation Matrix (POs PSOs COs)													
PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	2	3	3	3	3	3	3	2	3	2	3
CO2	2	3	1	2	3	3	2	3	3	1	3	1	3
CO3	1	2	1	2	3	3	3	3	2	2	3	2	3
CO4	3	3	2	2	3	3	2	2	3	1	2	1	2
CO5	2	3	2	2	3	3	3	3	2	3	2	3	2
CO6	2	3	1	1	3	3	3	2	3	2	2	2	2
CO7	3	2	3	3	3	3	3	2	2	2	3	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

  
 Head  
 Humanities & Social Science  
 Integral University, Lucknow

**Urdu Syllabus**  
**Regional Language (Urdu)**  
**National Education Policy (NEP)**  
**III Semester**  
**w.e.f 2025-26- Odd Semester**

اردو نصاب  
حسب ہدایات نیشنل ایجوکیشن پالیسی (این ای پی)

**Unit I**

**Introduction of Alphabet:**

- 1.1 a) **Urdu alphabet:** consonant, vowels, aspirated & retroflexed letters, doted & non doted letters and their forms putting letters together.
- 1.2 b) **Reading & Writing:** Reading practice of Urdu words, practicing of writing the combines letters to write (Two-letter, three-letter, and four-letter words), and writing Urdu in the Nastalique script.

اکائی اول  
علم ہجاء کا تعارف

- ۱-۱: حروف تہجی: صوت / مہمتے، حروف ہکاری یا ہاہیر، حروف منقوٹ و غیر منقوٹ، حرکات و سکنات، حروف کی دیگر اشکال کی پہچان۔  
۱-۲: قرآت و کتابت: حروف ہجاء کی مشق، دو حرفی، سہ حرفی اور چہار حرفی الفاظ کو پڑھنے اور ان کو اردو نستعلیق میں لکھنے کی مشق۔

**Unit II**

**Reading & Writing:**  
**Proposed Urdu Text**

- 2.1 a) **Prose:** (lessons) "Tote ki chalaki", "Guftgu ke aadaab", "KahawateN", Urdu news.
- b) **Poetry:** (Lessons) "Sari Dunya ke Malik", "Barsaat", "Lab pe aati hai", "Shaam".
- 2.2 c) Urdu writings & Dictation

اکائی دوم  
اردو عبارت خوانی و کتابت

- ۱-۲: مجوزہ اردو متن نثر و نظم:  
۲-۲: نثر: (اسباق) طوطے کی چالاکی، گفتگو کے آداب، کہاوتیں، اردو خبریں۔  
نظم: (اسباق) ساری دنیا کے مالک، برسات کی رات۔ لب پہ آتی ہے، شام۔  
۳-۲: کتابت: اردو کتابت و املا نویسی۔

### Unit III

#### Literature

#### 3.1 a) A brief introduction to Urdu literature, and the genres of Prose & Poetry.

##### Genres of Prose:

- |               |            |             |             |                 |
|---------------|------------|-------------|-------------|-----------------|
| 1. Inshaiyah, | 2. Afsana, | 3. Dastan,  | 4. Novel,   | 5. Drama        |
| 6. Khutoot,   | 7. Khaka   | 8. Savaneh, | 9. Tanqeed, | 10. Safer Namah |

##### Genres of Poetry:

- |              |             |             |           |            |
|--------------|-------------|-------------|-----------|------------|
| 1. Hamd      | 2. Naat,    | 3. Manqabat | 4. Nazm.  | 5. Ghazal  |
| 6. Qaseedah. | 7. Masnavi. | 8. Mersia   | 9. Qata'a | 10. Ruba'e |

#### 3.2 b) A brief Introduction to the famous Urdu poets & prose writers.

##### Poets:

- |                       |              |                    |                   |                     |
|-----------------------|--------------|--------------------|-------------------|---------------------|
| 1. Ghalib,            | 2. A. Iqbal, | 3. Meer Taqi Meer, | 4. Hasrat Mohani  | 5. Akber Allahabadi |
| 6. Nazeer Akbara badi |              | 7. Josh Malihabadi | 8. Perveen Shakir | 9. Basheer Badr     |
| 10. Sahir Ludhyanvi   |              |                    |                   |                     |

##### Prose Writers:

- |                          |                      |                     |                       |
|--------------------------|----------------------|---------------------|-----------------------|
| 1. Mohamad Hussain Azad. | 2. Dipt Nazeer Ahmad | 3. Farhatullah Beg. | 4. Saadat Hasan Manto |
| 5. Munshi Prem Chandr.   | 6. Abul kalam Aazad  | 7. Sir Syed Ahmad   | 8. Shibli Naumani     |
| 9. Mushtaq Usufi         | 10. Asamat Chughtae. |                     |                       |

اکائی سوم:

اردو ادب کا تعارف

۱-۳: اردو نثر و نظم اور ان کی اقسام کا تعارف۔

اصناف نثر:

- |            |           |           |          |              |
|------------|-----------|-----------|----------|--------------|
| ۱- انشائیہ | ۲- افسانہ | ۳- داستان | ۴- ناول  | ۵- ڈرامہ     |
| ۶- خطوط    | ۷- خاکہ   | ۸- سوانح  | ۹- تنقید | ۱۰- سفر نامہ |

اصناف شاعری:

- |          |          |          |         |           |
|----------|----------|----------|---------|-----------|
| ۱- حمد   | ۲- نعت   | ۳- منقبت | ۴- نظم  | ۵- غزل    |
| ۶- قصیدہ | ۷- مثنوی | ۸- مرثیہ | ۹- قطعہ | ۱۰- رباعی |

۲-۳: اردو کے مشہور و معروف ادباء و شعراء کا مختصر تعارف۔

شعراء:

- |                      |                     |                |                |                   |
|----------------------|---------------------|----------------|----------------|-------------------|
| ۱- اسد اللہ خاں غالب | ۲- علامہ محمد اقبال | ۳- میر تقی میر | ۴- حسرت موہانی | ۵- اکبر الہ بادی  |
| ۶- نظیر اکبر آبادی   | ۷- جوش ملیح آبادی   | ۸- پروین شاکر  | ۹- بشیر بدر    | ۱۰- ساحر لدھیانوی |

ادباء و نثر نگار

- |                          |                    |                      |                   |                   |
|--------------------------|--------------------|----------------------|-------------------|-------------------|
| ۱- محمد حسین آزاد        | ۲- ڈپٹی نذیر احمد  | ۳- فرحت اللہ بیگ     | ۴- سعادت حسن منٹو | ۵- منشی پریم چندر |
| ۶- مولانا ابوالکلام آزاد | ۷- سر سید احمد خان | ۸- علامہ شبلی نعمانی | ۹- مشتاق یوسفی    | ۱۰- عصمت چغتائی   |

## Unit IV

### Jargons and Idioms:

- 4.1 a) Privileged Urdu idioms & phrases, suffixes & prefixes.  
4.2 b) Introductory words and phrases used on special occasion and in correspondence.

اکائی چہارم

اردو محاورات و ضرب الامثال، سابقے و لاحقے۔

۱-۴: مروجہ اردو محاورات اور ضرب الامثال:

۲-۴: اردو، عربی و فارسی کے سابقے و لاحقے کا استعمال۔

۳-۴: خاص مواقع اور خط و کتابت میں استعمال ہونے والے اردو کے تعارفی الفاظ و جملے۔

### Books Recommended:

- Ibtidai Urdu: I, II & III (NCERT Book, Class I, II & III)
- Urdu ki pahli kitab by Ismail Merathi.
- Amozish -e- Urdu
- Muhawairat wa Zerbul Amsaal By Hafiz Asadur Rahmaan Chisthi
- Tareekh e Adab e Urdu by Jameel Jalbi

مجوزہ کتب

- ابتدائی اردو: این سی آرای ٹی کی کتابیں برائے کلاس اول، دوم و سوم
- اردو پہلی کتاب: مصنف اسماعیل میرٹھی
- آموزش اردو
- محاورات و ضرب الامثال مصنف، حافظ اسد الرحمن چشتی
- تاریخ ادب اردو مصنف: جمیل جالبی

*Ye ba Anil*

Head  
Humanities & Social Science  
Integral University, Lucknow



Integral University, Lucknow

<b>Effective from Session: 2022-2023</b>							
<b>Course Code</b>	A070401T/SS215	<b>Title of the Course</b>	Social Problems & Issues of Development in India	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	II	<b>Semester</b>	IV	6	0	0	6
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	Course Outcomes: The syllabus is designed to introduce students to the emerging social problems, the concept and issues of development in Indian Society. The course intends to focus upon the deviant and delinquent behaviour, issue of corruption and other disorganizational and structural problems of Indian Society. The endeavour of the course is to make learners aware about the social problems and developmental issues in the Indian Society.						

Course Outcomes	
<b>CO1</b>	Basic understanding of deviance.
<b>CO2</b>	Explore the different social problem and behavior.
<b>CO3</b>	Understanding socio-structural tribulations.
<b>CO4</b>	Understanding the problems at family level.
<b>CO5</b>	Conceptual understanding differences of development.
<b>CO6</b>	To expand knowledge about theories on development.
<b>CO7</b>	Issues of Development from agrarian to advancement era.
<b>CO8</b>	To know about relation between Ecology and Development.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction	Deviance: Concept & Meaning, Definition. Crime and Juvenile Delinquency, White Collar crime, Social Disorganization and social Problem	07	CO1
2	Social Problem	Corruption in Public life, Cyber Crime, Drug Addiction, Drug Abuse, Suicide, Terrorism,	07	CO2
3	Structural Problems	Poverty, Unemployment Caste Inequality, Problems: Religious, Ethnic and Regional, Minorities, Backward Classes and Dalits.	08	CO3
4	Familial Problems	Dowry, Domestic Violence, Divorce, Intra and Inter-Generational Conflict, Problem of Elderly.	08	CO4
5	Concept of Development	of Concept of Development, Economic Vs Social Development, Human Development (HDI), Social Development	06	CO5
6	Theories of Development:	of Smelser, Lerner, Rostow. Under Development Dependency: Centre Periphery (Frank), Uneven Development (Samir Amin); Globalization and Development Society	08	CO6
7	Issues of Development	of Agrarian Crisis, Human Resource Development & Skilled Unemployment, Inclusive Development	08	CO7
8	Ecology and Development:	and Development and Displacement, Rehabilitation and Resettlement Policy, Sustainable development, Global Warming and Climate Change.	08	CO8

**Reference Books:**

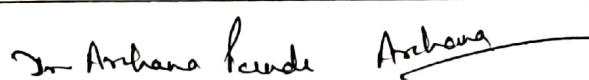
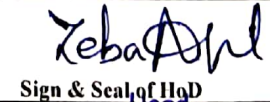
- Cloward, R., 1960. Delinquency and Opportunity.
- Charles, L.C., Michael, W.F., 2000. Crime and Deviance: Essays and Innovations of Edwin M Lemert
- Eade D and Ligteringen E, Debating Development, 2006. – NGOs and the Future
- Desai A.R., 1971: Essays on Modernization of Underdeveloped Societies.

**e-Learning Source: EGYAMKOSH and NCERT**

**Course Articulation Matrix: (Mapping of Cos with POs and PSOs)**

PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	3	1	1	3	2	3	2	2	2	2	2
CO2	1	2	3	2	1	3	3	2	2	1	1	2	3
CO3	1	2	1	2	2	3	2	3	1	2	2	2	2
CO4	1	2	2	1	3	2	3	3	2	2	3	1	2
CO5	2	2	1	2	3	3	2	2	2	2	2	1	2
CO6	3	2	3	2	1	2	3	3	2	3	3	3	3
CO7	1	3	3	2	3	3	3	2	3	3	2	3	3
CO8	1	3	2	1	2	1	2	3	2	3	3	3	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of Head
---	--

Humanities & Social Science  
Integral University, Lucknow



Integral University, Lucknow

Effective from Session: 2022-2023							
Course Code	A070402R/ SS216	Title of the Course	Project on Sustainable Society	L	T	P	C
Year	II	Semester	IV	0	0	3	4
Pre-Requisite	Intermediate	Co-requisite	None				
Course Objectives	Course Outcomes: The syllabus designed to introduce students to the emerging social problems and the concept and issues of development in Indian Society. The project work will engage students directly in practical knowledge about the conducting research project. This project work will help learners to know about the issue of sustainability.						

Course Outcomes	
CO1	Basic understanding of research work in development and social problem.
CO2	Develop skill to improve research understanding.
CO3	To improve skill of using different techniques and methods.
CO4	To enhance the skill of research writings.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction to research	Research Project: Definition & Concept, Selection of Research Topic related to Social Problems and Social Development, Sustainable Development	07	CO1
2	Research Proposal	How to develop Research Proposal and its Implementation	07	CO2
3	Methods & Techniques	Methods & Techniques for conducting scientific study. Writing of Bibliography.	08	CO3
4	Research Project writing	Research Project final draft and writing of findings, Presentation of Research Project.	08	CO4

Reference Books:

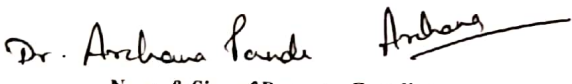
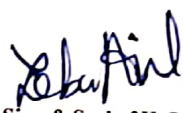
- Goode and Hatt, 2006: Methods in Social Research
- Young Pauline, 1988 Scientific Social Surveys and Research Practice
- Silverman David, 1985 Gower, Vermont Qualitative Methodology and sociology.
- Sachdev Meetal, 1987: Qualitative Research in Social Sciences

e-Learning Source: Egyamkosh and NCERT

Course Articulation Matrix: (Mapping of Cos with POs and PSOs)

PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	3	1	1	3	2	3	2	2	2	2	2
CO2	1	2	3	2	1	3	3	2	2	1	1	2	3
CO3	1	2	1	2	2	3	2	3	1	2	2	2	2
CO4	1	2	2	1	3	2	3	3	2	2	3	1	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
---	---

Head  
Humanities & Social Science  
Integral University, Lucknow





**Integral University, Lucknow**

<b>Effective from Session:2024-2025</b>							
<b>Course Code</b>	A070403T/SS217	<b>Title of the Course</b>	Sociology of Migration	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	II	<b>Semester</b>	IV	6	0	0	6
<b>Pre-Requisite</b>	Intermediate	<b>Co-requisite</b>	None				
<b>Course Objectives</b>	Migration continues to be an immensely important political, economic, social and cultural issue and one that is prone to social mobility. This course introduces students to the world of migration, mobility and migrant imagination. This course facilitates the students understand the gender in migration and to examine critically the migration Policies, Governance and Emerging issues in migration						

<b>Course Outcomes</b>	
<b>CO1</b>	The students learn to apply the sociological perspective in understanding how migration shapes our individual everyday life.
<b>CO2</b>	Analyse social phenomena and determinants associated with migration by applying sociological principles.
<b>CO3</b>	To attain theoretical clarity regarding the Sociology of Migration.
<b>CO4</b>	Knowing the symbolic dimension of human mobility: Religion, ethnicity, diversity, conflict. Acquire a basic knowledge of the social mobility, discrimination and Inequalities of migration
<b>CO5</b>	To make students understand the Forms and Patterns of Migration in India.
<b>CO6</b>	Think critically about the Issues and Debates on Migration and draw connections between scholarly work on migration, current political events and everyday life.
<b>CO7</b>	Understand the role Global and multilateral rights initiatives which influence policies of migration at different political spaces.
<b>CO8</b>	To develop capacities for further research in the key areas like Indian migration policies, governance, Welfare Schemes and border practices.

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	Introduction of Migration	Migration: Concept, Definition and Characteristics, Types of Migration, Sociological Significance of Migration, Brain Drain, Remittances.	08	CO1
2	Determinants of Migration	Determinants of Internal and External Migration, Push factors, Pull factors.	08	CO2
3	Sociological Theories of Migration	Theoretical Approaches to Migration: Push and Pull Theory, Everett Lee's Theory, Ravenstein's Theory.	08	CO3
4	Migration, social mobility and Inequalities	Migration and Inequality :gender, ethnicity, religion, caste, and class, Migration and discrimination.	08	CO4
5	Migration in India	The process of migration from India, Forms and Patterns of Migration.	08	CO5
6	Issues and Debates on Migration	Emerging issues in migration : Migration and Refugee, Migration and displacement, Gender and Migration, The International Politics of Migration, Migration and Development.	08	CO6
7	Migration in the Era of Transnationalism	Transnationalism, Globalization, Diaspora, Immigration and Multiculturalism, Understanding the Challenges of Global Migration, Super-diversity.	06	CO7
8	The migration and the institutional framework in India	Migration Policies, Governance, Welfare Schemes for the Migrant Labourers.	06	CO8

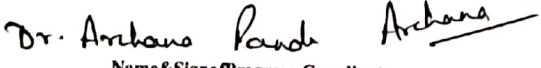

**Reference Books:**

- Castles, S and Miller, M (1994) The Age of Migration: International Population Movements in the Modern World, London, MacMillan
- Lee, E. S. (1966) A theory of migration, Demography 3: 47-57, <http://www.jstor.org/stable/2060063>.
- Kapur, D. (2010) Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. New Delhi: Princeton University Press
- Rao, M. S. A (1986). Studies in Migration: internal and international migration in India. New Delhi: Manohar Publications.

**e-Learning Source :E-gyan-kosh and NCERT**


<b>PO-PSO</b>	<b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b>								
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	
<b>CO1</b>	3	2	3	1	2	3	3	2	
<b>CO2</b>	3	2	2	2	1	2	2	2	
<b>CO3</b>	3	2	2	3	1	3	2	1	
<b>CO4</b>	3	2	2	2	2	3	3	3	
<b>CO5</b>	3	1	2	2	2	3	3	3	
<b>CO6</b>	3	2	2	2	2	3	2	2	
<b>CO7</b>	3	2	2	1	2	3	3	1	
<b>CO8</b>	3	1	3	1	2	2	3	3	

**1- Low Correlation;2-Moderate Correlation;3-Substantial Correlation**

 <b>Name&amp;Sign of Program Coordinator</b>	 <b>Sign&amp;Seal of HoD</b> <b>Head</b>
--	---

**Humanities & Social Science  
Integral University, Lucknow**

**II Year  
Minor Elective (Theory)**

<b>Program: Minor Elective</b>		<b>Year: II</b>		<b>Semester: IV</b>	
<b>Course code: LN234/A040405T</b>		<b>Course Title: Effective Professional Communication Skills</b>			
<b>L</b>		<b>T</b>		<b>P</b>	
3		1		0	
				<b>Credits</b>	
				4	
<b>Major ( )</b>		<b>Minor (✓)</b>		<b>Vocational ( )</b>	
<b>Pre-requisite (If any)</b>		10+2 (Any Discipline)			
<b>Course Outcomes: (COs)</b>		<b>After the successful course completion, learners will develop the following attributes:</b>			
<b>CO1</b>		It enables the students to understand others; enhance relationships; persuade and establish effectively in the professional field; lead and inspire a team; or learn from others.			
<b>CO2</b>		Effective public speaking skills can help with career advancement, as they indicate creativity, critical thinking skills, leadership abilities, poise, and professionalism, qualities that are very valuable for the job market. Speaking at events and conferences is a good way of building credibility.			
<b>CO3</b>		Reading is a fundamental skill that allows us to learn, understand, and communicate with the world around us. It enables the reader to study strategically with time management. The act of reading requires a combination of cognitive skills, including attention, memory, and language processing.			
<b>CO4</b>		It enables the students to demonstrate, across a variety of investigations, that writing activities yield a number of intellectual, physiological, and emotional benefits to individuals. These benefits include improved memory function, decreased symptomatology, and greater feelings of satisfaction and encouragement for good professions.			
<b>CO5</b>		It enables the students to reach their full potential and opens up a variety of career opportunities. It results in increased confidence, improved self-esteem & better communication on a daily basis. Presentation skills training can help individuals to become more aware of their body language, understand their audience and deliver an engaging message that people can connect with.			
<b>CO6</b>		Students will gain a fundamental understanding of the nature, branches, and history of Linguistics. It enables the learner to determine what is unique and universal about the language we use, how it is acquired, the ways it changes over time, and its relation to grammar.			
<b>CO7</b>		Students will develop the skill of building better team and team management and learn to prevent misunderstanding and conflicts. They will develop the sense to improve customer service to meet goals and earn success.			
<b>CO8</b>		After acquiring the above-mentioned skills, students will inculcate the following skills to prepare a project work to meet the need of the professional field.			

IV	<b>Title of the unit: Writing Skills</b> CV and Resume Writing, Job Application Letter/ Covering Letter, Rules for Writing Precis, Principles of Condensation, Paragraph Writing, Script Writing.	06
V	<b>Title of the unit: Presentation Skills</b> Presentation Strategies, Purpose Audience and Locale, Audio Visual Aid, Nuances of Delivery, Body Language, Voice Dynamics	06
VI	<b>Title of the unit: Language and Linguistics</b> Language: Definition, Characteristics, and Importance of Language Linguistics: Definition, nature, scope, branches, levels, and types of Linguistics, Linguistics versus Traditional Grammar	06
VII	<b>Title of the unit: Corporate Communication</b> Definition, Goals of Corporate Communication, Internal and External Corporate Communication, Nature and benefits of Corporate Communication.	06
VIII	<b>Title of the unit: Project work</b> At the commencement of the semester, the student would be assigned a topic by the teacher/ instructor. They will research it and submit a duly documented of about 20-25 pages by the end of the Semester.	06

**Suggested Readings:**

1.	Kumar, Sanjay, and Pushp Lata., Communication Skills. Oxford University Press, Oxford 2011
2.	Raman, Meenakshi, and Sangeeta Sharma. Technical Communication: Principles and Practice. Second Edition, Oxford University Press, 2012
3.	Raina, Roshan Lal, Iftikhar Alam, and Faizia Siddiqui, Professional Communication. Himalaya Publication House 2012.
4.	Agarwal, Malti. Professional Communication. Krishna's Educational Publishers. 2016.
5.	<a href="http://www.uptonotes.com/notes-professional-communication-unit-i-nas-104..">http://www.uptonotes.com/notes-professional-communication-unit-i-nas-104..</a>
6.	<a href="https://www.docsity.com/en/subjects/professional-communication/">https://www.docsity.com/en/subjects/professional-communication/</a>
7.	<a href="https://www.docsity.com/en/subjects/professional-communication/">https://www.docsity.com/en/subjects/professional-communication/</a>

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



<b>Max. Marks: 25+75</b>		<b>Min. Passing Marks: 10+25</b>	
<b>Total No. of Lectures- 60</b>			
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures Total =48</b>	
<b>I</b>	<b>Title of the unit: Effective Listening</b> Definition and importance of Listening Skills, the purpose of Listening, features, and benefits of Effective Listening, types of Listening barriers to Effective Listening, Listening v/s Hearing	<b>06</b>	
<b>II</b>	<b>Title of the unit: Speaking Skills</b> Group Discussion and Interview Skills Group Discussion Meaning and Significance, how to prepare and practice for GD, Common pitfalls in GD. Seminars and Conferences, Definition, key differences types, and Conventions. Interview: definition, skills and technique, preparation, Negative interview factors, and interview tips.	<b>06</b>	
<b>III</b>	<b>Title of the unit: Reading Skills</b> Ways to Improve the Speed and Efficiency of Reading, Importance of Skim Reading, Note Making, Linear Note Making, Patterned Note Taking	<b>06</b>	

  
 Head  
 Humanities & Social Science  
 Integral University, Lucknow



<b>Max. Marks: 25+75</b>		<b>Min. Passing Marks: 10+25</b>	
<b>Total No. of Lectures- 60</b>			
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures Total =48</b>	
<b>I</b>	<b>Title of the unit: Effective Listening</b> Definition and importance of Listening Skills, the purpose of Listening, features, and benefits of Effective Listening, types of Listening barriers to Effective Listening, Listening v/s Hearing	<b>06</b>	
<b>II</b>	<b>Title of the unit: Speaking Skills</b> Group Discussion and Interview Skills Group Discussion Meaning and Significance, how to prepare and practice for GD, Common pitfalls in GD. Seminars and Conferences, Definition, key differences types, and Conventions. Interview: definition, skills and technique, preparation, Negative interview factors, and interview tips.	<b>06</b>	
<b>III</b>	<b>Title of the unit: Reading Skills</b> Ways to Improve the Speed and Efficiency of Reading, Importance of Skim Reading, Note Making, Linear Note Making, Patterned Note Taking	<b>06</b>	

  
 Head  
 Humanities & Social Science  
 Integral University, Lucknow



### LW101 Legal Studies

<b>Programme:</b> Degree		<b>Year:</b> First		<b>Semester:</b> First	
<b>Course Code:</b> LW101		<b>Course Title:</b> LEGAL STUDIES			
<b>L</b>	<b>T</b>	<b>P</b>			
<b>3</b>	<b>1</b>	<b>0</b>			
<b>Major ( )</b>		<b>Minor (√)</b>	<b>Vocational ( )</b>	<b>Co-Curricular ( )</b>	
<b>Pre-requisite</b>		10+2 (in any discipline)			
<p><b>Course Outcomes:</b> After the successful completion learners will get the basic knowledge about law and its importance in their day-to-day life.</p>					
1.	To develop critical thinking and analytical skills in understanding the basic realm of the Indian Legal System.				
2.	Acquire the abilities to discuss and make arguments on central ideas in Fundamentals of Law, rights, and duties, how to approach the court as aggrieved and get the remedy.				
3.	Acquire the abilities to discuss about the basis of civil and criminal procedural matters.				
4.	To gain adequate knowledge of the basic concepts of Civil and Criminal law as well as crime against women.				
5.	To gain basic knowledge about the various help lines numbers in India Consumer Protection and Motor Vehicle Act.				
<b>Max. Marks:</b> 25+75			<b>Min. Passing marks:</b> 10+25		
<b>Unit</b>	<b>Topics</b>				<b>No. of Lectures Total =45</b>
<b>I</b>	<b>Introduction and History</b> Meaning, definition, and types of Law; Sources of Law; Difference between Civil and Criminal Law. Organs of Government: Legislature, Executive, and Judiciary; Hierarchy of Courts.				<b>9</b>
<b>II</b>	<b>Basic concepts of Constitution and Principles of Personal Laws</b> The preamble of the Constitution; Fundamental Rights and Duties, Marriage and Divorce; Right to Property of Women; Lok Adalat; RTI				<b>9</b>
<b>III</b>	<b>Civil and Criminal Procedural Matters</b> Initiation of a Civil Case: Plaint and Written Statement; Initiation of Criminal Case: FIR/NC Role of Inquiry and Investigation. Cognizable and Non-Cognizable Case, Plea Bargaining, Provisions of Legal Aid, Fast Track courts				<b>9</b>
<b>IV</b>	<b>Conventional Offences and Offences Against Women</b> Offences against Body: Hurt/Grievous Hurt, Kidnapping/Abduction, Culpable Homicide/Murder; Offences against Property: Theft, Extortion, Robbery and Dacoit. Offences against women: Rape, Domestic Violence Act, Anti Dowry Law				<b>11</b>
<b>V</b>	<b>Help Lines Numbers, Consumer Protection and Motor Vehicles Act</b> Introduction to Cyber Crimes Help Line, 1090 (Women Power Line), 1091 (Women in Distress), 181 (Domestic Abuse); Right to Private Defense, Provisions related to Consumer Protection; Introduction to Motor Vehicles Act				<b>7</b>

#### Suggested Readings:

1. Durga Das Basu, Introduction to the Constitution of India, Gurgaon: LexisNexis, 2018 (23<sup>rd</sup> edn.)
2. J.N. Pandey, The Constitutional Law of India, Allahabad Central Law Agency, 2018 (55<sup>th</sup> edn.)
3. M.J Antony, Law for the Layman: The Common Man's Guide to the Difficult and Complex Subject, Hind Pocket Books; Second edition (1 January 1983)
4. Manish Arora, Law for the Layman, Universal Law Publishing Co Pvt. Ltd., New Delhi
5. The Code of Criminal Procedure, 1973, Universal Law Publishing Co Pvt. Ltd., New Delhi, 2022
6. The Civil Procedure Code, 1908, Universal Law Publishing Co Pvt. Ltd., New Delhi, 2022
7. S.N Mishra, The Indian Penal Code, Central Law Publication, 2018 (22<sup>nd</sup> edn.)
8. The Motor Vehicles Act, 1988, Universal Law Publishing Co Pvt. Ltd., New Delhi, 2022
9. The Consumer Protection Act, 2019, Universal Law Publishing Co Pvt. Ltd., New Delhi, 2022



## Integral University, Lucknow

Effective from Session: 2023-24						
Course Code	Z040401T/PH201	Title of the Course	Physical Education and Yoga			
Year	Second	Semester	Fourth	L	T	P
Pre-Requisite	-	Co-requisite	-	2		2
Course Objectives	Equip students with a comprehensive understanding of physical education, fitness, and wellness. Gain knowledge in physical education, fitness, wellness, weight management, and lifestyle choices. Explore the relationship between yoga and mental health. Emphasize the value of education. Delve into traditional games, their cultural significance, and their benefits. Apply knowledge for physical fitness, mental well-being, and a balanced lifestyle. Develop critical thinking, problem-solving skills, communication skills, and appreciation for traditional games as part of cultural heritage and physical activity promotion.					

Course Outcomes	
CO1	Students understand the fundamental concepts and principles of physical education and can explain the concept of fitness and wellness and its significance in maintaining a healthy lifestyle.
CO2	Students can demonstrate knowledge of weight management techniques and strategies for maintaining optimal body weight as well as identify and analyze various aspects of an individual's lifestyle and its impact on overall health and well-being.
CO3	Students can recognize the relationship between yoga and mental health and understand how yoga practices contribute to mental well-being. Comprehend the importance of value education and its role in personal and social development.
CO4	Students can evaluate the traditional games of India and their cultural significance, highlighting their physical and mental benefits. Apply theoretical knowledge and practical skills acquired during the course to promote physical fitness, mental well-being, and a balanced lifestyle. Develop critical thinking and problem-solving abilities related to physical education and wellness.
CO5	Students can communicate effectively about the importance of physical education, fitness, wellness, and traditional games, both orally and in written form. Foster an appreciation for Indian traditional games and their role in preserving cultural heritage and promoting physical activity. Engage in teamwork, cooperation, and leadership skills through practical activities and group projects related to physical education and wellness.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Physical Education	i. Meaning, Definition, Aim and Objective. ii. Misconception About Physical Education. iii. Need, Importance and Scope of Physical Education in Modern Society. iv. Physical Education Relationship with General Education. v. Physical Education in India before Independence. vi. Physical Education in India after Independence.	15	1
2	Concept of Fitness and Wellness, Weight Management, and Lifestyle	i. Meaning, Definition and Importance of Fitness and Wellness. ii. Components of Fitness. iii. Factor Affecting Fitness and Wellness. i. Meaning and Definition of Obesity. ii. Causes of Obesity. iii. Management of Obesity. iv. Health problems due to Obesity. i. Meaning, Definition, Importance of Lifestyle. ii. Factor affecting Lifestyle iii. Role of Physical activity in the maintains of Healthy Lifestyle.	15	2, 3
3	Yoga and Meditation	i. Historical aspect of yoga ii. Definition, types of scopes & importance of yoga. iii. Yoga is related to mental health and value education. iv. Yoga is related to Physical Education and sports. v. Definition of Asana, differences between asana and physical exercise. vi. Definition and classification of pranayama. vii. Difference between pranayama and deep breathing. viii. Practical Asana- Suraya-Namaskar, Bhujang Asana, Naukasana, Halasana, ix. Vajrasana, Padmasana, Shavasana, Makrasana, Dhanurasana, Tad Asana. x. Pranayam- Anulom- Vilom	15	3, 4
4	Traditional Games of India and Recreation in Physical Education	i. Meaning ii. Types of Traditional Games Gilli- Danda, Kanche, Stapu, Gutte, etc. iii. Importance/ Benefits of Traditional Games. iv. How to Design Traditional Games. i. Meaning, Definition of Recreation. ii. Scope and Importance of Recreation. iii. General Principles of Recreation. iv. Types of Recreational Activities. v. Aerobics and Zumba (Fir India Movement)	15	4, 5

**Reference Books:**

Singh, Ajmer, Physical Education and Olympic Abhyas. "Kalayam Publishers", New Delhi, Revised Addition, 2006. Patel, Shri Krishna, Physical Education. "Agrawal Publishers", Agra, 2014-15

Panday, Preeti, Sharirik Shiksha Sankalan. "Khet Sanskriti Prakashan, Kanpur

Kamlesh M.L., "Physical Education, Facts and Foundations". Faridabad P.B. Publications; B K.S. Yengar, &quot;Light and Yog. Yoga Deepika&quot;. George Allen of Unwin Ltd., London, 1981

Braj Bilari Nigam, Yoga Power &quot;The path of Personal achievement&quot;. Domes and Publishers, New Delhi, 2001

Indira Devi, &quot;Yoga for You&quot;. Gibbs. Smith Publishers, Salt Lake City, 2002 Domes and Publishers, New Delhi - 2001.

Jack Peter, &quot;Yoga Master the Yogic Powers&quot;. Abhishek Publications. Chandigarh, 2004.



Janice Jerusalem, &quot;A Guide To Yoga&quot; Parragon Bath, Baiihe-2004.

नारंग, प्रियंका. परम्परागत भारतीय खेल, " स्पोर्ट्स पब्लिकेशन", नई दिल्ली, 2007.

**e-Learning Source:**

<https://www.bing.com/videos/search?q=yoga&&view=detail&mid=599A4C4B7C3D09C14930599A4C4B7C3D09CF4930&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dyoga%26FORM%3DHDRSC4>

<https://www.bing.com/videos/search?q=yoga&&view=detail&mid=C44E1F48814EBF788F1DC44E1F48814EBF788F1D&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dyoga%26FORM%3DHDRSC4>

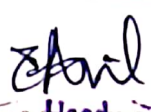
<https://www.youtube.com/watch?v=s2NQhpFGIOg>

<https://www.youtube.com/watch?v=3p4rad2Y7g>

<https://www.youtube.com/watch?v=JYg0Vu6-RUk>

Course Articulation Matrix: (Mapping of COs with POs and PSOs)																	
PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	2	2	-	-	-	-	-	-	-	-	1	-	-	1	2
CO2	1	2	1	1	-	-	-	-	-	-	-	-	2	-	-	1	-
CO3	3	2	2	1	-	-	-	-	-	-	-	-	1	-	-	2	2
CO4	2	1	-	2	-	-	-	-	-	-	-	-	-	-	-	1	1
CO5	1	1	1	1	-	-	-	-	-	-	-	-	1	-	-	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Name & Sign of Program Coordinator	 Sign & Seal Head of Department
------------------------------------	--

Humanities & Social Science  
Integral University, Lucknow



**Integral University, Lucknow**

<b>Effective from Session: 2025-26</b>												
<b>Course Code</b>	A070404R/SS218			<b>Title of the Course</b>	Field Visit / Internship			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	
<b>Year</b>	II			<b>Semester</b>	IV			<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>	
<b>Pre-Requisite</b>	Graduation			<b>Co-requisite</b>	None							
<b>Course Objectives</b>	This course aims to equip students with practical skills through internships, field studies, or project-based research. It enables students to apply economic theories and methods to real-world problems, enhancing their analytical, research, and communication abilities											
<b>Course Outcomes</b>												
<b>CO1</b>	They will gain the ability to independently conduct research, collect and analyze data, and interpret findings in a structured and meaningful way. The course will also enhance their report-writing skills, critical thinking, and the capacity to draw policy-relevant insights from real-world economic experiences											
<b>Content of Unit</b>								<b>Contact Hrs.</b>	<b>Mapped CO</b>			
<b>Each student may opt for any one of the three modes, subject to approval by the HoD and Programme Coordinator.</b>												
<b>A. Internship:</b>												
<ul style="list-style-type: none"> <li>o Each student shall undergo an Internship of 4-8 weeks (approx.) in relevant industry or any other business. The objective of this training is to make the students acquainted with the industrial/ business working environment.</li> <li>o After completion of the training, they will have to submit a training report.</li> <li>o The internship/project reports will carry 100 marks. It will be evaluated by the examiner. It is to be submitted on or before the due date. The students will also have to submit a performance certificate from the company where he/she undertook the training/internship. This report will also be considered while evaluating the training report by examiners.</li> <li>o Alternatively, if it is not possible to do an industrial internship the students will prepare a project report on a topic assigned. This allows students to undertake experiential learning by working with organisations/in the industry to critically examine a major aspect of their operation.</li> </ul>												
<b>B. Field Study:</b>												
To carry out the field project work following guidelines should be used												
<ul style="list-style-type: none"> <li>o Students should participate in field-based learning under the supervision of faculty. The actual field work should be carried out after college hours or on holidays</li> <li>o Assignment of project topics to individual student or groups of students (2 or 3 students in one group).</li> <li>o Preparation of a questionnaire (20-30 questions or more) related to their topic.</li> <li>o The departmental coordinator/guide should check the questions and finalize the questionnaire. The question that may create unnecessary complications should be avoided. The questions should be qualitative as well as quantitative.</li> <li>o Students should go to their chosen field with the questionnaire and collect the information regarding the questions asked to the concerned people or collect samples/data. The more the data, the better it will be for analysis.</li> <li>o The student should compile all the relevant data and carry out its analysis.</li> <li>o Write a project report in the standard format. The report should mention the clear OUTPUT drawn from the study. The typed project report should have minimum 35 pages in Times New Roman with font size 12 and line spacing of 1.5.</li> <li>o Submit the project report with the Guide's signature.</li> <li>o The Oral presentation for all the projects in the department should be arranged in the department. To evaluate the project, Examiners (external/internal) should be appointed by HoD/controller of examination.</li> <li>o The total project work including preparation of questionnaire to oral presentation should be evaluated for 4 credits (100 Marks).</li> <li>o Since it is a compulsory subject in our syllabus, passing students in this field project is MUST to complete their degree</li> </ul>												
<b>C. Project Work:</b>												
<b>Project Work Guidelines: -</b>												
<ul style="list-style-type: none"> <li>o The students shall declare the option of project work at the beginning of the semester.</li> <li>o Every student is provided with a faculty member as a mentor/Supervisor.</li> <li>o Project Work Report should be done by each student separately or in group of not more than 3, under the guidance of the faculty.</li> <li>o Topics might be in the view of regional issues.</li> </ul>												
<b>Write up: General Guide Lines: -</b>												
<ul style="list-style-type: none"> <li>o The Project Work Report should cover the following aspects.             <ul style="list-style-type: none"> <li>a. Introduction.                 <ul style="list-style-type: none"> <li>• Objectives of the study.</li> <li>• Methodology</li> </ul> </li> <li>b. Review of Literature</li> <li>c. Data Analysis and Interpretation</li> <li>d. Findings and Discussion</li> <li>e. Conclusion and Policy Suggestions</li> <li>f. References</li> <li>g. Appendices</li> </ul> </li> <li>o Every table, figure, photograph should have a caption and with references.</li> <li>o The list of references should be given at the end and all the references should be complete in all respects in APA style.</li> <li>o The total number of pages should be minimum 35, including text, figures, tables, photographs, references and appendices.</li> <li>o At the time of viva-voce, presentation may be given by the Student with the help of equipment which are available in the department.</li> <li>o Plagiarism should be below 10%. Reports will be checked using anti-plagiarism software.</li> </ul>												
<b>Suggested Readings/Tools:</b>												
<ul style="list-style-type: none"> <li>o Choubey, Varanya (2018) Research Writing: The Structural Challenge of Communicating Knowledge + A Method to Meet it.</li> <li>o Greenlaw, Steven A (2005) Doing Economics: A Guide to Understanding and Carrying Out Economic Research.</li> <li>o Kothari, C R (2013) Research Methodology. New Age International Publishers.</li> <li>o Thomson, Williams (2011) A Guide for the Young Economists. MIT Press.</li> <li>o Government Reports: Economic Survey, Budget, RBI Reports, NITI Aayog publications</li> <li>o Statistical Tools: SPSS, STATA, Excel, EViews, R (as per topic)</li> </ul>												
<b>Course Articulation Matrix: (Mapping of COs with POs and PSOs)</b>												
<b>PO-PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	
<b>CO1</b>	3	3	2	2	2	2	1	2	3	2	2	

1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

 <b>Name &amp; Sign of Program Coordinator</b>	 <b>Sign &amp; Seal of HoD</b>
---	-----------------------------------

**Head**  
**Humanities & Social Science**  
**Integral University, Lucknow**