



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

w.e.f. July, 2024-25
Diploma in HISTORY
2nd Year / 3rd 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.	A050301T/HH201	Economic History of Medieval India (1200-1500)	T	Core/Major	5	1	-	15	10	25	75	100	06	✓	✓	✓	✓	✓	✓	✓	4 Quality Education	3 Good Health and Well-being, 12 Responsible Consumption and Production	
2.	A050302T/HH202	Indian Archaeology	T	Core/Major	5	1	-	15	10	25	75	100	06	✓	✓	✓	✓	✓	✓	✓			
3.	1090303T/HS217 150308T/ES226	Adolescence & Adulthood: Issues & Awareness or Environment and Sustainability	T	Vocational	3	-	-	-	-	-	100	100	03	✓	✓	✓	✓	✓	✓	✓			
4.	-	HINDI LN230 Regional Language* URDU LN231	T	Co-curricular	2	-	-	15	10	25	75	100	02	✓	✓	✓	✓	✓	✓	✓			
TOTAL					15	02	0	45	30	75	325	400	17										

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



Integral University, Lucknow

Effective from Session: 2025-26							
Course Code	A050301T/H H201	Title of the Course	Economic History of Medieval India (1200–1500)	L	T	P	C
Year	II	Semester	III	5	0	0	5
Pre-Requisite	10+2	Co-requisite					
Course Objectives	This course explores the transformation of India's economy from the 13th to the 15th century under the Delhi Sultanate. It examines agrarian structures, revenue systems, craft production, urbanization, trade networks, currency, and regional variations. The course also addresses historiographical debates and the economic impact of early Turkish rule.						

Course Outcomes

CO1	Students will be able to analyse the economic conditions of India before the establishment of the Delhi Sultanate and analyze the impact of Turkish invasions on trade, urban life, and coin circulation.
CO2	Students will formulate the knowledge on agrarian economy under the Delhi Sultanate, including land revenue systems, assessment methods etc.
CO3	Students will be able to examine agricultural technologies, irrigation practices, cropping patterns, and evaluate regional variations in agricultural productivity.
CO4	Students will be able to analyze non-agricultural production, understand the organization of craft industries, and assess the socio-economic status of artisans.
CO5	Students will be able to evaluate internal and external trade networks, understand the role of merchant communities, and assess the infrastructure of transport and state regulation of commerce.
CO6	Students will be able to assess the rise and function of urban centers, their contribution to the economy, and the urban social structure during the Delhi Sultanate.
CO7	Students will examine the economic policies of Sultanate rulers, Alauddin Khalji's price control measures & Tughlaq's monetary experiments.
CO8	Students will evaluate the regional economies, especially in the Deccan and South India, and identify variations in land systems, trade patterns..

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Economy on the Eve of the Delhi Sultanate	Economic conditions of India before Turkish conquest, Agrarian production and village economy, Decline of trade, urban centres, and coin circulation, The Feudalism Debate: Features and critiques, Economic impact of early Turkish invasions	6	CO1
2	Agrarian Economy and Revenue Systems	Land revenue systems: crop-sharing, measurement, and assessment, Relief measures during droughts and famines, Roles of rural intermediaries: khuts, muqaddams, chaudharis, Distribution of revenue: Iqta, Khalisa, land grants,	6	CO2
3	Agricultural Technology and Rural Production	Types of crops: food and cash crops, Irrigation methods: wells, canals, tanks, Agricultural tools and implements, Forests, cattle economy, and their economic role.	7	CO3
4	Craft Production and Urban Economy	Major craft industries: textiles, metalwork, leather, stonework, Organisation of artisans and guild-like systems, Non-agricultural occupations and social groups, Role of women in artisan production	7	CO4
5	Trade, Commerce, and Merchant Communities	Internal trade: markets and caravan routes, External trade: links with Central Asia, Persia, and South-East Asia, Merchant communities: Multanis, Bohras, Marwaris, Transport and communication systems.	6	CO5
6	Urban Centres and Economic Life	Rise of urban centres: Delhi, Multan, Lakhnauti, Daulatabad, Urban social classes: artisans, merchants, nobles, City planning and public infrastructure, Debates on urban decay and revival.	7	CO6
7	State Policies and Currency System	Alauddin Khalji's price control and market regulation, Muhammad bin Tughlaq's economic reforms and token currency, Role of the state in regulating production and trade, Coinage: gold, silver, copper; mint towns.	6	CO7
8	Regional Economies and Economic Diversity	Economic features of the Deccan: Yadavas, Kakatiyas, Bahmanis. Trade and agriculture in South India: Hoysalas, Pandyas. Coastal commerce: Coromandel & Malabar coasts.	7	CO8

Reference Books:

Chandra, Satish. (2005). Medieval India: From Sultanat to the Mughals (1206–1526). Habib, Irfan. (1999). The Agrarian System of Mughal India (1556–1707).
 Moosvi, Shireen. Economy of the Mughal Empire c. 1595: A Statistical Study. Oxford University Press. Kumar, Sunil. (2007). The Emergence of the Delhi Sultanate.
 Habib, Irfan. (1995). Essays in Indian History: Towards a Marxist Perception. Tulika Books.
 Jackson, Peter. (2003). The Delhi Sultanate: A Political and Military History. Nizami, K.A. (1974). Religion and Politics in India during the Thirteenth Century.

e-Learning Source:

<https://swayam.gov.in/>, <http://www.ignou.ac.in/>, Coursera, UGC CEC

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

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

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

 Name & Sign of Program Coordinator	 Sign & Seal of HoD
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Integral University, Lucknow

Effective from Session: 2025-26							
Course Code	A050302T/ HH202	Title of the Course	Indian Archaeology	L	T	P	C
Year	II	Semester	I	6	0	0	6
Pre-Requisite	10+2	Co-requisite	None				
Course Objectives	The course aims to provide a foundational understanding of Indian archaeology by introducing students to its scope, methods, and interdisciplinary relevance. It explores site detection, excavation techniques, and the interpretation of material remains. The course highlights major archaeological discoveries in India and their historical implications.						

Course Outcomes							
CO1	Students will be able to examine the interdisciplinary nature and historical development of Indian archaeology.						
CO2	Students will be able to formulate the methods used in the discovery and excavation of ancient sites						
CO3	Students will be able to assess the findings and significance of key excavated sites like Mohanjodaro and Lothal.						
CO4	Students will be able to analyze the foundational knowledge in epigraphy and palaeography, including the evolution of ancient Indian scripts.						
CO5	Students will be able to examine the inscriptions as historical sources and understand their material and linguistic characteristics.						
CO6	Students will be able to evaluate the origin, development, and manufacturing techniques of ancient Indian coinage.						
CO7	Students will be able to assess the role of coins as historical and economic sources in ancient India.						
CO8	Students will be able to formulate & interpret archaeological evidence using an integrated approach involving inscriptions, coins, and material culture.						

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1.	Introduction to Indian Archaeology	Definition and scope of archaeology, Interdisciplinary nature: relationship with other sciences (history, anthropology, geology, etc.). Historical development of Indian archaeology	7	CO1
2.	Site Detection and Exploration	Methods of locating ancient sites: literary sources, toponyms, folklore, geographical clues. Surface exploration techniques and preliminary surveys.	8	CO2
3.	Excavation Techniques and Field Archaeology	Types of excavation: vertical, horizontal, step trench, quadrant. Excavation methods and tools. Recording and interpretation of stratigraphy	8	CO3
4.	Key Excavations in Indian Archaeology	Excavation results and significance of Mohanjodaro: cultural sequence and flood theory Lothal: town planning, dockyard, and Harappan maritime trade	7	CO4
5.	Basics of Epigraphy and Writing Systems	Origin and antiquity of writing in India, Writing materials: stone, copper plates, birch bark, palm leaves, etc. Mauryan Brahmi script: features and decipherment	8	CO5
6.	Epigraphy as Historical Source	Inscriptions as primary sources for reconstructing history. Classification of inscriptions, Key inscriptional discoveries and their historical value	8	CO6
7.	Introduction to Numismatics	Origin and development of coinage in India. Political authority behind coin issuance Techniques of coin manufacture: punch-marking.	7	CO7
8.	Coins as Historical Sources	Coins as sources of economic, political, and cultural history. General features and significance of Punch-marked coins, Gupta gold coins	7	CO8

Reference Books:
 Radha Kumud Mookerji, The Gupta Empire. A.S. Altekar, The Coinage of the Gupta Empire.

J.C. Harle, The Art and Architecture of the Indian Subcontinent. Romila Thapar, The Penguin History of Ancient India: From the Origin to AD 1300.

e-Learning Source:
<https://swam.gov.in/>

[UGC/CEC](#)

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

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

<p>Dr. Tabinda Anjum Tabinda Anjum Name & Sign of Program Coordinator</p>	<p>Zeba Anil Sign & Head of HoD</p>
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**Humanities & Social Science
 Integral University, Lucknow**



Integral University, Lucknow
Department of Environmental Science

Effective from Session:							
Course Code	H150308T/ ES226	Title of the Course	Environment and Sustainability	L	T	P	C
Year	2 nd	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 to 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- Socioeconomic 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 Shomard, 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 CO	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 HoD Head
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Humanities & Social Science
Integral University Lucknow



Integral University, Lucknow

Effective from Session: 2023-2024							
Course Code	IA090403T/ HS219	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 CO	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 & Sign of Program Coordinator</p>	<p>Sign & Seal of HoD, Humanities & Social Science Integral University, Lucknow</p>
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**INTEGRAL
UNIVERSITY**



**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: صوتے / مصمتے، حروف ہکاری یا ماہمیہ، حروف منقوٹ وغیرہ منقوٹ، حرکات و سکنات، حروف کی دیگر اشکال کی پہچان۔
- ۱-۲: قرأت و کتابت: حروف ہجاء کی مشق، دو حرفی، سہ حرفی اور چار 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 ابولکلام آزاد | ۷- سر سید احمد خان | ۸- علامہ شبلی نعمانی | ۹- مشتاق پوسنی | 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: مرد وچہ 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 کی پہلی کتاب: مصنف اسماعیل میرٹھی
- آموزش اردو
- محاورات و ضرب الامثال مصنف، حافظ اسد الرحمن چشتی
- تاریخ ادب اردو مصنف: جمیل جالبی

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"> • Master the Hindi Language Skills. • Develop LSRW Skills in Hindi • Cultivate essential tool for accessing the precious heritage of our ancient culture. • Be acquainted with Hindi Knowledge System. • Be able to utilize functional aspects of Hindi. • Learn the translation aesthetics of the language. • Get acquainted with the major works in vast Hindi literature. 						

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
Lokshahitya or Sanskriti by Dr Dinneshwar Prasad

E-Resources

- <https://www.youtube.com/watch?v=yh9J2XCd3c>
<https://www.youtube.com/watch?v=Drz11RbuCA>
<https://www.youtube.com/watch?v=TeDR2qS7zIY>

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



Integral University, Lucknow

Effective from Session: 2025-26							
Course Code	A050302T/HH203	Title of the Course	Art and culture of Medieval India (1200-1500 A.D.)	L	T	P	C
Year	II	Semester	IV	6	0	0	6
Pre-Requisite	10+2	Co-requisite	None				
Course Objectives	The course aims to provide a comprehensive understanding of the cultural, artistic, and intellectual developments in medieval India. It aims to explore the evolution of architecture, painting, music, literature, and performing arts within the context of the historical and religious milieu. The course also examines the Bhakti and Sufi movements and the Indo-Islamic cultural synthesis, highlighting their lasting legacy in shaping India's diverse cultural heritage.						
Course Outcomes							
CO1	Students will able to assess the political and socio-religious context of medieval India that shaped its artistic and cultural expressions.						
CO2	Students will able to analyze & explore the development and characteristics of medieval Indian architecture under different dynasties.						
CO3	Students will able to analyze the evolution of painting traditions and schools in medieval India.						
CO4	Students will able to examine the growth of music and performing arts during the Sultanate and Mughal periods.						
CO5	Students will able to evaluate the progression of literature in various languages and its role in society.						
CO6	Students will able to formulate the influence of Bhakti and Sufi movements on medieval Indian art and culture.						
CO7	Students will able to investigate the synthesis of Indo-Islamic cultural traditions in medieval society.						
CO8	Students will able to assess the legacy of medieval Indian art and culture in shaping modern Indian identity.						
Unit No.	Title of the Unit	Content of Unit				Contact Hrs.	Mapped CO
1.	Historical and Cultural Background	Overview of medieval India (1200–1700 CE), Political formations and cultural milieu, Religious diversity and patronage				8	CO1
2.	Architecture – Sultanate Period	Architectural features and styles under Delhi Sultanate; Qutub Minar, Alai Darwaza, Tughlaqabad, Lodhi tombs. Use of arches, domes, and decorative elements				7	CO2
3.	Architecture – Mughal and Regional Styles	Mughal architecture: evolution under Babur, Akbar, Shah Jahan. Humayun’s Tomb, Fatehpur Sikri, Taj Mahal. Rajput and Deccan architecture				8	CO3
4.	Painting Traditions	Emergence and themes of miniature painting. Schools: Mughal, Rajput, Pahari, Deccan Techniques and patronage				8	CO4
5.	Music and Performing Arts	Hindustani classical music traditions, Contributions of Amir Khusrau. Development of dance forms and court performance				7	CO5
6.	Literature and Language	Growth of Persian, Arabic, Sanskrit, and regional literatures. Notable works and authors: Amir Khusrau, Kabir, Tulsidas,				8	CO6
7.	Bhakti and Sufi Movements	Philosophical foundations and artistic expressions. Influence on vernacular literature and temple music.				7	CO7
8.	Indo-Islamic Cultural Synthesis and Legacy	Cultural assimilation in art, language, cuisine, costume, and etiquette. Impact on festivals and everyday life. Legacy of medieval Indian art in modern India				7	CO8
Reference Books:							
Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century.							
J.C. Harle, The Art and Architecture of the Indian Subcontinent. Romila Thapar, The Penguin History of Ancient India: From the Origin to AD 1300.							
e-Learning Source:							
https://swayam.gov.in/							
UGCCEC							

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

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

<p><i>Dr. Tabinda Anjum</i> <i>Tabinda Anjum</i> Name & Sign of Program Coordinator</p>	<p><i>Zeba Anil</i> Head Sign & Seal of HOD Humanities & Social Science Integral University, Lucknow</p>
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Integral University, Lucknow

Effective from Session: 2025-26

Course Code	A05042T/H H204	Title of the Course	Modern India (1857-1947)	L	T	P	C
Year	II	Semester	IV	6	0	0	6
Pre-Requisite	10+2	Co-requisite					
Course Objectives	This course aims to provide a comprehensive knowledge of India's transition from colonial rule to independence between 1857 and 1947. It focuses on historiographical debates, the rise of political consciousness, reform movements, the evolution of nationalism, Gandhian mass movements, communalism, and constitutional developments.						

Course Outcomes	
CO1	Students will be able to critically analyze different historiographical interpretations of the INM.
CO2	Students will examine the causes and significance of the 1857 Revolt .
CO3	Students will formulate the idea about how British rule changed India's economy and administration.
CO4	Students will be able to develop the idea about the beginning of political awakening in India and the role of moderate nationalists.
CO5	Students will able to analyse the shift to more aggressive nationalism and the growth of revolutionary ideas.
CO6	Students will asses information about Gandhi's method of non-violent resistance and the broad base of national movements.
CO7	Students will able to analyze the major developments in the 1940s .
CO8	Students will be able to construct knowledge about how independence was achieved.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Schools of Thought	Marxist School, Cambridge School, Subaltern School.	7	CO1
2	Rise of Political Consciousness	The Revolt of 1857: Causes; Political, economic, social, and military, Main centers and leaders, Nature of the revolt: mutiny or first war of independence? Suppression.	8	CO2
3	British Policies and its Impact	End of Company Rule and Queen's Proclamation (1858), peasants, artisans, and traditional economy	7	CO3
4	Rise of Indian Nationalism (1885–1905)	Formation of Indian National Congress (INC), Objectives and methods of moderate leaders, Partition of Bengal and Swadeshi Movement.	8	CO4
5	Nationalism and Revolutionary Activities (1905–1919)	Extremist leaders: Bal Gangadhar Tilak, Bipin Chandra Pal, Lala Lajpat Rai Revolutionary movements in India , Lucknow Pact (1916)	7	CO5
6	Gandhian Movements (1920–1934)	Non-Cooperation Movement (1920–22), Civil Disobedience Movement (1930–34): Salt March	8	CO6
7	Final Struggle (1935–1945)	Quit India Movement (1942): causes, course, Role of Subhas Chandra Bose , Muslim League and demand for Pakistan	7	CO7
8	Independence and Partition (1946–1947)	Mountbatten Plan and acceptance of partition, Indian Independence Act, 1947	8	CO8

Reference Books:

Bandyopadhyay, S. (2004). From Plassey to Partition and After. Brown, J. M. (1972). Gandhi's Rise to Power: Chandra, B., India's Struggle for Independence. New Delhi: Penguin Books. Chandra, B. (1989). Nationalism and Colonialism in Modern India. Desai, A. R. (2005). Social Background of Indian Nationalism (6th ed.). Mumbai: Popular Prakashan. Guha, R. (Ed.). (1982). Subaltern Studies Menon, V. P. (1957). The Transfer of Power in India. Metcalf, B. D., & Metcalf, T. R. (2006). A Concise History of Modern India Sarkar, S. (1983). Modern India: 1885–1947. Seal, A. (1968). The Emergence of Indian Nationalism

e-Learning Source:

<https://swayam.gov.in/> , <http://www.ignou.ac.in/> , Coursera , UGC.CEC

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

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

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



Integral University, Lucknow

Effective from Session: 2025-26							
Course Code	A080404R/ HH215	Title of the Course	Internship/ Field Survey/Project Work	L	T	P	C
Year	II	Semester	IV	1	0	3	4
Pre-Requisite	10+2	Co-requisite					
Course Objectives	Students will be enabled in Writing Biographies and will be made aware about Purpose & Process of writing them.						

Course Outcomes

CO1	Writing Biographies: Purpose & Process
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Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Writing Biographies: Purpose & Process	What is Biography , what is the purpose for writing (time , space & materialization) biographies , process (permission , research , thesis , timeline, use of flashbacks , your thoughts)	40	1
Reference Books:				
Research Methods by Ram Ahuja				
Research Methods for History (ed) Simon Gunn & Lucy Faire				
e-Learning Source:				
egyan kosh				
Corsera				
Libgen				
IGNOU				

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

PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO											
CO1	2	2	2	2	2	2	2	2	2	2	2

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

 Dr. Tabinda Anjum Tabinda Name & Sign of Program Coordinator	 Zeb Aji Sign & Seal of HoD Head
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Humanities & Social Science
Integral University, Lucknow


LW101 Legal Studies

Programme: Degree		Year: First		Semester: First	
Course Code: LW101		Course Title: LEGAL STUDIES			
L		T		P	
3		1		0	
Major ()		Minor (√)		Vocational ()	
Pre-requisite		10+2 (in any discipline)			
<p>Course Outcomes: 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 courts 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.			
Max. Marks: 25+75			Min. Passing marks: 10+25		
Unit	Topics				No. of Lectures Total =45
I	Introduction and History 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.				9
II	Basic concepts of Constitution and Principles of Personal Laws The preamble of the Constitution; Fundamental Rights and Duties, Marriage and Divorce; Right to Property of Women; Lok Adalat; RTI				9
III	Civil and Criminal Procedural Matters Initiation of a Civil Case: Complaint 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				9
IV	Conventional Offences and Offences Against Women 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				11
V	Help Lines Numbers, Consumer Protection and Motor Vehicles Act 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				7

Suggested Readings:

1. Durga Das Basu, Introduction to the Constitution of India, Gurgaon: LexisNexis, 2018 (23rd edn.)
2. J.N. Pandey, The Constitutional Law of India, Allahabad Central Law Agency, 2018 (55th 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 (22nd 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

**II Year
Minor Elective (Theory)**

Program: Minor Elective		Year: II		Semester: IV	
Course code: LN234/A040405T		Course Title: Effective Professional Communication Skills			
L	T	P	Credits		
3	1	0	4		
Major ()	Minor (✓)	Vocational ()	Co-curricular ()		
Pre-requisite (If any)	10+2 (Any Discipline)				
Course Outcomes: (COs)	After the successful course completion, learners will develop the following attributes:				
CO1	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.				
CO2	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.				
CO3	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.				
CO4	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.				
CO5	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.				
CO6	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.				
CO7	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.				
CO8	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.				

Max. Marks: 25+75

Min. Passing Marks: 10+25

Total No. of Lectures- 60

Unit	Topics	No. of Lectures Total =48
I	Title of the unit: Effective Listening 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	06
II	Title of the unit: Speaking Skills 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.	06
III	Title of the unit: Reading Skills Ways to Improve the Speed and Efficiency of Reading, Importance of Skim Reading, Note Making, Linear Note Making, Patterned Note Taking	06

IV	Title of the unit: Writing Skills CV and Resume Writing, Job Application Letter/ Covering Letter, Rules for Writing Precis, Principles of Condensation, Paragraph Writing, Script Writing.	06
V	Title of the unit: Presentation Skills Presentation Strategies, Purpose Audience and Locale, Audio Visual Aid, Nuances of Delivery, Body Language, Voice Dynamics	06
VI	Title of the unit: Language and Linguistics Language: Definition, Characteristics, and Importance of Language Linguistics: Definition, nature, scope, branches, levels, and types of Linguistics, Linguistics versus Traditional Grammar	06
VII	Title of the unit: Corporate Communication Definition, Goals of Corporate Communication, Internal and External Corporate Communication, Nature and benefits of Corporate Communication.	06
VIII	Title of the unit: Project work 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: Principals and Practice. Second Edition, Oxford University Press, 2012
3.	Raina, Roshan Lal, Ifrikhar Alam, and Faizia Siddiqui, Professional Communication. Himalaya Publication House 2012.
4.	Agarwal, Malti. Professional Communication. Krishna's Educational Publishers. 2016.
5.	http://www.uptunotes.com/notes-professional-communication-unit-i-nas-104..
6.	https://www.doccity.com/en/subjects/professional-communication/
7.	https://www.doccity.com/en/subjects/professional-communication/

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

Suggested Continuous Evaluation Methods: Continuous Internal Evaluations shall be based on allotted Assignments and Class Tests. The marks shall be as follows:	
Assessment and Presentation of Assignment	(04 marks)
Class Test-I (Objective Questions)	(04 marks)
Class Test-II (Descriptive Questions)	(04 marks)
Class Test-III (Objective Questions)	(04 marks)
Class Test-IV (Descriptive Questions)	(04 marks)
Overall performance throughout the Semester (includes Attendance, Behavior, Discipline, Participation in Different Activities)	(05 marks)
Suggested equivalent online courses:	
<ul style="list-style-type: none"> • Swayam • Coursera 	



Integral University, Lucknow

Effective from Session: 2023-24							
Course Code	Z040401T/PH201	Title of the Course	Physical Education and Yoga	L	T	P	C
Year	Second	Semester	Fourth	2			2
Pre-Requisite	-	Co-requisite	-				
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. Vajrasan, 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 Abhiyan. "Kalayani Publishers", New Delhi, Revised Addition, 2006; Patel, Shri Krishna, Physical Education. "Agrawal Publishers", Agra, 2014-15

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

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

Braj Bilari Nigam, Yoga Power "The Kpath of Personal achievement" Domen and Publishers, New Delhi, 2001.

Indira Devi, "Yoga for You" Gibbs, Smith Publishers, Salt Lake City, 2002 Domenand Publishers, New Delhi - 2001.

Jack Peter, "Yoga Master the Yogic Powers" Abhishek Publications, Chandigarh, 2004.

Janice Jerusalem, "A Guide To Yoga", Parragon Bath, Baiihe-2004.
नारंग, प्रियंका, परम्परागत भारतीय खेल, " स्पोर्ट्स पब्लिकेशन", नई दिल्ली, 2007.
e-Learning Source:
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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 of HoD
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