

BARKATULLAH UNIVERSITY, BHOPAL (M.P.)**(Department of Physical Education and Sports)****Bachelor of Physical Education and Sports (B.P.E.S.) Syllabus: Year – II****Subject: Sports Psychology****PART A - INTRODUCTION**

Programme: Degree	Class: B.P.E.S.	Year – II	Session: 2021-2022
Subject: Physical Education			
1.	Course Code	MAJ-201	
2.	Course Title	Sports Psychology	
3.	Course Type	Core Course - Major	
4.	Pre – requisite (if any)	To study this course a student must have passed 10+2.	
5.	Course Learning Outcomes (CLO)	After completion of the course contents, the students will be able to; <ul style="list-style-type: none">• Learn about various aspects of human behavior under various situations.• Understand the human psyche and personality in the field of physical education and sports.• To know about the leadership qualities and the role and responsibilities.• To know about human relationships and their management in real-life and sports situations.	
6.	Credit value	06	
7.	Total Marks	Max. Marks: 100 (Internal: 30, External: 70)	Min. Passing Marks:35

PART B – COURSE CONTENT**Total No. of lectures- 100 tutorials (in hours per week): 6 hours per week**

Unit	Contents	Lectures
I	1. Introduction 1.1 Meaning, definition and nature of Psychology and Educational Psychology. 1.2 Psychology as a Science 1.3. Branches of Psychology 1.4 Importance of Psychology in Education with special reference to Physical Education.	20
II	2. Growth and Development:	20

	<p>2.1 Meaning of Growth and development;</p> <p>2.1 Physical, Mental, Social and Language development during the following stages:</p> <p>2.1.1 Early childhood</p> <p>2.1.2 Middle Childhood</p> <p>2.1.3 Late Childhood</p> <p>2.1.4 Adolescences</p> <p>2.2 individual Differences:</p> <p>2.2.1 Meaning of the term Individual Differences</p> <p>2.2.2 Heredity and Environment as Causes of Individual Differences;</p> <p>2.2.3 Interaction of Heredity and Environment.</p> <p>2.2.4 Other causes of individual differences.</p>	
III	<p>3. Learning</p> <p>3.1 Meaning definition and nature of learning.</p> <p>3.2 Meaning of the following theories of learning and their implications:</p> <p>3.2.1 Trial & Error Theory</p> <p>3.2.2 Conditioned Reflex Theory</p> <p>3.2.3 Gusted/ Insight Theory</p> <p>3.3 Principles/ Laws of Learning</p> <p>3.4 Factors Affecting Learning.</p> <p>3.5 Learning Curve.</p> <p>3.6 How to overcome a plateau in learning.</p> <p>3.7 Meaning and Conditions of Transfer of Training.</p>	20
IV	<p>4. Motivation and Emotion:</p> <p>4.1 Meaning of Motivation;</p> <p>4.2 Types of Motivation;</p> <p>4.3 Role of Motivation in teaching physical activities.</p> <p>4.4 Concept of need, drive, motive, incentive and achievement.</p> <p>4.5 Emotion:</p> <p>4.5.1 Meaning and Nature of Emotion.</p> <p>4.5.2 Types of Emotion;</p> <p>4.6 Personality and Memory:</p>	20

	<p>4.6.1 Meaning and Nature of Personality;</p> <p>4.6.2 Dimensions of Personality;</p> <p>4.6.3 Definition of Memory;</p> <p>4.6.4 Types of Memory;</p>	
V	<p>5. Introduction to Sports Psychology</p> <p>5.1 Meaning and Area/scope of sports psychology</p> <p>5.2 Importance of sports psychology for Physical educationists' coaches and players.</p> <p>5.3 Motor characteristics development, its importance and its importance in sports.</p> <p>5.4. Personality and sports performance.</p> <p>5.5 Problems of Motivation in sports.</p> <p>5.6 Completion anxiety and its causes.</p>	20

PART C - LEARNING RESOURCES

Textbooks, Reference Books, and Other Resources

Suggested Readings

1. Ball, D. W. & Loy, J. W. (1975). Sport and Social Order: Contribution to the Sociology of Sport. London: Addison Wesley Publishing Co., Inc.
2. Blair, J.& Simpson, R. (1962). Educational Psychology, New York: McMillan Co.
3. Cratty, B. J.(1968). Psychology and Physical Activity. Eaglewood Cliffs. Prentice Hall.
4. Kamlesh, M.L. (1998). Psychology in Physical Education and Sport. New Delhi: Metropolitan Book Co.
5. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). Sport and Social System. London: Addison Wesley Publishing Company Inc.
6. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). Sports Culture and Society. Philadelphia: Lea &Febiger.
7. Mathur, S.S., (1962). Educational Psychology. Agra. Vinod Pustak Mandir.
8. Skinner, C. E., (1984.). Education Psychology. New Delhi: Prentice Hall of India. 2 years B.P.Ed Curriculum, 20
9. William, F. O. & Meyer, F. N. (1979). A Handbook of Sociology. New Delhi: Eurasia Publishing House Pvt Ltd.

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

Internal Assessment:
Continuous
Comprehensive
Evaluation (CCE): 30

As per ordinance 14 B (16.2) the CCE will be conducted three tests of twenty marks of those two must be written tests and third test may be written or quiz test/ seminar/assignment for theoretical courses. The marks obtain in two tests out of three will be awarded to the student. Each student has to appear in at least two tests and semester

	examination, failing which the student will be awarded Ab grade in that course.
External Assessment: University Exam: 70	The question paper of the external should preferably contain Short answer, long answer and objectives.



BARKATULLAH UNIVERSITY, BHOPAL (M.P.)**(Department of Physical Education and Sports)****Bachelor of Physical Education and Sports (B.P.E.S.) Syllabus: Year – II****Subject: Kinesiology and Biomechanics****PART A - INTRODUCTION**

Programme: Degree	Class: B.P.E.S.	Year – II	Session: 2021-2022
Subject: Physical Education			
1.	Course Code	MAJ-202	
2.	Course Title	Kinesiology and Biomechanics	
3.	Course Type	Core Course- Major	
4.	Pre – requisite (if any)	To study this course a student must have passed 10+2.	
5.	Course Learning Outcomes (CLO)	After completion of the course contents, the students will be able to; <ul style="list-style-type: none">• . Learn about fundamental movements of the body around the joints.• Understand various motions of the human body during static and dynamic positions.• To know about the major muscles and joints around them.• To know about linear movements with a scientific approach in terms of fundamental movements.	
6.	Credit value	06	
7.	Total Marks	Max. Marks: 100 (Internal: 30, External: 70)	Min. Passing Marks: 35

PART B – COURSE CONTENT**Total No. of lectures- 100 tutorials (in hours per week): 6 hours per week**

Unit	Contents	Lectures
I	1.1 Introduction to Kinesiology 1.1.1 Definition 1.1.2 Objectives of Kinesiology 1.1.3 Role of Kinesiology, in Physical Educations. 1.1.4 Brief History with important contributions of Aristotle, Leonard Da Vinci, Alfonso Borate, Weber Brothers, and Benjamin Duchene. 1.2 Fundamental concepts of following terms with their application to the human body. 1.2.1 Axes and Planes	20

	1.2.2 Center of Gravity 1.2.3 Line of Gravity	
II	2.1 Anatomical and physiological Fundamentals 2.1.1 Classification of Joints and Muscles 2.1.2 Terminology of Fundamental Movements 2.1.3 Types of Muscle Contractions: 2.1.4 Angle of Pull 2.2 Kinesiology of joints 2.2.1 Two-joint muscles 2.2.2 Roles in which muscles may act. 2.2.3 All or None Law. 2.2.4 Reciprocal Innovation.	20
III	3.1 Upper Extremity 3.1.1 Major characteristics of Joints 3.1.2 Location and action of major muscles acting at the following joints 3.1.2.1 Hip 3.1.2.2 Knees 3.1.2.3 Foot	20
IV	4.1 Motion 4.1.1 Definition 4.1.2 Newton's Laws of Motion 4.1.3 Application to Sports activities 4.2 Force 4.2.1. Definition 4.2.2 Magnitude of force 4.2.3 Direction of application of force 4.2.4 Application to Sports activities. 4.3 Equilibrium 4.3.1 Definition 4.3.2 Major factors affecting Equilibrium 4.3.3 Role of Equilibrium in sports 4.4 Lever 4.4.1 Definition of Lever 4.4.2 Types of Lever 4.4.3 Application to Human Body	20
V	5.1 Analysis of Locomotion 5.1.1 Walking 5.1.2 Running 5.2 Kinesiology in Daily living 5.2.1 Lifting 5.2.2 Carrying 5.2.3 Catching 5.2.4 Falling 5.3.5 Landing	20

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

Suggested Readings

1. Bunn, J. W. (1972). Scientific Principles of Coaching. Englewood Cliffs, N.J.: Prentice Hall

- Inc.
2. Hay, J. G. & Reid, J. G.(1982). The Anatomical and Mechanical Basis of Human Motion. Englewood Cliffs, N.J.: prentice Hall Inc.
 3. Hay, J. G. & Reid, J. G.(1988). Anatomy, Mechanics and Human Motion. Englewood Cliffs, N.J.: prentice Hall Inc.
 4. Hay, J. G. (1970). The Biomechanics of Sports Techniques. Englewood Cliffs, N.J.: Prentice Hall, Inc.
 5. Simonian, C.(1911). Fundamentals of Sport Biomechanics. Englewood Cliffs, N.J.: Prentice Hall Inc.
 6. Deshpande S.H. (2002). Manav Kriya Vigyan - Kinesiology (Hindi Edition) Amravati : Hanuman Vyayam Prasarak Mandal. Hoffman S.J. Introduction to Kinesiology. Human Kinesiology publication In 2005.
 7. Steven Roy, & Richard Irvin. (1983). Sports Medicine. New Jersey: Prentice hall.
 8. Thomas. (2001). Manual of Structural Kinesiology. New York: Me Graw Hill.
 9. Uppal A.K. Lawrence Mamta MP (2004) Kinesiology. Delhi, Friends Publication .
 10. Uppal, A K. (2004), Kinesiology in Physical Education and Exercise Science. Delhi, Friends publications.
 11. Williams M (1982) Biomechanics of Human Motion. Philadelphia: Saunders Co.

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30	As per ordinance 14 B (16.2) the CCE will be conducted three tests of twenty marks of those two must be written tests and third test may be written or quiz test/ seminar/assignment for theoretical courses. The marks obtain in two tests out of three will be awarded to the student. Each student has to appear in at least two tests and semester examination, failing which the student will be awarded Ab grade in that course.
External Assessment: University Exam: 70	The question paper of the external should preferably contains Short answer, long answer and objectives.
Any remarks/ suggestions:	



BARKATULLAH UNIVERSITY, BHOPAL (M.P.)

(Department of Physical Education and Sports)

Bachelors of Physical Education and Sports (B.P.E.S.) Syllabus: Year – II

Subject: Recreation in Physical Education

PART A - INTRODUCTION			
Programme: Degree	Class: B.P.E.S.	Year – II	Session: 2021-2022
Subject: Physical Education			
15	Course Code	MIN – 203	
16	Course Title	Recreation in Physical Education	
17	Course Type	Core Course – Minor	
18	Pre – requisite (if any)	To study this course a student must have passed 10+2.	
19	Course Learning Outcomes (CLO)	<p>Upon completion of the course students should be able to</p> <ul style="list-style-type: none"> • To know about the various teaching methods, drill and tactics in Physical Education and sports. • To develop the equalities of a good teacher for future prospects and teaching contexts. • To know about various drills, techniques and assets used in teaching for teaching. • To learn new innovations and technology used for better teaching. 	
20	Credit value	04	
21	Total Marks	Max. Marks: 100 (Internal: 30, External: 70)	Min. Passing Marks:35
PART B – COURSE CONTENT			
Total No. of lecture- 65 tutorials (in hours per week): 4 hours per week			
Unit	Contents		Lectures
I	Introduction to Recreation 1.1 Meaning, Definitions and characteristics of Recreation 1.2 Importance of Recreation. 1.3 Misconceptions about Recreation 1.4 Scope of Recreation		13
II	2. Influence of Recreation in Social Institutions 2.1 Family 2.2 Educational Institutions 2.3 Community/ Cultural 2.4 Religious Organizations		13

III	3. Planning for Recreation 3.1 Planning criteria and objectives of Recreation facilities 3.2 Different types of indoor and outdoor Recreation for Urban and Rural population. 3.3 Operation and maintenance of different Recreation area and facilities. 3.4 Sources of funding of Recreational activities	13
IV	4. Programmes in Recreation 4.1 Criteria and principles of selecting a programme 4.2 Classification of Recreational activities: 4.2.1 indoor and outdoor activities 4.2.2 Water activities 4.2.3 Cultural Activities 4.2.4 Literary Activities 4.2.5 Nature and outing 4.2.6 Social events 4.2.7 Adventure activities 4.3 Hobbies- Introduction to hobbies and types of hobbies. 4.4 Agencies providing Recreation	13
V	5. Camping and leadership 5.1 Aim, objectives and importance of Camping. 5.2 Organization and types of Camp. 5.2.1 Selection and layout of camp site. 5.2.2 Camping leadership. 5.3 Types and functions of Recreation leaders. 5.4 Qualification, Qualities and training & Recreation Leaders	13
PART C - LEARNING RESOURCES		
Text books, Reference Books, Other Resources		
Suggested Readings 1. Thomas S. Yukic (1970). Fundamentals of Recreation (2nd ed.). Harpers & Row. pp. 1ff LCCN 70-88646. 2. Bruce C. Daniels (1995). Puritans at Play. Leisure and Recreation in Colonial New England. New York: St. Martin's Press. p. xi. ISBN 978-0-312-12500-4. 3. Audia Wallis (1983-06-06), "Stress: Can We Cope?", Time, archived from the original on January 4, 2007, retrieved October 31, 2010 4. McLean DD, Hurd AR, Rogers NB (2005). Kraus Recreation and Leisure in Modern Society (7th ed.). Jones and Bartlett. pp. 1ff ISBN 978-0-7637-0756-9.		

5. Universal Declaration of Human Rights, Article 24 (Text of Resolution), adopted by the United Nations General Assembly (A/RES/217, 10 December 1948 at Palais de Chaillot, Paris)
6. Kulkarni, D. Enjoying Math: Learning Problem Solving With KenKen Puzzles Archived 2013-08-01 at the Wayback Machine, A textbook for teaching with KenKen Puzzles.
7. Smith, E. L.; Raab, D. M. (1986). "Osteoporosis and physical activity". Acta Medica Scandinavica. Supplementum.

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30	As per ordinance 14 B (16.2) the CCE will be conducted three tests of twenty marks of those two must be written tests and third test may be written or quiz test/ seminar/assignment for theoretical courses. The marks obtain in two tests out of three will be awarded to the student. Each student has to appear in at least two tests and semester examination, failing which the student will be awarded Ab grade in that course.
External Assessment: University Exam: 70	The question paper of the external should preferably contain Short answer, long answer and objectives.
Any remarks/ suggestions:	Practical application may be discussed during teaching practice practical sessions.

BARKATULLAH UNIVERSITY, BHOPAL (M.P.)

(Department of Physical Education and Sports)

Bachelor of Physical Education and Sports (B.P.E.S.) Syllabus: Year - II

Subject: Basketball

PART A - INTRODUCTION

Programme: Degree	Class: B.P.E.S.	Year - II	Session: 2021-2022
Subject: Physical Education			
1.	Course Code	MIN-204 (Optional)	
2.	Course Title	Basketball	
3.	Course Type	Core Course –Minor (Optional)	
4.	Pre – requisite (if any)	To study this course a student must have passed 10+2.	
5.	Course Learning Outcomes (CLO)	Upon completion of the course students should be able to <ul style="list-style-type: none"> • To learn about Basketball, its historical development and organizational facts. • To learn the marking and measurement of Basketball court. • To learn about general rules and regulations and their updated interpretation. • To know about different events, competitions and Major Tournaments for future benefits. 	
6.	Credit value	02	
7.	Total Marks	Max. Marks: 100 (Internal: 30, External: 70)	Min. Passing Marks:35

PART B – COURSE CONTENT

Total No. of Activity Sessions - 30 Sessions (in hours per week): 2 hours per week

Unit	Contents	Lectures
I	1. Introduction 1.1 Introduction of Basketball and Historical development of events with special reference to India. 1.1 Organizational set up of Basketball at National level 1.3 International History of Basketball 1.4 Indian History of Basketball 1. Rules and regulation of Basketball and their interpretations 2. Duties of Officials/ Umpires 3. Signals of Officials in Basketball	06
II	1. Lay out/ Measurement of the Basketball court 1.1 Lay out of Basketball court – Ball, Ring, Board, and Positions	06

III	1. Rules and Regulations 1.1 General competition rules and regulation of 2. Scoring of Basketball with Score sheet	06
IV	1. Skills 1.1 Dribbling 1.1.1 Low Dribble 1.1.2 High Dribble 1.1.3 Cross Dribble 1.1.4 Advance Dribble 1.2 Shooting 1.2.1 Set Shot 1.2.2 Jump Shot 1.2.3 Lay-up Shot 1.3 Passing 1.3.1 Chest Pass 1.3.2 Bounce Pass 1.3.3 Over Arm, Side Arm Pass 1.3.4 Long Pass	06
V	1. Tournaments and Competitions 1.1 Important competition at National and International level in Basketball. 1.2 Terminologies used in Basketball.	06

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

Suggested Readings

1. Jeery V. Krasue, Ed. D. Basketball Skills and Drills, The Marine Sports Publishing Division 2000.
2. Moontasir, Abbas, Principles of Basketball, Bombay Skonda Publication, 2000.
3. Srivatsan, S. Basketball, NIS Publication, Patiala.
4. Ted St. Mootin, The Art of Shooting Basketball, 2001.
5. Total Basketball, The Ultimate Basketball Encyclopedia, Sports Media Publishing Inc. 2003.
6. Wissel Hal, Basketball Step to success, 2012.

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30	As per Ordinance 14 B (16.2) and Progressive evaluation will be considered as the internal assessment of the students. Activity Notebook will be examined. Particular Activity will also be assessed through various sports activities such as intramurals, sports events and extramural activities.
External Assessment: University Exam: 70	End Term Examination for Activity will be conducted in the form of performance of skills, Activity Notebook and Viva-Voca of the particular event.
Any remarks/ suggestions:	Students may organise Basketball event with all administrative & technical support and assistance.

BARKATULLAH UNIVERSITY, BHOPAL (M.P.)**(Department of Physical Education and Sports)****Bachelor of Physical Education and Sports (B.P.E.S.) Syllabus: Year - II****Subject: Volleyball****PART A – INTRODUCTION**

Programme: Degree	Class: B.P.E.S.	Year – II	Session: 2021-2022
Subject: Physical Education			
1.	Course Code	MIN-202 (Optional)	
2.	Course Title	Volleyball	
3.	Course Type	Core Course –Minor (Optional)	
4.	Pre – requisite (if any)	To study this course a student must have passed 10+2.	
5.	Course Learning Outcomes (CLO)	Upon completion of the course students should be able to <ul style="list-style-type: none">• To learn about volleyball, its historical development and organizational facts.• To learn the marking and measurement of various grounds.• To learn about general rules and regulations and their updated interpretation.• To know about different events, competitions and Major Tournaments for future benefits.	
6.	Credit value	02	
7.	Total Marks	Max. Marks: 100 (Internal: 30, External: 70)	Min. Passing Marks:35

PART B – COURSE CONTENT**Total No. of Activity Sessions - 30 Sessions (in hours per week): 2 hours per week**

Unit	Contents	Lectures
I	1. Introduction and history of volleyball at the national and international level 2. Important competition at the National and International level.	06
II	2. Fundamental Skill 2.1 Service 2.2 Under arm serve 2.3 Tennis serve 2.4 Side arm serve 2.5 Round arm serve 2.6 Pass	06

	2.7 Under arm pass 2.8 Over arm pass 2.9 Spike 2.10 Block	
III	3.1 Rules and regulation of volleyball and their interpretations 3.2 Lay out of volleyball court	06
IV	4. Scoring of Volleyball with Score sheet	06
V	5. Tournaments and Competitions 5.1 Important competition at National and International level in Volleyball 5.2 Terminologies used in Volleyball	06

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

References

1. Anthony C. Varghese, Lawrence V. Volleyball Player, Handbook Friends Publication, New Delhi 2009.
2. Dumphy Mary and Wilde Rad, Volleyball. A Guide to Playing and Coaching, Friends Publication, Delhi, 2003.
3. Resser C. Jonathan, Bohr Roald, Volleyball, Blockwell, 2003.
4. Sagar S.K. Play Better Volley ball, Sports Publication, Delhi, 2001.
5. USA Volleyball. Coaching Youth Volleyball, 4th Edition, Human Kinetics, 2007.
6. Cox RH, Teaching Volleyball (Surjeet Publication)
7. Marv Dumphy & Rod Wilde, Volleyball Today. (Thomson Asia Pt. Ltd. Singapore) 2001.
8. Rohner, Skills in Volleyball Training
9. Ranganathan P.P. Volleyball Friends Publications Delhi 2000.
10. Soudhu, G.S. Volleyball Basic & Advanced. The Sports. People, Chandigarh.

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30	As per Ordinance 14 B (16.2) and Progressive evaluation will be considered as the internal assessment of the students. Activity Notebook will be examined. Particular Activity will also be assessed through various sports activities such as intramurals, sports events and extramural activities.
External Assessment: University Exam: 70	End Term Examination for Activity will be conducted in the form of performance of skills, Activity Notebook and Viva-Voca of the particular event.
Any remarks/ suggestions:	Students may organize volleyball tournaments with all administrative and technical support and assistance.

BARKATULLAH UNIVERSITY, BHOPAL (M.P.)**(Department of Physical Education and Sports)****Bachelor of Physical Education and Sports (B.P.E.S.) Syllabus: Year - II****Subject: Table Tennis****PART A - INTRODUCTION**

Programme: Degree	Class: B.P.E.S.	Year - II	Session: 2021-2022
Subject: Physical Education			
1.	Course Code	MIN-203 (Optional)	
2.	Course Title	Table Tennis	
3.	Course Type	Core Course –Minor (Optional)	
4.	Pre – requisite (if any)	To study this course a student must have passed 10+2.	
5.	Course Learning Outcomes (CLO)	Upon completion of the course, students should be able to <ul style="list-style-type: none">• To learn about Table Tennis, its historical development, and organizational facts.• To learn the marking and measurement of Table Tennis.• To learn about general rules and regulations and their updated interpretation.• To know about different events, competitions, and Major Tournaments for future benefits.	
6.	Credit value	02	
7.	Total Marks	Max. Marks: 100 (Internal: 30, External: 70)	Min. Passing Marks:35

PART B – COURSE CONTENT**Total No. of Activity Sessions - 30 Sessions (in hours per week): 2 hours per week**

Unit	Contents	Lectures
I	1. Introduction - Introduction of track and field and Historical development of Table Tennis with special reference to India. - Organizational Set up of Table Tennis at the National and International Level - International History of Table Tennis - Indian History of Table Tennis - Olympic History of Table Tennis	06
II	2. The layout of the Table Tennis	06

	- Layout of Table Tennis - Infrastructure required for Table Tennis	
III	3. Rules and Regulations - General competition rules and regulations of Table Tennis events with special reference to the All India Inter University Competition and International Competition. 3.2 Table Tennis Officiating	06
IV	4. Table Tennis Fundamental and Advance Skills 4.1 Service (Top hand and Back hand) 4.2 Rally (Right and Left) 4.3 Five Offensive Skills 4.4 Five Supporting Skills	06
V	5. Tournaments and Competitions 5.1 Important Competition at the National and International Levels. 5.2 All India Inter University Competition 5.3 Brief Introduction of Special Events in Table Tennis	06
PART C - LEARNING RESOURCES		
Text books, Reference Books, Other Resources		
Suggested Readings		
1. As per the National and International Association and Federation Rule Book		
PART D - ASSESSMENT AND EVALUATION		
Suggested Progressive Evaluation Methods: Maximum Marks: 100		
Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks		
Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30	As per Ordinance 14 B (16.2) and Progressive evaluation will be considered as the internal assessment of the students. Activity Notebook will be examined. Particular Activity will also be assessed through various sports activities such as intramurals, sports events and extramural activities.	
External Assessment: University Exam: 70	End Term Examination for Activity will be conducted in the form of performance of skills, Activity Notebook and Viva-Voca of the particular event.	
Any remarks/ suggestions:	Students may organise Table Tennis event with all administrative & technical support and assistance.	

BARKATULLAH UNIVERSITY, BHOPAL (M.P.)**(Department of Physical Education and Sports)****Bachelor of Physical Education and Sports (B.P.E.S.) Syllabus: Year - II****Subject: Judo****PART A - INTRODUCTION**

Programme: Degree	Class: B.P.E.S.	Year - II	Session: 2021-2022
Subject: Physical Education			
1.	Course Code	MIN-204 (Optional)	
2.	Course Title	Judo	
3.	Course Type	Core Course –Minor (Optional)	
4.	Pre – requisite (if any)	To study this course a student must have passed 10+2.	
5.	Course Learning Outcomes (CLO)	Upon completion of the course students should be able to <ul style="list-style-type: none"> • To learn about Judo, its historical development and organizational facts. • To learn the marking and measurement of Judo. • To learn about general rules and regulations and their updated interpretation. • To know about different events, competitions and Major Tournaments for future benefits. 	
6.	Credit value	02	
7.	Total Marks	Max. Marks: 100 (Internal: 30, External: 70)	Min. Passing Marks:35

PART B – COURSE CONTENT**Total No. of Activity Sessions - 30 Sessions (in hours per week): 2 hours per week**

Unit	Contents	Lectures
I	1. Introduction 1.1 Introduction of Judo and Historical development of events with special reference to India. 1.1 Organizational set up of Judo at National level 1.3 International History of Judo 1.4 Indian History of Judo 1 Rules and regulation o Judo, and their interpretations 2 Duties of Officials Signals of Officials in Judo	06
II	1. Lay out/ Measurement of the Judo 1.1 Contest Area of Judo	06

III	1. Rules and Regulations 1.1 General competition rules and regulation of 2. Scoring of Judo	06
IV	1. Skills Rei (Salutation)-Ritsurei (Salutation in standing position), Zarai (Salutation in the sitting position) Ukeme – Uko Ukemi, Mai Ukemi, Ushiro Ukemi, Maimawari Ukemi Grip, Stance and Basic Moves O Goshi Seo Nage Ouchi Gari Osaekomi Techniques	06
V	1. Tournaments and Competitions 1.1 Important competition at National and International level in Judo 1.2 Terminologies used in Judo	06

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

Suggested Readings

- As per the National and International Association and Federation Rule Book

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30	As per Ordinance 14 B (16.2) and Progressive evaluation will be considered as the internal assessment of the students. Activity Notebook will be examined. Particular Activity will also be assessed through various sports activities such as intramurals, sports events and extramural activities.
External Assessment: University Exam: 70	End Term Examination for Activity will be conducted in the form of performance of skills, Activity Notebook and Viva-Voca of the particular event.
Any remarks/ suggestions:	Students may organise judo event with all administrative & technical support and assistance.

BARKATULLAH UNIVERSITY, BHOPAL (M.P.)**(Department of Physical Education and Sports)****Bachelor of Physical Education and Sports (B.P.E.S.) Syllabus: Year – II****Subject: Educational Technology****PART A - INTRODUCTION**

Programme: Degree	Class: B.P.E.S.	Year – II	Session: 2021-2022
Subject: Physical Education			
1.	Course Code	GEC-205	
2.	Course Title	Educational Technology	
3.	Course Type	Generic Elective Course	
4.	Pre – requisite (if any)	To study this course a student must have passed 10+2.	
5.	Course Learning Outcomes (CLO)	After completion of the course contents, the students will be able to; <ul style="list-style-type: none"> • To know about the Education in relevant areas of physical education and sports. • To develop the qualities of a good teacher for future prospects and teaching contexts. • To know about various educational format and techniques. • To learn new innovations and technology used in current educational domains. 	
6.	Credit value	06	
7.	Total Marks	Max. Marks: 100 (Internal: 30, External: 70)	Min. Passing Marks:35

PART B – COURSE CONTENT**Total No. of lectures- 100 tutorials (in hours per week): 6 hours per week**

Unit	Contents	Lectures
I	1. Introduction 1.1 Education - Meaning and Definition of Education - Meaning and Definition of Education Technology - Types of Education – Formal, Informal, and Nonformal - Educative Process - Importance of Education	20
II	2. Teaching Technologies 2.1 Classroom Teaching	20

	<p>2.2 Outdoor Teaching</p> <p>2.3 Flipped Classroom</p> <p>2.4 Technical strategies for teaching</p> <p>2.5 Various educational software in relation to better education in school, college, and university</p>	
III	<p>3. Presentation Technologies</p> <p>3.1 Lecture Presentations</p> <p>3.2 PowerPoint Presentations</p> <p>3.3 Smart Classroom</p> <p>3.4 Overhead Presentations</p> <p>3.5 Role of Presentations technology and its benefits in current educational pedagogy.</p>	20
IV	<p>4. Teaching</p> <p>4.1 Theory Teaching</p> <p>4.2 Practical Teaching (Coaching and Officiating)</p> <p>4.3 Advance Teaching</p> <p>4.4 Research-based Teaching</p> <p>4.5 Teaching preparation: personal and technical</p>	20
V	<p>5 Planning and Preparation</p> <p>5.1 Planning and Preparation for School Children (Elementary, Junior, Middle, and Senior section Students)</p> <p>5.2 Planning and Preparation for College Students</p> <p>5.3 Methods of Delivery for different age groups</p>	20

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

Suggested Readings

1. Bhardwaj, A. (2003). New media of educational planning. New Delhi: Sarup of Sons.
2. Bhatia & Bhatia, (1959). The principles and methods of teaching. New Delhi: Doaba House.
3. Kochar, S.K. (1982). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
4. Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). Introduction to educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
5. Walia, J.S. (1999). Principles and methods of education Jullandhar: Paul Publishers.

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

Internal Assessment:	As per ordinance 14 B (16.2) the CCE will be conducted three tests of
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<p>Continuous Comprehensive Evaluation (CCE): 30</p>	<p>twenty marks of those two must be written tests and third test may be written or quiz test/ seminar/assignment for theoretical courses. The marks obtain in two tests out of three will be awarded to the student. Each student has to appear in at least two tests and semester examination, failing which the student will be awarded Ab grade in that course.</p>
<p>External Assessment: University Exam: 70</p>	<p>The question paper of the external should preferably contains Short answer, long answer and objectives.</p>
<p>Any remarks/ suggestions:</p>	



Part A Introduction

Program Diploma Course

-- Second year

Session: 2022-23

Course Code

V2- CLN-NUTT

Course Title

Management of Nutrition in life cycle

Course Type

Vocational

Pre-requisite (if any)

Certificate course

Course Learning outcomes (CLO)

After completion of course, students will be able to

- Plan diets for early childhood.
- Plan diets for school going children
- Plan diets for adolescent
- Plan diets for adults
- Plan a diet for pregnancy and lactation.
- Plan a diet for old age.

Expected Job Role / career opportunities

- Community dietician
- Nutritionist in NGOs
- Freelancing
- Anganwadi / Balwadi

Credit Value

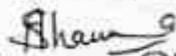
2 (Theory) + 2 (Practical) = 04

Part B- Content of the Course

Total No. of Lectures + Practical (in hours per week): L-1 Hr / P-1 Lab Hr (=2 Hrs)

Total No. of Lectures/ Practical: L-30 /P-30 (60 Hrs)

Module	Topics	No. of lectures (Total 30)
1	<p>Dietary Management for different age group</p> <p>1. Dietary Management</p> <p>1.1 Introduction to Dietary management</p> <p>1.2 Factors affecting dietary management</p> <p>1.3 Recommended Dietary Allowances (RDA)</p> <p>1.4 Translating RDA into daily food intake</p> <p>2. Food and our body</p>	6


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	<p>2.1 Body composition</p> <p>2.2 Choice of food</p> <p>2.3 Calorie value of food</p> <p>2.4 Dietary modification</p>	
II	<p>Dietary Management for childhood</p> <p>1. Dietary management for early childhood</p> <p>1.1 Nutritional Requirement</p> <p>1.2 Nutrition related problems</p> <p>1.3 Feeding pattern</p> <p>1.4 Special deficiency diseases</p> <p>2. Dietary management for school going children</p> <p>2.1 Nutritional Requirement</p> <p>2.2 Importance of snacks and school lunch, tiffin</p> <p>2.3 Nutrition related problems</p>	6
III	<p>Dietary management for Adolescent, adults and old aged.</p> <p>3. Dietary management for adolescence</p> <p>3.1 Physiological changes during adolescent period</p> <p>3.2 Nutritional Requirement</p> <p>3.3 Food likes and dislikes</p> <p>3.4 Factors influencing food habits</p> <p>3.5 Nutritional Problems of adolescents</p> <p>4. Dietary management for adults</p> <p>4.1 Nutritional requirement</p> <p>4.2 Food adequacy</p>	9

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	<p>4.3 Low cost balanced diet</p> <p>5. Dietary management for old age</p> <p>5.1 Nutritional requirements</p> <p>5.2 Food requirements</p> <p>5.3 Nutrition related problems of old age</p>	
IV	<p>Dietary management for pregnancy and lactation</p> <p>1. Diet during pregnancy</p> <p>1.1 Nutritional Requirement</p> <p>1.2 Complications</p> <p>1.3 Physiological Changes</p> <p>2. Diet during lactation</p> <p>2.1 Nutritional requirement</p> <p>2.2 Food taboos during lactation</p> <p>2.3 Lactogenic diets</p> <p>2.4 Formula feeding</p> <p>3. Weaning</p> <p>3.1 Food planning</p> <p>3.2 Formula and preparing a formula feed</p> <p>3.3 Importance of correct and timely weaning</p>	9
	Practical	No. of lectures

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Planning of diet – 1. Dietary Modification 2. Early childhood 3. School going 4. Adolescent 5. Adults 6. Old age 7. Pregnant women 8. Lactating women 9. Weaning/Supplementary food	30 (02 Hours each)
Project/ Field trip:	
Part C-Learning Resources	
Text Books, Reference Books, Other resources	
1. Recommended dietary intake for Indians, ICMR, 2020 2. Fundamentals of food and nutrition, Mudambi and Rajgopal 3. Fundamentals of food and nutrition, M. Swaminathan 4. Dietetics by B. Shri Laxmi 5. पोषण एवं आहार - एम. स्वामीनाथन 6. उपचारात्मक पोषण - बक्शी	
Suggested equivalent online courses: e-reading: 1. . 2. . 3. . 4. . 5. .	

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भाग अ- परिचय

कार्यक्रम: स्नातक उपाधि पाठ्यक्रम

द्वितीय वर्ष

सत्र: 2022-23

पाठ्यक्रम का कोड	V2 - - CLN-NUTT
पाठ्यक्रम का शीर्षक	जीवन चक्र में पोषण प्रबंधन
पाठ्यक्रम का प्रकार:	व्यावसायिक
पूर्वपिक्षा (Prerequisite) (यदि कोई हो)	Certificate course
पाठ्यक्रम अध्ययन की परिलब्धियां (कोर्स लर्निंग आउटकम) (CLO)	<p>पाठ्यक्रम पूर्ण करने पर विद्यार्थी सक्षम होंगे</p> <ul style="list-style-type: none"> • पूर्व बाल्यावस्था के लिए आहार आयोजन • शालेय बच्चों हेतु आहार आयोजन • किशोरावस्था हेतु आहार आयोजन • प्रौढ़ावस्था हेतु आहार आयोजन • गर्भावस्था एवं धात्रीवस्था हेतु आहार आयोजन • वृद्धावस्था हेतु आहार आयोजन
अपेक्षित रोजगार / करियर के अवसर	<ul style="list-style-type: none"> • सामुदायिक आहार विशेषज्ञ • एन जी ओ में पोषण विशेषज्ञ • स्वतंत्र आहार विशेषज्ञ • आगनवाड़ी / बालवाड़ी
क्रेडिटमान	2 (Theory) + 2 (Practical) = 04

भाग ब- पाठ्यक्रम की विषयवस्तु

व्याख्यानों की कुलसंख्या + प्रैक्टिकल (प्रति सप्ताह घंटोंमें): L-1 Hr / P-1 Lab Hr (=2 Hrs)

Total No. of Lectures/ Practical: L-30 / P-30 (60 Hrs)

Module	Topics	No. of lectures (Total 30)
1	विभिन्न आयु समूहों हेतु आहार प्रबंधन 1 आहार प्रबंधन	6

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	<p>1.1 आहार प्रबंधन का परिचय</p> <p>1.2 आहार प्रबंधन को प्रभावित करने वाले कारक</p> <p>1.3 अनुशंसित आहारीय मात्रा(RDA)</p> <p>1.4 दैनिक भोजन का RDA में परिवर्तन</p> <p>2 भोजन एवं हमारा शरीर</p> <p>2.1 शारीरिक संरचना</p> <p>2.2 भोजन का चुनाव</p> <p>2.3 भोजन का कैलोरी मूल्य</p> <p>2.4 आहार संशोधन</p>	
<p>II</p>	<p>बाल्यावस्था में आहारीय प्रबंधन</p> <p>1 पूर्व बाल्यावस्था में आहारीय प्रबंधन</p> <p>1.1 पोषणीय आवश्यकताएं</p> <p>1.2 पोषण संबंधी समस्याएं</p> <p>1.3 फीडिंग पैटर्न</p> <p>1.4 विशिष्ट कुपोषणीय रोग</p> <p>2 शालेय बच्चों हेतु आहार प्रबंधन</p> <p>2.1 पोषणीय आवश्यकताएं</p> <p>2.2 स्नैक्स, स्कूल लंच एवं टिफिन का महत्व</p> <p>2.3 पोषण संबंधी समस्याएं</p>	<p>6</p>

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<p>III</p>	<p>किशोरावस्था , प्रौढ़ावस्था एवं वृद्धावस्था में आहारीय प्रबंधन</p> <p>3 किशोरावस्था हेतु आहारीय प्रबंधन</p> <p>3.1 किशोर काल में शारीरिक परिवर्तन</p> <p>3.2 पोषणीय आवश्यकताएं</p> <p>3.3 रुचिकर एवं अरुचिकर भोजन</p> <p>3.4 भोज्य आदतों को प्रभावित करने वाले कारक</p> <p>3.5 किशोरावस्था में पोषण संबंधी समस्याएं</p> <p>4 प्रौढ़ावस्था में आहारीय प्रबंधन</p> <p>4.1 पोषणीय आवश्यकताएं</p> <p>4.2 भोजन की पर्याप्तता</p> <p>4.3 कम लागत वाला संतुलित आहार</p> <p>5 वृद्धावस्था हेतु आहारीय प्रबंधन</p> <p>5.1 पोषणीय आवश्यकताएं</p> <p>5.2 भोजन की आवश्यकता</p> <p>5.3 वृद्धावस्था में पोषण संबंधी समस्याएं</p>	<p>9</p>
<p>IV</p>	<p>गर्भावस्था एवं धात्रीवस्था हेतु आहारीय प्रबंधन</p> <p>1 गर्भावस्था में आहार</p>	<p>9</p>

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<p>1.1 पोषणीय आवश्यकताएं</p> <p>1.2 जटिलताएं</p> <p>1.3 शारीरिक परिवर्तन</p> <p>2 धात्रीवस्था में आहार</p> <p>2.1 पोषणीय आवश्यकताएं</p> <p>2.2 गर्भावस्था के दौरान वर्जित भोजन</p> <p>2.3 लैक्टोजेनिक डाइट</p> <p>2.4 फॉर्मूला फीडिंग</p> <p>3 वीनिंग</p> <p>3.1 भोजन योजना</p> <p>3.2 फॉर्मूला एवं फॉर्मूला फीड बनाना</p> <p>3.3 सही समय पर वीनिंग का महत्व</p>	
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	प्रेक्टिकल	No. of lectures
		30
	<p>आहार आयोजन</p> <p>1 आहार संशोधन</p> <p>2 पूर्व बाल्यावस्था</p> <p>3 शाला जाने वाले</p> <p>4 किशोरावस्था</p> <p>5 प्रौढ़ावस्था</p> <p>6 वृद्धावस्था</p> <p>7 गर्भावस्था</p>	(02 घंटे प्रत्येक)

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- 8 धात्री स्त्री
- 9 वीनिंग एवं पूरक आहार

Project/ Field trip:

भाग स- अनुशंसित अध्ययन संसाधन

अनुशंसित सहायक पुस्तकें /ग्रन्थ/अन्य पाठ्य संसाधन/ पाठ्यसामग्री:

1. Recommended dietary intake for Indians, ICMR, 2020
2. Fundamentals of food and nutrition, Mudambi and Rajgopal
3. Fundamentals of food and nutrition, M. Swaminathan
4. Dietetics by B. Shri Laxmi
5. पोषण एवं आहार - एम.स्वामीनाथन
6. उपचारात्मक पोषण - बक्शी
7. मध्य प्रदेश हिंदी ग्रंथ अकादमी की पुस्तकें

अनुशंसित डिजिटल प्लेटफॉर्म वेबलिक/ ई पाठ्य :

1. Food and Nutrition – Dr. Asna Urooj - https://onlinecourses.swayam2.ac.in/cec22_ag09/preview
2. .
3. .
4. .
5. .

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आधार पाठ्यक्रम प्रथम प्रश्नपत्र हिन्दी भाषा -

(भाग-ए)परिचय				
	कार्यक्रम : यू.जी. लेवल डिप्लोमा	कक्षा : बी.ए./बी.कॉम./बी.एससी./बी.एच.एससी./बी.सी.ए. द्वितीय वर्ष	वर्ष-2022	सत्र 2022-23
क्रं	विषय	आधार पाठ्यक्रम		
1	कोर्स कोड	X2-FCEA1T		
2	कोर्स का शीर्षक	भाषा और संस्कृति		
3	कोर्स का प्रकार	आधार पाठ्यक्रम		
4	कोर्स अपेक्षित	स्नातक प्रथम वर्ष उत्तीर्ण किसी भी विषय समूह से।		
5	कोर्स अधिगम उपलब्धि (लर्निंग आउटकम) (CLO)	1. भारतीय ज्ञान पंम्परा से विद्यार्थियों को अवगत एवं लाभान्वित करना। 2. उत्कृष्ट साहित्यिक पाठों के अध्ययन से रुचि का विकास करना। 3. सांस्कृतिक चेतना और राष्ट्रीय भावना का विकास करना। 4. भाषा - ज्ञान। 5. सामान्य शब्दावली और विशेष शब्दावली के अध्ययन द्वारा भाषा एवं संस्कृति बोध का विकास करना। 6. विशिष्ट शब्दावली (बीज शब्द / की वर्ड) से परिचित करवाते हुए बोध के स्तर को विकसित करना।		
6	क्रेडिट मान	02 क्रेडिट		
7	कुल अंक	50 अंक		
8	उत्तीर्ण अंक	17 अंक		
9	समय	1 घंटा		

५/१०/२१

व्याख्यान की कुल संख्या : वर्ष में अधिकतम 15 घंटे

(भाग-बी) कोर्स सामग्री		
इकाई	विषय	व्याख्यान घंटा
I	1.समसामयिक सन्दर्भ:श्रीमद्भगवद्गीता-कर्मयोग 2.सूर्यकान्त त्रिपाठी निराला : परिचय पाठ : जागो फिर एक बार (दो) (कविता) 3. अमरकान्त : परिचय पाठ : दोपहर का भोजन (कहानी) 4. महादेवी वर्मा : परिचय पाठ : गिल्लू (रेखाचित्र)	05
II	1. हजारी प्रसाद द्विवेदी : परिचय पाठ : नाखून क्यों बढ़ते हैं (ललित निबन्ध) 2. मध्य प्रदेश की लोककलाएँ (संकलित) 3. मध्य प्रदेशकालोकसाहित्य (संकलित)	05
III	1. मुहावरे और कहावतें (भाषा) 2. समास : परिभाषा और भेद (शब्द-रचना / व्याकरण) 3. बीज शब्द (Key Words / अवधारणा मूलक शब्द) उद्योग; सभ्यता; संस्कृति; शिक्षा; सूचना-समाज।	05
सार बिंदु (की वर्ड) टैग		
सर्च करें :-		
सूर्यकान्त त्रिपाठी निराला	जागो फिर एक बार (कविता कोश)	
अमरकान्त	दोपहर का भोजन	
महादेवी वर्मा	गिल्लू (गद्य कोश)	
हजारी प्रसाद द्विवेदी	नाखून क्यों बढ़ते हैं (गद्य कोश)	
उद्योग		
सभ्यता		
संस्कृति		
शिक्षा		
सूचना-समाज		
मुहावरे और कहावतें		
समास परिभाषा और भेद (शब्द रचना / व्याकरण)		

9/11/21

(भाग-सी)

अनुशंसित अध्ययन संसाधन

क्र	पाठ्यपुस्तकें, संदर्भ पुस्तकें, अन्य संसाधन
1	मध्यप्रदेश I हिन्दी ग्रंथ अकादमी से प्रकाशित पुस्तकें
2	सूर्यकान्त त्रिपाठी निराला : राग-विराग, संपादक डॉ. रामविलास शर्मा लोक भारती प्रकाशन, इलाहाबाद
3	अमरकान्त प्रतिनिधि कहानियों, राजकमल प्रकाशन, द्वितीय संस्करण
4	महादेवी वर्मा : मेरा परिवार, लोक भारती प्रकाशन, इलाहाबाद, उ.प्र. 1972
5	हजारी प्रसाद द्विवेदी : कल्प लता निबंध संग्रह राजकमल प्रकाशन, दरियागंज, नईदिल्ली 2007
6	डॉ. वासुदेव नंदन प्रसाद : आधुनिक हिन्दी व्याकरण और रचना, भारती भवन, ठाकुर बाड़ी रोड, पटना, बिहार
7	डॉ. राजेश्वर चतुर्वेदी : हिन्दी व्याकरण, उपकार प्रकाशन, आगरा, उ.प्र.
8	गोपाल भार्गव : मध्यप्रदेश कला एव संस्कृति, कल्पज प्रकाशन, नईदिल्ली 2011
9	हिन्दी ज्ञान कोश
10	अनुशंसित डिजिटल प्लेटफॉर्म वेब लिंक
	1. www.wikipidiya.org
	2. www.egyankosh.ac.in
	3. www.youtube.com
	4. https://epgp.inflibnet.ac.in
	5. hindiwi.org
	6. Kavitakosh.org
	7. https://svayam.gov.in/

भाग द - अनुशंसित मूल्यांकन विधियां:

अनुशंसित सतत मूल्यांकन विधियां:

अधिकतम अंक: 50

विश्वविद्यालयीन परीक्षा (UE) अंक: 50

आकलन : विश्वविद्यालयीन परीक्षा:

समय -02.00 घंटे

कुल अंक 50

न्यूनतम अंक 17

अध्यक्ष

आधार पाठ्यक्रम

केंद्रीय अध्ययन मण्डल भोपाल (म.प्र.)

FC-II ENGLISH PART A: Introduction			
Program: UG Level		Class: II Year	Year: 2022-23
Session: 2022-23 onwards			
Subject: Foundation Course (English)			
1	Course Code	X2-FCHBIT	
2	Course Title	English Language and Foundation	
3	Course Type (Core Course/Elective/ Generic Elective/ Vocational)	Foundation Course	
4	Pre-Requisite (if any)	To study this course, a student should have the basic knowledge of the English language. This course is designed for all the students of UG Second Year under the Foundation Course category.	
5	Course Learning Outcomes (CLO)	<p>Through this course the students will be able to:</p> <ol style="list-style-type: none"> 1. Strengthen their grammar and vocabulary 2. Acquire and develop LSRW (Listening, Speaking, Reading and Writing) skills 3. Learn to think creatively and critically <p>After the completion of the course, students are expected to gain competency and proficiency in English language to perform at professional and personal level as well as to face competitive examinations at State and National level.</p>	
6	Credit Value	2 Credits	
7	Total Marks	Max. Marks: 50	Min. Marks: 17

PART B: Content of the Course		
Total No. of Lectures: 15 hours		
Unit	Topics	Number of Lectures
I	Text Interpretation Skills: 1. Daffodils – Wordsworth 2. Bangle Sellers – Sarojini Naidu 3. Patriotism Beyond Politics and Religion – A.P.J. Kalam 4. Letter to God – G.L. Swanteh (Translated by Donald Yates) 5. God Sees the Truth but Waits – Leo Tolstoy	10
II	Comprehension Skills: Multiple choice questions based on unseen passages	3
III	Language Skills: Use of idioms, phrases and punctuations, Mis-Spelt & Inappropriate Words and Cloze Test, Conjunctions, re-organizing jumbled sentences, Spotting the errors.	7
	Writing Skills: Advertisement and Notice-writing, Letter Writing (Formal &	5

V	Speech Skills: Vowel and consonant sounds, phonetic symbols Accent, Modulation and intonation	5
	Key Words: Daffodils, Wordsworth, Wandered, Bangles, Shining, Bridal, Politics, Religion, Patriotism, God, Letter, Lencho, Swanteh, Truth, Waits, Tolstoy	

PART C: Learning Resources

Textbooks, Reference Books, Other Resources

Suggested Readings and web materials:

1. Oxford English Language Reference. Compact Oxford Dictionary, Thesaurus and Word Power Guide. OUP.
2. Brush Up Your English by S T Imam. BharatiBhawan Publishers & Distributors, 2017
3. N. D. Turton and J.B. Heaton. Dictionary of Common Errors. Longman Ltd. 1998
4. SuzanaRoopa. A Practical Course in English Pronunciation. McGraw Hill Education India
5. Chris Lele. The Vocabulary Builder Workbook. Zephyros Press
6. S. P. Dhanvel. English and Soft Skills. Orient Black Swan, 2010.
7. Dr M. Farook. English for Communication, Emerald Publishers, 2015.
8. Dr Mathew Joseph. Fine-tune your English. Orient Black Swan, 2010.
9. E. Suresh Kumar, B Yadava Raju and C Muralikrishna. Skills in English. Orient Black Swan, 2013.
10. Bill Bryson. The Mother Tongue: English and How it Got it that Way. Harper Collins, 1990.

Web Sources:

www.englishclub.com
<https://nptel.ac.in>

<http://www.bbc.co.uk/learningenglish> <https://www.esifast.com>
<https://www.myenglishpages.com>

Part D: Assessment and Evaluation (Theory)

Max Marks: 50	Min. Marks: 17	University Exam (UE)	Total: 50
University Exam (U.E.). Time 2 .00 Hours			
External Assessment (UE)		Time: 2 Hours	
50 multiple choice / objective / true – false type questions to be asked. Each question carries 1 mark			

(Dr. R.K.S. Sengar)
Principal
Govt. S.L.P. (PG) College, Morar
Gwalior (M.P.)

(Dr. A.S. Kushwah)
Chairman BOS Jiwaji University,
Gwalior (M.P.)

Part A : Introduction			
Program: DIPLOMA	Class: B. Sc./B. Com/B.A./B.H.Sc. II Year	Year: II	Sessions: 2022-2023
Subject: Entrepreneurship Development			
1.	Course code	X2-FCAC4T	
2.	Course Title	Entrepreneurship Development	
3.	Course Type (Core/Elective/Generic/Selective/Vocational/...)	Foundation	
4.	Pre-requisite (if any)	-	
5.	Course learning outcomes (CLO)	<p>This course introduces the students to the basics of entrepreneurship and small business management. Students gain an understanding of how to establish and manage a small business.</p> <ul style="list-style-type: none"> • Helps in building the skills, framework and knowledge of entrepreneurship and new venture creation. • Helps the students in understand the importance of the planning process and learn how to develop, write and present an effective business plans for a new venture. 	
6.	Credit Value	03	
7.	Total Marks	Max Marks: 50	Min Marks: 17

3

Part B: Content of the course

Total Lectures: 30 Hours

Topics

1. Introduction:

Entrepreneurship Development – Concept, types and Importance of entrepreneurs and significance of entrepreneurship in economic development, Startup process

- Need, Problems, Challenges and solutions- women entrepreneurship and rural entrepreneurship
- **Report preparation:** Profiling of entrepreneurs after visiting Small Scale Entrepreneurs

2. Sources of Business Ideas And Tests of Feasibility:

- Generation of startup ideas, Innovation vs Creativity
- Significance of writing the business plan/ project proposal; Contents of business plan/ project proposal/DPR (Detail Project Report)
- Project submission/ presentation and appraisal thereof by external agencies, such as financial /non-financial institutions.

3. Regulatory Institutions and Schemes:

- **Role of Regulatory Institutions;**
 - Micro, Small & Medium Enterprises,
 - District Industries Centers
 - Khadi and Village Industries Commission
 - National Small Industries Corporation
 - Small Industries Development Bank of India
- Commercial banks and various Self Employment Oriented grant and schemes;
- The concept, role and functions of self-help groups, business incubators, angel investors, venture capital and private equity fund in startup ideas.

Key Words: Entrepreneurship, Entrepreneurship Development, Startup, Women Entrepreneurship, Business Plan, Detail Project Report.

Part C: Learning resources

Text books, reference books and other resources

Suggested Readings:

1. Kuratko and Rao, Entrepreneurship: A South Asian Perspective, Cengage Learning.
2. Robert Hisrich, Michael Peters, Dean Shepherd, Entrepreneurship, McGraw-Hill Education
3. Desai, Vasant. Dynamics of Entrepreneurial Development and Management. Mumbai, Himalaya Publishing House.
4. Dollinger, Mare J. Entrepreneurship: Strategies and Resources. Illinois, Irwin.
5. Holt, David H. Entrepreneurship: New Venture Creation. Prentice-Hall of India, New Delhi.
6. Plsek, Paul E. Creativity, Innovation and Quality. (Eastern Economic Edition), New Delhi: Prentice-Hall of India. ISBN-81-203-1690-8.
7. Singh, Nagendra P. Emerging Trends in Entrepreneurship Development. New Delhi: ASEED.
8. SS Khanka, Entrepreneurial Development, S. Chand & Co, Delhi.
9. K Ramachandran, Entrepreneurship Development, McGraw-Hill Education

Online or web resources:

<https://www.kviconline.gov.in/>

<https://msme.gov.in/>

http://www.slbcmadhyapradesh.in/frontmarquee/571e2722-f3ec-4b82-8591-5b4721dff44e-AtmaNirbhar%20Bharat%20Full%20Presentation_compressed.pdf

T, Rama Devi (2017) retrieved from https://www.worldwidejournals.com/global-journal-for-research-analysis-GJRA/special_issues_pdf/September_2017_1507115725_62.pdf

Part D: Assessment / Evaluation

Maximum marks: 50

University Exam: 50



खण्ड-अ			
प्रोग्राम : DIPLOMA	कक्षा- बी.एस.सी./बी.कॉम./बी.ए./ बी.एच.एस.सी. द्वितीय वर्ष	वर्ष द्वितीय	सत्र 2022-23
विषय : उद्यमिता विकास			
1	विषय क्रमांक	X 2-FCAC1T	
2	पाठ्यक्रम का विषय	उद्यमिता विकास	
3	पाठ्यक्रम का प्रकार (कोर/इलेक्ट्रिक/जेनेरिक/इलेक्टिव/वोकेशनल)	आधार	
4	पूर्व आवश्यकता (यदि कोई हो)		
5	पाठ्यक्रम सीखने के परिणाम	<p>यह पाठ्यक्रम छात्रों को उद्यमिता एवं लघु व्यवसाय में प्रबंध के मूल आधार से परिचित कराता है। छात्र एक लघु व्यवसाय को स्थापित करने एवं उसका प्रबंध करने की समझ का लाभ उठाते हैं</p> <ul style="list-style-type: none"> • उद्यमिता के कौशल निर्माण, ढँचे एवं ज्ञान के निर्माण में सहायता एवं नये उद्यम की स्थापना। • छात्रों को इसकी समझ में सहायता के साथ इसके महत्व, योजना विधि एवं सीखने की प्रक्रिया को विकसित करना, नये उद्यम को स्थापित करने की प्रभावी योजना को लिखना एवं उसका प्रस्तुतिकरण करना। 	
6	क्रेडिट वेल्यू	0३	
7	कुल अंक	अधिकतम अंक 50	न्यूनतम अंक : 17

32

खण्ड-ब - पाठ्यक्रम की विषय वस्तु

कुल व्याख्यान - 30 घण्टे
विषय

परिचय :

उद्यमिता विकास -

- संकल्पना, उद्यमियों के प्रकार और महत्व, आर्थिक विकास में उद्यमियों का योगदान, नये उद्यम स्थापना की प्रक्रिया।
- आवश्यकता, समस्या, चुनौतियां और समाधान: महिला उद्यमिता एवं ग्रामीण उद्यमिता
- रिपोर्ट तैयार करना - लघु उद्योगों का भ्रमण करने के पश्चात उसकी रिपोर्ट तैयार करना।

व्यवसाय विचारों के स्रोत और व्यवहार्यता का परीक्षण :

- नये उद्यम स्थापित करने का विचार, नवाचार बनाम रचनात्मकता
- व्यवसाय योजना लिखने का महत्व। परियोजना प्रस्ताव: व्यापार योजना की सामग्री/परियोजना प्रस्ताव / डीपीआर, (विस्तृत परियोजना प्रतिवेदन)
- परियोजना जमा/प्रस्तुत करना एवं बाहरी एजेन्सियों द्वारा उनका मूल्यांकन जैसे - वित्तीय और गैर वित्तीय संस्थान

नियामक संस्थाएं एवं योजनाएं :-

- नियामक संस्थाओं की भूमिका :
सूक्ष्म लघु एवं मध्यम उद्योग
जिला उद्योग केन्द्र
खादी और ग्रामोद्योग आयोग
राष्ट्रीय लघु उद्योग निगम
भारतीय लघु उद्योग विकास बैंक
वाणिज्यिक बैंक और विभिन्न स्वरोजगार उन्मुख और अनुदान योजनाएं
- स्टार्टअप विचारों में स्वयं सहायता समूहों, व्यापार इन्क्यूबेटर्स, दूत निवेशकों, साहस और पूंजी और निजी इक्विटी फंड की अवधारणा, भूमिका एवं कार्य

महत्वपूर्ण शब्द: उद्यमिता, उद्यमिता विकास, स्टार्टअप, महिला उद्यमिता, व्यवसाय योजना, विस्तृत परियोजना प्रतिवेदन।

खण्ड-स - पाठ्यक्रम की सामग्री

पाठ्य पुस्तक/ संदर्भ पुस्तक और अन्य संसाधन

Suggested Readings:

1. Kuratko and Rao, Entrepreneurship: A South Asian Perspective, Cengage Learning.
2. Robert Hisrich, Michael Peters, Dean Shepherd, Entrepreneurship, McGraw-Hill Education
3. Desai, Vasant. Dynamics of Entrepreneurial Development and Management. Mumbai, Himalaya Publishing House.
4. Dollinger, Mare J. Entrepreneurship: Strategies and Resources. Illinois, Irwin.
5. Holt, David H. Entrepreneurship: New Venture Creation. Prentice-Hall of India, New Delhi.
6. Plsek, Paul E. Creativity, Innovation and Quality. (Eastern Economic Edition), New Delhi: PrenticeHall of India. ISBN-81-203-1690-8.
7. Singh, Nagendra P. Emerging Trends in Entrepreneurship Development. New Delhi: ASEED.
8. SS Khanka, Entrepreneurial Development, S. Chand & Co, Delhi.
9. K Ramachandran, Entrepreneurship Development, McGraw-Hill Education

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<https://www.kviconline.gov.in/>

<https://msme.gov.in/>

http://www.slbcmadhvapradesh.in/frontmarquee/571e2722-f3ec-4b82-8591-5b4721dff44eAtmaNirbhar%20Bharat%20Full%20Presentation_compressed.pdf

T, Rama Devi (2017) retrieved from https://www.worldwidejournals.com/global-journal-for-research-analysis-GJRA/special_issues_pdf/September_2017_1507115725_62.pdf

खण्ड-द आंकलन / मूल्यांकन

Maximum marks: 50

University Exam: 50

3

भाग अ - परिचय

कार्यक्रम: डिप्लोमा पाठ्यक्रम	कक्षा: बी.ए. द्वितीय वर्ष	वर्ष : 2022	सत्र : 2022-2023
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विषय : महिला सशक्तिकरण

1	पाठ्यक्रम का कोड	
2	पाठ्यक्रम का शीर्षक	महिला सशक्तिकरण,
3	पाठ्यक्रम का प्रकार : (कोर कोर्स)	आधार पाठ्यक्रम, द्वितीय प्रश्न-पत्र
4	पूर्वापेक्षा (Prerequisite) (यदि कोई हो)	स्नातक द्वितीय वर्ष के समस्त विद्यार्थियों के लिए आधार पाठ्यक्रम का यह अनिवार्य प्रश्न-पत्र है।
5	पाठ्यक्रम अध्ययन की परिलब्धियां (कोर्स लर्निंग आउटकम) (CLO)	इस पाठ्यक्रम का अध्ययन करने के पश्चात विद्यार्थी निम्नलिखित को समझने में सक्षम होंगे : 1. भारत में महिला सशक्तिकरण के इतिहास, अवधारणा और महिला सशक्तिकरण के विभिन्न आयामों को समझ सकेंगे! 2. महिला सशक्तिकरण से संबंधित संवैधानिक प्रावधान, कानून एवं नीतियों को समझ सकेंगे। 3. महिला सशक्तिकरण सम्बन्धी विभिन्न मुद्दों, चुनौतियों एवं सशक्तिकरण में सहायक अभिकरणों का ज्ञान प्राप्त कर सकेंगे! इसके साथ ही भारत के शक्तिशाली महिला नेतृत्व की गौरव गाथा से परिचित हो सकेंगे। 4. महिला सशक्तिकरण सम्बन्धी प्रस्तुत अध्ययन विद्यार्थियों को शासकीय, अशासकीय एवं स्वयं-सेवी संगठनों में रोजगार के अवसर उपलब्ध करायेगा।

6	क्रेडिट मान	सैद्धांतिक - 2
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7	कुल अंक	अधिकतम अंक : 50	न्यूनतम उत्तीर्ण अंक : 17
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भाग ब- पाठ्यक्रम की विषय-वस्तु

व्याख्यान की कुल संख्या - ट्यूटोरियल : 30 घण्टे (प्रति सप्ताह दो घंटे) L-T P : 2-0-0

इकाई	विषय	व्याख्यान की संख्या
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	<p>1. भारत में महिला सशक्तिकरण का इतिहास : प्राचीन काल, मध्यकाल एवं आधुनिक काल!</p> <p>2. महिला सशक्तिकरण की अवधारणा : अर्थ, स्वरूप आवश्यकता एवं महत्व!</p> <p>3. महिला सशक्तिकरण के आयाम : सामाजिक, धार्मिक, आर्थिक, शैक्षणिक एवं राजनीतिक!</p> <p>सार बिंदु : महिला सशक्तिकरण, सामाजिक, धार्मिक, आर्थिक, शैक्षणिक, राजनीतिक आयाम!</p>	10
II	<p>1. महिला सशक्तिकरण : संवैधानिक प्रावधान एवं कानून!</p> <p>2. महिला सशक्तिकरण : नीति एवं योजनाएं (क) केंद्रीय स्तर (ख) राज्य स्तर (म.प्र. के विशेष संदर्भ में)</p> <p>सार बिंदु : संवैधानिक प्रावधान, कानून, केंद्रीय योजनाएं, राज्य (म.प्र.) योजनाएं !</p>	10
III	<p>1. महिला सशक्तिकरण : मुद्दे एवं चुनौतियां!</p> <p>2. सहायक अभिकरण : गैर सरकारी संगठन, स्व सहायता समूह एवं पंचायती राज संस्थाएं!</p> <p>3. भारत का शक्तिशाली महिला नेतृत्व : अहिल्या बाई होलकर, रानी दुर्गावती, सावित्री बाई फुले, मैरीकॉम, सिंधुताई सकपाल, टेसी थॉमस, इंदिरा न्यूयी, गौरा देवी!</p> <p>सार बिंदु - गैर सरकारी संगठन, स्व-सहायता समूह, पंचायती राज संस्थाएं, भारत का शक्तिशाली महिला नेतृत्व !</p>	10
भाग स - अनुशासित अध्ययन संसाधन		
अनुशासित पुस्तकें / सहायक पुस्तकें / अन्य पाठ्य संसाधन / पाठ्य सामग्री :		

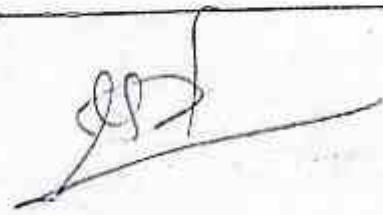


1. अंसारी, एम. ए., नारी तुम क्या.?, ज्योति प्रकाशन जयपुर, 2006
2. अंजली, भारत में महिला अपराध, राधा पब्लिकेशन नई दिल्ली, 2005
3. गोयल, संगीता और गोयल, सुनीता, भारतीय समाज में नारी, आर.जी.एस.ए. पब्लिशर्स जयपुर, 2003
4. कौर हरप्रीत, महिलाओं के विरुद्ध हिंसा एवं मद्यपान, अमेजिंग पब्लिकेशन नई दिल्ली 2014
5. कश्यप, आलोक, भारतीय समाज में नारी : दशा और दिशा, आर्य पब्लिकेशन नई दिल्ली, 2012
6. नईम मुहम्मद, महिला सशक्तिकरण : चुनौतियां एवं समाधान, यूनिवर्सिटी पब्लिकेशन दिल्ली, 2014
7. सिंह, निशांत, भारतीय महिलाएं एक सामाजिक अध्ययन, ओमेगा पब्लिकेशन, नई दिल्ली 2012
8. सोती, वीरेंद्र, चंद्र, भारतीय संस्कृति में स्त्रियों की स्थिति, डी.के. प्रिंटवर्ल्ड लि. नई दिल्ली, 2009
9. शाह, तृप्ति, (हिंदी) अन, सोनी, रामनरेश, स्त्री जीवन का संघर्ष : प्राचीन काल से भक्ति आंदोलन तक उन्नति विकास शिक्षण संगठन एवं सहियर (स्त्री संगठन)
10. Samiuddin, Abida, and Khanam, R., Women Socio-Economic Empowerment, Global Vision Publishing House, Ansari Road New Delhi, 2013
11. Tripathi, Madhusoodan, Women Rights in India, Omega Publications, Ansari Road New Delhi, 2011
12. वर्मा, सांवलिया बिहार, महिला जागृति और सशक्तिकरण, अविष्कार पब्लिकेशंस, जयपुर 2005
13. वर्मा, सांवलिया बिहारी, ग्रामीण महिला उत्थान, यूनिवर्सिटी पब्लिकेशन दिल्ली, 2011
14. यादव, वीरेंद्र, सिंह, नई सहस्राब्दी का महिला सशक्तिकरण : अवधारणा, चिंतन एवं सरोकार ओमेगा पब्लिकेशन, अंसारी रोड नई दिल्ली, 2010

अनुशंसित समकक्ष ऑनलाइन पाठ्यक्रम :

<https://nptel.ac.in/>

<https://swavam.gov.in/explorer>



IGNOU & Other centrally/state operated Universities
MOOC platforms such as "SWAYAM" in India and Abroad.

भाग द - अनुशंसित मूल्यांकन विधियां :

अनुशंसित सतत मूल्यांकन विधियां:

अधिकतम अंक: 5

विश्वविद्यालयीन परीक्षा (वस्तुनिष्ठ) अंक : 50

आकलन : विश्वविद्यालयीन परीक्षा समय - 01 घण्टे	कुल वस्तुनिष्ठ प्रश्न : 50	50×1 = 50 कुल अंक : 50
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कोई टिप्पणी/सझाव :



Part A - Introduction			
Program : Diploma Course	Class B.A. II Year	Year: 2022	Session : 2022-2023
Subject : Women Empowerment			
1	Course Code		
2	Topic of Course	Women Empowerment	
3	Type of Course : (Core Course)	Foundation Course, Second Paper	
4	Prerequisites (If any)	This is a Compulsory Question Paper of the Foundation Course for all the students of the second year of Graduation.	
5	Course Learning Outcomes (CLO)	<p>After going through this course, students will be able to understand the following :</p> <ol style="list-style-type: none"> 1. Understand the history, concept and various dimensions of women empowerment in India. 2. Will be able to understand the constitutional provisions, laws and policies related to women empowerment. 3. Get knowledge of various issues, challenges and agencies supporting women empowerment. With this, you will be able to get acquainted with the glory story of the powerful women leadership of India. 4. Present study related to women empowerment will provide employment opportunities to the students in government, private and non-government organizations. 	
6	Credit Value	Theoretical - 2	
7	Total Marks	Maximum Marks : 50	Minimum Passing Marks : 17
Part B - Content of Course			
Number of Total Lectures - Tutorial : 30 Hours (Per Week Two Hours) L-T P : 2-0-0			



I	Subject	Number of Lectures
I	<p>1. History of Women Empowerment in India Ancient Period, Medieval and Modern Period.</p> <p>2. Concept of Women Empowerment : Meaning, forms, Need and Importance.</p> <p>3. Dimensions of Women Empowerment : Social, Religious, Economic, Educational and Political.</p> <p>Key Words : Women Empowerment, Social, Religious, Economic, Educational and Political Dimensions.</p>	10
II	<p>1. Women Empowerment : Constitutional Provisions and Law s</p> <p>2. Women Empowerment Policy and Schemes A. Central Level B. State Level (With Special Reference to Madhyapradesh),</p> <p>Key Words : Constitutional Provisions, Policy, Central Schemes, State Schemes.</p>	10
II	<p>1. Women Empowerment : Issues and Challenges.</p> <p>2. Supporting Agencies : NGOs, Self Help Groups and Panchayati Raj Institutions.</p> <p>3. Powerful Women Leadership of India : Ahilya Bai Holkar, Rani Durgavati, Savitri Bai Phule, Mary Kom, Sindhutai Sakpal, Tessy Thomas, Indira Nooyi, Gaura Devi.</p> <p>Key Words : NGOs, Self Help Groups, Panchayati Raj, Women Leadership.</p>	10

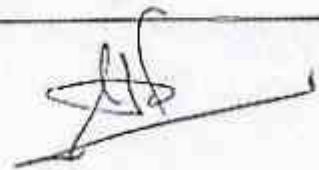


Part C- Recommended Study Resources

Recommended Books / Accessories Books / Other Text Resources

1. अंसारी, एम. ए., नारी तुम क्या.?, ज्योति प्रकाशन जयपुर, 2006
2. अंजली, भारत में महिला अपराध, राधा पब्लिकेशन नई दिल्ली, 2005
3. गोयल, संगीता और गोयल, सुनीता, भारतीय समाज में नारी, आर.जी.एस.ए. पब्लिशर्स जयपुर, 2003
4. कौर हरप्रीत, महिलाओं के विरुद्ध हिंसा एवं मद्यपान, अमेजिंग पब्लिकेशन नई दिल्ली 2014
5. कश्यप, आलोक, भारतीय समाज में नारी : दशा और दिशा, आर्य पब्लिकेशन नई दिल्ली, 2012
6. नईम मुहम्मद, महिला सशक्तिकरण : चुनौतियां एवं समाधान, यूनिवर्सिटी पब्लिकेशन दिल्ली, 2014
7. सिंह, निशांत, भारतीय महिलाएं एक सामाजिक अध्ययन, ओमेगा पब्लिकेशन, नई दिल्ली 2012
8. सोती, वीरेंद्र, चंद्र, भारतीय संस्कृति में स्त्रियों की स्थिति, डी.के. प्रिंटवर्ल्ड लि. नई दिल्ली, 2009
9. शाह, तृप्ति, (हिंदी) अन, सोनी, रामनरेश, स्त्री जीवन का संघर्ष : प्राचीन काल से भक्ति आंदोलन तक उन्नति विकास शिक्षण संगठन एवं सहियर (स्त्री संगठन)
10. Samiuddin, Abida, and Khanam, R., Women Socio-Economic Empowerment, Global Vision Publishing House, Ansari Road New Delhi, 2013
11. Tripathi, Madhusoodan, Women Rights in India, Omega Publications, Ansari Road New Delhi, 2011
12. वर्मा, सांवलिया बिहार, महिला जाग्रति और सशक्तिकरण, अविष्कार पब्लिकेशर्स, जयपुर 2005
13. वर्मा, सांवलिया बिहारी, ग्रामीण महिला उत्थान, यूनिवर्सिटी पब्लिकेशन दिल्ली, 2011
14. यादव, वीरेंद्र, सिंह, नई सहस्राब्दी का महिला सशक्तिकरण : अवधारणा, चिंतन एवं सरोकार ओमेगा पब्लिकेशन, अंसारी रोड नई दिल्ली, 2010

Recommended Equivalent Online Courses :



<https://nptel.ac.in/>

<https://swayam.gov.in/explorer>

IGNOU & Other centrally/state operated Universities.
MOOC platforms such as "SWAYAM" in India and Abroad.

Part D - Recommended Assessment Methods

Recommended Assessment Methods :

Maximum Marks : 50

UNIVERSITY EXAMINATION (OBJECTIVE) MARKS : 50

assessment :	Total Objective Type Questions : 50	50×1 = 50
University Exams:		Total Marks :
Time : 01 Hours		50

Any Comments/Suggestions :

