



Department Of Humanities and Social Sciences Evaluation Scheme of UG & PG Program
As Per Nep-2024-25
w.e.f. July, 2025-26
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. | A080301T/HE211 | History of Economic Thought | T | Core Major | 5 | 1 | - | 15 | 10 | 25 | 75 | 100 | 06 | √ | | √ | | | √ | | | 8 | |
| 2. | A080302T/HE213 | Micro Economics | T | | 5 | 1 | - | 15 | 10 | 25 | 75 | 100 | 06 | √ | √ | √ | | | | | | | 9 |
| 3. | I090303T/HS217 | Adolescence & Adulthood: Issues & Awareness | T | Vocational | 3 | - | - | - | - | - | 100 | 100 | 03 | √ | | √ | | √ | √ | √ | √ | 3 | |
| 4. | I150308T/ES226 | Environment and Sustainability | | | | | | | | | | | | | | | | | | | | 3 | 12 |
| 4. | II0400304T/LN230 or II040305T/LN231 | कार्यात्मक हिंदी or اردو زبان و ادب کا تعارف | T | Cocurricular | 2 | - | - | 15 | 10 | 25 | 75 | 100 | 02 | √ | | √ | | √ | √ | √ | | 3 | |
| TOTAL | | | | | 15 | 02 | - | 45 | 30 | 75 | 325 | 400 | 17 | | | | | | | | | | |


Head
Humanities & Social Science
Integral University, Lucknow



B.A.T.
3rd

Effective from Session: 2025-26

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|---------------|------------------|---------------------|-----------------------------|---|
| Course Code | A080301T/HE211 | Title of the Course | History of Economic Thought | C |
| Year | II nd | Semester | III rd | 6 |
| Pre-Requisite | Intermediate | Co-requisite | None | |

Course Objectives
This course of the history of economic thought covers the economic theories of the past and their evolution and development till date. The study of economic ideas of the past is not only challenging but also enlightening. In this light, this course attempts to make the students of economics acquainted with the evolution of economic ideas as a response to immediate economic problems and policy issues. This course will also help the students to understand how contemporary economics has taken the present shape.

Course Outcomes

| | |
|-----|---|
| CO1 | Given foundational texts and philosophical contexts, students will analyze the historical evolution of economic thought from ancient to modern times. |
| CO2 | Using key doctrines and theories, students will critically compare major schools of economic thought across historical periods. |
| CO3 | Using primary texts and commentaries on Indian economic thinkers, appraise their contributions to assess their influence on economic policymaking in India |
| CO4 | With access to classical writings, students will interpret the significance of the marginalist revolution and apply general and partial equilibrium frameworks in historical context. |
| CO5 | Students will evaluate the contrasting views of classical economists like Smith, Ricardo, and Malthus and assess their relevance to macroeconomic debates such as trade and population. |
| CO6 | Given socialist and post-classical texts, students will examine the development of welfare economics and the evolution of Marxian and post-Keynesian thought. |
| CO7 | Using the contributions of Marshall, Pigou, and Schumpeter, students will synthesize ideas on pricing, consumer behavior, welfare, and entrepreneurial dynamics. |
| CO8 | Students will assess the role of marginalist economists (e.g., Jevons, Walras, Bohm-Bawerk, Wicksell) in shaping modern microeconomic theory and the shift toward formalism in economics. |

| Unit No. | Content of Unit | Contact Hrs. | Mapped CO |
|----------|--|--------------|-----------|
| 1 | Kautilya's Arthshastra, Dada Bhai Naoroji, G.K. Gokhale, BR Ambedkar, Gandhian Economics. | 7 | CO1 |
| 2 | Pt. Deen Dayal Upadhyay, JK Mehta, A K Sen, J. Bhagwati. | 7 | CO2 |
| 3 | Early Period: Economic thought of Plato and Aristotle - Doctrines of Just Cost and Just Price. | 7 | CO3 |
| 4 | Mercantilism: Main Characteristics; Physiocracy: Natural Order, Primacy of Agriculture, Social Classes, Tableau Economique, Taxation, Turgot - Economic ideas of Petty, Locke, and Hume. | 7 | CO4 |
| 5 | Classical Period: Adam Smith - Division of Labour, Theory of Value, Capital Accumulation, Distribution, Views on Trade; David Ricardo, Distribution, Ideas on International Trade; Malthus-Theory of Population, Ricardo-Malthus controversy over Gluts. | 8 | CO5 |
| 6 | German Romantics and Socialists — Sismondi, Karl Marx — Dynamics of Social Change, Labour Theory of Value, Surplus Value, Profit, And Theory of Capitalist Crisis; Economic Ideas of J.B. Say, J.S. Mill. | 8 | CO6 |
| 7 | Marshall as a Great Synthesizer: Role of Time in Price Determination, Economic Methods, Ideas on Consumer's Surplus, Elasticity, Representative Firm, Quasi-Rent, Pigou: Welfare Economics; Schumpeter. | 8 | CO7 |
| 8 | Marginalists: Essential Features of Marginalism, Cournot, and Gossen— The Marginalist Revolution: Jevons theory of value, Walras, and Menger - Bohm-Bawark, Wicksell and Fisher; Economic Ideas of Wicksteed and Weiser. | 8 | CO8 |

Reference Books:

1. Smith, A, An Enquiry into the Nature & Causes of the Wealth of Nations, Modern Library, New York.
2. Ricardo, D, Principles of the Political Economy and Taxation, Everymans Library, London.St. Clair, O, A Key to Ricardo, Routledge & Kegan Paul, London.
3. Blackhouse, R (1985): A History of Modern Economic Analysis, Basil Blackwell, Oxford.
4. Ganguli, B.N (1977): Indian Economic Thought: A 19th Century Perspective, Tata McGraw Hill.
5. Hajela, T.N (2011): History Of Economic Thought, Ane Books.
6. Hunt, E.K & Lautzenheiser, Mark (2011): History of Economic Thought: A Critical Perspective, Phi Learning.
7. Kautilya (1992), The Arthshastra, Translated And Introduced By L.N. Rangarajan, Penguin Books.
8. Loknathan, V (2009): History of Economic Thought, S. Chand & Company.
9. Schumpeter, J.A (1954): History of Economic Analysis, Oxford University Press, New York.

E-Learning Source:

<https://swayam.gov.in/>; <http://www.ignouhelp.in/ignou-study-material/>

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

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

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

Name & Sign of Program Coordinator

Head
Humanities & Social Sciences
Integral University, Lucknow



Integral University, Lucknow

Effective from Session: 2025-26

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|----------------------|------------------|----------------------------|-------------------|----------|----------|----------|----------|
| Course Code | A080302T/HE213 | Title of the Course | Micro Economics | L | T | P | C |
| Year | II nd | Semester | III rd | 6 | 0 | 0 | 6 |
| Pre-Requisite | Intermediate | Co-requisite | None | | | | |

Course Objectives This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations

Course Outcomes

| | |
|------------|---|
| CO1 | Given fundamental market structures, students will be able to analyze price and output determination under monopolistic and oligopolistic competition, using models like game theory and contestable markets. |
| CO2 | Based on monopoly theory, students will be able to evaluate price discrimination, social costs, and regulatory responses to monopoly in both short and long run scenarios. |
| CO3 | Using consumer and producer theory, students will be able to assess the role of externalities, public goods, and asymmetric information in causing market inefficiencies. |
| CO4 | Given shifts in supply and demand, students will be able to analyze market adjustments and evaluate the conditions under which market failure arises. |
| CO5 | Using factor market models, students will be able to examine income distribution and derive input demand curves for labor, land, and capital under profit maximization. |
| CO6 | Given welfare frameworks, students will be able to distinguish between individual and social welfare, and evaluate the role of value judgments and social welfare functions. |
| CO7 | Based on welfare economics tools, students will be able to apply criteria such as Pareto Optimality and Kaldor-Hicks to assess economic efficiency, and interpret social choice theories. |
| CO8 | Using marginal productivity theory and classical/neoclassical models, students will be able to evaluate theories of rent, wage, interest, and profit, and apply them to factor income determination. |

| Unit No. | Content of Unit | Contact Hrs | Mapped CO |
|-----------------|--|--------------------|------------------|
| 1 | Imperfect Competition Monopolistic competition: Assumptions, Short Run & Long Run price and output determinations under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models, game theory, contestable markets, role of government | 7 | CO1 |
| 2 | Theory of a Monopoly Firm Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly. | 7 | CO2 |
| 3 | Consumer and Producer Theory in Action Externalities, marginal cost pricing, internalizing externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency. | 7 | CO3 |
| 4 | Markets and Market Failure Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism. | 7 | CO4 |
| 5 | Income Distribution and Factor pricing Input markets: demand for inputs; labor markets, land markets, profit maximization condition in input markets, input demand curves, distribution of Income | 8 | CO5 |
| 6 | Welfare Economics: Concept & Definition of Welfare Economics. Normative & Positive Economics. Concepts of Social Welfare. Role of Value Judgment in Welfare Economics, Individual & Social Welfare | 8 | CO6 |
| 7 | Pareto Optimality, Conditions of Pareto Optimality. New Welfare Economics: Kaldor-Hicks Welfare Criterion. Scitovsky Paradox & Scitovsky's Double Criterion. Grand Utility Possibility Frontier. Social Welfare Function. Theories of Social Choice. | 8 | CO7 |
| 8 | Concept of Factor income: Marginal Productivity theory, Concept of rent and Quasi rent, theories of rent: classical and modern, concept of quasi rent. Concept of Wage and Wage Determination; Theories: Classical, Neo-Classical and Modern. Concept of Interest and its theories: Classical, Neo-Classical and Modern; Concept and Theories of Profit: Classical, Neo-Classical and Modern | 8 | CO8 |

Reference Books:

- Koutsyiannis, A, Modern Microeconomics, Macmillan Publishers, London.
- Baumol, W.J, Economic Theory & Operation Analysis, Prentice-Hall of India, New Delhi
- Varian, H, Microeconomics Analysis, Viva Books, New Delhi.
- Production, Price & Distribution, Tata McGraw Hill, New Delhi. Barthwal, R.R, Microeconomic Analysis, New Age, New Delhi.
- Ahuja, H.L (2013): Advanced Economic Theory", S. Chand & Company. Shastri, Rahul. A (1999): Microeconomics", Orient Blackswan.
- Dwivedi, D.N (2011): Microeconomics-Theory & Applications", Pearson.
- Lipsey, Richard & Chrystal, Alec (2011): Economics", Oxford University Press Publications, New Delhi.
- Pindyck, Robert S., Rubinfeld, Daniel. L., Mehta, Prem. L (2009): Microeconomics", Pear son.
- Salvatore, Dominic (2010) : Principles of Microeconomics", Oxford University Press Publications, New Delhi
- Samuelson, Paul. A& Nordhaus, William. D (2010): Economics", Tata McGraw Hill.

E-Learning Source:

<https://swayam.gov.in/> <http://www.ignouhelp.in/ignou-study-material/>

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 | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 2 |
| CO2 | 3 | 3 | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO5 | 3 | 3 | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 2 |
| CO6 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 2 |
| CO7 | 3 | 3 | 1 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 |
| CO8 | 3 | 3 | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 3 |

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

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



Integral University, Lucknow

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|--|--|---------------------|---|---|---|---|---|
| Effective from Session: 2023-2024 | | | | | | | |
| Course Code | IA090303T/ 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

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| <p>Name & Sign of Program Coordinator</p> | <p>Head Sign & Seal of Head Humanities & Social Science Integral University, Lucknow</p> |
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Integral University, Lucknow
Department of Environmental Science

Effective from Session:

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|--------------------------|--|----------------------------|--------------------------------|----------|----------|----------|----------|
| Course Code | I150308T/ 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 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 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 Shonard, D. R., Sustainability Engineering: Concepts, Design and Case Studies, Prentice Hall.
- Bradley, A.S; Adcbayo, A.O., Maria, P. Engineering applications in sustainable design and development, Cengage learning.
- Environment Impact Assessment Guidelines, Notification of Government of India, 2006.
- Mackerrum, K.M., Basic Concepts in Environmental Management, Lewis Publication, London, 1998.

e-Learning Source:

SWAY/ M, MOOC, e-Skill India, Coursera, Udeny, 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 |
| CO | | | | | | | | | | | | | |
| 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

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

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: صوتے / مصمتے، حروف ہکاری یا باہمیہ، حروف منقوٹ و غیر 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: طوطے کی چالاکی، گفتگو کے آداب، کہاوتیں، اردو خبریں۔
- نظم: 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 Ludhianvi | | | | |

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

۳-۱: 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 |

۳-۲: 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 آبادی |
| ۶- نظیر اکبر آبادی | ۷- جوش ملیح آبادی | ۸- پروین شاکر | ۹- بشیر بدایونی | ۱۰- ساحر لدھیانوی |

ادباء و نثر نگار:

- | | | | | |
|--------------------------|--------------------|----------------------|-------------------|----------------------|
| ۱- محمد حسین آزاد | ۲- ڈی پی نذیر احمد | ۳- فرحت اللہ بیگ | ۴- سعادت حسن منٹو | ۵- مشتاق احمد چغتائی |
| ۶- مولانا ابوالکلام 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: 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:

- Ibtedai 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 جاہلی

Jalbi



Integral University, Lucknow

B.A.(Hons.)
T.Y.

| | | | |
|---------------------------------|--|---------------------|-----------------------------------|
| Effective from Session: 2025-26 | | | |
| Course Code | A080401T/HE212 | Title of the Course | Money, Banking and Public Finance |
| Year | II | Semester | IV |
| Pre-Requisite | Intermediate | Co-requisite | None |
| Course Objectives | The primary objective of the course is to have students understand the banking system. | | |

Course Outcomes

| | |
|-----|--|
| CO1 | Given historical and theoretical frameworks of monetary standards Students will explain the working, rules, and failure of the Gresham's Law using historical examples and correct application of monetary concepts. |
| CO2 | When introduced to classical and Keynesian monetary theories Students will compare and assess the cash transaction, cash balance to the quantity theory of money through logical explanation and graphical/functional illustrations. |
| CO3 | Given the structure and role of RBI Students will analyze the objectives, functions, and limitations of monetary policy in India by assessing inflation, credit control, and macroeconomic stability. |
| CO4 | When comparing public and private finance Students will identify characteristics of public goods and evaluate the role of public finance development using theoretical distinctions and examples. |
| CO5 | Given classifications and trends in public expenditure Students will examine the causes, canons, and evaluate effects of public expenditure, esp with reference to fiscal data, theories (e.g., Wagner's Law), and empirical trends. |
| CO6 | When studying taxation principles and structures Students will classify taxes, explain burden division, and evaluate taxation effects and capacity like canons of taxation and applying benefit and ability-to-pay approaches. |
| CO7 | Given different fiscal instruments and macroeconomic conditions Students will analyze fiscal policy objectives, deficit types, and assess their role vs. developing countries using Keynesian, Neoclassical, and contemporary frameworks. |
| CO8 | When examining intergovernmental financial relations Students will assess Union-State fiscal relations, federal imbalances, and assess role Commissions with special emphasis on Indian budgetary structure and recommendations of key committees. |

| Unit No. | Content of Unit | Contact Hrs. |
|----------|---|--------------|
| 1 | Monetary Standards: Meaning and types, Gold Standard – Its rules, working and downfall, Different forms of Gold Standard, Gresham's Law | 7 |
| 2 | Quantity Theory of Money - Cash Transaction and Cash Balance Approaches; The Keynesian Approach. | 7 |
| 3 | Reserve Bank of India: Brief History, Objectives Organization and Structure. Objectives and Limitations of Monetary Policy | 7 |
| 4 | Meaning Nature and Scope of Public Finance; Distinction between Private and Public Finance; Public Goods Vs. Private Goods. Sources of Public Revenue. | 7 |
| 5 | The Principle of Maximum Social Advantage Public Expenditure: Meaning, Classification of Public Expenditure; Canons and Effects of Public Expenditure, Causes of Growth of Public Expenditure in India. | 8 |
| 6 | Taxation — Meaning, Canons and Classification of Taxes; Division of Tax Burden — The Benefit and Ability-To-Pay Approaches; Impact and Incidence of Taxes; Taxable Capacity; Effects of Taxation; Characteristics of A Good Tax System. | 8 |
| 7 | Fiscal policy: Components, Instruments, Objectives. Role of Fiscal Policy in Developed and Developing Countries, Union Budget Preparation, execution and legislation. | 8 |
| 8 | Union-State Fiscal Relations, Federal Fiscal Imbalances and the Role of Finance Commission. Finances of State and Local Bodies. | 8 |

Reference Books:

1. Bagchi, Amaresh (2005): Readings in Public Finance, Oxford University Press.
2. Cullis, John & Jones Philip (2009) : Public Finance and Public Choice, Oxford University Press.
3. Eyer Robert (2009): Money and Banking-An International Text, Routledge.
4. Jadhav N, Monetary policy, Financial Stability and Central Banking in India, Macmillan India Ltd.
5. Gupta, S. B (2009) : Monetary Economics-Institutions, Theory & Policy , S. Chand & Company, New Delhi.
6. Head, J.C (1974): Public Goods and Public Welfare. Durham, NC, Duke University Press.
7. Inge Kaul, Pedro Conceicao (2006): The New Public Finance, Oxford University Press.
8. D.G. Pierce & Tysome, P.G., Monetary Economics, Butterworth's, London, 1985.
9. Gurley and Shaw, Money in a Theory of Finance, Brooking Institution, Washington.

E-Learning Source:

- <https://swayam.gov.in/>
- <http://www.ignouhelp.in/ignou-study-material/>

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

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

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

Effective from Session: 2025-26

| | | | | | | | |
|-------------------|---|---------------------|------------------|---|---|---|---|
| Course Code | A080402T/HE214 | Title of the Course | Macroeconomics | L | T | P | C |
| Year | II nd | Semester | IV th | 6 | 0 | 0 | 6 |
| Pre-Requisite | Intermediate | Co-requisite | None | | | | |
| Course Objectives | The goal of this course is to provide students with a thorough understanding of the fundamental principles of macroeconomics that establish a functional relationship between large aggregates. This course looks at the theories of investment, interest rate, multiplier, accelerator, trade cycle, inflation theory. | | | | | | |

Course Outcomes

| | |
|-----|---|
| CO1 | Given the Classical and Keynesian frameworks, students will be able to analyze the determinants of investment, including autonomous/induced investment and savings-investment equilibrium using Marginal Efficiency of Capital. |
| CO2 | Using LDC contexts and theoretical models, students will be able to evaluate the working of the investment multiplier and the accelerator, and assess the effectiveness of the super multiplier. |
| CO3 | Given Classical, Loanable Funds, and Keynesian theories, students will be able to compare interest rate determination models and critique indeterminacy in the liquidity preference framework. |
| CO4 | Using IS-LM derivations, students will be able to analyze equilibrium in product and money markets, and evaluate how changes affect aggregate demand and the AD curve. |
| CO5 | Given price data and economic indicators, students will be able to measure inflation, differentiate types (demand-pull, cost-push, etc.), and evaluate its macroeconomic impact. |
| CO6 | Based on Classical, Keynesian, and Monetarist perspectives, students will be able to compare competing theories of inflation, and apply them to current macroeconomic contexts. |
| CO7 | Using the Phillips Curve and its adaptive/rational modifications, students will be able to analyze the trade-off between inflation and unemployment, and evaluate policy implications. |
| CO8 | Given models by Samuelson, Hicks, and Kaldor, students will be able to explain various trade cycle theories and assess the effects of cyclical fluctuations on economic growth, including real business cycle theory. |

| Unit No. | Content of Unit | Contact Hrs. | Mapped CO |
|----------|--|--------------|-----------|
| 1. | Types of Investment, Determination of Level of Investment: Classical and Keynesian approach. Theory of Investment - Autonomous and Induced Investment; Marginal Efficiency of Capital; Savings and Investment-Ex-Post & Ex-Ante, Equality and Equilibrium. | 07 | CO1 |
| 2. | Multiplier: Concept, Investment Multiplier and its Effectiveness in LDCs; Principle of Accelerator. Super Multiplier. | 07 | CO2 |
| 3. | Rate of Interest: Classical, Neo-Classical (Loanable fund) and Keynesian Theories of Interest. Indeterminateness in Liquidity Preference Theory. | 07 | CO3 |
| 4. | Equilibrium in the product and money markets: Derivations of the IS and LM functions; changes in IS and LM functions, IS-LM and aggregate demand; shifts in the AD curve. | 07 | CO4 |
| 5. | Inflation: Definition and measurement of inflation, Types of inflation, Impact of inflation, determinants of inflation. | 08 | CO5 |
| 6. | Approach to Inflation-Classical, Keynesian, and Monetarist approach. | 08 | CO6 |
| 7. | The relationship between inflation and unemployment: Phillips Curve. Modified Phillips curve: Adaptive and Rational expectation. | 08 | CO7 |
| 8. | Theories of trade cycles- Samuelson, Hicks, Kaldor; Real business cycle theory. | 08 | CO8 |

Reference Books:

- Ackley. G (1976): Macroeconomics: Theory And Policy, Macmillan, New York.
- Ahuja, H.L (2012): Macroeconomics: Theory and Policy, S. Chand & Company, New Delhi.
- Branson, W.A (1989): Macroeconomics Theory and Policy, Harper & Row.
- Dornbusch, Rudiger & Startz, Richard (2012): Macroeconomics, Tata McGraw Hill Education.
- Dwivedi, D.N (2010): Macroeconomics: Theory and Policy, Tata McGraw Hill Education.
- Shapiro, Edward (2005): Macroeconomic Analysis, Galgotia Publications, New Delhi.
- Mankiw N.G. and D. Romer (eds.), New Keynesian Economics, (2 Vols.), MIT Press, Cambridge.
- Romer D.L., Advanced Macroeconomics, McGraw Hill Company Ltd. New York.
- Surrey, M.J.C (1976): Macroeconomic Themes, Oxford University Press.
- Sikdar, Saumyen (2011): Principles of Macroeconomics, Oxford University Press, New Delhi.

E-Learning Source:

<https://swayam.gov.in/>
<http://www.ignouhelp.in/ignou-study-material/>

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 | 2 | 2 | 3 | 2 | 3 |
| CO2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 1 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 |
| CO6 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 |
| CO7 | 3 | 3 | 1 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 |
| CO8 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 |

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

**B Year
Minor Elective (Theory)**

Semester: IV

| | | | | | | | | | | |
|---|--|---|-----|---------------------------|-----|------|------|------|------|------|
| Program: Minor Elective | | Year: II | | Credits | | | | | | |
| Course code: LN234-0404057 | | Course Title: | | 4 | | | | | | |
| | | Effective Professional Communication Skills | | Co-curricular () | | | | | | |
| L | | T | | P | | | | | | |
| 3 | | 1 | | 0 | | | | | | |
| Major () | | Minor (✓) | | Vocational () | | | | | | |
| 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. | | | | | | | | | |
| 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 Precise, 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: Principles and Practice. Second Edition, Oxford University Press, 2012 | | | | | | | | | |
| 3. | Rama, Roshan Lal, Jhikhar Alam, and Faizla Siddiqui, Professional Communication. Himalaya Publication House 2012. | | | | | | | | | |
| 4. | Agarwal, Malvi. Professional Communication. Krishna's Educational Publishers. 2016. | | | | | | | | | |
| 5. | http://www.updates.com/notes-professional-communication-unit-4-nao-104 | | | | | | | | | |
| 6. | https://www.doccity.com/en/subjects/professional-communication/ | | | | | | | | | |
| 7. | https://www.doccity.com/en/subjects/professional-communication/ | | | | | | | | | |
| Course Articulation Matrix: (Mapping of COs with POs and PSOs) | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO1 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO2 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 | 1 | 3 |
| CO3 | 1 | 2 | 1 | 2 | 3 | 3 | 3 | 2 | 2 | 3 |
| CO4 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 1 | 3 |
| CO5 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

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

Head
Humanities & Social Science
Integral University, Lucknow



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. |

| 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 Abhayan, "Kalayani Publishers", New Delhi, Revised Addition, 2006; Patel, Shri krishna, Physical Education, "Agrawal Publishers", Agra, 2014-15

Panday, Preeti, Sharirik Shiksha Sankalan, "KheI Sanskriti Prakashan, Kanpur

Janice Jerusalem, "A Guide To Yoga", Parragon Bath, Baiihe-2004.

e-Learning Source:

<https://www.bing.com/videos/search?q=yoga&&view=detail&mid=599A4C4B7C3D09CF4930599A4C4B7C3D09CF4930&&FORM=VRDGR&ru=%2Fvideos%2Fsearch%3Fq%3Dyoga%26FORM%3DHDRSC4>

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

| PO-PSO | 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 |

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

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

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 () | | Co-Curricular () |
| Pre-requisite | | 10+2 (in any discipline) | | | |

Course Outcomes: After the successful completion learners will get the basic knowledge about law and its importance in their day-to-day life.

| | |
|----|---|
| 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: 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 | 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



Integral University, Lucknow

Effective from Session: 2025-26

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|-------------------|--|---------------------|--|---|---|---|---|
| Course Code | A080403R/HE215 | Title of the Course | Research Project /Field Visit / Internship | L | T | P | C |
| Year | II | Semester | IV | 2 | 0 | 2 | 3 |
| Pre-Requisite | Graduation | Co-requisite | None | | | | |
| Course Objectives | 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 | | | | | | |

Course Outcomes

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|-----|---|
| CO1 | 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. |
|-----|---|

Content of Unit

Contact Hrs. Mapped CO

Each student may opt for any one of the three modes, subject to approval by the HoD and Programme Coordinator.

A. Internship:

- 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.
- o After completion of the training, they will have to submit a training report.
- 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.
- 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.

B. Field Study:

To carry out the field project work following guidelines should be used:

- 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.
- o Assignment of project topics to individual student or groups of students (2 or 3 students in one group).
- o Preparation of a questionnaire (20-30 questions or more) related to their topic.
- 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.
- 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.
- o The student should compile all the relevant data and carry out its analysis.
- 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.
- o Submit the project report with the Guide's signature.
- 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.
- o The total project work including preparation of questionnaire to oral presentation should be evaluated for 4 credits (100 Marks).
- o Since it is a compulsory subject in our syllabus, passing students in this field project is MUST to complete their degree

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CO1

C. Project Work:

Project Work Guidelines: -

- o The students shall declare the option of project work at the beginning of the semester.
- o Every student is provided with a faculty member as a mentor/Supervisor.
- 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.
- o Topics might be in the view of regional issues.

Write up: General Guide Lines: -

- o The Project Work Report should cover the following aspects.
 - a. Introduction:
 - Objectives of the study.
 - Methodology
 - b. Review of Literature
 - c. Data Analysis and Interpretation
 - d. Findings and Discussion
 - e. Conclusion and Policy Suggestions
 - f. References
 - g. Appendices
- o Every table, figure, photograph should have a caption and with references.
- o The list of references should be given at the end and all the references should be complete in all respects in APA style.
- o The total number of pages should be minimum 35, including text, figures, tables, photographs, references and appendices.
- 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.
- o Plagiarism should be below 10%. Reports will be checked using anti-plagiarism software.

Suggested Readings/Tools:

- o Choubey, Varanya (2018): Research Writing: The Structural Challenge of Communicating Knowledge + A Method to Meet it.
- o Greenlaw, Steven A (2005): Doing Economics: A Guide to Understanding and Carrying Out Economic Research.
- o Kothari, C R (2013): Research Methodology. New Age International Publishers.
- o Thomson, Williams (2011): A Guide for the Young Economists. MIT Press.
- o Government Reports. Economic Survey, Budget, RBI Reports, NITI Aayog publications
- o Statistical Tools: SPSS, STATA, Excel, EViews, R (as per topic)

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

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

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

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

Head
Humanities & Social Science
Integral University, Lucknow