



आईएफटीएम विश्वविद्यालय, मुरादाबाद, उत्तर प्रदेश
IFTM University, Moradabad, Uttar Pradesh
NAAC ACCREDITED

School of Social Sciences

**Bachelor of Arts
(General)**

IFTM UNIVERSITY
N.H.-24, Lodhipur Rajput, Delhi Road, Moradabad, Uttar Pradesh-244102
Website: www.iftmuniversity.ac.in



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School of Social Sciences
Bachelor of Arts

Structure & Evaluation Scheme of
[w.e.f. Session 2022-23]

(Based on the recommendations of NEP 2020)

Programme	B.A. (Bachelor of Art)
Course Level	UG Degree
Duration	Three years (Six semesters) Full Time
Medium of Instruction	English/Hindi
Minimum Required Attendance	75%
Maximum Credits	138-154

Preamble

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The NEP-2020 is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. In a broader way, NEP envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The objective of NEP-2020 is to give equal emphasis on all subjects-science, social sciences, art, languages, sports, mathematics - with integration of vocational and academic streams in school.

Bachelor of Arts (General) at School of Social Science, IFTM University, Moradabad provides an education in variety of contexts. Bachelor of Arts (General) aims to offer education that is accessible to students with a wide range of educational backgrounds and professional and personal circumstances. This course offers a rich variety of subjects and helps to understand how cultural, historical, geographical, political, economical, sociological, educational, linguistic, and environmental forces shape the world and recognize the role of the individual within communities to effect change. The course also incorporates a variety of modes of learning and teaching.

Program Objectives: The program aims to achieve the following objectives:

- Facilitate sound foundational knowledge through innovative educational practices and make students ready for higher education.

- Inculcate a sense of commitment towards self- determined goals and foster social inclusiveness and sensitivity towards multicultural diversity.
- Develop a spirit of excellence in academics and the attitude of applying their education for improving the condition of the country.
- Nurture entrepreneurial bent of mind, leadership and organisational skills and ability to coordinate and work in teams, while developing a sense of social responsibility and multicultural understanding.

Programme Outcomes (POs):

After completing the Bachelor of Arts degree, students are able to:

PO: 1 Acquire knowledge with facts and figures concerned with subjects such as Literature and Languages, Geography, Education, History, Economics, Political Science and Psychology etc for fulfilling global needs.

PO: 2 Identify the basic concepts, fundamental principles and various theories in the subjects of faculty and grasp the importance of literature in creating aesthetic, mental, moral, intellectual development of an individual and increasing a healthy society at local and national level.

PO: 3 Understand how issues in social science influence literature globally and how literature can provide solutions to the social issues.

PO: 4 Gain the analytical ability to analyze critically the literature and social issues, appreciate the strength and suggest the improvements for better results.

PO: 5 Appreciate that social issues are no longer permanent and largely depend on political, economic changes at local and national level and also on the developments in science and technology.

PO: 6 Appear as a multifaceted personality who is self-dependant and creating opportunities to do so.

PO: 7 Develop various communication skills such as reading, listening, writing, speaking etc, which will help in expressing ideas, views clearly and effectively at local, national and global level.

PO: 8 Develop multiple communication skills that will complement to personality development nationally and globally.

Programme Specific Outcomes (PSOs):

PSO1: Bachelor of Arts graduates acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.

- PSO2:** The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.
- PSO3:** The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.
- PSO4:** The B.A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.

IFTM University, Moradabad
School of Social Sciences
Year (Semester) Wise Course Structure B.A., Session- 2022-23
Semester-I

S.N.	Subject Description	Subject Code	Subject Title (Theory & Practical)	Credits	Continuous Internal Evaluation (CIE)	University Exam. (UE)		Max. Marks
						Theory	Practical	
Select Any Two Subjects (Subject-I & II Major; Own Faculty) of the following:								
1	Hindi	A010101T	fglhdK	06	25	75	--	100
2	Sanskrit	A020101T	l bdr i l kgr , oaO dj . k	06	25	75	--	100
3	English	A040101T	English Prose and 'Computer & Writing Skills	06	25	75	--	100
4	History	A050101T	Ancient and Early Medieval India (Till 1206 A.D.)	06	25	75	--	100
5	Political Science	A060101T	Indian National Movement & Constitution of India	04	25	75	--	100
		A060102P	Awareness of Right & Law	02	25	--	75	100
6	Sociology	A070101T	Introduction to Basic Concepts of Sociology	06	25	75	--	100
7	Economics	A080101T	Principle of Micro Economics	06	25	75	--	100
8	Geography	A110101T	Physical Geography	04	25	75	--	100
		A110102P	Elements of Map Reading and Interpretation	02	25	--	75	100
9	Home Science	A130101T	Fundamental of Nutrition and Human Development	04	25	75	--	100
		A130102P	Cooking Skills and Healthy Recipe Development	02	25	--	75	100

IFTM University, Moradabad
School of Social Sciences
Year (Semester) Wise Course Structure B.A., Session- 2022-23
Semester-II

S.N.	Subject Description	Subject Code	Subject Title (Theory & Practical)	Credits	Continuous Internal Evaluation (CIE)	University Exam. (UE)		Max. Marks
						Theory	Practical	
Select Any Two Subjects (Subject-I & II Major; Own Faculty) of the following:								
1	Hindi	A010201T	dk k; hfglhhvjs dE; Vy	06	25	75	--	100
2	Sanskrit	A020201T	l ad r x l kgR, vuqk, oal a. kd vutqzks	06	25	75	--	100
3	English	A040201T	Reading in English Poetry	06	25	75	--	100
4	History	A050201T	History of Medieval India (1206 A.D.-1757 A.D.)	06	25	75	--	100
5	Political Science	A060201T	Political Theory & Concepts	06	25	75	--	100
6	Sociology	A070201T	Society in India: Structure, Organization & Change	04	25	75	--	100
		A070202P	Writing Skill development on topics of Contemporary Sociological Importance	02	25	--	75	100
7	Economics	A080201T	Principle of Macro Economics	06	25	75	--	100
8	Geography	A110201T	Human Geography	04	25	75	--	100
		A110202P	Thematic, Weather and Geological Maps	02	25	--	75	100
9	Home Science	A130201T	Introduction to Clothing and Textile & Family Resource Management	04	25	75	--	100
		A130202P	Clothing and Textile	02	25	75	--	100
10	Education	E010201T	Development and Challenges of Indian Education System	04	25	75	--	100
		E010202P	Practical: Prepare a profile of any School (Class 6 th - 12 th)- Government/ aided/ Private	02	25	--	75	100
11	Journalism	A270201T	Reporting and Editing	04	25	75	--	100

IFTM University, Moradabad
School of Social Sciences
Year (Semester) Wise Course Structure B.A., Session- 2022-23
Semester-III

S.N.	Subject Description	Subject Code	Subject Title (Theory & Practical)	Credits	Continuous Internal Evaluation (CIE)	University Exam. (UE)		Max. Marks
						Theory	Practical	
Select Any Two Subjects (Subject-I & II Major; Own Faculty) of the following:								
1	Hindi	A010301T	fglhx	06	25	75	--	100
2	Sanskrit	A020301T	l ðr uk/d , œQkj.k	06	25	75	--	100
3	English	A040301T	British and American Drama	06	25	75	--	100
4	History	A050301T	History of Modern India (1757 A.D. - 1857 A.D.)	06	25	75	--	100
5	Political Science	A060301T	Political Process in India	04	25	75	--	100
		A060302P	Field Work Tradition in Social Sciences	02	25	--	75	100
6	Sociology	A070301T	Social Change and Social Movement	06	25	75	--	100
7	Economics	A080301T	History of Economic Thought	06/	25	75	--	100
8	Geography	A110301T	Environment, Disaster Management and Climate Change	04	25	75	--	100
		A110302P	Statistical Techniques	02	25	--	75	100
9	Home Science	A130301T	Advance Nutrition and Human Development	04	25	75	--	100
		A130302P	Human Development	02	25	--	75	100
10	Education	E010301T	Philosophical-Sociological-Political-Economic Perspectives of Education	04	25	75	--	100
		E010302P	Practical: Review a book written by prominent educational thinkers included	02	25	--	75	100

IFTM University, Moradabad
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Year (Semester) Wise Course Structure B.A., Session- 2022-23
Semester-IV

S.N.	Subject Description	Subject Code	Subject Title (Theory & Practical)	Credits	Continuous Internal Evaluation (CIE)	University Exam. (UE)		Max. Marks
						Theory	Practical	
Select Any Two Subjects (Subject-I & II Major; Own Faculty) of the following:								
1	Hindi	A010401T	हिंदी भाषा	06	25	75	--	100
2	Sanskrit	A020401T	संस्कृत भाषा	06	25	75	--	100
3	English	A040401T	Indian Literature in Translation & Translation Practice	06	25	75	--	100
4	History	A050401T	History of Modern India (1857 A.D. - 1950 A.D.)	06	25	75	--	100
5	Political Science	A060401T	Western Political Thought	06	25	75	--	100
		A070401T	Social Problems & Social Development in India	04	25	75	--	100
6	Sociology	A070402R	Project on Sustainable Society	02	25	--	75	100
7	Economics	A080401T	Money, Banking and Public Finance	06	25	75	--	100
8	Geography	A110401T	Economic Geography	04	25	75	--	100
		A110402P	Surveying	02	25	--	75	100
9	Home Science	A130401T	Housing and Extension Education	04	25	75		100
		A130402P	Resource Planning and Decoration	02	25	--	75	100
10	Education	E010401T	Psychological Perspectives of Education	04	25	75		100
		E010402P	Practical: Case study of a Special Child	02	25	--	75	100
11	Journalism	A270401T	Media Law and Ethics	04	25	75		100
		A270202P	Print Media Production	02	25	--	75	100

Select Any One Subject (Subject-III Major; Any Faculty) of the following:								
12	Hindi	BAGH411	हिंदी भाषा	06	25	75	--	100
	English	BEG412	General English-4					
	Journalism	BAJMC415	Photography: Techniques and Application					
	B.Com	BCOM(H)405	Principles of Marketing					
Select Any One Minor/ Elective Subject or Other Faculty (Subject-IV; Minor Subject) of the following:								
13	Subject-4 (Minor/Elective) other Faculty	BAG611A	Mushroom Cultivation	04	25	75	--	100
		BAG705	Post-Harvest Management and Value Edition of Fruits and Vegetable	04	25	75	--	100
		MENCC02	NCC General					
Vocational Subject: Select Any One Elective Subject of the following								
14	Subject-5 (Vocational Faculty)	AG-209	Dairy Processing and Safety Issues	04	25	75	--	100
		MBA206	e-Business	04	25	75	--	100
Co-Curricular Course:								
15	Co-Curricular	Z040401	Physical Education and Yoga	2	25	75		100
Industrial Training/ Survey/Project:								
16	See Concern Subject			--	--	--		--

IFTM University, Moradabad
School of Social Sciences
Year (Semester) Wise Course Structure B.A., Session- 2022-23
Semester-V

S.No	Course Code	Course Name	Period			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total
1	BEL502	History of English Literature	4	0	0	4	30	70	100
	BEL-502-I	Structure of Modern English – I							
	BEL-502-II	Principles of Criticism							
	BEL-502-III	English Language and Culture							
2	BASC511	Foundations of Sociological Thought	4	0	0	4	30	70	100
	BASC512	The Study of Society							
	BASC513	Perspectives on Indian Society							
	BASC514	Sociological Thinkers							
3	BAHL511	Hindi Kavya Evm Adhunatan Gadya Vidhayan	4	0	0	4	30	70	100
4	BAHS511	Introduction to Textiles and Clothing	3	0	0	3	30	50	80
5	BAHS551	Practical	0	0	1	1	-	20	20

6	BAPS511	National Movement and Constitutional Development	4	0	0	4	30	70	100
	BAPS 512	Ethics and Politics							
	BAPS 513	Themes in Indian Political Thought							
	BAPS 514	Debates in Political Theory							
7	BAE511	Monetary Economics	4	0	0	4	30	70	100
	BAE 512	Natural Resource Economics							
8	BAG511	Evolution of Geographical Thought	3	0	0	3	30	50	80
	BAG513	Military Geography (Optional)							
	BAG514	Palaeo Geography (Optional)							
9	BAG551	Practical	0	0	2	1	-	20	20
10	BAED511	New Trends and Innovation in Education	4	0	0	4	30	70	100
11	ES*	Environmental Studies	4	0	0	0	30	70	100

* Note- Environmental Studies is non-participatory course. The students must attain 40% marks to qualify.

IFTM University, Moradabad
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Year (Semester) Wise Course Structure B.A., Session- 2022-23
Semester-VI

S.No	Course Code	Course Name	Period			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total
1	BEL -602	Indian Writings in English	4	0	0	4	30	70	100
	BEL -602-I	Structure of Modern English-II							
	BEL -602-II	Literary Criticism							
	BEL -602-III	World Short Stories							
2	BASC611	Pioneers of Indian Sociology	4	0	0	4	30	70	100
	BASC612	Social Problems in India							
	BASC 613	Social Stratification							
	BASC 614	Society and Religion							
3	BAHL611	Hindi Sahitya Ka Itihas Tathaa Bhartiya Kavya Shastra	4	0	0	4	30	70	100
4	BAHS611	Extension and Communication	3	0	0	3	30	50	80
5	BAHS651	Practical	0	0	1	1	-	20	20

6	BAPS611	International Relations	4	0	0	4	30	70	100
	BAPS612	Administrative Theory							
	BAPS613	Politics in India							
	BAPS 614	Theories of International Relations							
7	BAE611	Development and Environmental Economics	4	0	0	4	30	70	100
	BAE 612	Welfare Economics							
8	BAG611	Environmental Geography	3	0	0	3	30	50	80
	BAG613	Hazards of Geography (Optional)							
	BAG614	Geography of Desert (Optional)							
9	BAG651	Geography Practical	0	0	2	1	-	20	20
10	BAED611	Educational Administration	4	0	0	4	30	70	100

IFTM University, Moradabad
Programme: Bachelor of Arts

PROGRAMME/ CLASS: CERIFICATE/ BA		BA- I YEAR	SEMESTER: I
f'k %fghh			
COURSE CODE : A010101T		COURSE TITTLE: fghhdK	
Course outcomes:			
CO1: f'ghl k'gr dsv/; u l sNk= dfoj y\$kd r Fk f'gh uk/d v\$ fi usk eaHnj k\$ xkj dhv\$ ckr djuseal {le gksv\$ t ksf'o Lrj ij Ofa Rb fodk djkrk g\$			
CO2: l'ekt d'sl k'gr l sKku dh'cklr g'sh g\$ bl l sfoj k'fz laey \$ku , oad k\$y fodk dh; k\$rk d'k fodk djuk g\$			
CO3: i l k'gr d'scfr #fp mR lu djuk g\$			
CO4: —.kv\$ jle Hfa }kj k'pau 'kfa d'k fodk djuk g\$			
CO5: d'chnk v\$ t k l hdsn'gla d'kjl k'oku djuk v\$ muesufgr x# d'segR v\$ l R l s voxr djuk g\$			
CO6: i l k'gr d'scfr t kx: d djds mueakku dk'qR k'k. kdjuk g\$			
CO7: ek Hfa d'scfr ce dh'kouko j'puked 'kfa d'ksfodfi r djuseal gk d g'ast ksj k'v'h v\$ fo'o Lrj ij Ofa Rb fodk d'si j'v' g\$			
CO8: d'fork k'o o j l xg. kdjusd h{ler k'k fodk djuk g\$			
CREDITS:6	MAX.MARKS:25+75	MIN. PASSING MARKS: 10+30	
Total No. of Lectures- Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.			
Unit	Topic	No.of Lectures	
L	H'jrh Kku ijajk dsvl'xZ v'knd ky hu , oae/ d'ky hu f'ghh d'K dk b'f'rgk %b'f'rgk y\$ku dhijajk, oafodk % H'jrh Kku ijajk v\$ f'ghh l k'gr, f'ghh l k'gr dk d'ky foHkt u, uledj.k, oal k'gr d i z'fr; k'v' fi) l k'gr, t s l k'gr, j k l s l k'gr, uk'k l k'gr v\$ y'kd l k'gr A H'f'v' v'ak\$ u dsm; dsl lekt d , oal ka'f'rd d'k. k' H'f'v' d'ky d'si z'qk l'azk v\$ mudk o'skd v'k'k, fuxz v\$ l'xq d'fo v\$ mudk d'K A j'f'rdy dh l'ekt dal ka'f'rd i 'B'f'v, uledj.k i z'fr; k'v, oa i f'j i \$ A j'f'rdy hu l k'gr d'si z'qk H'v (j'f'rc), j'f'f'f), j'f'f'f'f, i z'qk d'fo v\$ mudk d'K A j	12	
II	v'k'ud d'ky hu d'K dk b'f'rgk % l'ekt d , l ka'f'rd, i 'B'f'v, uledj.k, oa i z'fr; k'v'857 d'ki z'e Lorark l'azk v\$ l ka'f'rd i qt z'j. k' f'ghh uot k'j. k, H'jrh q; q, f'j osh; q , oa	12	

	Nk lokn dh i øfr; kV/oavonkuA mRj Nk lokn dh fofo/k oS kj d i øfr; kV i xfr okn, i z k okn, ubZ d for k l ed ky hu d for k i øgk l kgr d kj j puk Vw hS l kgr d fo" k r k VV	
LII	<p>v knd ky hu d fo %</p> <p>fo] k i fr % (fo] k i fr i nky h& l äknd % v l p k Z j key k su "kj. k)</p> <p>d. j k k d h o a u k [k J h d'. k i B (35) x. j k k i B (36)</p> <p>x k s [k u h % (x k s [k c u h % äknd i h r k c j n r k c m f o k y x k s [k c u h l c n h (l ä; k 2] 4] 7] 8] 16) i n (j k j k e j h 10] 11)</p> <p>(ve]j [k j k & O f d r R o , o a d f r R o % M M j e k u h i k p k y)</p> <p>d @ k y h & 7 k (1) x h r & M (4) (13) n l g s & p (i ' B 8 6) O 5 n l g s & x l s h l k s s [k j k s j S] n s k e s p d o k p d o h] l s l u r A</p>	10
IV	<p>H D r d ky hu l x c k d f o %</p> <p>L j n k (H e j x h r l k j l äknd & v l p k Z j k e p u h z " k y) (i n l ä; k 07] 21] 23] 24] 26)</p> <p>x k s o e h r g l m k %</p> <p>(J h j e p f j r e k u l & x k s o e h r g l m k] x h r k i B x k s [k j p) v; k s k d k M & n l g k l ä; k 28] s 41</p>	11
V	<p>H D r d ky hu f u x z k d f o %</p> <p>d c h j % d c h j n k & l äknd "; k e l t h j n k)</p> <p>d - x q n s d k s v a 01] 06] 11] 17] 20 [k f c j g d k s v a 04] 10] 12] 20] 33</p> <p>e f y d e k g e n t k l i h e f y d e k g e n t k l i h & l äknd & v l p k Z j k e p u h z " k y) e k u l j k a d [k M (01] s 06 i n r d)</p>	10
VI	<p>j h r d ky hu d f o %</p> <p>d s l o n k % (d f o i z k (f i z k i z k k) y k y k H k o k u n t u) r i h i H k o 1] 2] 4] 5</p> <p>f c g j h y k y % (f c g j h j R u d j & t x l u k f k n k j R u d j) i k H k d s 10 n l g s</p> <p>? k u k u h % (? k u k u h x h k o y h & l äknd] f o " o u l f k i z k n f e j) L k q k u f g r 1] 4] 7</p>	11
VII	<p>v k f u d d ky hu d f o %</p> <p>H k j r s h o g f " p u h z % e k H k k i B i j n l g s j k d g w k r k s v e a y g l s] c z d s y r k i r k e k g d l t s</p> <p>T k " k d j i z k n % d l e k u h d s j) k l x z d s i z e n l i n] v l a v d s i z e i l p i n</p> <p>l v d k u f = i l e h % f u j y k o j n s o h k o k n f u o j n s r g l m k (i k H k d s n l i n)</p> <p>o g r k s h i R j</p> <p>l e = k u a u i u % e k s f u e l f . k j i z e j f e] ; g / j r h f d r u k n s h g s</p> <p>e g l n s h o e l z % c h u g w s r e j k h j k x u h H h g w o j f o d y g s i z k e s s ; g e f u h j d k n h i b l s u h o t y u s n k s</p>	12
VIII	<p>(v) N k l o k n k j d f o v k s f g u h l k g r e s k k %</p> <p>v k s % u n h d s } h i] ; g n h i v d s k j d y x h c t j s d h</p> <p>e f d c k % f o p k j v k s g s h w x y r h</p> <p>u k k t q % v d k y v k s m i d s c k n] c n y d k s f j r s n s k k g s</p>	12

	lezh Hjr h%cs kbZdkxlr] dfor kdhekS] (nlwjk l Ird] l E kd vKs)	
	Key% ekphje] jshv] l an (B) fghl kGR ea"kk& "kk dk vFz]S i fj Hkk] l kGR ea"kk dhi fof/k k "kk dsva v]S "kk dkegr	

I UHHzBR%

- 1- "ky] jlepuz fghl kGR dkbfrgt] ykd Hjr hi d'ku] bylgkn] 2019
- 2- fl g] Mv ko i zkn] fo] k fr] fghl pjd i b' dky;] okkk h] 1957
- 3- oekZ] kedqj] dch] dkjgl; okn] l kGR Hbu] bylgkn] 1941
- 4- ok i sh] ulhng] s] jw] ahZ] b] u i z fy fev] i z k]

This course can be opted as an elective by the students of following subjects

b] jeh] M, V v fok l ed {ki fj {k nR h kZd] p dsl elr fo] k kZbl i kBl d e d k p; u dj l drsg

Suggested Continuous Evaluation Methods:

fy fl k i fj {k i fj; k uk dk Zn {k ki j h k k

PO-CO Mapping (Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	2	1	1	1	1
CO2	3	3	2	2	1	3	1	1
CO3	2	3	2	3	1	3	1	1
CO4	2	3	3	3	1	3	2	1
CO5	3	2	3	3	1	2	3	1
CO6	3	3	1	3	1	1	2	1
CO7	2	3	1	3	1	1	2	1
CO8	3	3	1	3	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	2	1	1
CO4	3	1	1

C05	3	1	1
C06	2	1	1
C07	3	1	1
C08	3	1	1

Suggested Continuous Evaluation Methods:

1- dfr fo ksdshkd fo yskij i fj; k ukdk Z2- oju

Course prerequisites: To study this course, a student must have had the subject.....inclass/12th/certificate/ diploma.

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IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class Certificate d k Øe ox& I fVQdV~	Year First o'kZçFe	Semester I I sêVj fjrñ
fo'k & b-r		
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Course outcomes: v f/æe ni y fçk CO1.fo kçZ bdr x I kçR (d k l leku Kku çkr dj x d kO d shkai si f jpr gskl d aA CO2.I a fçr I kçR d se k e l smud ku s d] oap k j f=d m r d 'kz g k s A CO3.j k V H D r dh k k o u ç c y g k s h r F k m r e u x f j d c u a s k s L F k u h v j s j K V h L r j i j , d L o L F k l e k t d s f u e k z k e a l k ç R d s e g R o d k s l e > A CO4.I bdr x d s f k j k o l g , o a " k j o k p u d k d k S y f o d f l r g k s k A CO5.vuçkn d k S y e a o f) g k s h b l l s f o k F Z l e a y s k u , o a d k S y f o d k t d h ; k r k d k f o d k t d j u k g s CO6.I bdr H k k v j s I k ç R d s f u r & u r u v l o s k k d k s [k s i k u s r F k m l l s l o & k k u d k s e a o f) d j i k u s ; k g l a s t k j K V h v j s f o ' o L r j i j O f a R o f o d k t d s i j o l g k s A CO7.fo kçZ a.kd d k l leku Kku çkr dj] v f f e e { l e r k e a o f } g s c p l d k m i ; k s d j l d u s e a l { l e g k s A l a.kd d s ç ; k s d s e k e l s l bdr Kku d s ç p l j v k n u & ç n k u d j u s e a d o j y c u s A CO8.E-content] o a f M t V y y k o c j h d k m i H k s d j i k u s e a l e f k z g k s A l a.kd d s ç ; k s d s e k e l s l bdr Kku d s ç p l j v k n u & ç n k u d j u s e a d o j y c u s A		
Credit:6	Core	
Compulsory		
Max. Marks:25+75	Min. Passing Marks:	
Total No. of Lectures- Tutorials-Practical (in hours per week); L-T-P: 6-0-0.		

Unit bd kbZ	Topics i k B; fo'k	No- of lectures O k ; k u l a ; k
	çFe H k s Part-1)	
I	x I kçR d k m o , o a f o d k t ç e ç k l k ç R d j j & c k k H V] n . M j] l o a k o z P k n z v a d k n U O k] i a m t k { k e k j k o	11
II	P l d u k l s n s k O k ; k	12
III	f' l o j k t f o t ; e & ç F e f u " o k O k ; k	12
IV	m i ; d r n k s k s b k a l s l a d u k l e h k e d ç J	10
	fjrñ H k s Part-2)	
V	v u ç k n & f g a h l s l b d r e a f u ; e f u n z k i o z 1/2	12
VI	v u ç k n & l b d r 1/2 i f b r 1/2 s f g a h v F o k v a s h e a	11
VII	d a V y d k l leku i f p ;] l bdr d h n f V l s d a w j d h m i ; k r k f o f f l u l k V o s j d a w j e a l bdr & f g a h y s k u g s q	12

	mi ; kshVM/ & ; fudks/xxy bui d Vyw xxy vfi LVs/ , oaoKd/ Vkbfi bx v kfn	
VIII	baj us/ d k c; k] , oaos l p& bZ VSLV] bZcd] bZfj l pZt uj y] bZ eSt hu] fMf Vy y kbcph v kuy/ kbu Vhpa y fuZ ly sQle&t w/vre eV osB v kuy/ kbu y fuZ] , oafj l pZ ly sQle&Loa eav bZi B" ky k N; us/ bu f y kbcZ " kxak xxy Ld k y v kfn	10

PO-CO Mapping(Please write 3, 2 ,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	1	1	1	1	1	1
CO2	2	2	1	1	1	1	1	1
CO3	3	3	1	1	1	1	1	1
CO4	2	2	1	1	1	1	1	1
CO5	2	2	1	1	3	1	1	1
CO6	2	2	1	1	2	1	1	1
CO7	3	2	1	1	2	1	1	1
CO8	2	3	1	1	2	1	1	1

CO-Curriculum Enrichment Mapping(Please write 3, 2 ,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

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- ❖ l a-r Ok dj .k , oavudn dyky fyr d eij eav çf Hk çdk ku fnyh 2007

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- ❖ d]a Vy dki f]p; x]so vxzky f] lok çdkku] bal]s
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This course can be opted as elective by the students of following subjects:
 I Hhdsfy, mi yçk (OPEN TO ALL)

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Course prerequisites I Hhdsfy, mi yçk (OPEN TO ALL)

Suggested equivalent online course

Further Suggestion

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/ Class: CERTIFICATE	Year: FIRST	Semester: FIRST
Subject: ENGLISH		
Course Code: A040101T	Course Title: English Prose and ‘Computer & Writing Skills’	
<p>Course Outcomes:</p> <p>After completing this course, the students will be able to:</p> <p>CO1: Understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly, contributions of various authors in the growth of Indian English Writing at national level to develop skills.</p> <p>CO2: Have knowledge of elements like Plot, Characterization, Narrative Technique and Structure and types of Prose and Prose Style for inculcating skills.</p> <p>CO3: Identify different Prose devices for skill development.</p> <p>CO4: Understand the social, historical and political backgrounds of the short story writers like Anton Chekhov, Maupassant and O’Henry through the elaborate and allegorical descriptions in the prescribed text at national and global level to enhance their skills.</p> <p>CO5: Have knowledge of the writings of M.R Anand, R.K. Narayan and Anita Desai and describe the literary terms related to Short Stories at national level for the development of their skills.</p> <p>CO6: Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text, learn the core elements of structure such as exposition, complication and resolution or denouement, analyze the difference in the prose techniques of different writers like Addison, Lamb and Bacon, make use of word choices, word order, figurative language and imagery to convey meaning/emotion at national and global level to inculcate analytical skills.</p> <p>CO7: Get a wide exposure of eminent writers like Kalam, Amartya Sen and Woolf, identify the content, language, style, tone and structure of the essays and comprehend the culture, author’s biography and historical context of the prescribed prose works at national and global level for developing their skills.</p> <p>CO8: Perform basic functions of a word processor; Excel spread sheet and Power Point presentation practically, do online communications like content writing and blogging and official communication by writing official letters/complaint letters and explore the creative genius in creating blogs and personal websites at national and global level for vocational purposes practically for skill development and employability.</p>		

Credits: 06		Paper: Core Compulsory
Max. Marks: 25+75		Min. Pass Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0 .		
Unit	Topic	No. of Lectures
I	An Introduction to Indian Writing in English: Contributions of Sri Aurobindo, Rabindranath Tagore, K. S. Venkataramani, Bhabani Bhattacharya, R. K. Narayan, Mulk Raj Anand, Sarojini Naidu, Kamala Markandaya and Nayantara Sahgal, etc. towards the growth of Indian writing in English.	11
II	Elements of Short Story: Plot, Characterization, Narrative Technique and Structure Types of Prose & Prose Style: Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay.	11
III	Prose Devices: Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humour and Pathos.	12
IV	Short Stories 1. O'Henry- The Last Leaf 2. Anton Chekhov-The Lament 3. Guyde Maupassant-The Terror	11
V	Short Stories 1. M.R. Anand- The Barber's Trade Union 2. R.K Narayan- Under the Banyan Tree 3. Anita Desai-Games at Twilight	11
VI	Prose 1. Francis Bacon-*Of Studies 2. Charles Lamb-*Dream Children 3. Joseph Addison-*Sir Roger at the Church	11
VII	Prose 1. Virginia Woolf- *Professions for Women 2. A.P.J. Kalam- *Patriotism Beyond Politics & Religion (from Our Ignited Minds) 3. Amartya Sen- * Tagore & His India (from The Argumentative Indian)	12

VIII	Computer & Writing skills in English 1. Power Point Presentation 2. Letter writing– formal, informal/ Letters of Inquiry/ Complaints, Grievance Redressal Letters & Right to Information (RTI) 3. Preparing Resumes/CV using Microsoft Word/ Letter of Acceptance /Resignation (Job) 4. Online Writing (Blogging, Content Writing, Effective E-mail Writing)	11
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Mapping Course Outcomes leading for the achievement of Programme Outcomes
Please write 3,2,1 wherever required

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	1	2	1
CO2	3	3	2	1	1	3	3	2
CO3	3	3	3	3	3	1	1	1
CO4	3	3	3	2	3	2	1	2
CO5	3	3	3	2	2	2	1	1
CO6	3	3	3	2	3	3	2	1
CO7	3	3	3	2	3	3	1	2
CO8	1	1	1	1	1	3	1	1

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1

CO6	3	1	1
CO7	3	1	1
CO8	3	3	1

Suggested Readings:

- Ahluwalia, J.P., “Modern News Structure in Print Media and Electronic Media”, Adyayan Publishers, New Delhi, 2007.
- Daiches, D., “A Critical History of English Literature”, Supernova Publishers, 2010.
- Compton-Rickett, A., “A History of English Literature” Nabu Press, 2010.
- Boulton, M., “The Anatomy of Prose”, Kalyani, New Delhi, 1982.
- Chambers, E., “The Development of English Prose”, Oxford University Press, London, 1957.
- Berman, J., “A Companion to Virginia Woolf”, John Wiley and Sons, 2016.
- Kalam, A. P. J., “Ignited Minds: Unleashing the power within India” Penguin, 2014.
- Sen A., “Tagore and His India”, The New York Review of Books, 1997.
- Dorner, J., “Writing for the Internet”, Oxford University Press, New York, 2002.
- Majumdar, P.K., “Commentary on the Consumer Protection Act”, Prentice Hall, New Delhi, 1992.
- Norton, P., “Introduction to Computers”, Tata McGraw Hill, New Delhi, 2005.
- <http://www.gutenberg.org/files/3090/3090-h/3090-h.htm>
- Read, H., “English Prose Style”, Pantheon, New York, 1981.
- Walker, H., “English Essays and Essayists”, J. M. Dent and Sons Ltd., London, 1928.
- Williams, W. E., “A Book of English Essays”, Penguin Books, Harmondsworth, 1948.
- <https://www.youtube.com/embed/l-kbE7oyUWU>
- <https://www.youtube.com/embed/Cb7IbraaIm4>
- <https://rtionline.gov.in/index.php>
- <http://consumerhelpline.gov.in/consumer-rights.php>
- www.jaagore.com/know-your-police/procedure-of-filing-fir
- www.consumercomplaints.in/municipal-corporation-of-delhi-b100274

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

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/Assignment and Internal Class Test. The marks shall be as follows:

Practical/ Project/ Assignment	5 Marks
Internal Class Test	20 Marks
Course prerequisites:	Open to all

(Texts marked with *are for detailed study)

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA	Year: First	Semester: First
Subject: History		
Course Code: A050101T	Course Title: Ancient and Early Medieval India (Till 1206 A.D.)	
Course outcomes:		
<p>CO1: The present course will be useful in providing local and national historical knowledge to the students, about skill development and employability.</p> <p>CO2: It has been constructed in such a way that a student will not only gain knowledge of ancient civilizations of India, but historical development can be understood easily. Students will be familiar with the national, political and cultural development of ancient India, for entrepreneurship.</p> <p>CO3: The local and national art, culture and philosophy of religion of ancient India have been included in the syllabus, for better knowledge for entrepreneurship & employability</p> <p>CO4: Developing the logical ability of students to do a local and rational analysis of historical events and develop students' research aptitude, knowledge for better employability.</p> <p>CO5: This section studies the political situation in North India. Students can gain knowledge of how local political decentralization arose in North India after death of Harsha and which historical circumstances proved helpful in the origin of Rajputs,. for better knowledge for entrepreneurship & employability</p> <p>CO6: It also includes the history of the local dynasties of Kashmir, Punjab and Sindh. This section gives a historical account of new political conditions and conflicts in India after 1000 AD., knowledge for better employability.</p> <p>CO7: Students can gain historical knowledge of political and strategic weakness of India through local political conflicts. for employability.</p> <p>CO8: In this paper, a student will get knowledge of the nature of Muslim attacks and the Struggle of Rajputs, for better knowledge for entrepreneurship & employability.</p>		
Credits: 6		Core Compulsory
Max. Marks: 100		Min. Passing Marks: 33
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0		
Unit	Topics	No. of Lectures
I	Introduction to Ancient History, Culture & Tradition, Eminent Historians of India-Kallhan, R.C. Majumdar, JadunathSarkar, V.D. Savarkar, K.P. Jaiswal etc., Indian Knowledge System, Short brief History of Pre Historic age.	14
II	Indus Valley Civilization, Vedic and later Vedic period.	12
III	Rise of Magadh Empire and Maurya Dynasty- Chandragupt, Bindusar and Ashok the Great, Kautilya and his Arthshastra.	12
IV	Gupta Dynasty – Chandragupt , Samudragupt , Chandragupt'Vikramaditya', Golden Era of Ancient India	12
V	Age of Harsh Vardhan and Rise of Rajput States - Pratihar , chalukya, Parmar	12

	and Chauhan	
VI	Rise of Feudalism in India.	6
VII	Customs, Rituals and beliefs of Hindus.	10
VIII	Advent of Islam: Invasion of Mahmood Ghaznabi and Md. Ghorī.	12

PO-CO Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	1	1	1	2	2
CO2	2	3	3	1	1	1	2	2
CO3	1	1	2	2	2	3	2	2
CO4	3	3	1	1	3	3	2	2
CO5	2	2	1	3	1	1	1	1
CO6	3	1	1	1	1	2	2	2
CO7	1	1	1	1	2	2	2	3
CO8	2	2	2	3	1	1	1	1

CO-Curriculum Enrichment Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	3
CO2	3	2	2
CO3	1	2	2
CO4	3	1	2
CO5	1	2	1
CO6	2	3	2
CO7	1	2	2
CO8	2	1	1

Suggested Readings:

1. Jha D.N. , Ancient India an Introductory Outline
2. Basham, A.L. , The Wonder that was India
3. Thapar, Romila , History of India,
4. Majumdar,R.C. – History and Culture of Indian People
5. Lunia, B.N. – Evolution of Indian Culture
6. Chopra, P.N. & Puri , V.N., Das, M.N. – Social, Economic & Cultural History of India , Vols I, II & III
7. Majumdar, R.C. – Ancient Indian (Hindi and English)

Website Sources:

- www.onlinelibrary.wiley.com/journal/10970266•
- www.onlinecourses.nptel.ac.in•
- www.yourarticlelibrary.com•
- www.en.wikipedia.org•
- www.e-pgpathshala.com

This is an elective course open for all.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above Syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

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

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA		Year: First	Semester: First
Subject: Political Science			
Course Code: A060101T		Course Title: Indian National Movement & Constitution of India	
Course Learning outcomes:			
On completion of this course, learners will be able to: CO1: Analyze the Indian Political Tradition Dharama, Dandaniti, Matsayanayay, Gansamgha and skill development and employability. CO2: Analyze the Gandhian Movements such as the Khilafat, Non Cooperation, Civil disobedience movements, the Swadeshi movement and skill development and employability. CO3: Indian National Movement & Constitution is indispensable for a student to make a sense of Indian National Political System and skill development and employability. CO4: Understand the National Fundamental Rights, Fundamental Duties and skill development and employability. CO5: Difference between fundamental rights and directive principle of skill development and employability. CO6: Understand the National Powers & Functions of President, Prime Minster, Speaker, Lok Sabha & Rajya Sabha and skill development and employability. CO7: Analysis National Judiciary: Composition and skill development and employability. CO8: Understand the Local/ National Centre-State Relations and skill development and employability.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0			
Unit	Topics		No. of Lectures
I	Distinguishing features of Indian Political Tradition Dharama, Rajdharama, Nitisastra, Dandaniti, Matsayanayay, Gansamgha to develop of skill Development and Employability.		5
II	Birth, Growth And The Political Trends In The Indian National Movement to develop of skill Development and Employability.		10
III	Stages Of Constitutional Development, Making Of The Constituent Assembly Philosophy Of Indian Constitution, Citizenship to develop of skill Development and Employability.		5
IV	Fundamental Rights, Fundamental Duties, Directive Principles Of State Policy to develop of skill Development and Employability.		8
V	History Of Conflict Between Fundamental Rights & Directive Principles, Process Of Amendment, Concept Of Basic Structure Of Constitution to develop of skill Development and Employability.		6
VI	Executive & Legislature Powers & Functions of President, Prime Minster, Speaker, Lok Sabha & Rajya Sabha The Relationship Between The Governor & Chief Minister, The Legislative Assembly, The Legislative Council to develop of skill Development and Employability.		10
VII	Judiciary: Composition, Powers & Jurisdiction Of Supreme Court, High Court, District Court to develop of skill Development and Employability.		8

VIII	Centre-State Relations: Administrative, Legislative & Financial, Special Provisions For Tribal Areas And N-E, Composition, Function And Power Of Election Commission to develop of skill Development and Employability.	8
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PO- CO Mapping (Please write 3,2,1 wherever required)
(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	1	1	1
CO2	1	1	1	3	1	1	1	1
CO3	1	1	1	1	3	1	1	1
CO4	1	3	1	1	1	1	1	1
CO5	1	1	1	1	3	1	1	1
CO6	1	1	2	1	1	1	1	1
CO7	1	1	1	2	1	1	1	1
CO8	1	1	3	1	2	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	2
CO5	3	3	1
CO6	3	3	1
CO7	3	3	1
CO8	3	3	1

Suggested Readings:

1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Dorling Kindersley Pearson Pvt. Ltd. India
2. Basu D. (2012) 'Introduction to the Constitution of India' Lexis Nexis New Delhi.
3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press New Delhi.
4. Biswal Tapan (2017) 'Bharatiya Shasan Samvaidhanik Loktantra aur RajneetikPrakriya' Orient Blackswan New Delhi.
5. Chaube S. (2009) 'The Making & working of the Indian Constitution' National Book Trust, New Delhi.
6. Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd. New Delhi.
7. Singh M.P. & Sexena Rekha (2008) 'Indian Politics: Contemporary Issues and Concerns' Prentice Hall of India Pvt. Ltd. New Delhi.
8. A.S. Alteker, 1958 state and government in Ancient India, Motilal Banarsidas Banaras
9. Virkeshwar Prasad singh, Bhartiya Rsahtriya Andolan evam samvaidhanik vikas
10. Awasthi A.P. (2017) 'Bharatiya Shasan Evm Rajneeti' Laxmi Narayan Agarwal, Agra
11. Biswal Tapan (2017) 'Bharatiya Shasan Samvaidhanik Loktantra aur RajneetikPrakriya' Orient Blackswan New Delhi
12. Chandra Bipin (2015) ' Bharat ka Swatantrata Sangharsh' Hindi Madhyam Karyanvya Nideshalay
13. Laxmikant M. (2019) 'Bharat Ki Rajvywastha' McGraw Hill, New Delhi
14. Singh M.P. & Sexena Rekha (2008) 'Bhartiya Shasan Evm Rajneeti' Prentice Hall of India Pvt. Ltd. New Delhi

This Course Can Be Opted As An Elective By The Student Of Any Subject.

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (10 Marks)
- Viva (10 Marks)
- Attendance (5 Marks)

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA	Year: First	Semester: First						
Subject: Political Science (Practical)								
Course Code: A060102P	Course Title: Awareness of Rights & Laws							
Course Learning outcomes:								
On completion of this course, learners will be able to:								
CO1: This paper intends to arm the student with basic digital and legal. Local and global awareness where by the student can leverage this in the job market and skill development and employability.								
CO2: The student aware of his basic legal and National rights which would help him to stand up and help others and skill development and employability.								
CO3: Student Understand Unity in Diversity, Universal/ global Human Rights and skill development and employability.								
CO4: The student aware of Govt. Policies Right To Information, Lokpal and skill development and employability.								
Credits: 2		Core Compulsory						
Max. Marks: 25+75		Min. Passing Marks: 33						
Total No. of Lectures-Tutorials-Practical (in hours per week): 0-0-2								
Unit	Topics	No. of Lectures						
I	Preamble Of The Indian Constitution, Equality Before Law And Equality Of Opportunity, Freedom of belief, Expression And Dissent, Cyber Crime, State & Cyber security to develop of skill Development and Employability.	8						
II	Rights And Obligations, Right To Education, Correlation Between Rights And Duties, Justiciability Of Fundamental Rights, Digital Empowerment through social networking sites, Citizen's Charter to develop of skill Development and Employability.	8						
III	Gender sensitivity, Unity In Diversity, State And Government, Nation Building, Affirmative Action, Universal Human Rights to develop of skill Development and Employability.	8						
IV	Govt. Policies And Campaigns: Practical Teachings Right To Information, Lokpal to develop of skill Development and Employability.	6						
PO- CO Mapping (Please write 3,2,1 wherever required) (Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	1	1	1
CO2	1	1	1	1	3	1	1	1
CO3	1	1	1	1	1	1	3	1
CO4	1	1	3	1	1	1	1	1

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

Suggested Readings:

1. <https://www.digitalindia.gov.in/services>
2. <https://rtionline.gov.in/>
3. <https://www.india.gov.in/topics/law-justice>
4. Khosla, Madhav, et al. 2016. The Oxford Handbook of the Indian constitution. NewDelhi: OUP
5. Benegal, Shyam. 2014. Samvidhan. Rajya Sabha TV
6. J.N.Pandey , Bharat ka Samvaidhanik Kanoon
7. Rajni Kothari , Bhartiya Rajniti me Jaati
8. B.L.Phadia , Bhartiya Shasan Aur Rajniti

This Course Can Be Opted As An Elective By The Student Of Any Subject.

Suggested Continuous Evaluation Methods:

- Project on a relevant topic(10Marks)
- VIVA(10Marks)
- Attendance (5 marks)

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA		Year: First	Semester: First
Subject: Sociology			
Course Code: A070101T		Course Title: Introduction to Basic Concepts of Sociology	
Credits: 6		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0			
Unit	Topics	No. of Lectures	
I	Sociology: Meaning, Nature, Scope of Sociology, Sociology and Common Sense, Sociology as a Science, Humanistic Orientation in Sociology. History and Emergence of Sociology in India for skill development.	12	
II	Sociology and other Social Sciences (Anthropology, Economics, History, Psychology, Political Science) for skill development.	12	
III	Basic Concepts: Society, Community, Institutions, Association, Social Group, Human and Animal Society for skill development.	11	
IV	Social Institutions: Family, Kinship, Marriage, Education, State & Religion for skill development.	11	
V	Culture and Civilization, Pluralism, Multiculturalism, Cultural Relativism for skill development for skill development.	11	
VI	Socio-Cultural Processes: Cooperation, Conflict, Competition, Acculturation, Assimilation and Integration for skill development.	11	
VII	Social Structure, Status and Role, Norms, Folkways and Mores, Sanctions and Values for skill development.	11	
VIII	Social Stratification: Meaning, Forms and Basis, Social Mobility: Meaning and Types for skill development.	11	
Course Learning Outcomes:			
<p>On completion of this course, learners will be able to:</p> <p>CO1: This paper will introduce students to new concepts of Sociology discipline for skill development.</p> <p>CO2: These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology for skill development.</p> <p>CO3: This paper will contribute in enriching the vocabulary and scientific temperament of the students for skill development.</p> <p>CO4: The course is designed to incorporate all the key concepts of sociology which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and Sociological knowledge for skill development.</p> <p>CO5: Understand the Culture and Civilization, Pluralism, Multiculturalism, and Cultural Relativism for skill development.</p> <p>CO6: Explain the meaning of Socio - Cultural Processes: Cooperation, Conflict, Competition, Acculturation, Assimilation and Integration for skill development.</p> <p>CO7: These concepts will enhance the conceptual learning and understanding</p>			

of Social Structure, Status and Role, Norms, Folkways and Mores, Sanctions and Values for skill Development.

CO8: Understand the Social Stratification and Social Mobility for skill Development.

Mapping Course Outcomes leading for the achievement of Program Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	1	3	1	2	2	2
CO2	2	3	1	1	1	2	2	2
CO3	2	3	3	1	1	2	2	2
CO4	2	3	1	3	1	2	2	2
CO5	2	3	3	1	2	2	2	2
CO6	2	3	1	1	2	2	2	2
CO7	2	3	1	1	2	2	2	2
CO8	2	3	1	1	2	2	2	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

Suggested Readings:

- Berger, P. (1963). An Invitation to Sociology: A humanistic Perspective.
- Bottomore, T.B. (1973). Sociology: A guide to Problems and Literature. (Hindi version available).
- Davis, Kingsley. 1973. Human Society.
- Giddens. Anthony. 2009. Introduction to Sociology.
- Haralambos M. Sociology: Themes and Perspectives. (Hindi version available).
- Inkeles, Alex. 1987. What is Sociology.
- Maclver, R. M. and Charles H. Page. 1949. Society: An Introductory Analysis. (Hindi version available)
- Mills, C.W. 1959. The Sociological Imagination.
- Thakur, Navendu. 2016, Samaj Shastra Ek Parichay.
- जे.पी.सिंह, 2011, समाजशास्त्र के मूल तत्व, PHI

This is an elective course open for all.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

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

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA	Year: First	Semester: First
Subject: Economics		
Course Code: A080101T	Course Title: Principle of Micro Economics	
Course outcomes:		
On completion of this course, learners will be able to:		
<p>CO1. The students is familiarized and acquainted with basic concepts of microeconomics such as laws of demand and supply and elasticity etc. so that he/she can comprehend them & familiarize with day today happenings for skill development and employability.</p> <p>CO2. The students learn and understand the concepts of consumer behaviour like cardinal utility and ordinal utility analysis and explain Indifference curve analysis for skill development and employability.</p> <p>CO3. The students learn and understand the Theory of production- iso-quants, laws of returns to scales, law of variable proportion and analyze the behavioral patterns of different economic agents regarding profit, price, cost etc. for skill development, employability and entrepreneurship development.</p> <p>CO4. The decision-making process in different market situations such as perfect competition, monopolistic competition and oligopoly markets for skill development, employability and entrepreneurship development at local level.</p> <p>CO5. The students learn the decision-making process in monopoly competition for employability and entrepreneurship development at local level.</p> <p>CO6. The students learn the various theories related to consumer and producer and General equilibrium, economic efficiency and market failure locally for skill development and entrepreneurship development.</p> <p>CO7. To deal with the advance theoretical issues and their practical applications of distribution theories for skill development and entrepreneurship development.</p> <p>CO8. The students learn about international trade and related concepts for employability and entrepreneurship development globally.</p>		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
Part I		
I	Introduction: Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply and market. Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities for skill development and employability.	12
II	Consumer Theory: Budget constraint, concept of utility, diminishing marginal	12

	utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint for skill development and employability.	
III	<p>Production and Costs:</p> <p>a. Production: behaviour of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant lines, cost minimizing equilibrium condition</p> <p>b. Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments for entrepreneurship development.</p>	11
Part II		
IV	<p>Market Structures</p> <p>a. Perfect Competition: a. Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries. Welfare: allocative efficiency under perfect competition.</p> <p>b. Imperfect Competition</p> <p>Monopolistic competition: Assumptions, SR & LR price and output determinations under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models, game theory, contestable markets, role of government for employability and entrepreneurship development.</p>	11
V	<p>Theory of a Monopoly Firm</p> <p>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 for employability and entrepreneurship development.</p>	11
VI	<p>Consumer and Producer Theory</p> <p>a. Consumer and Producer Theory in Action Externalities, marginal cost pricing, internalizing externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency.</p> <p>b. 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 for skill development and entrepreneurship development. .</p>	11
VII	<p>Income Distribution and Factor pricing Input markets: demand for inputs; labour markets, land markets, profit maximization condition in input markets, input demand curves, distribution of Income for skill development</p>	11
VIII	<p>International Trade</p> <p>Absolute advantage, comparative advantage, terms of trade, sources of comparative advantage, trade barriers, free trade/ protectionism for employability and entrepreneurship development.</p>	11

PO-CO Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	2	2	1
CO2	3	2	1	1	2	2	2	1
CO3	3	2	1	1	2	1	1	1
CO4	3	2	1	1	2	2	2	1
CO5	3	2	1	1	2	1	2	1
CO6	3	2	1	1	2	2	1	1
CO7	3	2	1	1	2	1	2	1
CO8	3	2	2	1	2	2	1	3

CO-Curriculum Enrichment Mapping**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	2
CO6	3	1	2
CO7	3	1	1
CO8	3	1	2

Suggested Readings:

1. Dwivedi, D. N (2011): Microeconomics-Theory & Applications”, Pearson.
2. Lal, S.N (2013): Arthshastra Ke Siddhant”, Shiva Publishing House, Allahabad.
3. Seth, M. L (2012) : Arthshastra Ke Siddhant”, Laxmi Narayan Publications, Agra

4. Lipsey, Richard & Chrystal, Alec (2011): Economics”, Oxford University Press Publications, New Delhi.
5. Pindyck, Robert. S., Rubinfeld. Daniel. L., Mehta. Prem. L (2009): Microeconomics”, Pearson.
6. Salvatore, Dominic (2010): Principles of Microeconomics”, Oxford University Press Publications, New Delhi.
7. Samuelson, Paul. A & Nordhaus, William. D (2010): Economics”, Tata McGraw Hill.
- Koutsoyiannis, A (2008) (2nded): Modern Microeconomics”, Macmillan.
8. Stonier, A.W & Hague. Douglas. C (2003) (5thed): A Text Book of Economic Theory”, Pearson.
9. Ahuja, H. L (2013): Advanced Economic Theory”, S. Chand & Company.
10. Shastri, Rahul. A (1999): Microeconomics”, Orient Blackswan.
11. Ahuja, H. L (2012): Uchatar Arthik Siddhant”, S. Chand & Company, New Delhi.

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

Suggested Continuous Evaluation Methods:

Assignment / Test / Quiz (MCQ) / Seminar/ Presentations/ Research orientation of students

Suggested equivalent online courses:

Courses on Swayam / MOOCs

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA		Year: First	Semester: First
Subject: Geography			
Course Code: A110101T		Course Title: Physical Geography	
Course Objectives:- Students will understand the concept of place and how it is connected to people's sense of belonging to the physical environment, landscape and culture, fundamental concepts of spatial interaction and diffusion, which explain how human activities are influenced by the concept of distance. Students will be exposed to the nature of physical systems such as geomorphologic processes and natural hazards. Students will be able to read and interpret information on different types of physical features maps. Students will learn how human, physical and environmental components of the world interact.			
Credits: 4			Core Compulsory
Max. Marks: 25+75			Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			
Unit	Topics	No. of Lectures	
I	Nature and Scope of Physical Geography, Origin of Universe, solar system and Earth. Geological Time Scale (with special reference to evidences from India), Interior of the Earth.	8	
II	Origin of Continents and Oceans, Isostasy, Earthquakes and Volcanoes, Geosynclines, Concept of Plate Tectonics.	8	
III	Rocks, Folding, Faulting, Weathering, Erosion, Cycle of Erosion by Davis and Penk, Drainage Pattern.	8	
IV	Fluvial, Karst, Aeolian, Glacial, and Coastal Landforms	8	
V	Composition and Structure of atmosphere: Insolation, Atmospheric pressure and winds,	8	
VI	Air masses and Fronts, cyclones and anti-cyclones, Humidity, precipitation and rainfall types.	7	
VII	Ocean Bottoms, composition of marine water-temperature and salinity. Circulation of Ocean water-Waves. Currents and Tides, Ocean deposits, Corals and atolls,	7	
VIII	Biosphere, Biotic succession, Biome, Zoo-geographical regions of the world.	6	

Course Outcomes:**Students will be able to understand****CO1:** The Earth geomorphic transition from beginning to present day globally.**CO2:** Plate tectonics and related movements at local and national level.**CO3:** Landforms carved by various agents of erosion for fulfilling global needs.**CO4:** Earth's climate and its factors that influence it at local and national level.**CO5:** Atmospheric circulation of the world for fulfilling global needs.**CO6:** Air masses affect on the earth surface globally.**CO7:** Oceans system of the world at local and national level.**CO8:** Biogeography of the world.**PO-CO Mapping (Please 3, 2, 1 wherever required)****(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	1	1
CO2	1	2	1	1	1	1	1	1
CO3	1	1	3	1	1	1	1	1
CO4	1	2	1	1	1	1	1	1
CO5	1	1	1	1	1	1	1	1
CO6	1	1	1	1	1	2	1	1
CO7	1	1	1	1	1	1	1	1
CO8	1	1	1	1	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	1	1
CO3	2	2	1
CO4	3	1	1
CO5	3	2	1
CO6	2	1	1
CO7	3	2	1
CO8	3	1	1

Suggested Readings:

1. Singh, Savindra (2018), Physical Geography (Eng./Hindi) Allahabad, India: Prayag Pustak Publication.
2. Huggett, R.J. (2007): *Fundamentals of Geomorphology*. New York, U.S.A.: Routledge.
3. Khullar, D.R. (2012). *Physical Geography*. New Delhi. India: Kalyani Publishers.
4. Strahler, A. H. and Strahler, A N. (2001): *Modern Physical Geography (4/E)*. New York, U.S.A.:
5. John Wiley and Sons, Inc.
6. Thornbury, W. D. (2004): *Principal of Geomorphology*. New York, U.S.A.: Wiley.
7. Bloom, A. L. (2003). *Geomorphology: A Systematic Analysis of Late Cenozoic Landforms*, New Delhi, India: Prentice-Hall of India

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

Suggested Continuous Evaluation Methods:

Assignment / Test / Quiz (MCQ) / Seminar/ Presentations/ Research orientation of students

Suggested equivalent online courses:

https://onlinecourses.swayam2.ac.in/cec21_hs03/preview

https://onlinecourses.swayam2.ac.in/nos20_sc25/preview

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA		Year: First	Semester: First
Subject: Geography			
Course Code: A110102P		Course Title: Elements of Map Reading and Interpretation	
Course Objectives: - The objective of the course is to introduce basic concept of cartography and develop the understanding about different type of maps, scales, relief features and surveying.			
Credits: 2		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w			
Unit	Topics	No. of Lectures	
I	Cartography – Nature and Scope.	7	
II	Scales – Concept and application; Graphical Construction of Plain, Comparative and Diagonal Scales.	7	
III	Map Projections – Classification, Properties and Uses; Graphical Construction of Polar Zenithal Stereographic, Bonne’s and Mercator’s Projections, and reference to Universal Transverse Mercator (UTM) Projection.	8	
IV	Topographical Map – Interpretation of a Mountain area with the help of Cross and Longitudinal Profiles. Slope Analysis – Wentworth’s method.	8	

Course Outcomes:

On completion of this course, learners will be able to:

CO1: Understand the basic idea of Map, Scale and Topographic sheets for fulfilling global needs.

CO2: Use of Graphical Construction of Polar Zenithal Stereographic, Bonne’s and Mercator’s Projections.

Suggested Readings:

1. Monkhouse, F. J. and Wilkinson, F.J. (1985): Maps and Diagrams. Methuen, London
2. Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.
3. Sarkar, A. K. (1997): Practical Geography: A Systematic Approach. Orient Longman, Kolkata.
4. Sharma, J. P. (2001): Prayogik Bhugol. Rastogi Publication, Meerut 3rd. edition.
5. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi,.
6. Singh, L.R. (2006): Fundamentals of Practical Geography, Sharda Pustak Bhawan, Allahabad.

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

Note: In Final Examination Student shall be examined by external and internal examiners.

Marks Distribution: Written Exam, Viva, Practical File, Map Preparation, Topo sheet interpretation

Note – In practical: Students have to select two questions out of four questions. Each question will carry 20 Marks.

Written Test - 40 Marks (2Hrs)

Viva voce - 10 Marks

Sessional Record – 25 Marks

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA		Year: First	Semester: First
Subject: Home Science			
Course Code: A130101T		Course Title: Fundamentals of Nutrition and Human Development	
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures- 60			
Unit	Topics		No. of Lectures
Part A			
I	Traditional Home Science and its Relevance in current era Contribution made by Indian Home Scientists i.e. M Swaminathan, C V Gopalan, S K Day, Ravindra Nath Tagore etc for Skill development .		3
II	Cell and Digestive System. Respiratory and Cardiovascular system for Skill development & employability.		10
III	Food and Nutrition. Food- Meaning, Classification and function. Nutrition- Concept of Nutrition for Skill development & employability. Nutrients-Macro and Micro, sources and deficiency diseases.		9
IV	Cooking Methods- Methods, Advantages and Disadvantages, Preservation of Nutrients while Cooking for Skill development .		8
Part B			
V	Introduction to Human Development: Concept, Definition and need to study of Human Development Domains for Skill development & employability. Stages and contexts of development Principles of Growth and Development, Determinants of Development-heredity and environment.		8
VI	Prenatal Development and Birth Process: <ul style="list-style-type: none"> • Conception, Pregnancy and Childbirth Stages of birth • Types of delivery (natural, c-section, breech, home vs. assisted delivery) • Physical appearance and capacities of the new-born for Skill development . • Factors affecting Pre-natal development. 		6
VII	Infancy: <ul style="list-style-type: none"> • Developmental tasks during Infancy and Preschool Stage for Skill development & employability. • Physical and Motor Development. • Social and emotional development • Cognitive and language development. 		8

VIII	Early Childhood (Pre School) years: <ul style="list-style-type: none"> • Developmental Tasks during Early childhood. • Physical and Motor Development • Social and emotional development • Cognitive and language development for Skill development & employability. 	8
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Course outcomes:

The Students at the completion of the course will be able to:

CO1: Acquaint the students with tradition Home Science and Contribution of Indian Home Science for Skill development.

CO2: Identify the biological and environmental factors to fulfill global needs affecting human development for Skill development & employability.

CO3: Acquaint students with practical knowledge of nutrient rich foods for Skill development & employability.

CO4: Students will get familiar with different methods of cooking for Skill development and to meet local needs.

CO5: Explain the need and importance of studying human growth and development across life span for Skill development & employability.

CO6: To explain the pregnancy period and child birth stage for Skill development & fulfill the local needs.

CO7: Learn about the characteristics, needs and developmental tasks of infancy for Skill development & employability.

CO8: Learn about the characteristics, needs and developmental tasks of early childhood years for Skill development & employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	3	1	2	3	2	1
CO2	3	2	1	3	3	2	1	3
CO3	2	3	2	1	2	2	3	1
CO4	3	2	3	2	3	3	2	2
CO5	2	3	3	2	1	2	2	2
CO6	1	2	2	3	2	1	3	1
CO7	3	1	3	2	2	3	2	2
CO8	2	3	2	3	1	3	3	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1

CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

Suggested Readings:

1. Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan Panchsheel Prakashan, Jaipur; 2015, 15th Ed.
2. Chatterjee, C. C , “Human Physiology” Medical Allied Agency ; Vol I , II .
3. Text Book of Biology for 10+2 Students (NCERT)
4. Sumati R Mudami, “Fundamentals of food Nutrition and Diet Therapy”, New Age International Pvt. Ltd, New Delhi , 6th Ed. (2018)
5. Punita Sethi and Poonam Lakda , “Aahar Vigyan, Suraksha evam Poshan” ; Elite Publishing House, New Delhi ;2015
6. Berk, L.E. *Child development* New Delhi: Prentice Hall (2005) (5th ed.).
7. Berk L.E. *Child Development* Allyn and Bacon 1992 (6th) Edition.
8. Keenan, T., Evans, S., & Crowley, K. *An introduction to child development*, Sage (2016)
9. Hurlock E. *Child Development*.
10. Aadhunik Vikasatmak Manovigyan, Shri Vinod Pustak Mandir Agra Edition 3rd 2015
11. Suggestive digital platforms web links-e-PG-Pathshala, IGNOU & UPRTOU online study material
12. Swayam Portal
13. <http://heecontent.upsdc.gov.in/Home.aspx>

This course can be opted as an elective by the students of following subjects: Open for all The eligibility for this paper is 10+2 with any subject

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Test with multiple choice questions/ short and long answer questions

Attendance

Course prerequisites: To study this course, a student must have had the subject ALL in class12th. The eligibility for this paper is 10+2 with any subject

Further Suggestions:

It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure.

At the End of the whole syllabus any remarks/ suggestions:

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IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA	Year: First	Semester: First
Subject: Home Science (Practical)		
Course Code: A130102P	Course Title: Cooking Skills And Healthy Recipe Development	
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lab Period - 30 (60 hours)		
Unit	Topics	No. of Lectures
I	Basic cooking skills knowledge for better skill development . - Weighing of raw materials - Preparing of different food items before cooking	6
II	Preparation of various dishes using different methods of cooking - Boiling /steaming - Roasting - Frying – Deep/shallow - Pressure cooking - Hot air cooking/Baking for Skill development & employability.	8
III	Different styles of cutting fruits and vegetables - Salad Decoration/Dressings for better skill development.	6
IV	Preparation of nutrient rich dishes for Skill development & employability. - Protein rich dish - Carbohydrate rich dish - Fat rich dish - Vitamins rich dish - Minerals - Fibers.	10
Course Learning outcomes: On completion of this course, learners will be able: CO1: Explain the student how to prepare different type of food and dishes CO2: Students will get familiar with different methods of cooking. CO3: Introduce the students with different types of Salad decoration and fruit cutting. CO4: Acquaint students with practical knowledge of nutrient rich foods.		
Suggested Readings: 1. Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan Panchsheel Prakashan, Jaipur;2015, 15th Ed. 2. Chatterjee, C.C , “Human Physiology” Medical Allied Agency ; Vol I , II . 3. Text Book of Biology for 10+2 Students (NCERT) 4. Sumati R Mudami, “Fundamentals of food Nutrition and Diet Therapy”, New Age International Pvt. Ltd, New Delhi , 6th Ed. (2018) 5. Punita Sethi and Poonam Lakda , “Aahar Vigyan, Suraksha evam Poshan” ; Elite Publishing House, New Delhi; 2015.		
This course can be opted as an elective by the students of following subjects: Open for all		

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Suggested Continuous Evaluation Methods: <ul style="list-style-type: none">• Test with multiple choice questions/short and long answer questions• Menu planning and calculation of nutrient requirement• Nutritive value calculation of various nutrient rich dishes
Course prerequisites: To study this course, a student must have had the subject in class/12th/ certificate/diploma.
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Suggested equivalent online courses o IGNOU and other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and abroad., http://heecontent.upsdc.gov.in/Home.aspx
Further Suggestions: Students may develop their cooking skills with new healthy recipe development after completion of this course and even start their own food service center..

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA		Year: First	Semester: First
Subject: Education			
Course Code: E010101T		Course Title: Conceptual Framework of Education	
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			
Unit	Topics	No. of Lectures	
I	EDUCATION: CONCEPT AND AIMS <ul style="list-style-type: none"> • Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shiksha for skill development. • Concepts of Educations- Meaning: Nature. • Vidya - Gyan –Teaching, Training vs. Education. • Factors of Education. • Aims of Education: Individualistic, Social, Democratic and Vocational. 	10	
II	FUNCTIONS OF EDUCATION for entrepreneurship and employability development. <ul style="list-style-type: none"> • Individual and Social Development. • Transmission of Cultural Heritage. • Acquisition of Skills. • Acquisition and Generation of Human Values. • Social Cohesion. • Education for Leisure. • Education for National Integration. • Education for International Understanding. • Education for HRD. 	8	
III	AGENCIES OF EDUCATION <ul style="list-style-type: none"> • Formal. • Informal. • Non – Formal. 	7	
IV	INDIAN CONSTITUTION AND EDUCATION for developing skills Inculcation of Constitutional Values through Education. <ul style="list-style-type: none"> • Constitutional Provisions for Education. 	7	
V	PREPRIMARY EDUCATION <ul style="list-style-type: none"> • Concept, Objective, Importance of Pre-primary Education. • Some Models of Pre-primary Education: • Dalton, Montessori, Kindergarten so as to develop employability. • Background and Present Scenario of Pre-primary Education in India. • NEP 2020 and Pre-primary Education. 	8	
VI	PRIMARY AND SECONDARY EDUCATION <ul style="list-style-type: none"> • Concept, Aim and Importance of Secondary Education. • Present Scenario of Primary Education in India. 	7	
VII	HIGHER EDUCATION	6	

	<ul style="list-style-type: none"> • Concept, Objective of Higher Education. • Need for Higher Education. • Types of Universities- Central, State, Private, Open. • Present Scenario of Higher Education in India. 	
VIII	DIFFERENT GUIDING/ REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA for developing employability and entrepreneur skills <ul style="list-style-type: none"> • Education Ministry (MHRD), UNESCO. • NCERT. • SCERT. • DIET. • NIOS. • NUEPA. • NCTE. • UGC. • NAAC. • IQAC. • AICTE. • International Boards, National Boards, CBSE, State Board. 	7

Course outcomes:

On completion of this course, learners will be able to:

CO1: Understand the meaning, nature, scope and aims of education for skill development.

CO2: Understand the functions of education for developing employability and Entrepreneur Skills.

CO3: Become aware about different agencies of education.

CO4: Become aware about Constitutional values of education knowledge for Skills.

CO5: Gain understanding about pre-primary education in India for Employability.

CO6: Gain understanding about primary and secondary education in India.

CO7: Explain the need of higher education.

CO8: Guide and role of governing/regulatory bodies of education system in India to meet national and global needs and for developing employability and entrepreneur skills.

Mapping Course Outcomes leading to the achievement of Programme Outcomes :

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	1	1	1	3
CO2	3	3	1	1	2	1	2	3
CO3	3	3	1	1	2	2	2	1
CO4	3	3	1	2	2	2	3	2
CO5	3	2	1	1	1	2	1	1
CO6	3	2	1	1	2	1	2	2
CO7	3	2	1	1	2	1	2	1
CO8	3	2	1	2	1	1	2	1

Co Curriculum Enrichment Mapping (Please 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	2	3	3
CO3	2	1	2
CO4	3	2	1
CO5	3	3	3
CO6	2	2	2
CO7	2	1	2
CO8	3	3	3

Suggested Readings:

1. <https://www.mycoursebook.in/shiksha-ke-darshanik-avom-samajshastriya-siddhant-raman-bihari-lalrastogi-publication.html>
2. <https://www.mycoursebook.in/shiksha-ke-darshanik-avom-samajshastriya-siddhant-raman-bihari-lalrastogi-publication.html>
3. <https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>
4. Aggarwal, J.C. *Theory and Principles of Education*, New Delhi, Vikas Publishing House. 2010
5. Banerjee, A. *Philosophy and principles of education*. Calcutta, SusobanPrakashan. 1994
6. Barrow, R., & Milburn, G. *A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice*. New York: St. 1986
7. Bhatia & Bhatia. *Theory and principles of Education*. New Delhi, Doaba House. 2011
8. Cohen, B. *Educational Thought: An Introduction*. Britain: MacMillan. 1970
9. Dahiya B.S 'Higher Education in India' Retrospect and Prospect, Kanishka N, Delhi, 1997.
10. Dewey, J. *The school and society*. USA: The University of Chicago Press. 1915
11. Dhankar, R. *Education in emerging Indian Society*. New Delhi: APH Publishing Corporation. 2010
12. Ghosh S.C. *The History of Education in Modern India (1757-2007)* Hyderabad: Orient Blackswan Private Limited, 2009, Third Edition.
13. Lal, R.B. & Sharma, K.K. 'History Development and Problems of Indian Education', R. Lal Book Depot, Meerut, 2015.
14. Moonis, Raza, 'Higher Education in India' Retrospect and Prospect, AIU, N, Delhi, 1991
15. Pandey R.S. *Principles of Education, Agra*, Vinod PustakMandir. 1992
16. Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.
17. Saxena, N.R. S. *Principles of Education*. Meerut. R. Lal Book Depot. 1996
18. Vakil K.S and S. Natrajan, 'Education in India' Allied Publishers, Bombay, Rev Edn., 1966

Course prerequisites: To study this course, a student must have had the subject in class/12th/certificate/diploma.

Suggested equivalent online courses:

Courses on Swayam / MOOCS

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA	Year: First	Semester: First						
Subject: Education								
Course Code: E010102P	Course Title: Practical: Read the Preamble of Indian Constitution, understand and analyze its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.							
Credits: 2	Core Compulsory							
Max. Marks: 25+75	Min. Passing Marks: 40							
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w								
Unit	Topics	No. of Lectures						
I	Indian Constitution: Introduction and Background for skill development.	5						
II	Constituent Assembly and Timeline of Formation of Indian Constitution.	5						
III	Important Articles of Indian Constitution knowledge for entrepreneurship skills.	20						
Course Learning outcomes: On completion of this course, learners will be able to: CO1: Develop a stronger orientation towards research. CO2: Conceptualize the basic elements of Indian Constitution.								
Mapping Course Outcomes leading to the achievement of Programme Outcomes : (Please write 3,2,1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	2	2	1	1	2	1
CO2	3	1	3	2	1	1	2	1
Co-Curriculum Enrichment Mapping (Please 3,2,1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)								
	Skill Development	Employability	Entrepreneurship Development					
CO1	3	1	2					
CO2	3	1	3					
Suggested Readings:								
<ul style="list-style-type: none"> • https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text. • प्रभातकुमार, भारतका idku, प्रभातपेपरबक्स. 								

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate	Year: 1	Semester: I
Subject: Journalism		
Course Code: (A270101T)	Course Title: Basics of Mass Communication and Journalism	
<p>Course Outcomes: The student at the completion of the course will be able to:</p> <p>CO1: Prepare the students to understand physiology-based courses for enhancing skill development.</p> <p>CO2: Students will get familiar with different types of Communication and Journalism for enhancing skill development.</p> <p>CO3: Acquaint students with practical knowledge of Media related Computer software for the growth of employability, skill development and entrepreneurship.</p> <p>CO4: Explain the need and importance of studying Communication across life span Function of Journalism and Mass Communication Education in India for skill development of students.</p> <p>CO5: Know about the Journalism as a Profession; Types of Journalism, Origin and Development of Media: Newspaper, Radio, Television and Digital Media for skill development.</p> <p>CO6: Pioneer Journalists of India for enhancement of skill development.</p> <p>CO7: Duties and responsibilities of a Journalist; Values and Ethics of Journalism for skill development.</p> <p>CO8: Press Council of India, Prasar Bharati Board, RNI, Committees for Journalism for skill development.</p>		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40%	
Total No. of Lectures- 60		
Units	Topic	No of Lectures
Part- A: COMMUNICATION		
I	Communication: Meaning, Definition, Nature, Elements, <i>Process and Functions</i> ; Types; 7Cs of communication; Communication Games for Ice Breaking.	06
II	Indian concepts of communication: Communication in Puranas and other Mythological Books; Narad as a Communicator; Dialogue with Nature; <i>Need & Relevance of Indian Model of communication with special reference to Sadharnikaran Model.</i>	09
III	Communication Models: Berlo's Model of SMCR, Osgood model of communication, Laswell model of communication, Shanon-Weaver Model, Schramm Model; Communication flows: one step, two step, multi-step; <i>Barriers in communication.</i>	07

IV	Theories of Mass Communication: Hypodermic needle theory, Agenda setting theory, Uses and gratification theory, Normative media theory, <i>Four Press Theory</i> , Diffusion of Innovation and other Relevant Theories of Communication.	08
Part –B: JOURNALISM		
V	Journalism: Meaning, Definition and Function; Journalism and Mass Communication Education in India <i>Journalism as a Profession</i> ; Types of Journalism.	07
VI	Origin and Development of Media: <i>Newspaper, Radio, Television and Digital Media</i> . Pioneer Journalists of India.	10
VII	<i>Duties and responsibilities of a Journalist</i> ; Values and Ethics of Journalism.	04
VIII	<i>Press Council of India, Prasar Bharati Board, RNI</i> , Committees for Journalism.	09
Suggested Readings:		
<ul style="list-style-type: none"> • Mc Quail Denis. Mass Communication Theory, 4th ed., Sage Publication Ltd., London. • Wadsworth Julia T , Wood, Communication Mosaics: An Introduction to the Field of Communication. Littlejohn, W. Stephen. Theories of Human Communication, 3rd ed., Belmont, California, 1989 • Wilbur Schram, Mass Communication, Sage Publication, New Delhi • Uma Narula, Mass Communication Theory & Practice, Hiranand Publication, New Delhi. • V.S. Gupta & VirBala Agarwal, Hand Book of Journalism & Mass Communications, Concept Publishers, New Delhi. • Marshal McLuhan, Understanding Media, Sage Publication. • Kumar. J. Keval, 'Mass Communication in India, Jaico Publishing house, Bombay, (New Ed.). • Schramm, W. & Roberts, D. F., The Process and Effects of Mass Communication, Urbana, IL: University of Illinois Press. • Rayudu. C.S., Communication, Himalaya Publishing House, Mumbai • Joshi, P.C., Communication & Nation – Building – Perspective and Policy, Publication Division, New Delhi. • Malhan P.N., Communication Media, Yesterday, Today and Tomorrow, Publication Division, New Delhi. • Agee, Warren K., Ault Philip H., Introduction to Mass Communication, Oxford & IBH Publishing Company, New Delhi 		
Suggestive digital platforms web links-		
ePG-Pathshala, IGNOU & UPRTOU online study material Svayam Portal.		
This course can be opted as an elective by the students of following subjects: Open for all The eligibility for this paper is 10+2 with any subject		

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Test with multiple choice questions/ short and long

answer questions Attendance

Further Suggestions:

It widens the scope for students to join Government and Non-Government organization up skilling the people at different levels.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	2	1	1	1	1	2
CO2	1	2	2	1	1	1	1	3
CO3	2	1	3	2	1	1	1	1
CO4	1	1	1	2	1	1	1	1
CO5	3	1	1	1	1	3	1	1
CO6	1	2	1	1	1	2	1	2
CO7	1	1	1	2	1	2	1	1
CO8	1	1	2	1	1	1	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	2	3	1
CO3	3	1	1
CO4	1	1	1
CO5	1	1	1
CO6	1	2	1
CO7	1	1	1
CO8	2	2	1

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate	Year: 1	Semester: I
Subject: Journalism		
Course Code: (A270102P)	Course Title: Computer for Mass Media (Practical)	
Course outcomes: CO1: Students will get familiar with computer for skill development. CO2: Acquaint students with practical knowledge of basics of computer for skill development. CO3: Students will get familiar with different types of software for skill development and employability. CO4: Students will get familiar with internet surfing, content searching, fact checking for skill development, employability and entrepreneurship.		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40%
Total No. of Lab Periods-30 (60 hours)		
Unit	Topic	No. of lab. periods
I	Fundamental of Computer <ul style="list-style-type: none"> • History of Computer • Hardware and Software 	04
II	MS Word <ul style="list-style-type: none"> • Interface, mail merge, Basics of MS Word • Typing: Hindi/English 	10
III	MS Excel and PowerPoint Presentation <ul style="list-style-type: none"> • Interface, Operating of MS Excel • Preparing PowerPoint Presentation 	10
IV	Internet <ul style="list-style-type: none"> • History of Internet • Surfing, Content Searching, Finding Authentic Sources ofContent 	06
Suggested Readings: <ol style="list-style-type: none"> 1. S Patnaik, Fundamentals of Information Technology, Dhanpat Rai & son, New Delhi 2. Pradeep K sinha and Priti Sinha, Computer Fundamentals, BPB Publications 3. Anita Goel, Computer Fundamentals, Pearson India, 4. Basandra, S.K.Computers Today.New Delhi: Galgotia Publications. 5. Leon, Alexis.and Leon, Mathews .Fundamentals of Information Technology. New 		

Delhi:Vikas Publishing House.

6. Rajaraman,V. and Adabala, Neeharika. Computer Fundamentals. New Delhi: PHI
7. Thareja, Reema. Fundamentals of Computers. New Delhi: Oxford University Press.
First Edition Balagurusamy, E.Fundamentals of Computers. New Delhi: Mcgraw Hill
8. Faithe Wampen, Computing Fundamentals: Introduction to Computers, Willey Eastern.
9. Niranjana Shrivastava Fundamentals of Computers and Information System,
10. Pankaj Sharma, Introduction to Web Technology, SK Kataria & sons, New Delhi
11. A Guide to QuarkXPress: Using QuarkXPress. Quark Technology Partnership.
12. Bauer, Peter. Photoshop CC for Dummies. New Jersey: John Wiley & Sons Inc
13. Dewis, Glyn. The Photoshop Workbook: Professional Retouching and Compositing Tips, Tricks, and Techniques. Peachpit Press.
14. Faulkner, Andrew and Chavez, Conrad. Adobe Photoshop Classroom in a Book. Adobe
15. Ralf, Steinmetz and Nahrstedt, Klara. "Multimedia Systems". Illinois: Springer.
16. Raven, Fiona.. Book Design made simple. Canada : 12 Pines Press
17. G S Baluja, Web Technology, Dhanpat Rai & son, New Delhi

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

Suggested Continuous Evaluation Methods:

- Test with multiple choice questions/short and long answer questions
- Mailing a Number of respondents in Single time using Mail Merge of MS Word
- Prepare PPT on Various current and other Important Issues

Suggested equivalent online courses

- IGNOU and other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and abroad.

Further Suggestions:

After completion of this course students are capable to work in their day to day computer works.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	3	2	1	1	1	1
CO2	1	1	1	2	1	1	1	1
CO3	3	1	1	1	1	3	1	1
CO4	1	2	1	1	1	2	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	2	1	1
CO3	1	1	3
CO4	1	1	2

IFTM University, Moradabad
Programme: Bachelor of Arts

Semester – I

GENERAL ENGLISH-I-BEG112

Course Objectives: This course proposes to study the essay as a literary genre, to identify and describe distinct literary characteristics of the essay form. The course aims at skill development and employability through integrating the use of the four language skills i.e. LSRW.

Unit-I

George Orwell	:	Shooting an Elephant
Michael Ondaatje	:	Angulimala
Nissim Ezekiel	:	Naipaul's India and Mine

Unit-II

C.E.M. Joad	:	Civilization and History
Isaac Asimov	:	The Fun They Had
Desmond Morris	:	An Observation and an Explanation

Unit-III

M. W. Thring	:	A Robot about the House
Rabindranath Tagore	:	A Wrong Man in Workers' Paradise
L. Dudley Stamp	:	Using Land Wisely

Unit-IV

The Sentences: Parts, Kinds, Transformation
Question Tag
Clauses and Phrases
A general introduction of Parts of Speech
Degree of Comparison
Correction of the sentences

Unit-V

Punctuation
Tenses: Kinds, Usages
Active Passive Voice
Direct and Indirect Speech

Course Outcomes:

Students completing this course will be able to:

CO1: Analyse & evaluate essays critically for its structure and meaning using correct terminology for skill development.

CO2: Know the text, meaning from the context, the theme - futuristic education system vs current one, analyse critically the present versus future school system at national and global level and to develop skills (listening, speaking, reading, writing).

CO3: Differentiate among writers work and get the meaning from the context for skill development.

CO4: Use English grammar in their writing correctly and apply the rules of English grammar at local and national level for skill development and employability.

CO5: Use correct punctuation, write a sentence using Present, Past and Future Tense and to interchange the Voice (Active and Passive) and Narration (Direct and Indirect) for skill development and employability.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	2	3	2
CO2	3	2	3	3	3	2	3	2
CO3	3	3	3	3	2	1	2	2
CO4	1	1	1	1	1	3	3	2
CO5	1	1	1	1	1	3	3	3

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	1
CO3	3	2	1
CO4	3	3	1
CO5	3	3	1

Suggested Readings:

- (1) Remedial English Language by Malti Agarwal, Krishna Publications, Meerut.
- (2) Common Errors in English - French F.C. Oxford University Press, Delhi.
- (3) Ranjana English Language edited by Dr. K. S. Agarwal & Mayank Agarwal, RPM, Agra.

Website Sources:

- www.wikipedia.com

- www.englishgrammar.org
- www.usingenglish.com
- www.goodreads.com

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester I

BAGH 111: fgluhHkdk fodk Red i fjp;

m's; &Hkdk m's; Hkdk dhl e> vjS vfhO fä dk fodk djuk gä Fk j k xkj dsvol j mi yOk djuk gä Hkdk f kkd vjS f kkd dksvi usHkd Oogkj dscfr vf/d l svf/d l t x djuk gä

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CO-1 fgahHkdk dhmr fuk dscj seat kuusr Fk j k xkj dsvol j mi yOk djuk gä

CO-2 dkO Hkdk ds: i eafgluhdhclg; ledk fodk djuk gSt ksoSod Lrj ij Ofä Rø fodk dsi jvd gksA

CO3 jKVHkdk vjS jkt Hkdk ds: i eafgluhdk fodk djuk gSt ksjKVh vjS fo'o Lrj ij Ofä Rø fodk dsi jvd gksA

CO4 nsukj hfyfi dkuledj. kvjS or žku l ahZeal dhl kFž rkdjuk gä

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	3	2	1	2
CO2	1	3	2	1	1	1	1	1
CO3	1	3	3	1	1	1	1	1
CO4	1	1	1	3	2	2	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	2	1	1
CO3	3	1	1
CO4	3	1	1

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Website sources –

www.wikipedia.org

www.facebook.com.

www.microsoft.com

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-I
BA JMC 115
Presentation and Communication Skills

Course Objectives

The objective of the course is to provide students a clear understanding of communication, communication skills, written communication, types of media writing and contribution of renowned Journalist for skill development.

Unit- I

Communication skills: Listening skill, cognitive process of listening, barrier to effective listening, speaking skills, public speaking, voice modulation and body language for skill development.

Unit- II

Written communication: types; structures and layout of business letters; preventative letters- sales letter, claim letters, employment letters, writing memo, notice and circular, effective email writing skills; Presentation & publication of brochures; Issuing notice, agenda of meeting and minutes of meetings for skill development.

Unit – III

Media writing: Feature, Article, Editorial, Story, Letter to Editor, Advertorial, Film review for skill development.

Unit – IV

Audio Visual Presentation: Presentation Skills, Importance of audio and visual inputs for the presentations for skill development.

Guidelines for setting Question Paper

Section-A

Twenty Multiple Choice Questions to be answered. 20x1=20

Section –B

Five long Answer-type questions out of ten from all units. 10x5=50

Course Outcomes:

Students completing this course will be able to:

CO1. Define the communication skills & its concepts for skill development.

CO2. Distinguish between different types of presentation & communication skills for skill development..

CO3. Describe the theories of communication skills for skill development..

CO4. Apply the knowledge in analyze the needs of communication skill in media market while launching a newspaper, TV channel, Radio Stations or any other social media platform and promotional strategies for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	2	2
CO2	1	2	1	1	1	2	2	2
CO3	1	2	1	1	1	1	2	2

CO4	1	2	1	1	1	2	2	2
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CO-Curriculum Enrichment Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Suggested Readings:

1. Goleman, Daniel, Emotional Intelligence: Why It Can Matter More Than IQ, 2006.
2. Guffey, Mary Ellen, Essentials of Business Communication, Dana Loewy, 2013.
3. McLean, Scott, Business English for Success, The Saylor Foundation, 2011.
4. Moore, Harvill Moore, Business Communication: Achieving Results, Bookboon, 2013.
5. Tripathi, Dr., Ramesh Chandra, Patrkarita Ke Sidhant, Ashok Prakashan, Lucknow.

Website Sources:

- en.wikipedia.org
- www.oneindia.com
- www.mindtools.com
- blog.smarp.com
- edexec.co.uk

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-I
C010101T: BUSINESS ORGANIZATION

Objective: This paper aims to impart an understanding of business concepts for managing business and its processes to meet the emerging challenges of dynamic business environment to inculcate skill, provide employability & entrepreneurial skills.

UNIT I

Foundation of Business: Meaning of Business, Trade, Industry and Commerce, Business and Business Organization - Features and Functions, Classification of Trade, Relationship between Trade, Industry and Commerce, Modern Business and their Characteristics; Promotion of Business: Considerations in Establishing New Business. Qualities of Successful Businessman knowledge for better employability in industry.

UNIT II

Forms of Business Organization: Sole Proprietorship, Partnership, Joint Hindu Family Business, Joint Stock Company – Meaning, features, relative merits and demerits, factors influencing the choice of suitable form of organization; Difference between Private and Public Company; Concept of one Person Company knowledge for better employability in industry.

UNIT III

Plant Location: Concept, Meaning, Importance, Factors Affecting Plant Location. Alfred Weber's and Sargent Florence's Theories of Location for skill development.

Plant Layout: Meaning, Objectives, Importance, Types and Principles of Layout. Factors Affecting Layout for skill development.

Size of Business Unit: Criteria for Measuring the Size and Factors Affecting the Size. Optimum Size and factors determining the Optimum Size for skill development.

UNIT IV

Business Combinations: Meaning, objective and causes; Forms and Kinds of Business Combinations for better skilling of entrepreneurship.

Rationalisation: Meaning, Characteristics, Objectives, Principles, Merits and Demerits, Difference between Rationalisation and Nationalisation for better skilling of entrepreneurship.

Course Outcomes: Students completing this course will be able to:

- CO1: Understand the meaning of Business, Trade, Industry and Commerce, Features and function, classification of trade skill development and employability.
- CO2: Understand the formation of business organization and type of company's entrepreneurship.
- CO3: Understand the meaning, Importance, Plant Location and Plant Layout, Various kind of Theories of Location and Size of business unit employability.

CO4: Understand to Meaning, objective and causes of Business Combinations, Rationalization and Nationalization and Size of the Business Unit meaning and its objectives skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	2	2
CO2	1	2	1	1	1	2	2	2
CO3	1	2	1	1	1	1	2	2
CO4	1	2	1	1	1	2	2	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	2	2	3
CO3	2	1	1
CO4	3	1	2

Suggested Readings:

1. Gupta, C. B.: Business Organization and Management. Mustur Publication.
2. Kaul, V. K.: Business Organization and Management. Pearson Publication.
3. Saha, T. R.: Business Organization and Management. Tata McGraw Hill.
4. Shukla, M. C.: Business Organization and Management. Sultan Chand Publication.
5. Tulsian, P. C. & Pandey, V.: Business Organization and Management. Pearson Publication.

Web Sources:

1. www.cii.in
2. www.ficci.in
3. www.mca.gov.in

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-I

TEME601: Refrigeration and Air Conditioning

Objective: The objective of this course is to familiarize the students with the fundamental principles and different methods of refrigeration and air conditioning. Study of various refrigeration cycles and evaluate performance using Mollier charts and refrigerant property tables. Comparative study of different refrigerants with respect to properties, applications and environmental issues. Understand the basic air conditioning processes on psychometric charts, calculate cooling load for its applications in comfort and industrial air conditioning. Study of the various equipment's operating principles and safety controls employed in refrigeration air conditioning systems for entrepreneurship and skill development and employability.

Unit I (08 Sessions)

Refrigeration: Introduction to refrigeration system, Methods of refrigeration, Carnot refrigeration cycle, Unit of refrigeration, Refrigeration effect & C.O.P, working principle of Refrigerator for skill development and employability.

Air Refrigeration cycle: Air refrigeration cycles, Reversed Carnot cycle, Bell Coleman or Reversed Joule air refrigeration cycle, Aircraft refrigeration system, Classification of aircraft refrigeration system. Boot strap refrigeration, Regenerative, Reduced ambient, Dry air rated temperature (DART) for skill development and employability.

Unit II (08 Sessions)

Vapor Compression System: Single stage system, Analysis of vapor compression cycle, Use of T-S and P-H charts, Effect of change in suction and discharge pressures on C.O.P, Effect of sub cooling of condensate & superheating of refrigerant vapor on C.O.P of the cycle, Actual vapor compression refrigeration cycle, Multistage vapor compression system requirement, Removal of flash gas, Intercooling, Different configuration of multistage system, Cascade system for skill development and employability.

Unit III (08 Sessions)

Vapor Absorption system: Working Principal of vapor absorption refrigeration system and its significance Comparison between absorption & compression systems, Elementary idea of refrigerant absorbent mixtures, Temperature – concentration diagram & Enthalpy – concentration diagram , Adiabatic mixing of two streams, Ammonia – Water vapor absorption system, Lithium- Bromide water vapor absorption system, Comparison for skill development and employability.

Refrigerants: Classification of refrigerants, Nomenclature, Desirable properties of refrigerants, Common refrigerants, Secondary refrigerants and CFC free refrigerants for skill development and employability.

Unit IV (08 Sessions)

Air Conditioning: Introduction to air conditioning, Psychometric properties uses and their definitions, Psychometric chart, Different Psychometric processes, Thermal analysis of human body, Effective temperature and comfort chart, Cooling and heating load calculations, Selection of inside & outside design conditions, Heat transfer through walls & roofs, Infiltration & ventilation, Internal heat gain, Sensible heat factor (SHF), By pass factor, Grand Sensible heat factor (GSHF), Apparatus dew point (ADP) for skill development and employability.

Unit V (08 Sessions)

Refrigeration Equipment & Application: Elementary knowledge of refrigeration & air conditioning equipment's e.g. compressors, condensers, evaporators & expansion devices, Air washers, Cooling, towers & humidifying efficiency, Food preservation, Cold storage, Refrigerates Freezers, Ice plant, Water coolers, Elementary knowledge of transmission and distribution of air through ducts and fans, Basic difference between comfort and industrial air conditioning for skill development and employability.

Course Outcome:

Students completing this course will be able to:

CO1: Understanding the method of refrigeration, Air craft refrigeration systems and DART for skill development and employability.

CO2: Understand vapor compression system and determine the COP of vapor compression refrigeration system. Also describe the use of T-S diagram and P-H chart for skill development and employability.

CO3: Understand the working of vapor absorption cycle and component assemblies. Also know about the refrigerants and its nomenclature and properties for skill development and employability.

CO4: Introduction of air conditioning and its properties and Evaluating and interpret different psychrometric process, cooling and heating load calculations and grand sensible heat factor for skill development and employability.

CO5: Elementary knowledge of air conditioning equipment's like compressors, condensers, evaporators etc. And also knowledge about cold storage, Ice plants, water cooler etc. for skill development and employability.

PO-CO Mapping (Please Write 3, 2, 1 Wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	2	2
CO2	1	2	1	1	1	2	2	2
CO3	1	2	1	1	1	1	2	2
CO4	1	2	1	1	1	2	2	2
CO5	1	2	1	1	1	2	2	2

CO-Curriculum Enrichment Mapping (Please Write 3, 2, 1 Wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1
CO5	3	2	1

Suggested Readings:

1. Prasad, M. 'Refrigeration and Air conditioning', New Age International (P) Ltd. Publications.
2. Arora, C P, 'Refrigeration and Air conditioning', McGraw Publications.
3. Rajpur, R K, 'Refrigeration and Air conditioning', Katson Publications.
4. Arora and Domkundwar, 'Refrigeration and Air conditioning', Dhanpat &Co. Publications.

Website Sources:

- nptel.ac.in/course.html
- www.nsf.gov
- en.wikipedia.org

- www.sciencedirect.com
- www.slideshare.net
- www.researchgate.net

Note: Latest editions of the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate	Year: 2	Semester: I
Subject: Journalism		
Course Code: A270305T	Course Title: Radio and TV Journalism	
<p>Course outcomes:</p> <p>Students will be able to understand</p> <p>CO1: History of radio and writing for radio.</p> <p>CO2: Interviewing techniques of radio and importance of research.</p> <p>CO3: Community radio and recent trends in radio.</p> <p>CO4: International culture of radio.</p> <p>CO5: History of TV and scope of TV journalism</p> <p>CO6: Writing for TV and its impact on society.</p> <p>CO7: Different types of TV programmes.</p> <p>CO8: Basics of video editing. This course will provide the vast opportunities of employability at global level.</p>		
Credits: 6	Major Subject Elective	
Max. Marks: 25+75	Min. Passing Marks: 40%	
Total No. of Lectures- 90		
Units	Topic	No of Lectures
Topic		
I	History of Radio in India; Writing for radio; Radio news bulletin making; News editors, Producer, Radio report; Radio Jockey	12
II	Radio Interview, Radio Feature & Radio Talk; Audience Research	10
III	SFX; Community Radio; Educational Radio; Recent Developments in FM Broadcast	10
IV	National Programmes of All India Radio; BBC and other International Radio Stations	10

V	History of Television in India; Scope of Television Journalism; TV Newsroom: TV news bulletin making; News Editor, Producer, TV Correspondents	12
VI	Techniques of writing TV News; TV News Production; Anchoring; TV Interview; Impact of television on society	12
VII	Television Documentaries; News Magazines and Talk Shows; Field Research; Interviewing; Cable TV	12
VIII	Satellite Channels and its effects on Society; Video Editing; Soap Operas; Other Entertainment Programmes	12

Suggested Readings:

1. Belavadi, Vasuki, Video Production, OUP.
2. Dancyger, K, The technique of film and video editing. Boston: Focal Press, 1993.
3. Jhingaran, Prabhu, Television Ki Duniya, Pratham Sanskaran, Bharat Book Center, Lucknow, 1998.
4. Millerson, G., & Millerson, G, Television Production. Oxford: Focal Press, 1999.
5. Singh, Dr. Ajay Kumar, Electronic Patrkarita, Praham Sanskanskanan, Lokbharti Prakashan, Allahabad, 2014.
6. Zetl, H, Television Production Handbook.

Suggestive digital platforms web links-

https://onlinecourses.swayam2.ac.in/cec21_hs03/preview

https://onlinecourses.swayam2.ac.in/nos20_sc25/preview

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

Open for all

The eligibility for this paper is 10+2 with any subject

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
 - Test with multiple choice questions/ short and long answer questions
- Attendance

Further Suggestions:

It widens the scope for students to join Government and Non-Government organization up skillingthe people at different levels.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	2	1	1	1	1	2
CO2	1	2	2	1	1	1	1	3
CO3	2	1	3	2	1	1	1	1
CO4	1	1	1	2	1	1	1	1
CO5	3	1	1	1	1	3	1	1
CO6	1	2	1	1	1	2	1	2
CO7	1	1	1	2	1	2	1	1
CO8	1	1	2	1	1	1	1	2

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	2	3	1
CO3	3	1	1
CO4	1	1	1
CO5	1	1	1
CO6	1	2	1
CO7	1	1	1
CO8	2	2	1

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme /Class: Certificate	Year: First	Semester: First
Co-Curricular Course		
Course Code: Z010101T	Course Title: Food, Nutrition and Hygiene	
<p>Course outcomes:</p> <ul style="list-style-type: none"> To learn the basic concept of the Food and Nutrition for skill development • To study the nutritive requirement during special conditions like pregnancy and lactation • To learn meal planning • To learn 100 days Nutrition Concept for skill development • To study common health issues in the society • To learn the special requirement of food during common illness for skill development 		
Credits: 2	Compulsory	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 2-0-0		
Unit	Topics	No. of Lectures Total=30
I	Concept of Food and Nutrition (a) Definition of Food, Nutrients, Nutrition, Health, balanced Diet (b) Types of Nutrition- Optimum Nutrition, under Nutrition, Over Nutrition (c) Meal planning- Concept and factors affecting Meal Planning (d) Food groups and functions of food	8
II	Nutrients: Macro and Micro RDA, Sources, Functions, Deficiency and excess of (a) Carbohydrate (b) Fats	7
	(c) Protein (d) Minerals Major: Calcium, Phosphorus, Sodium, Potassium Trace: Iron, Iodine, Fluorine, Zinc (e) Vitamins Water soluble vitamins: Vitamin B, C Fat soluble vitamins: Vitamin A,	

	D, E, K (f) Water (g) Dietary Fibre	
III	1000 days Nutrition (a) Concept, Requirement, Factors affecting growth of child (b) Prenatal Nutrition (0 - 280 days): Additional Nutrients' Requirement and risk factors during pregnancy (c) Breast / Formula Feeding (Birth – 6 months of age) Complementary and Early Diet (6 months – 2 years of age)	8
IV	Community Health Concept (a) Causes of common diseases prevalent in the society and Nutrition requirement in the following: Diabetes Hypertension (High Blood Pressure) Obesity Constipation Diarrhea Typhoid (b) National and International Program and Policies for improving Dietary Nutrition (c) Immunity Boosting Food	7
Suggested Readings:		
<ol style="list-style-type: none"> 1. Singh, Anita, “Food and Nutrition”, Star Publication, Agra, India, 2018. 2. 1000Days-Nutrition_Brief_Brain-Think_Babies_FINAL.pdf 3. https://pediatrics.aappublications.org/content/141/2/e20173716 4. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750909/ 5. Sheel Sharma, Nutrition and Diet Therapy, Peepee Publishers Delhi, 2014, First Edition. 		
Suggested Continuous Evaluation Methods:		
MCQs, Practical Diet/ Meal Planning, assignments Presentations, group Discussion, Case study, Survey		
Suggested equivalent online courses:		
https://www.udemy.com/course/internationally-accredited-diploma-certificate-in-nutrition Diploma in Human Nutrition-Revised Offered by Alison		

IFTM University, Moradabad
Programme: Bachelor of Arts

PROGRAMME/ CLASS CERTIFICATE/ BA	BA- I YEAR	SEMESTER: II
f'k %fghh		
COURSE CODE : A010201T	COURSE TITLE: dk l; ; hfglhhvls dE; Vy	
Course outcomes: CO1. fghhd sfj kfk lsdsk l; ; dsdk lzdheyhvt kudjhi nku djuk rkd og dk l; ; dsdk lzdsl æerk vj dj l dst ksfj kfk lsdsk l; ; fodk djrkgs CO2. dk l; ; dhdk Zfof/kdkdk l; ; læat kdj i k lsd Kku i kr djukgs CO3. fghh i zlj dsvf/dkfj d i = lsd sclj seat kudjhi nku djukgs CO4. fli . kh dkeq; dk Zfof/kku i = lsd sl EcfUk t kudjhi nku djukgs CO5. dE; Vy dkeyhvk nskr fkmgs dE; Vy ij fghheadk Zdjuseal {le cukuggs CO6. dE; Vy l sdk læaxfr vls , dkzkl sl e; vls ku dhcpr djusdsle vkrkgs CO7. baj us dsek; e l s'kk dkl jy djdskk kt kjggs sfo' o Lrj ij Ofa R fodk djrkgs CO8. "kkl s'ogfj d l el; kvladkl ekku gskgs "kkl vlgzgs sfunku vls fuokj . keal gk d gs t ksjKVh vls fo' o Lrj ij Ofa R fodk dsijv ggs		
CREDITS:6	MAX.MARKS: 25+75	MIN.PASSING MARKS: 10+30
Total No. of Lectures- Tutorials-Practical(in hours per week): 3-0-0 or 2-1-0 Etc-		
Unit	Topic	No.of Lectures
L	dk l; ; hfglhd kLo: lk mns; , oal % <ul style="list-style-type: none"> dk l; ; hfglhdhl dYi uk mns; , oal dk l; ; hfglhr fkl lekU fghhdkl ECUk dk l; ; hfglhdhl hkouk a dk l; ; hdk zyki dhl lekU t kudjh 	11
LI	dk l; ; hfglhesi zD i kf h'kd "Kloyh % <ul style="list-style-type: none"> "Kloyh fuekZk dsf) kU] dk l; ; hfglhdhl kf h'kd "Kloyh dk l; ; ka oavf/dkfj ; læd suke] i nule] l aksu vkn] i zkk fud , oafof/d "Kloyh 	11
LII	dk l; ; hfglhi =lkj % <ul style="list-style-type: none"> vksu i =] l jdjh i =] v) Zl jdjh i =] dk l; ; vkski fj i = vfk pukj dk l; ; Kki fokki u] fufonkl dYi i b fokfir 	12
IV	ik i .k] fli .k] i f. k] i You , oal frosu % <ul style="list-style-type: none"> ik i .kdkv fZl lekU i fjp;] ik i .ky\$ku dhi) fir 	11

	<ul style="list-style-type: none"> • fMi .k dk vRZ l leU i fjp;] fMi .k y\$ku dhi) fr] fMi .k v\$ fMi .kheavaj • l \$s.k dk vRZ l leU i fjp;] l \$s.k dhi) fr] i frosu dk vRZ l leU i fjp; , oai zks • i You dk vRZ l leU i fjp;] i You dsfl) kU] i You v\$ fucak y\$ku eavaj 	
V	fglhhHkkk v\$ dE; Vy dk fodk dE % <ul style="list-style-type: none"> • dE; Vy dkl leU i fjp; v\$ bfr gk] • dE; Vy eafglhhHkkk ds fodk dk bfr gk • dE; Vy eafglhh d k Hfo; 	11
VI	fglhhHkkk eadE; Vy i \$k d % <ul style="list-style-type: none"> • b\$ u\$ v\$ fgh] b\$ • fgh ean ky \$ l kv osj , oad lbV • l \$ky e\$ m\$ k ij fgh y\$ku d \$ky 	11
VII	fglhhHkkk v\$ bZ k k % <ul style="list-style-type: none"> • b\$ u\$ ij mi y \$ki = i f=dk W • b\$ u\$ ij mi y \$kn"; & J O l lexb • \$ W Qs cd i \$] bZ b r d ky; l lexb • Lj d \$ h r Fk x\$ l j d \$ h p \$y (Kkun" kZ] bZ i k B" ky k] Lo; a v kfn) i k W k L V] v H k h d {k a 	11
VIII	v & fglhh dE; Vy Val .k, o\$ k v \$ S M d k l \$ k d i {k v \$ fglhh l k g R e a' k k % <ul style="list-style-type: none"> • fglhh Hkkk d sfo H u; Q k W] • ; f u d k \$] • Li hp V W S L V i \$ k d h] • fglhh i h i v h L u k M, oai k \$ v] c & fglhh l k g R e a' k k % <ul style="list-style-type: none"> • "k \$ d si d k] • i f j d Y i u k i f j {k k v \$ i f j d Y i u k m R k n u] • "k \$ d s p j . k] • l k g R d "k \$ d k m n s; 	12

I UH Z x B K %

- 1- l k j] j lep u h z f g] d k k \$; d k Z f o f k] v k R e k e , M l a] u; h f n Y y h] 1963
- 2- "k \$ p u h z k y] d k k \$; h u f g l h h d h i d \$ r] l e r k i d k k u] f n Y y h] 1991
- 3- x k o j \$ M W f o u k s] i z k s u e y d f g l h h] o k k h i d k k u] u; h f n Y y h] 2009
- 4- g f j e l g u] d E; V y v \$ f g l h h] r {k" k y k i d k k u] u; h f n Y y h

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

b\$ e h m, V v F o k l e d {k i f j {k m R h k Z d j p d s l e R f o j k F k Z b l i k B; d E d k p; u d j l d r s g \$

Suggested Continuous Evaluation Methods:

fyflkr ijhkk i k k&d ijhkk i fj; k ukdk Zn{kk i fj {kk

PO-CO Mapping (Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	3	1	3	1	1	1	1
CO2	1	2	1	3	1	2	1	1
CO3	1	1	3	3	1	1	1	1
CO4	2	1	1	3	1	1	1	1
CO5	1	1	2	3	1	2	1	1
CO6	2	1	1	3	1	1	1	1
CO7	1	1	1	3	1	1	1	1
CO8	1	1	1	3	1	1	1	1

CO-Curriculum Enrichment Mapping(Please write 3, 2 ,1 wherever required)
 (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	2	1	1
CO4	3	1	1
CO5	3	1	1
CO6	2	1	1
CO7	3	1	1
CO8	3	1	1

Suggested Continuous Evaluation Methods:

dk 7; dhdk Zof/kdkdk 7; seat kdj i k 6d Kku i dr djuk dE; Vy dheyt kudj hi dr djuk
i k 6d , oai fj; sukdk 7 dE; Vy Vbfi a] i h Vh] , oai kvj cukA

Course prerequisites: To study this course, a student must have had the subject.....inclass/12th/certificate/ diploma.

I Hdsfy, (I lek] fghhHkkdkKku vi fkr)

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class Certificate d k Øe ox& l fV/OdV~	Year First o'kZçFe	Semester II l sšVj fjrñ
fo'k & l b-r		
çJ i = d k&A020201T	çJ i = "hkZ & l bdr x l kGR]vuqñ , oal a. ld vug; kš	
<p>Course outcomes: v f k x e m i y f o k</p> <p>CO1.foj kFkZl bdr x l kGR (d k l lekU Kku çkr dj x d k Ø d s h k l si f j p r g s l d a a</p> <p>CO2.l a f r l kGR d s e k e e l s m u d k u s d] o a p k f f = d m r d l ' k z g k s a</p> <p>CO3.j k V h r d h h o u k ç c y g l s h r f k m r e u k x f j d c u a s k s l f k u h v š j k V h l r j i j , d l o l f k l e k t d s f u e k z k e a l k f g R d s e g r o d s l e > a</p> <p>CO4.l bdr x d s h k ç o g , o a " k j o p u d k d k s y f o d f i r g k s a</p> <p>CO5.vuqñ d k s y e a o f] g l s h b l l s f o j k f z e a y š k u , o a d k s y f o d k d h ; k r k d k f o d k d j u k g a</p> <p>CO6.l bdr h k k v š l k f g R d s f u r & u r u v l o k k d k s [k s i k u r f k m l l s l o & k k u d k k e a o f] d j i k u s ; k g l a s t s j k V h v š f o ' o l r j i j o f a r o f o d k d s i j u d g l a a</p> <p>CO7.foj kFkZl a. ld d k l lekU Kku çkr dj] v f k x e { l e r k e a o f } g s o b l d k m i ; k s d j l d u s e a l { l e g l a a l a. ld d s ç ; k s d s e k e e l s l bdr Kku d s ç p k j v n k u & ç n k u d j u s e a d t j y c u s a</p> <p>CO8.E-content] o a f m t v y y l o c j h d k m i h k s d j i k u s e a l e f z g l a a l a. ld d s ç ; k s d s e k e e l s l bdr Kku d s ç p k j v n k u & ç n k u d j u s e a d t j y c u s a</p>		
Credit:6	Core Compulsory	
Max. Marks:25+75	Min. Passing Marks:	
Total No. of Lectures- Tutorials-Practical (in hours per week); L-T-P: 6-0-0.		

Unit bd kbZ	Topics i k B; fo'k	No. of lectures O k ; k u l š ; k
çFe H k 1 (Part-1)		
I	x l kGR d k m i o , o a f o d k ç e ç k l k f g R d k j & c k h h v] n. M j] o a p k f f = d m r d l ' k z g k s a i a m k { k e j k o	11
II	p k d u k l s n s k o k ; k	12
III	f' l o j k t f o t ; e & ç f e f u " o k O k ; k	12
IV	m i ; d r n k s x b k a s l a d u k l e h k r e d ç J	10
fjrñ H k 2 (Part-2)		
V	v u q ñ & f g a h l s l bdr e a l f u ; e f u n š k i o z 1/2	12
VI	v u q ñ & l bdr i a i f b r 1/2 s f g a h v f o k v a s h e a	11
VII	d a v y d k l lekU i f j p ;] l bdr d h n f v l s d a w j d h m i ; k s r k f o f h u l k m v o s j d a w j e a l bdr & f g a h y š k u g s o m i ; k s h v m & ; f u d k s / x x y b u i d j v y x x y v f l v a , o a o k l / v k f i b x v k h	12
VIII	b a j u s d k ç ; k s] o a o s l p & b z v s l v] b z c d j] b z f l p z t u j y] b z e s t h u] f m t v y y l o c j h v k u y k u v f i o a y f u a l y s o l e z t a v l r e e h v o s l v k u y k u y f u z] o a f l p z	10

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xxy Ld ky v kfn

PO-CO Mapping(Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	1	1	1	1	1	1
CO2	2	2	1	1	1	1	1	1
CO3	3	3	1	1	1	1	1	1
CO4	2	2	1	1	1	1	1	1
CO5	2	2	1	1	3	1	1	1
CO6	2	2	1	1	2	1	1	1
CO7	3	2	1	1	2	1	1	1
CO8	2	3	1	1	2	1	1	1

CO-Curriculum Enrichment Mapping(Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

l brq x&k

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- ❖ 'l duk lsn& j leu&k 'le&Z l eu l k&R H&W] e&B
- ❖ 'l duk lsn& M eg&sk d e& j J h&k r o] fo& b f o] ky ; & d k ku] o& j k k h
- ❖ 'l duk lsn& l d ne&j h&M me&sk p&ei l&S & p; H& j r h l a&R ku] x& l s [k j
- ❖ f l o& j k t f o t ; e - v& ad k u& k O& k l a& k f l o d j . k ' k l = h e g y { e h & d k k u v& k j k
- ❖ f l o& j k t f o t ; e - M j e k ' l a& j f e j p& k l a& k d k k u o& j k k h
- ❖ f l o& j k t f o t ; e - M e g & s k d e& j J h&k r o] fo& b f o] ky ; & d k ku
- ❖ f l o& j k t f o t ; e - M n o u& j k . k f e j l k&R H&W] e&B
- ❖ l a - r l k&R d k b f r g k c y n o m i l e k] p& k l a& k d k k u o& j k k h
- ❖ l k&R d k l a& k b f r g k M me&sk p&ei l&S & p; H& j r h l a&R ku] x& l s [k j
- ❖ l a - r l k&R d k b f r g k me& k l a& j ' l e&Z * f ' k p& k l a& k H& j r h v d n e h] o& j k k h j i q e r 2012
- ❖ l a - r l k&R d k b f r g k o p l i f r x& s k p& k l a& k f o& k h o u o& j k k h j i p e l a d j . k 1997
- ❖ l a - r O& d j . k , o a v u o& n d y k y f y r d e& j e a y c f r H& k d k k u f n y h 2007
- ❖ v u o& k p a n d k j M ; n q a u f e j v u o& k p a n d k j c g u a f = i l B j p& k l a& k l j H& j r h d k k u j o& j k k h
- ❖ v u o& k p a n d k j p a e& j g a u l s ; ky] e l s t y ky c u j l m k] f n y h j 1999
- ❖ l a - r j p u k o h , l - v k v \$ % u o& z me&sk p&ei l&S] p& k l a& k f o& k h o u] o& j k k h j 2008

- ❖ j pukuqn d l S q h d f i y n s f j o s h j f o l b f o | k y ; c d k k u o j k k h 2011
- ❖ d a V j d k i f j p ; x l s o v x z k y f l o k c d k k u j b a l s
- ❖ b u O l e z u V S u s , t h l e r v j k s j e u i r j k i f y d s k u j u A f n Y h

This course can be opted as elective by the students of following subjects:
I H h d s f y , m i y C k (O P E N T O A L L)

cl r k f o r I r r e v l d u &
1 d 1 / 2 B ; O e e s f u e k j r x k i j v k e j r v f e u k x l l h u e s 1 / 2 o a e k s l d
15 v d

v F o k
f y f l k i j h k l o r u " B @ y ? m j h 1 / 2
1 / 2 1 / 2 a . l d A k C d i j h k
10 v d

(

Course prerequisites I H h d s f y , m i y C k (O P E N T O A L L)

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Suggested equivalent online course

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Further Suggestion

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IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: CERTIFICATE	Year: FIRST	Semester: SECOND
Subject: ENGLISH		
Course Code: A040201T	Course Title: Readings in English Poetry	
<p>Course Outcomes: After completing this course, the students will be able to:</p> <p>CO1: Understand the different forms of poetry to instill skills. CO2: Comprehend different stanza form of poetry for skill development and employability. CO3: Identify the devices used by the poet, the mood, the atmosphere, the voice, the stanza form, rhyme pattern and meters scheme at national and global level to enhance analytical skill. CO4: Examine the difference between Shakespearean and Miltonic sonnet forms and Analyze the underlying meaning of a poem by using the elements of poetry at global level for enriching skills. CO5: Reflect on didactic human values as virtually mirrored in Thomas Gray's poem and understand the concept of nature as stated by the romantic poets in literature and appreciate the simplicity and lucidity of expression of poets in romantic literature at global level for skill development and employability. CO6: Be acquainted with the representative poets and their works of Victorian age, understand the literary terms used by the Victorian poets and analyze the existing conflict between faith and doubt in Victorian society to have employability skills. CO7: Know the trends in 20th century poetry of Eliot, Yeats and Larkin and discuss the significance of the literary period of the text by analyzing the effects of the major events of that period globally for skill development and employability. CO8: Understand Rhetoric & Prosody Practical Criticism for skill development.</p>		
Credits: 06	Paper: Core Compulsory	
Max. Marks: 25+75	Min. Pass Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0 .		
Unit	Topic	No. of Lectures
	Forms of Poetry 1. The Sonnet 2. The Elegy 3. The Ode 4. The Epic 5. The Ballad	11

I	6. The Lyric 7. The Dramatic Monologue 8. Allegory	
II	Stanza Forms 1. The Heroic Couplet 2. Blank Verse 3. The Spenserian Stanza 4. Terza Rima	11
III	Poetic Device Structure; Tone; Theme; Rhythm; Rhyme Scheme, Kinds of Meter; Stressed & Unstressed Syllables; Figures of Speech; Irony; Inversion; Negative Capability; Juxtaposition for skill development and employability	11
IV	William Shakespeare – *Let Me Not to the Marriage of True Minds (Sonnet No. 116) OR John Milton - *On His Blindness John Donne - *Presence in Absence Alexander Pope - *Essay on Man	12
V	1. Thomas Gray- * Elegy written in a Country Churchyard 2. William Wordsworth- * The World is Too Much with Us 3. John Keats- * Ode on a Grecian Urn	12
VI	1. Alfred Lord Tennyson- *Break, Break, Break 2. Matthew Arnold- *Dover Beach 3. Robert Browning- *My Last Duchess	11
VII	1. T.S. Eliot- *The Love Song of J. Alfred Prufrock 2. W.B. Yeats- *The Lake Isle of Innisfree 3. Philip Larkin- *Church Going	11
VIII	Rhetoric & Prosody Practical Criticism Introduction to Practical Criticism One Stanza from Poetry for Practical Criticism for skill development and employability	11

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	3	2	1
CO2	3	3	2	2	3	3	3	2

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

**CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)
(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	1
CO3	3	3	1
CO4	3	2	1
CO5	3	2	1
CO6	3	2	1
CO7	3	2	1
CO8	3	3	1

Suggested Readings:

- Abrams, M. H. & Harpham, G. G., “A Glossary of Literary Terms”, Cengage Learning, Delhi, 2015.
- Ford, B., “The New Pelican Guide to English Literature 4: From Dryden to Johnson”, Penguin, 2000.
- Daiches, D., “A Critical History of English Literature”, Supernova Publishers, 2010.
- Compton- Rickett, A., “A History of English Literature” Nabu Press, 2010.
- Abrams, M. H., “English Romantic Poets”, Oxford University Press, New York, 1975.
- Bhattacharyya, A., “Studies in English Rhetoric and Prosody”, Books Way, New Delhi, 2014.
- Boulton, M., “The Anatomy of Poetry”, Kalyani, New Delhi, 1979.
- Bowra, C. M., “The Romantic Imagination”, Oxford University Press, Delhi, 1961.

- Chandler, J. (ed.), “The Cambridge History of English Romantic Literature”, Cambridge University Press, Cambridge, 2009.
- Gardener, H., “The Metaphysical Poets”, Penguin Classics, Delhi, 1960.
- Murry, J. M., “The Problems of Style”, Oxford University Press, London, 1922.
- Shakespeare, W., “Shakespeare's Sonnets-Arden Shakespeare”, Bloomsbury, UK, 2013.
- Thwaite, A., “Twentieth-century English Poetry: An Introduction” Heinemann Educational, 1978.

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

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:

Project/ Assignment	5 Marks
Internal Class Test	20 Marks
Course prerequisites:	Open to all

(Text marked with* are for detailed study)

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA		Year: First	Semester: Second
Subject: History			
Course Code: A050201T		Course Title: History of Medieval India (1206 A.D - 1757 A.D)	
Course Learning outcomes:			
<p>CO1: This topic is designed to develop the understanding of India with the advent of Turks, Timurs, Afghans and subsequently the establishment of Mughal rule in some local parts of India, for better knowledge for employability.</p> <p>CO2: The Consolidation of Tugluqs and Lodies, for better knowledge for employability.</p> <p>CO3: The Mughal's Rule in Some parts of India, their local land Revenue system, relation with Rajput and religious policy, for better knowledge and employability.</p> <p>CO4: The Consolidation of Mughal Empire from Akbar to Shahjahan and the local Resistance of Maharana Pratap, for better knowledge and employability.</p> <p>CO5: The reign of Aurangzeb and the role of his local Deccan and Rajput policy to decline of Mughal Empire, for better knowledge for entrepreneurship & employability.</p> <p>CO6: To study other Contemporary local and national power of India, Maratha under Shivaji and their Administration and concept of Hindu pad-Padshahi and reign of later Mughal, for skill development and employability.</p> <p>CO7: Expansion and Development of different national aspect of Arts- Architecture and Painting in Mughal Period, for skill development and employability.</p> <p>CO8: Foundation and Development of Sufiism in India, Bhakti Movement and Re-Strengthening in North India, for better knowledge for employability & entrepreneurship.</p>			
Credits: 6		Core Compulsory	
Max. Marks: 100		Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0/w			
Unit	Topics		No. of Lectures
I	The Early Turks and The Khiljis.		12
II	The Tugluqs and Lodies.		12
III	The Mughals: Babur and Humayun, Interlude of Shershah with specialreference to Administration and Land revenue system.		12
IV	Akbar to Shahjahan :Mansabdari, Relation with Rajpoot and MaharanaPratap, Religious Policy.		12
V	Aurangzeb: Rajput, Religious and Deccan policy, Decline and disintegration of Mughals		14
VI	Rise of Maratha under Shivaji : Administration, Revenue system, Concept of		6

	Hindu Pad- Padshahi and later Mughal.	
VII	Development of Architecture and Painting in Mughal Period.	10
VIII	Development of Sufiism in India, Bhakti Movement and Re-strengthening in North India.	12

PO-CO Mapping (Please 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	2	1	1	1
CO2	3	3	2	2	2	2	1	1
CO3	2	2	3	3	3	3	2	2
CO4	3	3	2	2	3	3	2	2
CO5	3	3	2	2	2	1	1	1
CO6	3	3	3	2	2	2	2	3
CO7	2	2	2	2	3	3	3	1
CO8	2	2	2	1	1	1	1	2

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	3	3
CO2	1	2	2
CO3	1	3	3
CO4	2	2	2
CO5	1	2	3
CO6	1	3	2
CO7	3	2	2
CO8	2	1	1

Suggested Readings:

Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press.

Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, MunsiramManoharlal

Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, IndianPress

Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta UniversityPress

Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya KalaPrakashan

Singh, Dilbag: Structure of Rural Society in MedievalIndia

Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, ShivalalAgarwal&Co.

Srivastava, A.L.: (2017), TheMughal Empire (English or Hindi Version) India, ShivalalAgarwal&Co.

Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications

Yadav, B.N.S.: (2012), Society and Culture in North India in the 12th Century, India, RakaPrakashan

Sarkar, J.N., Shivaji and hisTimes.

Website Sources:

www.onlinelibrary.wiley.com/journal/10970266•

www.onlinecourses.nptel.ac.in•

www.yourarticlelibrary.com•

www.en.wikipedia.org•

www.e-pgpathshala.com

This is an elective course open for all.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

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

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA	Year: First	Semester: Second
Subject: Political Science		
Course Code: A060201T	Course Title: Political Theory & Concepts	
Course Learning outcomes:		
On completion of this course, learners will be able to:		
CO1: To understanding the local and Political theory is integral and indispensable for a comprehensive and critical study of political science of skill development and employability.		
CO2: Analyzing what is local Politics and explaining the approaches to the Study of Political Science – Normative, Behavioral, Post Behavioral to skill development and employability.		
CO3: The course is designed to train a student in the national foundational issues of political theory, which is relevant for any in depth study to skill development and employability.		
CO4: Explaining the Concept of local State Sovereignty: Pluralistic Theories to skill development and employability.		
CO5: Assessing the theories of State (Origin, Nature, Functions): Contract, Idealist, Liberal and Neo-Liberal Theories. Understanding basic concepts of Liberty, Equality, Rights, Law and Justice to skill development and employability.		
CO6: Analyzing the changing concept of national Sovereignty in the context of Globalization to skill development and employability.		
CO7: Classification of local Democratic Theories to skill development and employability.		
CO8: Understand of national Constitution, Constitutionalism Democracy, Totalitarianism, Secularism, Decentralization to skill development and employability.		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 33
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0/w		
Unit	Topics	No. of Lectures
I	Political Science: Definition, Nature, Scope, Methods And Relations With Other Social Sciences to develop of skill Development and Employability	12
II	Approaches to the study of Political Science. Traditional approaches: Institutional, Historical, Sociological, Philosophical or Normative to develop of skill Development and Employability. Modern Approaches: Behaviouralism, Post Behaviouralism	11
III	State: Definition and Elements, Origin theories: Divine theory, Force theory, Social Contract, Evolutionary theory and Marxists theory. Functions of state: Idealistic theory, Liberal theory, Socialist theory and Welfare theory. to developm of skill Development and Employability.	11
IV	Sovereignty: Monism and Pluralism. Law: Definition: Source, Classification. Punishment: Theories of punishment to develop of skill Development and Employability.	11
V	Liberty, Equality, Justice, Power, Influence, Authority, Legitimacy, Obligation, Rights, Duties ,Political Culture, Political participation, Political development and Political modernization to develop of skill Development and Employability.	12
VI	Idealism, Individualism, Anarchism, Socialism, Capitalism, Imperialism, De colonization, Nationalism, Ethno nationalism, Globalization, Humanright,	11

	Feminism. to develop of skill Development and Employability.	
VII	Parliamentary System, Presidential System, Federal vs Unitary, Political Parties, Pressure Groups, Organs of Govt: Executive, Legislature, Judiciary. to develop of skill Development and Employability.	11
VIII	Constitution, Constitutionalism Democracy, Totalitarianism, Public Opinion, Social Justice, Secularism, Decentralization, Theories of Representation, Post modernism to develop of skill Development and Employability.	11

PO- CO Mapping (Please write 3,2,1 wherever required)

(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	1	1	1
CO2	1	1	1	1	1	1	1	3
CO3	1	1	1	3	1	1	1	1
CO4	1	1	1	1	1	1	1	1
CO5	1	1	1	1	2	1	1	1
CO6	1	1	1	1	1	2	1	1
CO7	1	1	1	1	1	1	1	1
CO8	1	1	1	1	1	1	1	2

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1
CO5	3	3	1
CO6	3	3	1
CO7	3	3	1
CO8	3	3	1

Suggested Readings:

1. AC Kapoor, Principals of political science.
2. Eddy Ashirvatham, political theory, S Chand Delhi,2009
3. JC Johari, Modern political theory.
4. CEM Joad, Introduction to modern political theory.
5. R.C Aggarwal, Political Theory, S Chand
6. Appadorai, Substance of Politics, OUP, Delhi 2000
7. R. Bhargav & A. Acharya, Political theory: and introduction, pearson 2008
8. Amal Ray & Mohit Bhattacharya, Political Theory: An introduction, Pearson 2008 NewDelhi.
9. R.G. Aggarwal, Political Theory, S.Chand 2001 New Delhi.
10. O.P. Gauba, An introduction to political Theory, Macmillan 2001 New Delhi.
11. Eddy Ashirvatham, Political theory, S.Chand 2009 New Delhi.
12. J. C. Johri, Adhunik Rajniti Vigyan Ke Siddhant, Sterling Publication Pvt. Ltd. 1992, NewDelhi.
13. RG Gettel. Political Science
14. David Held, Political Theory and the modern state: Essays on state, power and democracy1989.

15. Andrew Heywood, Politics, Macmillan 2002

16. Prof. Amba Dutt Pant, Gupta, Jain, Rajniti Shastra Adhar

17. Prof. S.P.M. Triphati , Rajniti Vigyan key Adahar Bhut Shiddhant

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (10 Marks)
- Viva (10 Marks)
- Attendance (5 Marks)

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA		Year: First	Semester: Second
Subject: Sociology			
Course Code: A070201T		Course Title: Society in India: Structure, Organization & Change	
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0/w			
Unit	Topics	No. of Lectures	
I	The structure and composition of Indian society: Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society level for skill Development.	7	
II	Indological, Historical, Structural and Functional Perspective to study Indian Society for skill Development.	7	
III	Cultural and Ethnic diversity: Diversities in respect of language, caste, region and religious beliefs and practices for skill Development.	8	
IV	Tribal Communities in India: Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Underdevelopment in Tribe for skill Development.	8	
V	Basic Institutions of Indian society: Caste, Marriage, Religion, Class and Joint Family for skill Development.	6	
VI	Social Classes in India: Agrarian-Rural, Industrial-Urban: The Middle Class; Exclusion and Inclusion, Backward classes, Dalits, Women for skill Development.	8	
VII	Population: Structure and dynamics, Demographic analysis, Population explosion, Demographic theories, Population growth and control for better skill development for skill Development.	8	
VIII	Change and Transformation in Indian Society; Factors affecting National Integration: Casteism and Politics of caste in India, Communalism and Politics of communalism, Naxalism for skill Development.	8	
Course Learning outcomes:			
<p>CO1: This paper is designed in this manner, so that students are introduced to the concepts related to Indian Society at local and national level for skill Development.</p> <p>CO2: They are made familiar with the Indian Society, its linkages and continuity with past and present at local and national level for skill Development.</p> <p>CO3: It also gives insights to analyze contemporary Indian society at local and national level. This paper provides comprehensive understanding of Indian society for skill Development at local and national level.</p> <p>CO4: Understand the Tribal Communities in India, Problems and Underdevelopment in Tribe for skill Development.</p> <p>CO5: Understand the Basic Institutions of Indian society to fulfill national needs for skill Development.</p>			

CO6: Understand the Social Classes in India as Agrarian-Rural, Industrial-Urban: The Middle Class; Exclusion and Inclusion, Backward classes, Dalits, Women for skill Development.
 CO7: Explain the Population, Demographic analysis, Population explosion, Demographic theories for skill development for skill Development.
 CO8: Understand the Change and Transformation in Indian Society at local and national level for skill Development.

PO-CO Mapping(Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	1	2	2	3
CO2	3	3	3	3	1	2	2	3
CO3	3	3	3	3	2	2	2	3
CO4	3	3	3	3	1	2	2	3
CO5	3	3	3	3	3	2	2	3
CO6	3	3	3	3	3	2	2	3
CO7	3	3	3	3	3	2	2	3
CO8	3	3	3	3	2	2	2	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	2	1	1
CO3	2	1	1
CO4	2	1	1
CO5	2	1	1
CO6	2	1	1
CO7	3	1	1
CO8	2	1	1

Suggested Readings:

1. Bose, N.K.1967: Culture and Society in India
2. Dube, S.C., 1958: India's Changing Villages.
3. Karve, Irawati, 1961: Hindu Society: An Interpretation.
4. Srinivas, M.N., 1963Social Change in Modern India.
5. अहूजा आर, 2000, भारतीय समाज,रावत पब्लिकेशन

This is an elective course open for all.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.

- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

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

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/ Class: Certificate/ BA		Year: First		Semester: Second				
Subject: Sociology(Practical)								
Course Code: A070202P		Course Title: Writing skill development on topics of Contemporary Sociological Importance						
Credits: 2			Core Compulsory					
Max. Marks: 25+75			Min. Passing Marks: 40					
Total No. of Lectures-Tutorials-Practical (in hours per week): 0-0-2								
Unit	Topics						No. of Lectures	
I	The structure and composition of Indian society: Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society for skill Development.						8	
II	Indological, Historical, Structural and Functional Perspective to study Indian Society for skill Development.						8	
III	Cultural and Ethnic diversity: Diversities in respect of language, caste, region and religious beliefs and practices for skill Development.						7	
IV	Tribal Communities in India: Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Underdevelopment in Tribe for skill Development.						7	
Course Learning outcomes:								
<p>On completion of this course, learners will be able to:</p> <p>CO1: This is the practical paper introduced in the second semester of the certificate course in order to develop writing skills among the students at local and national level of Sociology for skill Development.</p> <p>CO2: This would enhance and inculcate the analytical skills among the students for skill Development.</p> <p>CO3: The paper is designed to enrich the conceptual vocabulary of the students, such that they are equipped with the writing style in Sociology for skill Development.</p> <p>CO4: This paper is presumably beneficial for the students who are interested in the field of Media, Journalism, Essay writer, Column writer, Psychology, Journalism at local and national level for skill Development.</p> <p>Mapping Course Outcomes leading for the achievement of Programme Outcomes Please write 3,2,1 wherever required (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)</p>								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	1	1	2	2	2
CO2	3	2	1	1	1	2	2	2
CO3	3	3	1	3	2	2	2	2
CO4	3	3	1	1	3	2	2	2

**Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Suggested Readings:

1. J, Jennifer. Quinn.S. Brown.R, 2011: Writing for Sociology, University of California, Berkeley.
2. Uberoi, Patricia, 1993: Family, Kinship and Marriage in India.
3. <https://www.citethisforme.com/guides/harvard/how-to-cite-a-book>
4. <https://libguides.ru.nl/apaEN/reference-examples-books-and-reports>
5. Collected Essays. By M. N. Srinivas with a foreword by, A. M. Shah. Delhi: Oxford University Press, 02.
6. शर्मा,के.एल:भारतीय सामाजिक संरचना एवं परिवर्तन, रावत पब्लिकेशन

This is an elective course open for all.

Suggested Continuous Evaluation Methods:

- Practical file evaluation, main focus on presentation, content and proper use of research methodology & Viva.

Suggested equivalent online courses:

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

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA	Year: First	Semester: Second
Subject: Economics		
Course Code: A080201T	Course Title: Principles of Macro Economics	
Course Learning outcomes:		
On completion of this course, learners will be able to:		
CO1. Develop the knowledge of basic concepts of Macroeconomics, scope and limitations for skill development.		
CO2. Define the meaning of National Income and its various concepts and methods related to its measurement for skill development, employability at national level.		
CO3. Describe the concept related to consumption and investment functions and determination of GDP for skill development and entrepreneurship development nationally.		
CO4. Develop the knowledge of national income determination with fiscal policy and various theories related to money and monetary policy for skill development and employability.		
CO5. Apply the knowledge to understand the aggregative economic analysis and Explain the IS - LM model for skill development, employability at local level.		
CO6. Apply the knowledge to understand the aggregate demand and aggregate supply for skill development and entrepreneurship development.		
CO7. Define the meaning of Inflation and explain its various types, causes, effects and measures to control it effectively for skill development and entrepreneurship development at national level.		
CO8. Interprets macroeconomic issues such as balance of payment, foreign exchange rate and foreign trade for skill development, employability, entrepreneurship development and for fulfilling global needs.		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
Part I		
I	Introduction: What is macroeconomics? Macroeconomic issues in an economy for skill development.	12
II	National Income Accounting: Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept for skill development.	12
III	Determination of GDP: Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier for skill development and entrepreneurship development.	11
IV	National Income Determination in an Open Economy with Government: Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income for skill development.	11

	Money in a Modern Economy Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.	
Part II		
V	IS-LM Analysis: Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve.	11
VI	GDP and Price Level in Short Run and Long Run: Aggregate demand and aggregate supply; multiplier Analysis with AD curve and changes in price levels; aggregate supply in the SR and LR.	11
VII	Inflation and Unemployment Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run for skill development and entrepreneurship development.	11
VIII	Balance of Payments and Exchange Rate: Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate for skill development and entrepreneurship development.	11

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	2	2	1
CO2	3	2	1	1	2	2	2	1
CO3	3	2	1	1	2	1	1	1
CO4	3	2	1	1	2	2	2	1
CO5	3	2	1	1	2	1	2	1
CO6	3	2	1	1	2	2	1	1
CO7	3	2	1	1	2	1	2	1
CO8	3	2	2	1	2	2	1	3

CO-Curriculum Enrichment Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1

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

Suggested Readings:

1. Ackley, G (1976): Macroeconomics: Theory And Policy, Macmillan, New York.
2. Ahuja, H. L (2012): Macroeconomics: Theory and Policy, S. Chand & Company, New Delhi.
3. Ahuja, H. L (2012): Samasti Arthshastra, S. Chand & Company, New Delhi.
4. Lal, S. N (2012): Samastibhavi Visleshan, Shiva Publishing House, Allahabad.
5. Branson, W. A (1989): Macroeconomics Theory And Policy, Harper & Row.
6. D. L (1969): Advanced Macroeconomics, McGraw Hill, New York.
7. Dornbusch, Rudiger & startz, Richard (2012): Macroeconomics, Tata McGraw Hill Education.
8. Dwivedi, D. N (2010): Macroeconomics: Theory and Policy, Tata McGraw Hill Education.
9. Gupta, R. D. & Rana, A. S (2009): Keynes post-Keynesian Economics, Kalyani Publishers, New Delhi & Ludhiana.
10. Hansen, A. H (1953): A Guide To Keynes, McGraw Hill.
11. Jhingan, M. L (2010): Macroeconomics, Vrinda Publications, New Delhi.
12. Jhingan, M. L (2012): Samasti Arthshastra, Vrinda Publications, New Delhi.
13. Shapiro, Edward (2005): Macroeconomic Analysis, Galgotia Publications, New Delhi.
14. Sikdar, Saumyen (2011): Principles of Macroeconomics, Oxford University Press, New Delhi.
15. Surrey, M. J. C (1976): Macroeconomic Themes, Oxford University Press. Romer,

Course prerequisites: 12th Standard Passed with sciences or arts/Open to all

Suggested Continuous Evaluation Methods:

Assignment / Test / Quiz(MCQ) / Seminar/ Presentations/ Research orientation of students

Suggested equivalent online courses:

Courses on Swayam / MOOCs

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA		Year: First	Semester: Second
Subject: Geography			
Course Code: A110201T		Course Title: Human Geography	
Course outcomes: CO1: The Concept and Nature, Meaning and Scope of Human Geography for fulfilling global needs. CO2: The natural and Cultural Changes in and around the Human Environs and their interrelationship. CO3: The Bhartiya Sanskriti Evam Paryavaran Chetna. CO4: Human settlement in India at local and national level. CO5: The primitive economics for fulfilling global needs. CO6: The cultural regions of the world globally. CO7: The world tribes at local and national level. CO8: The Indian Tribes: Bhatia's, Gaddis, Tharus, Bhil, Gond, Santhal, Nagas at local and national level.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			
Unit	Topics	No. of Lectures	
I	Concept and Nature, Meaning and Scope of Human Geography for skill development, Employability and Entrepreneurship.	8	
II	Man and Environment relationship - Determinism, Possibilism, and Neo-determinism, Bhartiya Sanskriti Evam Paryavaran Chetna for skill development, Employability.	8	
III	Distribution of population and world pattern, global migration -causes and consequences, concept of overpopulation and under population for skill development.	8	
IV	Human Settlements: Origin, types (Rural-Urban) characteristics, House types and their distribution with special reference to India for skill development, Employability and Entrepreneurship.	8	
V	Primitive Economics-Food gathering, Hunting, Pastoral herding, Fishing, Lumbering and Primitive agriculture for skill development, Employability and Entrepreneurship.	8	
VI	Cultural Regions, cultural Diffusion, Race, Religion and Language for skill development, Employability.	7	
VII	World Tribes: Eskimos, Kirghiz, Bushman, Masai, Semang, Pygmies for skill development.	7	
VIII	Indian Tribes: Bhotias, Gaddis, Tharus, Bhil, Gond, Santhal, Nagas for skill development, Employability and Entrepreneurship.	6	

PO-CO Mapping (Please 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	
CO1	1	2	1	1	1	1	1	1	
CO2	1	2	1	1	1	1	1	1	
CO3	1	1	3	1	1	1	1	1	
CO4	3	1	1	2	1	2	1	1	
CO5	1	1	2	1	1	1	1	1	
CO6	1	2	1	1	1	1	1	1	
CO7	1	1	1	2	1	1	1	1	
CO8	2	1	2	1	1	1	2	1	

CO-Curriculum Enrichment Mapping(Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	2
CO6	3	2	1
CO7	3	1	1
CO8	3	1	2

Suggested Readings:

1. Chisholm, M. (1985): Human Geography, 2nd edition, Penguin Books, London.
2. B N Singh (2019) ManavBhugolkaSwaroop, Pravalika Publication, Allahabad
3. De Blij, H.J.(1996): Human Geography: Culture, Society and Space,. 2nd edition. JohnWi and Sons, New York,
4. Haggett, P. (2004): Geography: A Modern Synthesis. 8th edition, Harper and Row, NewYork.
5. Hussain, M. (1994): Human Geography, Rawat Publications, Jaipur.
6. B N Singh (2021) ManavevamArthikBhugol, Pravalika Publication, Allahabad
7. Kaushik, S.D. and Sharma, A.K. (1996): Principles of Human Geography (in Hindi),Rasto Publication, Meerut.
8. Norton, W. (2008): Human Geography, Oxford University Press, New York. 5th ed.
9. Singh, K. N. and Singh, J. (2001): ManavBhugol. GyanodayaPrakashan, Gorakhpur.2nd edition.
10. Singh, L.R. (2005): Fundamentals of Human Geography, ShardaPustakBhawan, Allahabad
11. Smith, D. M.(1977): Human Geography- A Welfare Approach, Edward Arnold(Publishers

Ltd., London

12. Stoddard, R.H., Wishart, D.J. and Blouet, B.W. (1986): Human Geography. Prentice-Hall, Englewood Cliffs, New Jersey.

13. B N Singh (2020) SamajikaurSanskritikBhugol, Pravalika Publication, Allahabad

14. Johnston, R. J., Gregory, D., Pratt, G. and Watts, M. (2009): The Dictionary of HumanGeography. 5th edition, Basil Blackwell Publishers, Oxford.

Suggested Continuous Evaluation Methods:

Assignment / Test / Quiz(MCQ) / Seminar/ Presentations/ Research orientation of students

Course prerequisites: 12th Standard Pass/Open to all

Suggested equivalent online courses:

https://onlinecourses.swayam2.ac.in/nou20_hs18/preview

Bachelor of Arts (Geography)
Course II
(Practical)

Programme/Class: Certificate/ BA	Year: First	Semester: Second
Subject: Geography		
Course Code: A110202P	Course Title: Thematic, Weather and Geological Maps	
Course outcomes:		
CO1: The basic ideas of Map and types of maps for fulfilling global needs.		
CO2: About the Thematic Mapping Techniques at local and national level.		
CO3: About the Weather Forecasting for fulfilling global needs.		
CO4: The Construction of Geological Sections at local and national level.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w		
Unit	Topics	No. of Lectures
I	Maps – Classification and Types; Principles of Map Design. Diagrammatic Data Presentation – Line, Bar and Circle for skill development and employability.	7
II	Thematic Mapping Techniques – Properties, Uses and Limitations; Areal Data -- Choropleth, Dot, Proportional Circles; Point Data – Isopleths. Cartographic Overlays – Point, Line and Areal Data. Thematic Maps – Preparation and Interpretation for skill development, Employability.	7
III	Weather Maps, Study and Interpretation of Weather Map, Weather Forecasting for skill development, Employability and Entrepreneurship.	8
IV	Geological Maps: Types, Signs, Bed and Bedding plane, Rock Outcrop, Dip, Strike etc. Construction of Geological Sections for skill development, Employability.	8

Suggested Readings:

1. Monkhouse, F. J. and Wilkinson, F.J. (1985): Maps and Diagrams. Methuen, London
2. Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.
3. Sharma, J. P. (2001): PrayogikBhugol., Rastogi Publication, Meerut 3rd. edition.
4. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi,.
5. Singh, L.R. (2006): Fundamentals of Practical Geography, ShardaPustakBhawan, Allahabad.
6. Sharma, JP. (2008): PrayogatmakBhugol Ki Rooprekha, Rastogi Publications-Meerut.

Note: In Final Examination Student shall be examined by external and internal examiners.
Marks Distribution: Written Exam, Viva, Practical File, Map Preparation.

Note – In practical: Students have to select two questions out of four questions.

Each question will carry 20 Marks.

Written Test - 40 Marks (2Hrs)

Viva voce - 10 Marks

Sessional Record – 25 Marks

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA		Year: First	Semester: Second
Subject: Home Science			
Course Code: A130201T		Course Title: Introduction to Clothing and Textiles & Family Resource Management (Theory)	
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures- 60			
Unit	Topics		No. of Lectures
Part A			
I	Introduction a) Introduction to Clothing and Textile (b) Its importance in day-to-day life (c) Scope (d) Classification of textile fiber on the basis of their source (e) General properties of fibers primary and secondary.		7
II	Knowing Fibers -Manufacture, processing, properties and uses of (a) Cellulosic Fibers-cotton, Linen (b) Protein Fibers-Wool, Silk (c) Synthetic/Manmade fibers-Nylon, Polyester, Acrylic, Rayon.		8
III	Yarn to Fabrics (a) Definition of Yarn, Manufacture of Yarn and Yarn Properties (b) Different fabric construction techniques (Weaving, Knitting, Felting, Braiding, Non-woven) (c) Weaving of Cloth-Terminologies and Steps in Weaving. (d) Types of weaves- Basic and Decorative.		8
IV	Clothing Construction (a)Tools for Clothing construction (b) Introduction to sewing machines, its parts and maintenance, (c) Importance of Drafting, Draping, Flat pattern techniques - advantages & disadvantages (d) fabric preparatory steps for stitching a garment - preshrinking, straightening, layout, pinning, marking and cutting.		7
Part B			
V	Introduction to Home Management: Basic Concepts, Purpose and Obstacles of Management. Process of Management – Planning, Organizing, Controlling and Evaluation. Motivating Factors in Management – Values, Goals and Standards – Definition and Classification.		8
VI	Resources, Decision making & Family life cycle: Meaning, Characteristics, Types and Factors affecting the use of Resources. Steps and Role of Decision Making in Management. Stages of Family Life Cycle.		8
VII	Time, Energy and Money Management: Time as a Resource, Steps in making Time Plan, Tools and Aids in Time Management. Energy as a Resource, Work Curve, Fatigue- Types, Causative Factors and Alleviating Techniques. Family income as a Resource, Sources of Income and Expenditure and Saving. Preparation of Family budget in view of family income.		7
VIII	Work Simplification and Household Equipments: Meaning and Techniques of Work Simplification, Mundell’s Classes of Change. Principle, Use and Care of Household Equipments such as Pressure Cooker, Mixer and Grinder, Refrigerator, Washing Machine, Vacuum Cleaner & Solar Cooker.		7
Course Learning outcomes: On completion of this course, learners will be able to:			

CO1: Learn about scope of textile and clothing.
 CO2: Understanding why fabrics are different.
 CO3: Learn how fabrics can be manufactured.
 CO4: Understand basic clothing concepts and garment making.
 CO5: Learn the family resource management as a whole.
 CO6: Understand the Decision making and use of resources throughout the Family life cycle.
 CO7: Gain knowledge about Time, Money & Energy as a Resource.
 CO8: Appreciate Household Equipment for work simplification.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	1	1	2	3	2
CO2	2	2	3	3	1	2	2	1
CO3	3	2	3	2	1	3	1	2
CO4	2	1	2	1	3	2	2	3
CO5	2	1	2	2	1	3	3	2
CO6	1	1	1	3	2	2	3	2
CO7	1	3	1	3	2	1	2	3
CO8	3	3	2	1	2	3	2	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

Suggested Readings:

1. Colbmen P Bernard: Textiles Fiber To Fabric
2. Hollen & Saddler: Introduction To Textile
3. Joseph M: Introduction To Textiles
4. Trotman: Textile Fiber Science
5. Cutting Tailoring And Dress Making: National open School, B-31-B Kailash Colony, New

Delhi – 1100048.

6. Khanuja, Reena (2018) *Grah Vyavastha avam Grah Sajja*. Agrawal Publications, Agra ISBN: 978-93-81124- 96-3
7. R Bhatia & C Arora (1999), *Introduction To Clothing And Textile*, Printed by Macho Printery, Raopura, Baroda.
8. *Complete Guide To Sewing By Reader's Digest*: published by The Reader's Digest Association (Canada) Ltd. Montreal-Pleasantville, NY, 2002.
9. Deacon R.E. and Firebaugh F.M. (1998) *Family Resource Management- Principles and application*. N. Delhi.: Roy Houghton Mifflin Company.
10. Faulkner, R. & Faulkner, S. (1961) *Inside Today's Home*. Rev. ed. © Holt, Rinehart & Winston, Inc.
11. Gross, I.H. and Crandall, E.H. (1967). *Management for Modern Families*. N. Delhi: Sterling Publishers Ltd?
12. Moorthy G. (Ed.). (1985). *Home Management*. N. Delhi.: Arya Publishers, Mullick, P. Text book of Home science. Ludhiana: Kalyani Publishers.
13. Nickell, P., and Dorsey, J, M. (2002). *Management in Family Living*. New Delhi: CBS Publishers (ISBN13: 9788123908519)
14. Patni Manju & Sharma Lalita, *Grah Prabandh*, Star Publications Agra.
15. Varma, Pramila. *Vastra Vigyaan Avam Paridhan*: Madhya Pradesh Hindi Granth Academy, Bhopal.
16. Varghese, M. A, Ogale, N. N and Srinivasan, K. (2001). *Home Management*. New Delhi. New Age International (P) Ltd.
17. Varghese, M.A. *Household Equipment Manual*, S.N.D.T Women's University, Mumbai.
18. Suggestive digital platforms web links-
Svayam Portal,
<http://heecontent.upsdc.gov.in/Home.aspx> ,.

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

Suggested Continuous Evaluation Methods:

- Seminar on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Attendance

Course prerequisites: To study this course, a student must have had the subject ALL in class12th.

Suggested equivalent online courses:

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

Further Suggestions:

Students may develop their managerial skills after completion this course and may join any field. As Management of Resources is applicable everywhere.

At the End of the whole syllabus any remarks/ suggestions:

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA	Year: First	Semester: Second
Subject: Home Science (Practical)		
Course Code: A130202P	Course Title: Clothing and Textiles	
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lab Period- 30 (60 hours)		
Unit	Topics	No. of Lectures
I	Identify fibers and fabrics (a) Fibre identification tests- Visual, burning and microscopic- natural and synthetic, pure and blended fibres. (b) Weaves identification and understanding their usage.	7
II	Learning to stitch (a) Knowing how to stitch-an idea of straight-line stitching, stitching on curves and at corners (b) Basic Stitching-Temporary Stitching, Permanent and decorative stitching.	7
III	Basic sewing (a) Seams-Plain seams and its finishing, run & fell seam, French seam (b) Attaching different Fasteners (c) Disposal of fullness-darts, gathers, tucks and pleats (d) Neckline Finishing-Facing & Binding.	8
IV	Preparing Frock (a) Drafting, cutting and stitching of Childs' basic block and sleeve block. (b) Adaptation to "Gathered frock" with Peter Pan collar and puff sleeves.	8
Course Learning outcomes: On completion of this course, learners will be able to: CO1: Ability to identify fibers and fabrics. CO2: Understanding why fabrics are different. CO3: Learning basic Sewing skills. CO4: Learn how garments are stitched.		
Suggested Readings:		
<ol style="list-style-type: none"> 1. Cutting Tailoring and Dress Making: National open School, B-31-B Kailash Colony, New Delhi – 1100048. 2. R Bhatia & C Arora (1999), Introduction to Clothing and Textile, Printed by Macho Printery, Raopura, Baroda. 3. Complete Guide to Sewing by Reader's Digest: published by The Reader's Digest Association (Canada) Ltd. Montreal-Pleasantville, NY, 2002. 4. Helen J Armstrong, Pattern Making for Fashion Design, Prentice Hall 5. Gerry Cooklin, Introduction to Clothing Manufacture, Blackwell Science, UK, 1991 6. Metric Pattern cutting & Grading by Winfred Aldrich. 7. Khanuja, Reena. Vastra Vigyaan ke Sidhant, Agrawal Publication, Agra. 8. Suggestive digital platforms web links- Svayam Portal, http://heecontent.upsdc.gov.in/Home.aspx. 		
This course can be opted as an elective by the students of following subjects: Open for all		
Suggested Continuous Evaluation Methods:		
<ul style="list-style-type: none"> • Preparation of samples of various types on fabrics. 		

- Evaluation of Prepared garment.
- Record file preparation and evaluation, Attendance.

Course prerequisites: To study this course, a student must have had the subject. ALL in class12th.

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA		Year: First	Semester: Second
Subject: Education			
Course Code: E010201T		Course Title: Development and Challenges of Indian Education System	
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			
Unit	Topics	No. of Lectures	
I	ANCIENT EDUCATION SYSTEM <ul style="list-style-type: none"> • Vedic and Buddhist Period: Main Characteristics, Aims of Education, Merits and Demerits of Education System, Contribution to Modern Indian Education.for entrepreneurship development. • Viewpoints of Travelers towards Ancient Indian System. 	8	
II	EDUCATION IN MEDIEVAL PERIOD <ul style="list-style-type: none"> • Main Characteristics. • Aims of Education. • Merits and Demerits of Education System. • Contribution to Modern Indian Educationfor skill development. 	8	
III	EDUCATION IN COLONIAL PERIOD <ul style="list-style-type: none"> • Some Landmarks of British Period: • Charter act of 1813 to 1833 and Oriental Occidental Dispute. • MacAulay Minute Filtration Theory. • Wood Dispatch. • Hunter Commission. • Indian University Commission. • Gokhale Bill. • Sadler Commission. • WardhaYojna. 	8	
IV	POST-INDEPENDENT ERA OF INDIAN EDUCATION <ul style="list-style-type: none"> • Radha Krishna Ayog Commission. • Mudaliar Commission. • Kothari Commission. • National Policy of Education 1986 and 1992. • National Education Policy 2020. 	8	
V	PROBLEMS OF PREPRIMARY EDUCATION <ul style="list-style-type: none"> • Unsatisfactory Conditions of Preprimary Schools. • Training of Preprimary Teachers. • Unavailability of Teaching Material. • Loopholes of Supervision and Administration. • Problem of Uniformity. 	8	
VI	PROBLEMS OF ELEMENTRY AND SECONDRY EDUCATION <ul style="list-style-type: none"> • Problems of Access and Equity. • Problems of Multilingualism, Child are Home Language and the 	7	

	<p>Language of School- Classroom, Text books etc to develop employability.</p> <ul style="list-style-type: none"> • Mass v/s Class- Gap in Standards, Financial Load on Parent, Syllabus. • Problem of Non-Availability of Technical and Vocational Guidance at Secondary Level and NSQF. • Problems due to Cyber World and Increasing Stress. 	
VII	<p>PROBLEMS OF HIGHER EDUCATION</p> <ul style="list-style-type: none"> • Problems of Access - Gender (Masculine, Feminine and Transgender) and Caste, Class, Religion, Region. • Problem of over-emphasis on Examination System in India, Information Explosion and its Validation. • Problem related with Students- Aimlessness, Intolerance, Aggression, Unemployment and Competition. 	7
VIII	<p>FACTORS AFFECTING INDIAN EDUCATION</p> <ul style="list-style-type: none"> • Urbanization. • Population Explosion. • Poverty. • Brain Drain. 	6

Course Learning outcomes:

On completion of this course, learners will be able to:

CO1: Understand the development of Ancient education system for entrepreneurship development.

CO2: Understand the development of Education in Medieval period for skill development.

CO3: Comprehend the development of Education in Colonial period

CO4: Comprehend the development of education in post-independent era.

CO5: Analyse the problems of pre-primary education in India.

CO6: Analyse the problems of elementary and secondary education in India for developing employability.

CO7: Analyse the problems of higher education in India.

CO8: Analyse the factors affecting Indian education.

Mapping Course Outcomes leading to the achievement of Programme Outcomes : (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	1	1	2	1	1
CO2	3	3	3	2	1	2	1	1
CO3	3	1	1	2	1	1	2	1
CO4	3	2	1	2	1	2	1	2
CO5	3	2	1	1	3	1	2	1
CO6	3	2	1	1	2	1	2	1
CO7	3	3	2	1	2	1	2	1
CO8	3	1	1	3	1	2	2	2

Co Curriculum Enrichment Mapping (Please 3,2,1 wherever required)

Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	3

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

1. **Suggested Readings:**<https://archive.org/details/in.ernet.dli.2015.441175/page/n31/mode/2u>
2. Altekar A. S. *Education in Ancient India*. Varanasi, Nandkishore & Brothers. 1963
3. Bakshi S.R. & Mahajan, L. *Encyclopedic History of Indian Culture and Religion: Education in ancient India*, New Delhi, Deep & Deep Publications. 2000
4. Govinda, R and M, Bandyopadhyay. *Access to Elementary Education: Analytical Overview*, New Delhi: OUP. 2011
5. Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
6. Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.
7. Mookerji, R.k. *Ancient Indian Education: Brahmanic and Buddhist*. Delhi, Motilal Banarsidass. 1947
8. Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.
9. Singh, Bhanu Pratap, *Aims of Education in India: Vedic, Buddhist, Medieval, British and Post-Independence*, Delhi, Ajanta Publications. 1990.

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

Suggested Continuous Evaluation Methods:

Assignment / Test / Quiz (MCQ) / Seminar/ Presentations/ Research orientation of students

Suggested equivalent online courses:

Courses on Swayam / MOOCs

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA	Year: First	Semester: Second																																							
Subject: Education (Practical)																																									
Course Code: E010202P	Course Title: Prepare a profile of any School (Class 6th-12th) Government / aided / Private.																																								
Credits: 2	Core Compulsory																																								
Max. Marks: 25+75	Min. Passing Marks: 40																																								
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w																																									
Unit	Topics	No. of Lectures																																							
I	• School: need and importance.	5																																							
II	• Types of school on account on administration for skill development.	5																																							
III	• What is school profile and how to create it?	20																																							
<p>Course Learning outcomes: On completion of this course, learners will be able to: CO1: Develop a stronger orientation towards research. CO2: Conceptualize the school profile preparation for skill development.</p> <p>Mapping Course Outcomes leading to the achievement of Programme Outcomes : (Please write 3,2,1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td></td> <td>PO1</td> <td>PO2</td> <td>PO3</td> <td>PO4</td> <td>PO5</td> <td>PO6</td> <td>PO7</td> <td>PO8</td> </tr> <tr> <td>CO1</td> <td>3</td> <td>1</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> </tr> <tr> <td>CO2</td> <td>3</td> <td>1</td> <td>3</td> <td>2</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> </tr> </table> <p>Co Curriculum Enrichment Mapping (Please 3,2,1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1for low mapped)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td></td> <td>Skill Development</td> <td>Employability</td> <td>Entrepreneurship Development</td> </tr> <tr> <td>CO1</td> <td>3</td> <td>2</td> <td>2</td> </tr> <tr> <td>CO2</td> <td>3</td> <td>1</td> <td>2</td> </tr> </table>				PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	CO1	3	1	2	2	1	1	2	1	CO2	3	1	3	2	1	1	2	1		Skill Development	Employability	Entrepreneurship Development	CO1	3	2	2	CO2	3	1	2
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8																																	
CO1	3	1	2	2	1	1	2	1																																	
CO2	3	1	3	2	1	1	2	1																																	
	Skill Development	Employability	Entrepreneurship Development																																						
CO1	3	2	2																																						
CO2	3	1	2																																						

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate	Year: 1	Semester: II
Subject: Journalism		
Course Code: A270201T	Course Title: Reporting and Editing	
<p>Course outcomes: CO1: Learn about Various types of news, elements & structure for skill development and employability. CO2: Understanding concepts of beat Reporting and its Importance for skill development. CO3: Learn Challenges of specialized area of reporting for skill development and employability. CO4: Understanding the different types of news papers & structure and functions of news room for skill development, employability and entrepreneurship. CO5: Understand Editing methods, tools and symbols for skill development, employability and entrepreneurship. CO6: Understanding of the method & importance of proof reading for skill development, employability and entrepreneurship. CO7: Art of Translation in Media for skill development, employability and entrepreneurship. CO8: Role & responsibilities of Reporter, Proof reader & Editor for skill development, employability and entrepreneurship.</p>		
Credits: 4	Major Subject Own Faculty (Core Compulsory)	
Max. Marks: 25+75	Min. Passing Marks: 40%	
Total No. of Lectures- 60		
Unit	Topic	No. of Lectures
PART A: Reporting		
I	News: Concept, Meaning, Definition and Importance; Elements of News; Structure of News; News Value; Types of news.	10
II	Intro: Definition & Types Headline: Definition & Types Beat: Meaning, Importance and Types (Crime, Sports, Political, Parliamentary, Court, Education, Art and Culture, Rural, Women).	06
III	Types of Reporting: Crime, Court, Civil, Society, Culture, Politics, Commerce and Business, Education, Development, Investigative Reporting	08
IV	Structure and functions of Newsroom of Daily, Weekly Newspapers and Periodicals; Different Sections and their functions.	07

PART B: Editing		
V	Editing: Concept, Process and Significance; Editing: Nature and need for editing; Principles of editing; Editorial desk and its functions; Style sheet – editing symbols; Photo editing Editorial Values: Objectivity, facts, impartiality and balance.	8
VI	Proof reading: Meaning, Definition and Importance; Proof reading symbols; New Technique of Proof Readings.	7
VII	Translation: Meaning, Definition, Importance and uses of translation in Journalism; Translation of Government Orders.	7
VIII	Structure of Editorial Department; Role and Responsibilities of Media Persons: Editor, Sub Editor, Reporter, Layout Designer and Proof Reader.	7
Suggested Readings:		
<ol style="list-style-type: none"> 1. F. W. Hodgson, Modern News paper Editing and Production, Elsevier Science & Technology Books, 2. KM Srivastav, News re[porting and Editing, Sterling Publishers Pvt. Ltd 3. Seema Sharma, Journalism Reporting, Anmol Publications Pvt. Limited, 4. Seema Sharma, Editing: theory and Practices, Anmol Publications Pvt. Limited, 5. Ambrish Saxena, fundamental of Reporting and Editing, Kanishka Publishiners Distributors 6. Kobre Kenneth , Photo Journalism The Professionals Approach , Focal Press Oxford. 		
Fincher Terry , Creative Techniques in Photo Journalism , BT Batsford Ltd. London , Belt Angela Faris , The Elements of Photography understanding and creating Sophisticated.		
This course can be opted as an elective by the students of following subjects: Open for all		
Suggested Continuous Evaluation Methods:		
<ul style="list-style-type: none"> • Seminar on any topic of the above syllabus. • Test with multiple choice questions/ short and long answer questions. 		
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities/ MOOC platforms such as “SWAYAM” in India and Abroad.		

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	3	1	1	1	1	2
CO2	1	3	1	2	1	1	1	3
CO3	1	1	1	3	1	1	1	1
CO4	1	1	1	1	1	1	1	1
CO5	1	1	1	2	1	3	1	1

CO6	1	2	1	2	1	2	1	2
CO7	1	1	1	2	1	2	1	1
CO8	1	2	1	1	1	1	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	2	1
CO2	1	3	1
CO3	1	1	1
CO4	2	1	1
CO5	3	1	1
CO6	1	2	1
CO7	1	1	1
CO8	1	2	1

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: CERTIFICATE	Year: 1	Semester: II
Subject: Journalism (Practical)		
Course Code: A270202P	Course Title: Media Related Software	
Course outcomes: After completion of this course students CO1: Ability to handle media related software for skill development, employability and entrepreneurship. CO2: Able to edit audio-visual content for skill development, employability and entrepreneurship. CO3: Able to Prepare Graphics for skill development, employability and entrepreneurship. CO4: Able to Visual Effect software, graphic designing software for skill development, employability and entrepreneurship.		
Credits: 2		Major Subject Own Faculty (Core Compulsory)
Max. Marks: 25+75		Min. Passing Marks: 40%
Total No. of lab. periods- 30 (60 hours)		
Unit	Topic	No. of lab. Periods
I	Software related to Print Media: Adobe Page Maker, Coral Draw, In Design.	10
II	Quark Xpress, Photoshop.	5
III	Audio-Visual Software: Sound Forge, Adobe Pro, and other video editing software.	7
IV	VFX software (visual effect software) / motion graphic software.	8
Suggested Readings: 1. User Guide of Various software		
This course can be opted as an elective by the students of following subjects: Open for all		

Suggested Continuous Evaluation Methods:

- Preparation of samples of Layout Design.
- Evaluation Sound quality edited by students.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	1	3	1	1
CO2	2	3	1	2	1	3	1	1
CO3	1	1	1	2	3	3	1	1
CO4	2	1	1	1	3	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	3
CO2	2	3	3
CO3	3	2	3
CO4	3	3	2

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester II

BAGH 211: fgluhdkvkKjHvQdj.k

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bdkbZ1- fjah/ofu; ldkLo#i

1. Loj , oam dshh
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bdkbZ2. fya fo/ku v]S d]d dki zks

1. fya dhi fHkkk, oam dsi zlj
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bdkbZ3. fgluhQldj.k

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i B; Oe dsi fj. ke course outcomes 1/2

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 CO1 Qldj.k dsfu; eadkckku] Nk=eesk d v]S okD & l jpuK dh; k rkd kfodk djukgs
 CO2 Qldj.kghHk'k dksl jyrkl svi gr y}; rd igakrgst ksofod Lrj ij Ofa Ro fodk dsi j d gSA
 CO3 Nk=eesQldj.k ds} jkHk'k' kj fy [kus]c]y usd sdSkY dk fodk gskgs oamudkj k xj. dsvol j mi yOk
 djukgs
 CO4 fgluhHk'k dks' kj : i eafy [kusv]S cly usl azhf; eadkckkdjkrkgst ksofod Lrj ij Ofa Ro fodk
 djukgs

PO-CO Mapping (Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	1	3	2	1	1
CO2	2	3	1	1	3	2	2	1
CO3	3	3	1	1	3	2	1	1
CO4	3	2	1	1	2	3	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	2	1	1
CO4	3	1	1

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04& Hk ukx] j kt shzegu] j kVHk v] fguh] d fgo l b k u] vkxj k A

05& j k] j kenj l jHk k foKku v] fguh Hk k Honh i d k ku] v; k k A

Website sources-

www.doorsteptutar.com

www.mycoaching.in

www.tetsuccesskey.com

IFTM University, Moradabad
Programme: Bachelor of Arts
SEMESTER – II

COURSE 1: GENERAL ENGLISH-II-BEG212

Course Objectives: This course proposes to study the short story as a literary genre, to identify and describe distinct literary characteristics of the short story form and to develop and integrate the use language skills i.e. Reading & Writing for skill development and employability.

Unit-I

Guy De Maupassant	:	The Diamond Necklace
R. K. Narayan	:	An Astrologer's Day
Mulk Raj Anand	:	A Pair of Mustachios

Unit- II

O' Henry	:	The Gift of the Magi
R. N. Tagore	:	The Home-Coming

Unit-III

Leo Tolstoy	:	Three Questions
Somerset Maugham	:	The Luncheon

Unit-IV

Précis Writing
Paragraph Writing
Essay Writing
Dialogue Writing

Unit-V

Letter Writing; Elements, formats, Kinds: Formal and Informal for skill development and employability.
Formal Letters: Job Application /Complaint/Leave application (for different reason) for employability.
Informal Letters: Invitation; A letter of Acceptance or Regret/ Congratulation/ Appreciation/ Apology for writing skill development.

Course Outcomes:

Students completing this course will be able to:

- CO1:** Choose an appropriate critical approach to analyze given text and to demonstrate knowledge of the historical context of a work or author at national and global level for skill development.
- CO2:** Explain key plot points, analyse theme and apply them and morals to their own writing at local level for developing their skills.
- CO3:** Enable them to understand the passage by silent reading and express the ideas of the passage orally and in writing for skill development.

CO4: Write analytically and creatively to express ideas clearly and incisively in their writing in ways required both inside and outside of the academy for skill development and employability.

CO5: Write letters (formal & Informal) and applications for different reasons for skill development and employability.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	2	3	3
CO2	3	2	3	3	3	2	2	2
CO3	3	3	3	3	3	2	3	3
CO4	1	1	1	1	1	3	3	3
CO5	1	1	1	1	1	3	3	3

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	2	1
CO5	3	2	1

Suggested Readings:

- (1) Remedial English Language by Malti Agarwal, Krishna Publications, Meerut.
- (2) Ranjana English Language edited by Dr. K. S. Agarwal & Mayank Agarwal, RPM, Agra.
- (3) R. K. Narayan's An Astrologer's Day by Dr. Varshney, LNA Publication, Agra.
- (4) Mulk Raj Anand's A Pair of Mustachios by Prof. Vaidyanathan, LNA Publication, Agra.
- (5) R. N. Tagore's The Home-Coming by Dr. B.S. Rao, LNA Publication, Agra.

Website Sources:

- www.wikipedia.com
- www.englishgrammar.org
- www.usingenglish.com
- www.goodreads.com

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-II
BA JMC 211

Basics of Indian Constitution and Political System

Course Objectives

CREDIT-4

To enable students understand the Indian political system and functioning of democratic institutions. To apprise students of electoral system from the perspective of election coverage by media. Also to make them aware of contemporary political issues and motivate them to brainstorm on such issues. This paper will be very helpful in employability and entrepreneurship and skill development of the students of journalism.

Unit- I

Session: 12

Government making; Working of federalism; Issues in governance at state and central levels of state autonomy in India; Politics at the district level: Panchayati raj, elections and governance.

Unit- II

Session: 12

Nature of the party system: National parties and regional parties and their social bases; Effects of fragmentation of parties on the formation and working of governments at the centre and the states.

Unit- III

Session: 10

The electoral system – process, stresses and strains; secularism and communalism in India: problems and trends; centre-state relations.

Unit- IV

Session: 14

Brief study of International relations: foreign policies of India for UK, USA, Russia; UN and its agencies and their functions; Regional organizations such as ASEAN, SAARC, OIC, OAC; India's relations with China, Pakistan, South Asian countries, West Asian countries, Africa, Europe and America.

Guidelines for setting Question Paper

Section-A

Twenty Multiple choice Questions to be answered. 20x1=20

Section –B

Five long Answer-type questions out of ten from all units. 10x5=50

Course Outcomes:

Students completing this course will be able to:

CO1: Define & basics of Indian constitution its concepts and to enrich knowledge, skills, employability and entrepreneurship.

CO2: Distinguish between different types of rights in constitution and to enrich knowledge, skills, employability and entrepreneurship.

CO3: Describe the structure and functions of the government, Election Commission & political parties and to enrich knowledge, skills, employability and entrepreneurship.

CO4: Apply the knowledge in analyze the needs of the knowledge of Indian constitution & political system in India & foreign countries in media industries while launching a news paper, Radio or TV channel and any other audio visual social media platform and promotional strategies and to enrich knowledge, skills, employability and entrepreneurship.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	2	1	3	2	1	1
CO2	1	3	2	3	3	3	1	2
CO3	1	2	2	3	3	1	1	2
CO4	1	2	1	3	1	1	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	2	1
CO2	3	2	3
CO3	2	2	3
CO4	2	1	3

Suggested Readings:

1. Bandyopadhyay, J, The Making of India's Foreign Policy.
2. Basu, Justice Durgadas, Introduction to the Constitution of India.
3. Maheswari, S, Indian Administration.
4. Narang, A. S, Indian Government and Politics, Gitanjali, New Delhi, 1985.
5. Dhingra, I. C, Indian Economics and Development, Sultan Chand & Sons, New Delhi, 1986.
6. Bakshi, P. M, The Constitution of India: Selective Comments, Universal Law Publishing, Delhi, 2007.
7. Basu, D. D. Introduction to the Constitution of India. Prentice Hall.

Website Sources:

- www.wikipedia.org
- www.oneindia.com

IFTM University, Moradabad
Programme: Bachelor of Arts

BCOM 201: BUSINESS MANAGEMENT

Objective: This course intends to provide an insight into the principles and functions of management and their applicability in the contemporary business environment to inculcate skill, provide employability & entrepreneurial skills.

UNIT I

Introduction: Meaning, Definition, Nature, Purpose, Importance of Management; Managerial roles; An overview of functional areas of management; Evolution of management thought- Classical and Neo-Classical system, Contingency Approach, System Approach; Management by Objective understanding for entrepreneurial skill.

UNIT II

Planning: Concept, Objectives, Nature, Limitation, Process of planning, Importance, Forms, Techniques and Process of decision making for better skilling of entrepreneurship.

Organizing: Concept, Objectives, Nature of organizing, types of Organization, Delegation of authority, Authority and responsibilities, Centralization and Decentralization, Span of Control for skill development.

UNIT III

Directing: Concept, Principles & Techniques of directing and Coordination; Communication- Nature, Importance, Types, Network and Barriers, Effective Communication knowledge for better employability in industry.

Controlling: Concept, Principles, Process and Techniques of Controlling, Relationship between planning and controlling for entrepreneurship & employability.

UNIT IV

Motivation: Concept, types, Importance and theories; Concept of leadership- Meaning; Importance, Styles to develop skill.

Recent trends in Management: Social Responsibility of Management, environment friendly management, Management by objectives, Management of Change to develop skill.

Course Outcomes: Students completing this course will be able to:

- CO1: Understand the concepts related to business and its management along with the contribution of various psychologists to the field of management skill development and employability.
- CO2: Demonstrate the roles, skills and functions of management specific to Planning and organizing in organisations entrepreneurship.
- CO3: Analyze effective application of POM to direct human resources, solve organizational problems and develop optimal managerial decisions with effective controlling techniques employability.
- CO4: Analyse effective application of knowledge to diagnose and solve organizational problems related to recent developments in the field of management and thus develop optimal managerial decisions skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	2	2
CO2	1	2	1	1	1	2	2	2
CO3	1	2	1	1	1	1	2	2
CO4	1	2	1	1	1	2	2	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	<u>2</u>	<u>1</u>
CO2	1	<u>3</u>	<u>1</u>
CO3	3	<u>2</u>	<u>2</u>
CO4	2	<u>1</u>	<u>2</u>

Suggested Readings:

1. Gupta, C. B.: Business Organisation. Mayur Publication.
2. Singh, B. P. & Chhabra, T. N.: An Introduction to Business Organisation & Management. Kitab Mahal Publishers.

3. Sherlekar, S. A. & Sherlekar, V. S.: Modern Business Organization & Management Systems Approach. Himalaya Publishing House.
4. Bhushan, Y. K.: Business Organization. Sultan Chand & Sons.
5. Jagdish, P.: Business Organisation and Management. Kitab Mahal Publishers.
6. Agarwal, K. K.: Business Organisation and Management. Pearson Education.
7. Joshi, G. L.: Vyavasayik Sanghathan Evam Prabandha.
8. Shukla, S.: Management Concept & Principles. S. Chand Publishing.
9. Yadav, P.: Business Management. Neel Kamal Prakashan, Delhi.

Web Sources:

1. <https://www.slideshare.net/ersmbalu/principles-of-management-lecture-notes>
2. http://www.ebookbou.edu.bd/Books/Text/SOB/MBA/MBA_1301_full.pdf
3. http://gurukpo.com/Content/MBA/Principles_and_Practices_of_Management.pdf
4. <https://www.cliffsnotes.com/study-guides/principles-of-management>
5. <http://sjecnotes.weebly.com/principle-of-management.html>

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-II

B040602T: Ecology and Environment

Objective: The objective of this course is to familiarize the students with the basics of Ecology & Ecosystem for skill development and employability..

Unit - I

Ecology & Ecosystem, Pollution, Waste management & Circular Economy for skill development and employability, Environmental ethics, Carbon Credits & Role of GIS, Carbon credit: concept, exchange of carbon credits.

Carbon sequestration, importance, meaning and ways, Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Wasteland reclamation. Consumerism and waste products

Unit - II

Clean development mechanism, Geographical Information Systems: definitions and components; spatial and non-spatial data; GIS software packages; GPS survey, data import, processing, and mapping, Applications and case studies of remote sensing and GIS in land use planning, forest resources & agriculture studies for skill development and employability.

Unit - III

Environmental pollution, Environmental protection laws, Bioremediation, Activated Sludge Process (ASP) – Trickling Filters – oxidation ponds, fluidized bed reactors, membrane bioreactor, neutralization, ETP sludge management; digesters, up flow anaerobic sludge blanket reactor, fixed film reactors, sequencing batch reactors, hybrid reactors, bioscrubbers, biotrickling filters; regulatory framework for pollution monitoring and control; case study: Ganga Action Plan; Yamuna Action Plan; implementation of CNG ;Waste- Types , collection and disposal, Recycling of solid wastes (hazardous & non-hazardous) - classification, collection and segregation , Incineration, Pyrolysis and gasification , Sanitary landfilling ; composting, Biogas production ,Circular Economy & sustainability for skill development and employability. Definition of Ecology, Ecological Factors, Positive and negative interactions,

Unit - IV

Ecosystem – Concept of an ecosystem-structure and function of an ecosystem. Abiotic and biotic com-Energy flow in an ecosystem Ecological Succession- Definition & types, Processes and types (autogenic, allogenic, autotrophic, heterotrophic, primary & secondary), Hydrosere and Xerosere. Food chains and food webs, Ecological pyramids, production and productivity;

And components.
 Types of ecosystems: Forest Ecosystem, Grass land, Crop land, aquatic Ecosystems
 Ecological Adaptations – Hydrophytes, Xerophytes, Halophytes, Epiphytes and
 Parasites for skill development and employability.

Course Outcomes:

The students completing this course will be able to:

- CO1: Explain the concept of Ecology & Ecosystem for skill development and employability.
- CO2: Understand the concept of clean development mechanism for skill development and employability.
- CO3: Understand the concept of Environmental pollution, Environmental protection laws for skill development and employability.
- CO4: Analyze operation of Ecosystem – Concept of an ecosystem-structure and function of an ecosystem for skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	2	2
CO2	1	2	1	1	1	2	2	2
CO3	1	2	1	1	1	1	2	2
CO4	1	2	1	1	1	2	2	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	EmpEmployability	EntrEnepreneurship Development
CO1	3	2	1
CO2	2	2	1
CO3	2	2	1
CO4	3	2	1

Suggested reading:

- Silent Spring – Rachel Carson.

- Limits to Growth – Donella Meadows, Dennis Meadows, J.
- Steady State Economics – Herman Daly. ...
- The Violence of the Green Revolution – Vandana Shiva.

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-II

BCOM (H) 401: Entrepreneurship Development

Objective: This paper aims to provide fundamental knowledge of the role, function and operations performed by an entrepreneur in setting up an enterprise to inculcate skill, provide employability & entrepreneurial skills.

UNIT I

Introduction: Meaning of Entrepreneur, evolution, characteristics, types, functions of entrepreneur, distinction between an entrepreneur, entrepreneur and a manager, problem faced by entrepreneurs; Entrepreneurship- concept, theories, process, growth of entrepreneurship in India, factors influencing entrepreneurship, role of entrepreneurship in economic development knowledge for better employability in industry.

UNIT II

Small Scale Industries: Meaning, product range, capital investment, ownership pattern; Importance and role played by SSI in the development of the Indian economy; Problems faced by SSI's and the steps taken to solve the problems; Policies governing SSI's.

Sickness in SSI's - Meaning and definition of a sick industry, Causes of industrial sickness, Preventive and remedial measures for sick industries, role of BIFR for skill development.

UNIT III

Procedure for setting of a Small Enterprise: Electronic commerce and small enterprises, Franchising; Leadership in the new economy, hiring the right employees, building the right organizational culture and structure, the challenge of motivating workers, management succession for entrepreneurship & employability.

UNIT IV

Business Plan (BP): Meaning and importance of BP, typical BP format- Financial, Marketing, Human Resource, Technical, Social aspects of the BP, Preparation of BP, Common pitfalls to be avoided in preparation of a BP to develop skill.

Course Outcomes: Students completing this course will be able to:

- CO1: Understand the concept of entrepreneur, entrepreneurship and its evolution & development in India skill development and employability.
- CO2: Understand the current state, policies, problems of Small Scale Industries and the remedial measures taken employability.
- CO3: Understand the procedure and challenges being faced by small and medium sized enterprises (SMEs) in setting up their operations entrepreneurship.
- CO4: Learn the concept and importance of Business Plan & its formulation skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required) (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	2	2
CO2	1	2	1	1	1	2	2	2
CO3	1	2	1	1	1	1	2	2
CO4	1	2	1	1	1	2	2	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	<u>2</u>	<u>2</u>
CO2	2	<u>2</u>	<u>1</u>
CO3	1	<u>1</u>	<u>2</u>
CO4	1	<u>1</u>	<u>1</u>

Suggested Readings:

1. Michael, P.P.: Entrepreneurship. Tata McGraw Hill.
2. Holt, D.H.: Entrepreneurship: New venture creation. Prentice Hall India.
3. Doliinger, M.J.: Entrepreneurship: Strategies and Resources. Prentice Hall India.
4. Gupta, C.B: Entrepreneurship Development in India. Sultan Chand and Sons.
5. Desai, V.: Problems and Prospects of Small Scale Industry. Himalaya Publishing House.

Website Sources:

<http://download.nos.org/srsec319new/319EL9.pdf>
http://www.ymcaust.ac.in/mba/images/Study_Material/Entrepreneurship-Development-notes.pdf
<http://www.yourarticlelibrary.com/industries/small-scale-industries-in-india-definition-characteristic-and-objectives/23464>
<http://www.economicdiscussion.net/india/industrial-sickness/industrial-sickness-meaning-incidence-nature-and-factors-causing-it/11045>

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts

MENCC01: NATIONAL CADET CORPS I (NCC General)

Course Objective: Acquire knowledge of duties and conduct of NCC cadets. Know about the history of NCC, its organization, and incentives of NCC for their career prospects. Understand about different NCC camps and their conducts. Understand the concept of national integration and its importance for skill development.

Unit 1-NCC General (N) (Contact Hrs. 06) Introduction of NCC, History, Aims, Objective of NCC & NCC as Organization, Incentives of NCC, Duties of NCC Cadet, NCC Camps: Types & Conduct

Unit 2- National Integration & Awareness (NI) (Contact Hrs. 04) National Integration: Importance & Necessity, Factors Affecting National Integration, Unity in Diversity & Role of NCC in Nation Building, Threats to National Security.

Unit 3- Personality Development (Contact Hrs. 3) Intra & Interpersonal skills - Self-Awareness- & Analysis, Empathy, Critical & creative thinking, Decision making and problem solving

Unit 4- Social Service and Community Development (Contact Hrs. 02)

Basics of social service and its need, Types of social service activities, Objectives of rural development programmes and its importance, NGO's and their contribution in social welfare, contribution of youth and NCC in Social welfare.

Course Outcomes:

After completing this course, the cadets will be able to :-

CO1. Define the meaning Respect the diversity of different Indian culture for skill development.

CO2. Make a team and will work together for achieving the common for skill development.

CO3. Do their own self-analysis and will work out to overcome their weakness for better performance in all aspects of life for skill development

CO4. Do the social services on different occasions for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO:1	1	2	1	1	1	3	2	2
CO:2	1	1	1	2	1	3	1	2
CO:3	2	2	1	2	1	3	3	2
CO:4	2	1	2	1	2	3	3	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	<u>Skill Development</u>	<u>Employability</u>	<u>Entrepreneurship Development</u>
CO:1	<u>3</u>	<u>1</u>	<u>1</u>
CO:2	<u>3</u>	<u>1</u>	<u>1</u>
CO:3	3	1	1
CO:4	<u>3</u>	<u>1</u>	<u>1</u>

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-II

AG-107: Introductory Animal Husbandry

Objective: To impart knowledge about livestock production and management to understand the animal husbandry to provide employability, skilling and entrepreneurship.

UNIT-I

General: Importance of livestock in Agriculture and Economy. Dairying under specialized and mixed farming, Livestock and milk production statistics to develop the skill

UNIT-II

Dairy cattle and buffaloes management: Cattle and buffalo Breeds. Breeding methods & systems, Care and Management of pregnant and milch cow, Raising of calves, Management of heifers and bulls, Maintenance of livestock records, Milking methods and principles, Clean milk production, Feeds and feeding, Conservation of fodder, Housing for dairy animals for better skilling and employability.

UNIT-III

Pig management: Importance, Important breeds, rising of piglets up to age of slaughter. General aspects of breeding, Care of sow and boar to develop the skill and entrepreneurship.

UNIT-IV

Sheep and goat management: Importance, Important breeds, rising of kids and lambs, Breeding, Feeding of goats and sheep to develop the skill and entrepreneurship.

UNIT-V

Health management: Common animal diseases of cattle, buffalo, goat, sheep and swine viz. Anthrax. BQ, HS, Brucellosis, Mastitis, Milk fever. Bloat. Swine fever and Enterotoximeia for better skilling to employ in the industry, Vaccination schedule

Course Outcomes:

Students completing this course will be able to:

CO1: Understand the importance of livestock in single and mixed farming and its contribution to economy to develop the skill.

CO2: Become familiar with cattle and buffalo breeds, breeding methods & systems, care and management of them at different ages and purposes for better skilling and employability.

CO3: Get knowledge of maintenance of livestock records, milking methods and clean milk production **to develop the skill and entrepreneurship.**

CO4: Study of Feeds and feeding, Conservation of fodder, Housing for dairy animals to develop the skill and entrepreneurship.

CO5: Introduce with breeds of pigs, goats and sheep, general aspects of breeding, care of kids, lambs piglets, sow and boar. Knowledge of animal diseases of cattle, buffalo, goat, sheep and swine for better skilling to employ in the industry.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	2	2
CO2	1	2	1	1	1	2	2	2
CO3	1	2	1	1	1	1	2	2
CO4	1	2	1	1	1	2	2	2
CO5	1	2	1	1	1	2	2	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	3	1
CO3	3	1	3
CO4	3	2	3

CO5	3	3	1
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References:

1. Shukla, S.G. 2021. Livestock Production and Management. Rama Publishing House, Meerut.
2. Sastry, N.S.R.2015. Livestock Production Management (5th Ed.). Kalyani Publishers, New Delhi.
3. Gautam V.N. and Shrivastava, S. 2017. A Text Book of Livestock Production and Management. Avishkar Publishers Distributers, Jaipur, Rajasthan.
4. Banerjee G. C.2019. A Textbook Of Animal Husbandry (8th Ed.).Oxford University Press, New Delhi.

Website Sources:

- <https://vikaspedia.in/agriculture/livestock/role-of-livestock-in-indian-economy>
- <https://www.yourarticlelibrary.com/dairy-farm-management/dairy-under-mixed-farming-advantages-and-type-of-farming/35663>
- <https://vikaspedia.in/agriculture/livestock/cattle-buffalo/breeds-of-cattle-buffalo>
- https://agritech.tnau.ac.in/animal_husbandry/animhus_cattle_care&management.html
- <http://eagri.org/eagri50/LPM201/lec10.pdf>
- [https://edepot.wur.nl/333855#:~:text=Feeding%20strategies%20based%20on%20conserved,fodder%20crop%20or%20crop%20residue\).](https://edepot.wur.nl/333855#:~:text=Feeding%20strategies%20based%20on%20conserved,fodder%20crop%20or%20crop%20residue).)
- http://www.agritech.tnau.ac.in/expert_system/cattlebuffalo/Housing%20Management%20of%20Cattle%20and%20Buffalo.html
- https://agritech.tnau.ac.in/animal_husbandry/ani_pig_care%20mgt.html
- <https://vikaspedia.in/agriculture/livestock/sheep-and-goat-farming>
- https://agritech.tnau.ac.in/animal_husbandry/animhus_cattle%20_diseases.html

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-II

TEEC603: MICROWAVE ENGINEERING

Objective: The objective of this course is to familiarize the students with the basics of waveguide technology that plays a significant part in communication systems **to inculcate skill, provide employability and entrepreneurial skills.**

Unit – I

Rectangular Wave Guide: Field Components, TE, TM Modes, Dominant TE₁₀ mode, Field Distribution, Power, Attenuation. Circular Waveguides: TE, TM modes. Wave Velocities, Knowledge of Micro strip Transmission line (TL) **to improve skills**, Coupled TL, Strip TL, Coupled Strip Line, Coplanar TL, Microwave Cavities.

Unit – II

Scattering Matrix: Passive microwave devices: Microwave Hybrid Circuits, Terminations, Attenuators, Phase Shifters, Directional Couplers: Two Hole directional couplers, S Matrix of a Directional coupler, Hybrid Couplers, Microwave Propagation in ferrite, Faraday Rotation, Isolators, Circulators. S parameter analysis of all components **to improve Knowledge for employability.**

Unit – III

Microwave Tubes: Limitation of Conventional Active Devices at Microwave frequency, Two Cavity Klystron, Reflex Klystron, Magnetron, Traveling Wave Tube, Backward Wave Oscillators: Their Schematic, Principle of Operation, Performance Characteristic and their applications for **better skill development.**

Unit – IV

Solid state amplifiers and oscillators: Microwave Bipolar Transistor, Microwave tunnel diode, Microwave Field- effect Transistor, Transferred electron devices, Analysis of Avalanche Transit –time devices: IMPATT Diode, TRAPPAT Diode **for entrepreneurship & employability.**

Unit – V

Microwave Measurements: General set up of a microwave test bench **for better skilling of entrepreneurship**, Slotted line carriage, VSWR Meter, microwave power measurements techniques, Crystal Detector, frequency measurement, wavelength measurements, Impedance and Reflection coefficient, VSWR, Insertion and attenuation loss measurements, measurement of antenna characteristics, microwave link design.

Course Outcomes:

The students completing this course will be able to:

CO1: Explain the concept of waveguides in different modes **for skill development.**

CO2: Understand the concept of high frequency operation of waves **for skill development and employability.**

CO3: Understand the concept of fields and cross fields **for employability.**

CO4: Analyze operation of different microwave transistor, diodes **for skill development and employability.**

CO5: Understand different components and working of Microwave test bench **for skill development.**

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	2	2
CO2	1	2	1	1	1	2	2	2
CO3	1	2	1	1	1	1	2	2
CO4	1	2	1	1	1	2	2	2
CO5	1	2	1	1	1	2	2	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	EmpEmployability	EntrEnepreneurship Development
CO1	3	2	1
CO2	1	2	1
CO3	2	2	1
CO4	3	2	1
CO5	3	2	1

Suggested reading:

1. Samuel Y. Liao, "Microwave Devices and Circuits", 3rd Ed, Pearson Education.
2. A. Das and S. K. Das, "Microwave Engineering", TMH.
3. R.E Collin, "Foundation for Microwave Engineering", 2nd Ed., John Wiley India.

4. David M. Pozar, “Microwave Engineering” 3rd Ed, John Wiley & Sons,2009.
5. J. Ryder “Network Lines and Fields” 2nd Ed, Prentice-Hall IndiaLtd.

Website sources:

- en.wikipedia.org
- www.nptel.ac.in
- www.gradeup.in

Note:Latest editions of the suggested readings must be used.

	<ul style="list-style-type: none"> • No breathing or difficult breathing, Drowning, Choking, Strangulation and hanging, • Swelling within the throat, Suffocation by smoke or gases and Asthma. <p>D. First aid related with Heart, Blood and Circulation</p> <ul style="list-style-type: none"> • Basics of The heart and the blood circulation. • Chest discomfort, bleeding. <p>D. First aid related with Wounds and Injuries</p> <ul style="list-style-type: none"> • Type of wounds, Small cuts and abrasions • Head, Chest, Abdominal injuries • Amputation, Crush injuries, Shock <p>E. First aid related with Bones, Joints Muscle related injuries</p> <ul style="list-style-type: none"> • Basics of The skeleton, Joints and Muscles. • Fractures (injuries to bones). 	
II	<p>F. First aid related with Nervous system and Unconsciousness</p> <ul style="list-style-type: none"> • Basics of the nervous system. • Unconsciousness, Stroke, Fits – convulsions – seizures, Epilepsy. <p>G. First aid related with Gastrointestinal Tract</p> <ul style="list-style-type: none"> • Basics of The gastrointestinal system. • Diarrhea, Food poisoning. <p>H. First aid related with Skin, Burns</p> <ul style="list-style-type: none"> • Basics of The skin. • Burn wounds, Dry burns and scalds (burns from fire, heat and steam). • Electrical and Chemical burns, Sun burns, heat exhaustion and heatstroke. • Frost bites (cold burns), Prevention of burns, Fever and Hypothermia. <p>I. First aid related with Poisoning</p> <ul style="list-style-type: none"> • Poisoning by swallowing, Gases, Injection, Skin <p>J. First aid related with Bites and Stings</p> <ul style="list-style-type: none"> • Animal bites, Snake bites, Insect stings and bites <p>K. First aid related with Sense organs</p> <ul style="list-style-type: none"> • Basic of Sense organ. • Foreign objects in the eye, ear, nose or skin. • Swallowed foreign objects. <p>L. Specific emergency satiation and disaster management</p> <ul style="list-style-type: none"> • Emergencies at educational institutes and work • Road and traffic accidents. • Emergencies in rural areas. • Disasters and multiple casualty accidents. • Triage. <p>M. Emergency Child birth</p>	<p>2(Theory)</p> <p>10 (Practical)</p>

III	<p>Basic Sex Education</p> <ul style="list-style-type: none"> • Overview, ground rules, and a pre-test • Basics of Urinary system and Reproductive system. • Male puberty — physical and emotional changes • Female puberty — physical and emotional changes • Male-female similarities and differences • Sexual intercourse, pregnancy, and childbirth • Facts, attitudes, and myths about LGBTQ+ issues and identities • Birth control and abortion • Sex without love — harassment, sexual abuse, and rape • Prevention of sexually transmitted diseases. 	9 (Theory)
IV	<p>Mental Health and Psychological First Aid</p> <ul style="list-style-type: none"> • What is Mental Health First Aid? • Mental Health Problems in the India • The Mental Health First Aid Action Plan • Understanding Depression and Anxiety Disorders • Crisis First Aid for Suicidal Behavior & Depressive symptoms • What is Non-Suicidal Self-Injury? • Non-crisis First Aid for Depression and Anxiety • Crisis First Aid for Panic Attacks, Traumatic events • Understanding Disorders in Which Psychosis may Occur • Crisis First Aid for Acute Psychosis 	2 (Theory) 10 (Practical)
	<ul style="list-style-type: none"> • Understanding Substance Use Disorder • Crisis First Aid for Overdose, Withdrawal • Using Mental Health First Aid 	

Suggested Readings:

- Indian First Aid Manual-<https://www.indianredcross.org/publications/FA-manual.pdf>
- Red Cross First Aid/CPR/AED Instructor Manual
- <https://mhfa.com.au/courses/public/types/youthedition4>
- Finkelhor, D. (2009). The prevention of childhood sexual abuse. Durham, NH: Crimes Against Children Research Center. www.unh.edu/ccrc/pdf/CV192.pdf
- Kantor L. & Levitz N. (2017). Parents' views on sex education in schools: How much do Democrats and Republicans agree? PLoSONE, 12 (7): e0180250.
- Orenstein, P. (2016). Girls and sex: Navigating the complicated new landscape. New York, NY: Harper.
- Schwiegershausen, E. (2015, May 28). The Cut. www.thecut.com/2015/05/most-women-are-catcalled-before-they-turn-17.html
- Wiggins, G. & McTighe, J. (2008). Understanding by design. Alexandria, VA: ASCD.
- <https://marshallmemo.com/marshall-publications.php#8>

Suggested Continuous Evaluation Methods:

Assignments, Presentation, Group Discussion, and MCQ

Suggested equivalent online courses:

- <https://www.redcross.org/take-a-class/first-aid/first-aid-training/first-aid-online>
- <https://www.firstaidforfree.com/>
- <https://www.coursera.org/learn/psychological-first-aid>
- <https://www.coursera.org/learn/mental-health>

Further

Suggestions:.....

- **Note: Latest editions of all the suggested readings must be used.**

IFTM University, Moradabad
Programme: Bachelor of Arts

PROGRAMME/ CLASS DIPLOMA/ BA	BA- 2 YEAR	SEMESTER : III
f'k %fglhh		
COURSE CODE : A010301T	COURSE TITLE: fglhhx 	
Course outcomes:		
CO1 fglhdsfo kFZledksfglhhx dhl Hhfo/kvksdki E d Kku nskA t skjKVh vj\$ fo'o Lrj ij Ofä Rb fodk ds i jvd gkA		
CO2 fglhdsi r fuf/k mi U k d k j k d Fk d k j k uk/d d k j k , d d d k j k fucU d k j k , cavU x fo/kvks dsy \$k d sed segRi vZ i ns l si fjfor dj kuka		
CO3 mi U k eafdl hl oR-V ?Wukl sçHfor gkj t hou fo'k d k vi usd k O eai vZ; kçkr dj l drsgS		
CO4 d Fk v k v j\$ mi U k led sfodk d sbfr gk d ksl e>ukA		
CO5 fjah uk/d] y ?qpd Fk v led s fodk d sbfr gk d ksl e>ukA		
CO6 fjah fuc d k j k ds foHhU fop k j k d ksl e>us ds fy, t ksof kFZleday \$ku d kSy dk fodk dj rkgS		
CO7 j \$kfp= d se k e l sge de l sde ' k O se ee Z ' k j Hko i vZ, o at to vdu dj l drsgS		
CO8 ; k=k oR k d k i f j . k e y \$k d ds j e . k i v u k o l ad si k Bd rd çsk dj uk gSt skjKVh vj\$ fo'o Lrj ij Ofä Rb fodk ds i jvd gkA		
CREDITS: 6	MAX.MARKS: 25+75	MIN.PASSING MARKS: 10+30
Total No. of Lectures- Tutorials-Practical(in hours per week): 3-0-0 or 2-1-0 Etc.		
Unit	Topic	No.of Lectures
I	fglhhx l kgr dkl çkr bfr gk % <ul style="list-style-type: none"> • fglhhd gkuhd k mHb vj\$ fodk] • fglhmi U k d k mHb vj\$ fodk • fglhuk/d d k mHb vj\$ fodk] • fglh v ky kpu k d k mHb vj\$ fodk • fglhd hvU x fo/kvks d k mHb vj\$ fodk 	12
II	fglhhx d hegRi vZ fo/kvks d k l çkr i f j p; % <ul style="list-style-type: none"> • d gkuh] • mi U k] • uk/d • , d d h] • v ky kpu k] • fuc k • ; k=k oR k d] • l bæj . k] • j \$kfp= • M k j h] 	12

	<ul style="list-style-type: none"> • fji kskZ] • vke dFk • Tkoulj • OX 	
III	fglhhmi U k % <ul style="list-style-type: none"> • >M/h d h j k u l % o h k o u y k y o e k Z f o k k z i b d j . k l a k n d M M q h r f c l k j ; k i k k i d k k u u ; h f n Y y h 	11
IV	fglhh d g k u l % p i j e s j & i b p l u h <ul style="list-style-type: none"> • l k t s & t S b h z • x s h u & v k s] • l j n k & ; " k i k y] • r h j h d l e & j s q] • f i r k & k k u j a u 	11
V	fglhh u k v d , o a , d l e h % u k v d % <ul style="list-style-type: none"> • / o l o k e u h & t ; " l d j i z k n , d l e h % • n h i n k u & M w y l e d e j j o e k Z • y { e h d k l o k r & m i b h z k f k v " d 	11
VI	fglhh f u c u k % <ul style="list-style-type: none"> • H j r o k k u f r d S s g k l d r h g S & H j r b h g f j " p l u h • f e = r k & v l o k z j l e p l u z " k o y • v " k e d s o y w & g t k j h i z k n f j o s h • m r j k o k x q h d s v k i k & d o j s u l f k j k • r e q p l u h g e i k u h & M w f o l k u o k f e j 	11
VII	v U x f o k & i e [k M % <ul style="list-style-type: none"> • j s k k p = (f x Y y v & e g n s h o e k Z • l b e j . k (r h c j l d k l k k & j l e f o y k " k e z • t h o u h v a k (d y e d k f i l g h & v e z j k) • f j i k s k Z (_ . k t y / u t y & j s q • O X (H s j k e d k t h & g f j " l d j i j l k o z 	11
VIII	v U x f o k & f j r h [k M <ul style="list-style-type: none"> • ; k = k o r k u t (e s h f r c r ; k = k & j l o g l d r k u) • M k j h (, d y s k d d h M k j h & e d r c s k) v k e d f k (t b u & v l e i z k k o k e h e d) • b v j o w (e s o u l s f e y k & J h l v z k u t f = i k b h f u j k y k & i n e f l g " k e z d e y s k) 	11

C05	3	1	1
C06	2	1	1
C07	3	1	1
C08	3	1	1

Suggested Continuous Evaluation Methods:

2- dfr fo'kk dshkkld fo'ykkij ifj; k uk dk Z2- o pu

Course prerequisites: To study this course, a student must have had the subject.....inclass/12th/certificate/ diploma.

I Hndsfy, (I lekU fguhHkkdkKku vi gk)

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class Diploma d k Øe@ox&-fMy@k	Year Second o'k&f r h	Semester III l ešVj r r h
fo'k - -l b-r		
A"u A&k d M- A020301T	A"u A&k "k h -l b-r uk/d , oa Q d j .k	
Course Outcomes: v f / x e m i y f o k CO1 l b-r uk/ i l k f R d k l l e k U : i l s l e > l d u s e s l { l e g l a A CO2 uk/d d h i k j H k " d ' k o k o y h l s l t j f f o r g l a s b l l s f o l k f f z k e a y š k u , o a d k S y f o d k d h ; k r k d k f o d k d j u k g S CO3 uk/d e s c ; ä j l] N a , o a v y d k l e d k l E d c k k d j l d a A CO4 l a k n , o a v f l k u ; d k S y e a i k j a r g l a S A CO5 u o h u i n l e d s k k u } k j k m u d s ' k o n d k s k e a o f) g l a h t k j k V h v l š f o ' o l r j i j O f ä R o f o d k d s i j d g l a A CO6 H k r h l k a - f r d r R o s , o a e v l a d k s v k e l k r d j H k r h r k d s x o z l s ; ä m l e u k x f j d c u a A CO7 O d j . k i j d ' k o k a d h f l f) ç f Ø ; k l s i f f o r g l s l d a b l s f o l k f f z k e a y š k u , o a d k S y f o d k d h ; k r k d k f o d k d j u k g S CO8 l b-r O d j . k d k l l e k U K k u ç k r d j m i d h o š k f u d r k l s l t j f f o r g l s l d a A		
Credits 6	Core Company	
Max Marks 25+75	Min passing Marks 40	
Total No of Lectures – Tutorial –Practical (in hours per week) L-T-P 6-0-0		
UNIT b d k A	TOPICS i k B i f o " k	NO OF LECTURE O k ; k u l ä ; k
ç f e H k (Part-1)		
I	uk/ i l k f R i j ä j k r F k ç e j k u k / d d k j H k v ' o ' k S j H o h r v] H e u l j k . k j f o ' k k k n u k	12
II	v f H k k u ' k d a y e (1 - 2 v d)	11
III	v f H k k u ' k d a y e (3 - 4 v d)	11
IV	Loluok onre ç f e v d ½	11
f j r h H k (PART -2)		
V	: i f l f) & l l e k U i f j p ; v t l r ç d j . k k j a t o f l) k a d l e q h ½ i ç y a & j k e] l o z l g f l f k l v k O k ; k , o a ' k a : i f l f)	12

VI	vt l' cdj.k y' qf) ka d l' qh 1/2 L=hfya & jek l' okZefr ui adfy & Kku okf l wOk; k, oa' k : i fl f)	11
VII	gy l' cdj.k y' qf) ka d l' qh 1/2 i dy & bne]j kt u~]rn]-vLen~; qn~ l wOk; k, oa' k : i fl f)	11
VIII	gy l' cdj.k y' qf) ka d l' qh 1/2 L=hfya & fde~vi -bne~ ui adfy & bne~vgu~ l wOk; k, oa' k : i fl f)	11

PO-CO Mapping(Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	<u>PO1</u>	<u>PO2</u>	<u>PO3</u>	<u>PO4</u>	<u>PO5</u>	<u>PO6</u>	<u>PO7</u>	<u>PO8</u>
CO1	2	2	1	1	2	3	1	1
CO2	2	2	1	1	2	3	1	1
CO3	2	3	1	1	2	2	1	1
CO4	3	2	1	1	3	2	1	1
CO5	1	1	2	1	1	1	1	1
CO6	1	1	2	1	1	1	1	1
CO7	1	1	3	1	1	1	1	1
CO8	1	1	3	1	1	1	1	1

CO-Curriculum Enrichment Mapping(Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	2	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	2	1	1
CO8	3	1	1

l brq xk

- ❖ v fHku' kd aye~]M d f y n o f=osh] j leu k.k.ky ky fot ; de j' cd k ku] by lgckn
- ❖ v fHku' kd aye~]M me sk pae i k p, H j r h l a fku x l s[k j

- ❖ v fHkku' kd aye-] M, j ek l d j f=i k B j fo' ofo | ky; ç d k ku
- ❖ v fHkku' kd aye-] M, j ek l d j f=i k B j fo' ofo | ky; ç d k ku
- ❖ v fHkku' kd aye-] M, fu: i. k fo | ky d k j] I k g R H B j] e j s B
- ❖ Loluok onre] J hrj "k h > k] j le uk k . ky ky ç s h e k / o ç d k k d] by l g l c k n
- ❖ Loluok onre] t; —. knk g j n k x t r] p k s e k l a - r l h t] o j k k h
- ❖ uk / i k g R d k b f r g k v k s u k / i f) k a] t; d e j t s I k g R H B j] e j s B
- ❖ I a - r d s ç e j k u k / d d k j v k s m u d h - f r ; k a] M x a k k j j k

This course can be opted as an elective by the students of the following subject:
I Hhdsfy, (OPEN TO ALL)

1/2 Bi Øe esfu / k j r uk / d e i j v k k j r l a k n , o a v f h u ; d k s y i j h k 15 v d

i Bi Øe esfu / k j r x e i j v k k j r v f k j k 1/2 l k o u e s 1/2 o a e k s l d

1/2 k 1/2 f y f [k i j h k l a r o u " B / y ? q m U j h 1/2

Course prerequisites

I Hhdsfy, (OPEN TO ALL)

.....

Suggested equivalent online course

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Further Suggestion

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IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: DIPLOMA	Year: SECOND	Semester: THIRD
Subject: ENGLISH		
Course Code: A040301T	Course Title: British and American Drama	
<p>Course Outcomes:</p> <p>After completing this course, the students will be able to:</p> <p>CO1: Develop an understanding of various types of drama & related literary terms at global level.</p> <p>CO2: Learn the core elements of structure such as exposition, complication and resolution or denouement for enhancing their skills.</p> <p>CO3: Have knowledge of literary terms of Drama to boost skills.</p> <p>CO4: Understand three unity of Drama, Setting; Spoonerism; Stage Direction; Syntax; Theme; Understatement; Verisimilitude at global level for enriching skills and employability.</p> <p>CO5: Analyze and appreciate British drama Othello, comprehend the general features, setting and socio-political context of Shakespeare’s plays and develop an interest in Shakespearean language, his use of images, supernatural elements, music and the word play for enriching skills and employability at national and global level.</p> <p>CO6: Demonstrate the ability to contextualize the works of G.B. Shaw and Goldsmiths, interpret the thematic and stylistics elements of the plays and appreciate their literary worth, social relevance and timeless appeal to boost skills and employability.</p> <p>CO7: Comprehend the political, economic, social and intellectual background of Murder in the Cathedral and understand the trends in modern drama through the study of poetic drama at local as well as global level.</p> <p>CO8: Demonstrate the ability to contextualize the works of American dramatists, interpret the thematic and stylistics elements of the plays and appreciate their literary worth, social relevance and timeless appeal at national and global level for skill development and employability.</p>		

Credits: 06				Paper: Core Compulsory				
Max. Marks: 25+75				Min. Pass Marks: 40				
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0.								
Unit		Topic						
I		Drama Types Tragedy & Types; Comedy & Types; Tragi-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; The art of Absurd						
II		Elements of Drama Authorial Intrusion; Cacophony; Circumlocution; Conflict; Diction; Epilogue; Epithet; Euphemism; Euphony; Malapropism						
III		Literary Terms (Drama) Flash back; Foil; Foreshadowing; Hubris; Hyperbaton; Motif; Nemesis; Periphrasis; Portmanteau; Prologue; Epilogue						
IV		Literary Terms (Drama) Unity of Time; Place & Action; Setting; Spoonerism; Stage Direction; Syntax; Theme; Understatement; Verisimilitude.						
V		British Drama William Shakespeare- <i>*Othello</i>						
VI		British Drama G. B. Shaw- <i>Arms & the Man</i> Goldsmith- <i>She Stoops to Conquer</i>						
VII		American Drama T. S. Eliot- <i>*Murder in the Cathedral</i>						
VIII		American Drama Tennessee Williams- <i>A Street Car Named Desire</i> Arthur Miller- <i>The Price</i>						
Mapping Course Outcomes leading for the achievement of Programme Outcomes Please write 3,2,1 wherever required(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	3	2	3

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

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	1
CO3	3	3	1
CO4	3	2	1
CO5	3	2	1
CO6	3	2	1
CO7	3	2	1
CO8	3	3	1

Suggested Readings:

- Bogard, T. & Oliver, W., “Modern Drama: Essays in Criticism”, Oxford University Press, New York, 1965.
- Boulton, M., “The Anatomy of Drama”, Kalyani, New Delhi, 1980.
- Brooks, V. W., “The Writer in America”, E. P. Dutton and Co. Inc., New York, 1953.
- Cohn, R., “Currents in Contemporary Drama”, Indiana University Press, Bloomington, 1969.
- Golden, W.C., “A Brief History of English Drama from the Earliest to the Latest Times”,

<p>Forgot ten Books, London, 2018.</p> <ul style="list-style-type: none"> • Krasner, D., Ed., “A Companion to Twentieth Century American Drama”, Black well Companions, 2007. • Kernan, A. B., “The Modern American Theatre”, Prentice Hall, New Jersey, 1967. • Kitchin, L., “Drama in Sixties”, Faber and Faber, London,1966. • Nicoll, A., “A History of English Drama”, Cambridge University Press, Cambridge, 2009. • https://www.youtube.com/embed/whvEeYQ3ZKg • https://www.youtube.com/embed/NtsBzRd7Mcs • https://www.youtube.com/embed/ReOOYnIj2mI • https://www.youtube.com/embed/oA78Lh7RGy4 • https://www.youtube.com/embed/ajmt0BLnI14 	
<p>This course can be opted as an elective by the students of following subjects: Open to all</p>	
<p>Suggested Continuous Evaluation Methods:</p> <p>Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:</p>	
<p>Project/ Assignment</p>	<p>5 Marks</p>
<p>Internal Class test</p>	<p>20 Marks</p>
<p>Course prerequisites:</p>	<p>Open to all</p>

(Texts marked with *are for detailed study)

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA	Year: Second	Semester: Third
Subject: History		
Course Code: A050301T	Course Title: History of Modern India (1757 A.D – 1857 A.D)	
Course Learning outcomes:		
<p>CO1: Arrival of Dutch and French company and their Rivalry for Control, for better knowledge of entrepreneurship.</p> <p>CO2: This topic is designed to cover the era of national Indian history witnesses the transfer of power from Mughals, other provincial important dynasties to East India Company, for better knowledge for employability.</p> <p>CO3: Consolidation of East India Company: 1770-1813, study for better knowledge for employability</p> <p>CO4: Expansion of East India Company: 1813-1856, study for better knowledge for employability.</p> <p>CO5: It covers the study of national Indian resistance at various levels and finally culminates in the First War of Independence, study for better knowledge for employability.</p> <p>CO6: This topic is an important part of History at Witness the Rises of local Indigenous power like Maratha, Sikkh, Hyderabad and Mysore in 18th century, study for better knowledge for employability.</p> <p>CO7: This topic covers the Colonial land revenue system, for better knowledge for employability.</p> <p>CO8: This topic covers national Indian Renaissance, Reform and revival, for skill development and employability.</p>		
Credits: 6		Core Compulsory
Max. Marks: 100		Min. Passing Marks: 33
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0		
Unit	Topics	No. of Lectures
I	Arrival of European Companies: Rivalry for Control.	12
II	Ascendancy of British East India Company: Plassey and Buxar and its Impact.	12
III	Territorial Expansion of East India Company: 1770-1813	12
IV	Territorial Expansion of East India Company: 1813-1856.	12
V	Rise of Punjab under Ranjeet singh: conquests and administration.	14
VI	Rise of Hyderabad and Mysore in 18 th century.	6

VII	Land Revenue system during Colonial period: permanent settlement, Raiyatwari and Mahaalwari system.	10
VIII	Indian Renaissance: Reform and revivals.	12

PO-CO Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	3	1	1	1
CO2	2	2	1	2	3	2	1	1
CO3	2	2	2	1	1	1	2	2
CO4	2	2	1	1	3	2	1	1
CO5	3	2	3	3	3	1	1	1
CO6	3	3	3	2	2	2	1	1
CO7	2	2	3	3	2	1	1	1
CO8	3	3	2	2	2	2	1	1

CO-Curriculum Enrichment Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	3	2
CO2	1	3	2
CO3	1	3	1
CO4	1	2	2
CO5	1	2	1
CO6	1	3	2
CO7	1	3	2
CO8	2	3	1

Suggested Readings:

- Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta, K.P.Bagchi
- Bayly, C.A: An Illustrated History of Modern India 1600–1947, London1990
- Chabra, G.S.: (1989), Advanced History of Modern India, StearlingPublication
- Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi,Popular Publication)
- Desai, A.R.: (1984), India's Path of Development, Mumbai, PopularPublication
- Dodwell: (1925) A Sketch of the History of India, London, Longman's Green andCo.
- Dutta, K.K.: (1975), Social History of Modern India, Delhi, MacmillanPublication
- Freedenberg, R.E.: (1912) Land Control and Social Structure inIndia
- Grover, B.L: A New look on Modern IndianHistory
- Jain, M.S.: (1993) Aadhunik Bharat Varsh Ka Itihas, New Age International Pvt.Ltd.
- Lal, Sunder: (2018) Bharat Mein Angreji Raj, PrabhatPublication
- Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols.Macmillan Publication
- Metcalf, Berbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge,2002
- Metcalf, Thomas: (1995), Ideologies of the Raj, CambridgeUniversity
- Mishra, B.B. (1972), Administrative History of Modern India, Oxford UniversityPublication
- Mishra, J.P.: Aadhunik Bharat Ka Itihas, Uttar Pradesh Granth Academic,Prabhag
- Mittal, S.C.: Bharat Ka SaamajikaurAarthikItihas(1758–1947)
- Muir, Ramssay: (1969) The Making of British India, Oxford UniversityPress
- Prasad, Ishwari&Subedar: (1951) History of Modern India (English or Hindi), IndianPress
- Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London,Oxford UniversityPress
- Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, RajkamalPrakashan
- Sarkar, Sumit:(1983)Modern India ,Macmillan

- Sen, Sunil, K.: (1979), Agrarian relations in India, 1793–1947, People’s PublicationHouse
- Shukla, R.L. (ed.): Adhunik Bharat Ka Itihas (Hindi), Delhi UniversityPublication
- Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, AtmaRam
- Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press
- Thompson & Garret : (1934) Rise and Fulfillment of British Rule in India, OriginallyPublished

This is an elective course open for all.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

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

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA		Year: Second	Semester: Third
Subject: Political Science			
Course Code: A060301T		Course Title: Political Process in India	
Course Learning outcomes:			
On completion of this course, learners will be able to:			
CO1: Study of the functioning of Indian Democratic System essential for a comprehensive understanding of the Indian Political System.			
CO2: The course is designed to train& acclimatize the student with the Indian Political System in action.			
CO3:The student understand the Impact of Democratic Decentralization			
CO4: Explain the working relationship between citizens and state and among various units of the state.			
CO5: The student would be able to appreciate the Indian political system since independence.			
CO6: Aware the knowledge of Respect To Women, Cast And Class.			
CO7: Student would be Challenges of Nation Building.			
CO8: The student would be able to Politics of President rule.			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0			
Unit	Topics		No. of Lectures
I	Process of Democratization in Post colonial India, Dimensions of Democracy: Social, Economic, Political, Factors Shaping the Indian Political System since Independence to develop of skill Development and Employability.		10
II	Quasi- Federalism, Coalition, Political parties & Party System in India to develop of skill Development and Employability.		8
III	Impact of Democratic Decentralization: Urban and Local self government, 73 rd & 74 th Amendment of Indian Constitution to develop of skill Development and Employability.		8
IV	Pressure Groups, Determinants of Voting Behavior, Cast & Politics,Need of Electoral Reforms,The Politics Of Secession And Accommodation to develop of skill Development and Employability.		10
V	Religion & Politics in India, Debates on Secularism to develop of skill Development and Employability.		6
VI	Affirmative Action Policies With Respect To Women, Cast And Class to develop of skill Development and Employability.		8
VII	Challenges of Nation Building: Ethnicity, Language, Regionalism, Cast, Majority and Minority Communalism, Corruption to develop of skill Development and Employability.		6
VIII	Politics of Defection, Politics of President rule to develop of skill		6

Development and Employability.

PO- CO Mapping (Please write 3,2,1 wherever required)

(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	1	1	1
CO2	1	1	1	1	3	1	1	1
CO3	1	1	3	1	1	1	1	1
CO4	1	1	3	1	1	1	1	1
CO5	1	1	1	1	3	1	1	1
CO6	1	1	2	1	3	1	1	1
CO7	1	1	2	1	1	1	1	1
CO8	1	1	2	1	1	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	2
CO5	3	3	1
CO6	3	3	1
CO7	3	3	1
CO8	3	3	1

Suggested Readings:

1. Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)
2. Basu D.D., 'Bharat ka Samvidhan: Ek Parichay, Prentice Hall, New Delhi. (Latest Edition)
3. Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.
4. Granville Austin Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999
5. Jayal Niraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012
6. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014
7. Kothari Rajni, 'Bharat Mein Rajneeti' Orient Blackswan Hyderabad, 2014
8. Kothari Rajni, 'Bharat mein Rajneeti: Kal aur Aaj' Vani Prakashan New Delhi, 2007
9. Narang A.S., Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)
10. Singh, M.P., and Sexena Rekha, Indian Politics: Contemporary Issues & Concerns' Prentice Hall of India Pvt. Ltd. New Delhi, 1998.
11. Singh, M.P., and Sexena Rekha, Bharatiya Rajneeti: Samkalin Mudde Evm Chunauiyan' Prentice Hall of India Pvt. Ltd. New Delhi.

This Course Can Be Opted As An Elective By The Student Of Any Subject.

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (10 Marks)
- Viva (10 Marks)
- Attendance (5 Marks)

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA	Year: Second	Semester: Third						
Subject: Political Science								
Course Code: A060302P	Course Title: Field Work Tradition In Social Sciences							
Course Learning outcomes:								
CO1: This paper intends to train students in carrying out empirical studies and field work which would help him in research.								
CO2: This would sensitize him to the precaution that is required to carry a empirical study on socially relevant topics.								
CO3: The students understand the Data Collection.								
CO4: Student able the Analysis of Election in India								
Credits: 2		Core Compulsory						
Max. Marks: 25+75		Min. Passing Marks: 33						
Total No. of Lectures-Tutorials-Practical (in hours per week): 0-0-2								
Unit	Topics	No. of Lectures						
I	Uniqueness Of Social Sciences, Fact Value Dichotomy, Ethnocentrism, Participant Observation, Value Neutrality to develop of skill Development and Employability.	8						
II	Empirical Research: Meaning, Types, Methods, Identification Of Research Problem, Formulation Of Hypothesis, Research Design to develop of skill Development and Employability.	8						
III	Data Collection: Method, Observation, Interview Schedule, Questionnaire, Case Study, Data Processing, Data Analysis to develop of skill Development and Employability.	8						
IV	A Case Study On Any Socio-Political Relevant Topic Of The Time And Place eg. Analysis of any Election in India, Functioning of any organ or agency of United Nation to develop of skill Development and Employability.	6						
PO- CO Mapping (Please write 3,2,1 wherever required) (Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	3	1	1	1	1	1
CO2	1	1	1	3	3	1	1	1
CO3	1	1	1	1	3	1	3	1
CO4	1	1	2	1	3	1	1	1
Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)								

(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

1. R. KUMAR, Research Methodology: A Step by step guide for beginners, Pearson.
2. P.N. Mukherjee, Methodology in social research, Sage publication, New Delhi.
3. V.K. Srivastav, Methodology and Fieldwork, Oxford University Press New Delhi.
4. R.N. Trivedi & DP Shukla, Research Methodology, college book depot, Jaipur.
5. J. Galtun, Theories and method of Social research, London.
6. P.V. Young, Scientific Social survey, New York, Parentice Hall Inc.
7. Ashok kr Jain, Sarvechand evam chetrakarya, amazon.in

This elective is open to all

Suggested Continuous Evaluation Methods:

- Project on a relevant topic (10 Marks)
- VIVA (10 Marks)
- Attendance (5 marks)

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/ Class: Diploma/ BA		Year: Second	Semester: Third
Subject: Sociology			
Course Code: A070301T		Course Title: Social Change & Social Movements	
Credits: 6		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0			
Unit	Topics		No. of Lectures
I	Concept, Meaning & Nature of Social change, Factors of Social Change, change in structure and Change of structure for skill Development.		12
II	Types of Social change: Evolution, Development, Progress and Revolution for skill Development.		12
III	Theories of Social Change: Linear, Cyclical, Demographic, and Economic (Conflict). Information technology and Social Change for skill Development.		11
IV	Processes of Social Change in India: Sanskritization , Westernization, Modernization. Concept & Impact of Secularization and Globalization. Parochialisation and Universalization for skill Development.		11
V	Concept & Meaning of Social Movement, Nature, Definitions and Characteristics of Social Movements for skill Development.		11
VI	Social Movement and Social Change, Types of Social Movement: Reform, Rebellion, Revival, Revolution, Insurrection, Counter Movement for skill Development.		11
VII	Theories of Social Movement: Structural –functional, Marxist, Resource Mobilization Theory, New Social Movement for skill Development.		11
VIII	Social Movement in India: Peasant movement, Labour movement, Dalit movement, Women’s movement, Environmental movement for skill Development.		11
Course Learning outcomes:			
On completion of this course, learners will be able to: CO1: This paper is designed in a manner, so that students are introduced to the concepts related to Social change and Social Movement for skill Development. CO2: This course will introduce students to the dynamic aspect and dissension tendencies of society at national level for skill Development. CO3: The critical evaluation would enable students to come out with better suggestions, contributing in cohesion of society for better skill development . CO4: This course will introduce Processes of Social Change in India at national level for skill Development. CO5: Understand the Social Movement, Nature, Definitions and Characteristics of Social Movements for skill Development.			

CO6: Understand the Social Movement and Social Change For better skill development.
 CO7: This course will introduce Theories of Social Movement for skill Development.
 CO8: Understand the Social Movement in India for skill Development.

Mapping Course Outcomes leading for the achievement of Programm Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO 1	PO 2	PO 3	PO4	PO5	PO 6	PO7	PO8
CO1	3	1	1	1	1	3	1	1
CO2	1	2	1	1	1	1	2	1
CO3	1	2	2	1	1	1	2	2
CO4	1	1	1	3	1	1	1	1
CO5	1	1	1	1	3	1	1	1
CO6	1	1	1	1	3	1	1	1
CO7	1	1	1	2	3	1	1	1
CO8	1	2	1	2	3	1	2	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	2	1	1
CO3	3	1	1
CO4	2	1	1
CO5	2	1	1
CO6	3	1	1
CO7	2	1	1
CO8	2	1	1

Suggested Readings:

1. Social change: W F Ogburn
2. Theories of social change: A critical appraisal -Raymond Boudon
3. The theory of social change- John McLeish
4. Social change in India: Crisis and resilience - Yogendra Singh
5. Social movement and Social Transformation -MSA Rao
6. Protest and change: Studies in social movement -T K Oommen
7. Social movements in india- Ghanshyam Shah

8. आधुनिक भारत में सामाजिक परिवर्तन: एम. एन. श्रीनिवास.

This is an elective course open for all.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

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

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA	Year: Second	Semester: Third
Subject: Education		
Course Code: A080301T	Course Title: History of Economic Thought	
Course Learning outcomes:		
On completion of this course, learners will be able to:		
CO1. To develop the knowledge about Indian economic thinkers like Kautilya, Valluvar and gandhian economists for their skill development at national level.		
CO2. To introduce & highlight before the students about Indian economic thinkers and their valuable contribution for enhancing their skills globally in the field of Economics.		
CO3. Describe the economic thinkers related to early period and their valuable contribution in the field of Economics for enhancing their skills nationally.		
CO4. To develop the knowledge about mercantilism and Physiocracy.		
CO5. To introduce the students about Indian economic thinkers related to classical period for enhancing their skills.		
CO6. To develop the knowledge about German romantics and socialists; Sismondi, Karl Marx and economic ideas of J.B. Say, J.S. Mill for enhancing their skills at national level.		
CO7. Describe the students about the role of Professor Marshall in Economics.		
CO8. The classical, the marginalize revolution and its application to the theories of general and partial equilibrium.		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
Part I		
I	Kautilya, Valluvar, Dada Bhai Naoroji, RC Dutt, BR Ambedkar, R M Lohia, Gandhian Economics for enhancing their skills.	12
II	Pt. Deen Dayal Upadhyay, JK Mehta, A K Sen, J. Bhagwati, A.K Mathur,	12
III	Early Period: Economic thought of Plato and Aristotle – Doctrines of Just Cost and Just price.	11
IV	Mercantilism: Main Characteristics; Thomas Munn - Physiocracy: Natural Order, Primacy of Agriculture, Social Classes, Tableau Economique, Taxation for their skill development, Turgot – Economic ideas of Petty, Locke and Hume.	11
Part I		
V	Classical Period: Adam Smith - Division of Labour, Theory of Value, Capital Accumulation, Distribution, Views on Trade, Economic Progress; David Ricardo - Value, Theory of Rent, Stationary State, Distribution, Ideas on International Trade; Thomas R. Malthus - Theory of Population and Theory of Gluts for enhancing their skills.	11

VI	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.	11
VII	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: Role of Entrepreneur and Innovations for improving their skills.	11
VIII	Marginalists: The Precursors of Marginalism, Cournot, Gossen— The Marginalist Revolution: Jevons, Walras and Menger - Bohm- Bawark, Wicksell and Fisher: Quantity Theory of Money; Economic Ideas of Wicksteed and Weiser for skill development.	11

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	2	2	1
CO2	3	2	1	1	2	2	2	1
CO3	3	2	1	1	2	1	1	1
CO4	3	2	1	1	2	2	2	1
CO5	3	2	1	1	2	1	2	1
CO6	3	2	1	1	2	2	1	1
CO7	3	2	1	1	2	1	2	1
CO8	3	2	2	1	2	2	1	3

CO-Curriculum Enrichment Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	2	1	1

	CO5	3	1	2
	CO6	2	1	2
	CO7	2	1	1
	CO8	3	1	2

Suggested Readings:

1. Bhatia, H. L: History of Economic Thought, Vikash Publishing House.
2. Blackhouse, R (1985): A History of Modern Economic Analysis, Basil Blackwell, Oxford.
3. Ganguli, B. N (1977): Indian Economic Thought: A 19th Century Perspective, Tata Mcgraw Hill.
4. Hajela, T. N (2011): Aarthik Vicharon Ka Itihas, Ane Books.
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. Jhingan, M. L (2008): Aarthik Vicharon Ka Itihas, Vrinda Publications, New Delhi.
8. Kautilya (1992), The Arthashastra, Translated And Introduced By L. N. Rangarajan, Penguin Books.
9. Loknathan, V (2009): History of Economic Thought, S. Chand & Company.
10. Roll, Eric : History of Economic Thaught, Faber.
11. Schumpeter, J.A (1954): History of Economic Analysis, Oxford University Press, New York.
12. Sinha, V. C (2011): Aarthik Vicharon Ka Itihas, Mayur Pu
13. Staley, Charles. E, "A History of Economic Thought: From Aristole To Arrow", Blackwell Publishing

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

Suggested Continuous Evaluation Methods:

Assignment / Test / Quiz(MCQ) / Seminar/ Presentations/ Research orientation of students

Suggested equivalent online courses:

Courses on Swayam / MOOCs

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA		Year: Second	Semester: Third
Subject: Geography			
Course Code: A110301T		Course Title: Environment, Disaster Management and Climate Change	
<p>The objective of this course is to create the environmental aptitude among students. To familiarize the students with concepts, issues, approaches about physical environment. Students will be acquainted with contemporary environmental problems and challenges. This course aims to provide students an understanding to the concepts and aspects of disaster and its relationship with development. To ensure awareness of Disaster Risk Reduction (DRR) approaches among students. To assist students develop ability to respond to their environment with potential response to disaster.</p>			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			
Unit	Topics	No. of Lectures	
I	Concepts & components of Environment, Ecology and ecosystem. Environmental education in Vedas, Indian traditional Knowledge in Environment and Disaster Management.	8	
II	Bio-diversity and its conservation, sustainable development.	8	
III	Deforestation, soil erosion, soil exhaustion, Desertification, Air pollution, water pollution Disposal of solid waste.	8	
IV	Ganga Action Plan, Tiger project, Tehri dam & Narmada Valley project.	8	
V	Science of Climate Change: Understanding Climate Change; Green House Gases and Global Warming.	8	
VI	Global Climatic Assessment – IPCC, Impacts of Climate Change, National Action Plan on Climate Change.	7	
VII	Disasters, Hazards, Risk, Vulnerability, Type of Disasters, Disaster Management and Disaster Management Cycle.	7	
VIII	Flood, Drought, Cyclone, Earthquake, Tsunami, Landslide, Chemical and	6	

	Nuclear Disasters. Do's and Don'ts During Disasters.	
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Course Outcomes:

On completion of this course, learners will be able to:

CO1: The course aim is to give basic understanding of concept Environment, Climate Change and Disaster Management for fulfilling global needs

CO2: Understanding the concept of appraisal and conservation of Environment and Natural Resources at local and national level

CO3: Understand pollution effect at local and national level.

CO4: Understand river valley project for fulfilling global needs.

CO5: Understanding Global effort in field of disaster management.

CO6: Developing understanding about various Impacts of Climate Change at local and National level.

CO7: Introduce the basic concepts related to disaster Management globally.

CO8: Understand Do's and, Don'ts during disasters.

PO-CO Mapping (Please 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	1	1	1	1
CO2	1	2	1	1	1	1	1	1
CO3	1	1	3	1	1	1	1	1
CO4	1	1	2	1	3	1	1	1
CO5	1	3	1	1	1	1	1	1
CO6	1	1	1	1	1	1	1	1
CO7	1	2	1	1	1	1	1	1
CO8	1	2	1	1	2	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	1	1
CO2	2	1	1
CO3	3	2	1
CO4	1	1	1
CO5	2	1	1
CO6	3	1	1
CO7	1	2	1
CO8	2	1	1

Suggested Readings:

1. Casper J.K. (2010). Changing Ecosystems: Effects of Global Warming. New York, USA: Info base Pub.
2. Hudson, T. (2011). Living with Earth: An Introduction to Environmental Geology. Delhi, India: PHI Learning Private Limited.
3. Miller, G.T. (2007). Living in the Environment: Principal, Connections, and Solutions. Belmont, Australia: Brooks/ Cole Cengage Learning.
4. Singh, R.B. (1993) Environmental Geography. Delhi, India: Heritage Publishers.
5. UNEP. (2007). Global Environment Outlook: GEO4: Environment For Development,
6. United Nations Environment Programme. UK: University Press, Cambridge.
7. Government of India. (2011). Disaster Management in India. Delhi, India: Ministry of Home Affairs.
8. Singh, Savendra (2019) PryavaranBhugol, Pravalika Publication, Allahabad
9. Kapur, A. (2010). Vulnerable India: A Geographical Study of Disasters. Delhi, India: Sage Publication.
10. Singh, Savendra (2019) ApadaPrabandhan, Pravalika Publication, Allahabad.
11. Ramkumar, M. (2009). Geological Hazards: Causes, Consequences and Methods of Containment. New Delhi, India: New India Publishing Agency.
12. Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment- IPCC
13. Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability.
14. Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia.
15. The Climate Change Policy Framework: Global Initiatives UNFCCC and COPs; National and Local Action Plan on Climate Change.
16. Government of India. (2008) Vulnerability Atlas of India. New Delhi, India: BuildingMaterials& Technology Promotion Council, Ministry of Urban Development, Government of India
17. Modh, S. (2010). Managing Natural Disaster: Hydrological, Marine and Geological Disasters. Delhi, India: Macmillan.
18. Bansal SC,(2020) JalvayuvigyanevamSamudraVigyan, Meenakshi Publication, Meerut.
19. Bansal SC,(2019) Prayavarnekadhyan, Meenakshi Publication, Meerut.

Course prerequisites: 12th Standard Pass/Open to all

Suggested Continuous Evaluation Methods:

Assignment / Test / Quiz(MCQ) / Seminar/ Presentations/ Research orientation of students

Suggested equivalent online courses:

https://onlinecourses.swayam2.ac.in/aic19_ge05/preview

https://onlinecourses.swayam2.ac.in/nou21_bt03/preview

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA		Year: Second	Semester: Third
Subject: Geography (Practical)			
Course Code: A110302P		Course Title: Statistical Techniques	
Course objective:			
The objectives of this course are to make students familiar with different types of map, their uses and also educate them about spatial measurements and representation data generated through surveying.			
Credits: 2		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w			
Unit	Topics	No. of Lectures	
I	Use of Data in Geography: Significance of Statistical Methods in Geography; Sources of Data, Scales of Measurement (Nominal, Ordinal, Interval, Ratio)	8	
II	Tabulation and Descriptive Statistics: Frequency Distribution Table, Cross Tabulation, Graphical Presentation of Data (Bar diagram, Histograms, Frequency Curve and Cumulative Frequency Curves), Measurement of Central Tendencies (Mean, Median and Mode), Measurement of Partitions (Deciles, Quartiles and Percentiles), Dispersion (Standard Deviation, Variance and Coefficient of Variation).	8	
III	Sampling: Purposive, Random, Systematic and Stratified. Theoretical Distribution: Concept of Probability Distribution (theory only), Normal Distribution (Its Characteristics and Application of Area Under Normal Curve).	7	
IV	Correlation: Rank Correlation and Product Moment Correlation, Simple Regression and Mapping of Residuals from Regression.	7	

Course outcomes:

On completion of this course, learners will be able:

CO1: To differentiate between qualitative and quantitative information for fulfilling global needs.

CO2: To understand the nature of various data at local and national level.

CO3: To understand sampling methods for data collection for fulfilling global needs.

CO4: To present data through graphical and diagrammatic formats, probability mainly the normal distribution.

Suggested Readings:

1. Berry B. J. L. and Marble D. F. (eds.): Spatial Analysis – A Reader in Geography.
2. Ebdon D., (1977): Statistics in Geography: A Practical Approach.
3. Davis, R.E. and Foote, F.S. (1953): Surveying, 4th edition, McGraw Hill Publication, New York
4. Sharma, JP (2001) Prayogik Bhugol, Rastogi Publication, Meerut
5. Hammond P. and McCullagh P. S., (1978): Quantitative Techniques in Geography: An Introduction, Oxford University Press.
6. Sharma, PM, (2009) Bhugol Me sankhikiya Vidhyan, Rajasthan Granth Accademy, Jaipur
7. Bansal SC,(2020) Shodh vidhitantra va sankhikiya Vishyan, RK Books Publication, New Delhi.
8. King L. S., (1969): Statistical Analysis in Geography, Prentice-Hall.
9. Mahmood A., (1977): Statistical Methods in Geographical Studies, Concept.
10. Pal S. K., 1998: Statistics for Geoscientists, Tata McGraw Hill, New Delhi.
11. Sarkar, A. (2013) Quantitative geography: techniques and presentations. Orient Black Swan Private Ltd., New Delhi
12. Silk J., (1979): Statistical Concepts in Geography, Allen and Unwin, London.
13. Spiegel M. R.: Statistics, Schaum's Outline Series.
14. Yeats M., 1974: An Introduction to Quantitative Analysis in Human Geography, McGraw Hill, New York.

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

Open for all.....

Note: In Final Examination Student shall be examined by external and internal examiners.

Marks Distribution: Written Exam, Viva, Practical File, Map Preparation.

Note – In practical: Students have to select two questions out of four questions. Each question will carry 20 Marks.

Written Test - 40 Marks (2Hrs)

Viva voce - 10 Marks

Sessional Record – 25 Marks

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA		Year: Second	Semester: Third
Subject: Home Science			
Course Code: A130301T		Course Title: Advance Nutrition and Human Development (Theory)	
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures- 60			
Unit	Topics		No. of Lectures
Part A			
I	Meal Planning- Definition, importance, factors affecting meal planning, Balanced Diet, RDA knowledge for better skill development.		7
II	Nutrition During Infancy and Childhood- Nutrition Requirement, RDA and Diet Plan for Skill development & employability.		7
III	Nutrition During Adolescence, Adulthood and Old Age. Nutrition Requirement for entrepreneurship & employability, RDA and Diet Plan.		8
IV	Nutrition During special condition pregnancy and lactation Nutrition Requirement, RDA and Diet Plan for better skill development.		8
Part B			
V	Middle Childhood Years Developmental tasks and characteristics of middle childhood period understanding for skill development. <ul style="list-style-type: none"> • Physical and motor development • Social & emotional development • Cognitive development • Language development 		8
VI	Puberty and Adolescence <ul style="list-style-type: none"> • Development tasks and characteristics • Significant Physical physiological and hormonal changes in puberty. • Self and Identity, Factors influencing Identity& Personality development for employability & entrepreneurship. • Family and peer relationship Problems – Drug and Alcohol abuse, STD, HIV/AIDS, Teenage pregnancy.		8
VII	Cognitive, Language and Moral Development during Adolescence: <ul style="list-style-type: none"> • Perspective on cognitive development, development of intelligence and Creativity for better skill development. • Adolescent language • Adolescent Morality. 		7

VIII	Introduction to adulthood: <ul style="list-style-type: none"> • Concept, transition from adolescence to adulthood • Developmental tasks of Adulthood • Physical and physiological changes from young adulthood to late adulthood for better skill development. Responsibilities and adjustments-educational, occupational, marital and parenthood.	7
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Course Learning outcomes:

On completion of this course, learners will be able to:

CO1: Create an awareness about importance of healthy meal knowledge for better skill development at various stages of life cycle.

CO2: Learn about the characteristics, needs and developmental tasks of Infancy, childhood stage for Skill development & employability and to fulfill global needs.

CO3: Learn about the characteristics, needs and developmental tasks of Adolescent & Adulthood and Old stage for entrepreneurship & employability.

CO4: Learn about the characteristics, needs and developmental tasks for better skill development. of special condition pregnancy and to meet local needs.

CO5: Explain the Physical & Psychological changes during middle childhood understanding for skill development adolescent and adulthood stage

CO6: Inculcate healthy eating practices development for employability & entrepreneurship among students.

CO7: Develop skill of meal planning for better skill development. Different physiological groups to meet local needs.

CO8: Learn about the Introduction to adulthood for better skill development.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	3	3	2	1	3
CO2	3	1	1	3	3	3	3	3
CO3	1	2	2	2	2	2	3	2
CO4	3	2	3	2	3	3	2	2
CO5	2	3	3	1	2	2	2	3
CO6	2	2	2	3	2	3	3	2
CO7	3	1	3	1	2	3	2	2
CO8	2	3	2	3	1	2	3	3

Co-Curriculum Enrichment Mapping

3for highly mapped,2 for medium mapped and 1for low mapped

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1

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

Suggested Readings:

1. Sheel Sharma, “Nutrition and Diet Therapy, Peepee Publishers, New Delhi; 2014.
2. Ankita Gupta “ Text book of Nutrition” Medico Refresher Publisher, Agra, 2018.
3. Subhangini A Joshi; Nutrition and Dietetics, Mc Graw Hill Education, Private Ltd.
4. Kumud Khanna, “Text book of Nutrition and Dietetics”, Elite Publishing House Pvt. Ltd, New Delhi, 2013, 7th Ed.
5. Swaminathan M, Essentials of Food and Nutrition Vol I and II
6. Monaster G.J. 1 Adolescent Development Life Tasks. Mc.Graw Hill (1977).
7. Ambron S.R. Child Development Holt, Rinehart and Winston 1978 (IIInd Edition).
8. Mussen P.H. Conger J. J. Kagan J and Huston A.C. 1990. Child Development and Personality (VI Edition) Harper and Row Publishers New York.
9. Boeknek G. Human Development Brook and Cole Publishing Company 1980.
10. Aadhunik Vikasatmak Manovigyan, Shri Vinod Pustak Mandir Agra Edition 3rd 2015.
11. Harpalani. Aahar Vigyaan avam Upcharatmak Poshan, Star Publications, Agra.
12. Suggestive digital platforms web links- IGNOU & UPRTOU online study material Svayam Portal,
<http://heecontent.upsdc.gov.in/Home.aspx>

Suggested Continuous Evaluation Methods:

- Seminar on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Attendance

Course prerequisites: To study this course, a student must have had the subject in class/12th/ certificate/diploma.

Suggested equivalent online courses:

IGNOU and other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and abroad.

Further Suggestions:

Students can opt. dietitian, nutrition advisor/ Nutritionist as a career in private and government sector as well as extend knowledge by joining advance course in same discipline.

It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure.

At the End of the whole syllabus any remarks/ suggestions:

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IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA		Year: Second	Semester: Third
Subject: Home science(Practical)			
Course Code: A130302P		Course Title: Human Development	
Credits: 2		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lab Period- 30 (60 hours)			
Unit	Topics		No. of Lectures
I	Preparation of an album on developmental milestones of children for better skill development. Prepare child literature. Visit to Child Care Centres/ anganwadi.		8
II	Study of physical, social, emotional, cognitive, language development (any two) for employability & entrepreneurship Observations of child rearing practices in families from different social classes.		8
III	Interviews of adolescent girls and boys to understand the skill development their life style, behaviour and problems.		7
IV	Carry out case studies to know more about the different life stages, e.g., school going children, adolescents for better skill development, Young adults (any two).		7
Course Learning outcomes: On completion of this course, learners will be able to: CO1: Learn to cope up with adolescent and adulthood problems for better skill development. CO2: Understand and handle development related issues more efficiently for employability & entrepreneurship. CO3: Able to know human behaviour to understand the skill development. CO4: Understand individual differences for better skill development.			
Suggested Readings:			
<ol style="list-style-type: none"> 1. Monaster G.J. 1 Adolescent Development Life Tasks. Mc. Graw Hill (1977). 2. Ambron S.R. Child Development Holt, Rinehart and Winston 1978 (IInd Edition). 3. Mussen P.H. Conger J.J. Kagan J and Huston A.C. 1990. Child Development and 4. Personality (VI Edition) Harper and Row Publishers New York. 5. Boeknek G. Human Development Brook and Cole Publishing Company 1980. 6. Aadhunik Vikasatmak Manovigyan , Shri Vinod Pustak Mandir Agra Edition 3rd 2015 7. Suggestive digital platforms web links- e PG- Pathshala, inflibnet, IGNOU & UPRTOU online study material. Svayam Portal, http://heecontent.upsdc.gov.in/Home.aspx 			
This course can be opted as an elective by the students of following subjects: Open for all The eligibility for this paper is 10+2 with any subject			

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Suggested Continuous Evaluation Methods:

- Assessment of observation report.
- Preparation of questionnaire.
- Visits Records.
- Attendance.

Course prerequisites: To study this course, a student must have had the subject ALL in class12th.
The eligibility for this paper is 10+2 with any subject

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IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA		Year: Second	Semester: Third
Subject: Education			
Course Code: E010301T		Course Title: Philosophical- Sociological-Political-Economic Perspectives of Education	
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			
Unit	Topics		No. of Lectures
I	EUDCATION AND PHILOSOPHY <ul style="list-style-type: none"> • Meaning and Concept of Philosophy and ‘Darshan’; Difference between Philosophy and ‘Darshan’, its relationship with Education for skill development. • Branches of Philosophy and Education 		8
II	A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIESknowledge for skills <ul style="list-style-type: none"> • Vedanta Philosophy • Samkhya Philosophy 		8
III	A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES <ul style="list-style-type: none"> • Idealism • Naturalism • Pragmatism 		7
IV	SOME PROMINENT EDUCATIONAL THINKERS <ul style="list-style-type: none"> • Mahatma Gandhi • Swami Vivekanand • BR. Ambedkar • Rousseau. • Dewey. 		7
V	INTRODUCTION TO INDIAN SOCIETY <ul style="list-style-type: none"> • Pluralism and Diversity in Indian Society. • Social Stratification of Indian Society: Caste, Class, Gender knowledge for skills. 		8
VI	SCHOOL EDUCATION AND SOCIETY <ul style="list-style-type: none"> • School as Social Organization. • Social Change and Education. • Social Mobility and Education. 		8
VII	POLITICAL PERSPECTIVES OF EDUCATIONfor entrepreneurship <ul style="list-style-type: none"> • Fundamental Rights and Duties. • Directive Principles. 		7

VIII	ECONOMIC PERSPECTIVES OF EDUCATION for employability <ul style="list-style-type: none"> • Education as Development Indicator. • Education for Sustainable development • UN Millennium development goals VS Sustainable development goals. 	7
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Course Outcomes:

On completion of this course, learners will be able to:

CO1: Understand the relation of Education and Philosophy, and theory and practice of ancient Indian schools of philosophy for skill development.

CO2: Understand western schools of philosophies and educational thinkers knowledge for skills.

CO3: Comprehend social perspectives of education for skill development.

CO4: Gain understanding about political and economic perspectives of education for employability and entrepreneurial skills.

Mapping Course Outcomes leading to the achievement of Programme Outcomes : (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	3	1	1	2	1
CO2	3	2	1	3	1	1	2	2
CO3	2	3	2	2	2	2	1	3
CO4	3	1	3	1	2	2	3	3

Co Curriculum Enrichment Mapping (Please 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	3	1	2
CO3	3	1	1
CO4	2	3	3

Suggested Readings:

1. कम्मर, के . शिक्षा और ज्ञान. शिल्पी, ग्रंथशिल्पी. 2002
2. धकर आर. शिक्षा और समाज. हरयाणा, आधार प्रकाशिन. 2006
3. 'आर्य', मोहनलाल (2017), शिक्षा के ऐतिहासिक एवं राजनीतिक परिप्रेक्ष्य, मेरठ: आर. लाल बुक डिपो, उ.प्र., भारत,
4. Archer, M.S. *Social Origins of Educational Systems*, New Delhi: Sage. 1984
5. Brubacher, John S. (ed) *Modern Philosophy of Education*, New Jersey: Prentice Hall Inc., Englewood Cliffs. 12 Hours. 1962
6. Cohen, B. *Educational Thought: An Introduction*. Macmillan, Britain. 1969
7. Dewey, J. *The School and Society*. Chicago, The University of Chicago Press. 1915
8. Durkheim, E. *Education and Sociology*. New York: The Free Press. 1956
9. Elmhirst, L.K. *Rabindranath Tagore: Pioneer in Education*. Delhi: Sahitya Chayan. 1994
10. Freire, P. *Pedagogy of the Oppressed*. London, Penguin Books. N.p. 1970
11. Kneller, G.F. *Foundations of Education*. London and New York, John Wiley and Sons, Inc. 1963
12. Kumar, K. *The Political Agenda of Education: A Study of Colonialist and nationalist Ideas*.

New Delhi, Sage Publications.1991

13. Shukla, S. and Kumar, K. *Sociological Perspective in Education*. New Delhi, Chanakya Publications. 1985

14. Shukla, S. C. and Kaul, R. (eds.) *Education, Development and Underdevelopment*, New Delhi: Sage. 1998.

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

Suggested Continuous Evaluation Methods:

Assignment / Test / Quiz(MCQ) / Seminar/ Presentations/ Research orientation of students

Suggested equivalent online courses:

Courses on Swayam / MOOCs

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA		Year: Second	Semester: Third
Subject: Education (Practical)			
Course Code: E010302P		Course Title: Practical: Review a book written by prominent educational thinkers included in the course II.	
Course Outcomes:			
On completion of this course, learners will be able to: CO1: Develop a stronger orientation towards research. CO2: Understand the concept of Book review.			
Credits: 2		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w			
Unit	Topics		No. of Lectures
I	What is Book review?		2
II	Introduction and the discussion of the books written by M.K Gandhi, Swami Vivekanand and B.R Ambedkar.		18
III	Introduction and the discussion of the books written by Rousseau and Dewey.		10

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/BAJ	Year: 2	Semester: III
Subject: Journalism		
Course Code: A270301T	Course Title: Advertising and Public Relations	
<p>Course outcomes:</p> <p>The student at the completion of the course will be able to:</p> <ul style="list-style-type: none"> • Prepare the students to understand basic concept of Advertising. • Students will get familiar with different types of advertisement. • Acquaint students with practical knowledge of various types of advertising. <p>Students have to understand the concept of Public Relation.</p> <p>Students will know about the various mean of Public Relations.</p> <p>To know about the ethics of advertisement and Public relation.</p> <p>After completion of this course students will be skilled in relevant field.</p> <p>Students will be prepare as a PR professional to handle global challenges in the relevant field.</p>		
Credits: 4	Major Subject (Core Compulsory)	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures- 60		
Units	Topic	No of Lectures
I	Advertising: Concepts, Definition, Types and Functions; Evolution of Advertising	03

II	Advertising Agencies: Functions, Organizational structure; Advertising and Marketing mix; Advertising and Marketing Research.	10
III	Theories of advertising, Motivation theory, Consumer Behavior, Advertising Appeals	09
IV	Consumer Behavior: Factors, Models, and Brand positioning; Creative strategies; Creating ads for FMCG products; Brand Promotions and Sales Promotions; Advertisements and Ethics; ASCI	08
V	Advertising Research: Importance and Types; Online Advertising: Process, Scene, Types and Creation Measuring Online Advertising: CPC, CPM and other Methods	8
VI	Public relation: Nature and Scope; History; Definition; Role and Functions of PR; Publicity, Public Opinion, Propaganda, Public affairs and lobbying	6
VII	PR Tools: House Journals, Press Conferences, Press Releases, Exhibitions, Advertising, Media tour; PR in Public Sector, Private Sector and Multi nationals	8
VIII	PRSI Theories of PR: Symmetrical & Asymmetrical; PRO; Corporate Communication: Corporate Image and Identity.	8

Suggested Readings:

- Mass Communication in India: Kumar, Kewal J., Jaico Publication
- Dr. Umesh Kumar, Digital Advertising
- Advertising Management: David A. Parker, Rajiv Batra, Practice Hall M97, Connaught Circus, New Delhi
- Dr. Umesh Kumar, Advance Advertising
- JR Henry and A. Rene; Marketing Public Relations, Surjeet Publications, New Delhi.
- Kaul J.M. Public Relation in India, Noya Prakash, Calcutta Pvt. Ltd.

BN Ahuja and SS Chhabra, Advertising, surjeet Publications, New Delhi
C K Sardhana, Challenge of Public Relations, Har-Anand Publication, New Delhi
William F, Contemporary Advertising, Arens & Bovee

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

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Test with multiple choice questions/ short and long answer questions

Further Suggestions:

It widens the scope for students to join Government and Non-Government organization up skilling the people at different levels as per their socio-economic structure.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	2	1	1	1	1	2
CO2	1	2	2	1	1	1	1	3
CO3	2	1	3	2	1	1	1	1
CO4	1	1	1	2	1	1	1	1
CO5	3	1	1	1	1	3	1	1
CO6	1	2	1	1	1	2	1	2
CO7	1	1	1	2	1	2	1	1
CO8	1	1	2	1	1	1	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	2	3	1
CO3	3	1	1

C04	1	1	1
C05	1	1	1
C06	1	2	1
C07	1	1	1
C08	2	2	1

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: DIPLOMA	Year: 2	Semester: III
Subject: Journalism		
Course Code: A270302P	Course Title: Graphics and Design for Advertising (Practical)	
Course outcomes: CO1: Able to design advertising and Make Plan for that. CO2: Understand Public Relation and able to make a good Public Relation. CO3: Know press briefing, Press Conference and others. CO4: Able to understand advertising campaigning. This paper will provide the opportunities of skills as well employability and entrepreneurship.		
Credits: 2	Major Subject (Core Compulsory)	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of lab.periods-30 (60 hours)		
Unit	Topic	No. of lab. periods
I	Design Print Advertising for his/her Institute.	6
II	Design Visual Advertising for his/her Institute and also for any historical or religious place.	12
III	Prepare Radio Advertisement for his/her Institute.	5
IV	Case study of any one the advertising National Campaign.	7
Suggested Readings: <ul style="list-style-type: none"> • Advertising Management: David A. Parker, Rajiv Batra, Practice Hall, New Delhi. • BN Ahuja and SS Chhabra, Advertising , Surjeet Publications, New Delhi. 		

- William F, Contemporary Advertising, Arens & Bovee.

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

Suggested Continuous Evaluation Methods:

- Assessment of observation report.
- Preparation of advertising.
- Evolution of Case Study.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	3	2	1	1	1	1
CO2	1	1	1	2	1	1	1	1
CO3	3	1	1	1	1	3	1	1
CO4	1	2	1	1	1	2	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	2	1	1
CO3	1	1	3
CO4	1	1	2

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester III
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PO-CO Mapping (Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	2	1	1	1
CO2	1	3	2	1	3	1	2	1
CO3	1	3	3	1	1	2	1	1
CO4	1	1	1	3	1	2	1	2

CO-Curriculum Enrichment Mapping(Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	3	1	1
CO3	3	1	1
CO4	2	1	1

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Website sources-

www.jvbi.ac.in.

www.hindisahity.com

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester – III

GENERAL ENGLISH-III-BEG312

Course Objectives: The purpose of this course is to enable students to identify, analyse, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and to understand the way, these ideas, values and themes inform and impact culture and society both now and in the past and to develop all the four skills of English language learning.

Unit-I

Herbert Read	:	Work and Play	-
J.B.S. Haldane	:	The Laws of Nature	
Aldous Huxley	:	Individuals and Masses	

Unit-II

Hardayal	:	Intellectual Culture
Jerome K. Jerome	:	Symptoms
Vivekanand	:	Knowledge and Wisdom

Unit-III

Ruskin Bond	:	Kite Maker
Jawahar Lal Nehru	:	The Variety and Unity of India
R.N. Tagore	:	The Horse

Unit- IV

One Word Substitution
Idioms and Phrases
Homophones
Synonyms
Antonyms

Unit- V

Comprehension: Reading & Listening
Unseen Passage
Paraphrasing
Expansion

Course Outcomes:

Students completing this course will be able to:

CO1: Comprehend representative literary and cultural texts within a significant number of historical, geographical and cultural contexts at national and global level for skill development.

CO2: Apply critical and theoretical approaches to the reading and analysis of literary texts in multiple genres for skill development.

CO3: Develop the knowledge, skills and strategies to become proficient and independent readers to read with meaning for skill development.

CO4: Enrich their vocabulary and develop the ability to identify difficult sounds for skill development and employability.

CO5: Develop their reading and listening skills, recreate the text and expand the thoughts for skill development and employability.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	3	3	3
CO2	3	2	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	2
CO5	3	2	3	3	3	2	3	2

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	2	1
CO4	3	3	1
CO5	3	3	1

Suggested Readings:

- (1) Remedial English Language by Malti Agarwal, Krishna Publications, Meerut.
- (2) Common Errors in English - French F.C. Oxford University Press, Delhi.
- (3) Ranjana English Language –II edited by Dr. K. S. Agarwal & Mayank Agarwal, RPM, Agra.

Website Sources:

- www.wikipedia.com
- www.englishgrammar.org
- www.usingenglish.com
- www.englishstudy.co.in

IFTM University, Moradabad
Programme: Bachelor of Arts
SEMESTER – III

BA JMC 313 :Cyber Media Journalism

Course Objectives

CREDIT-4

The outcome of the course is to provide students a clear understanding of internet communication and journalism so as to develop students as responsible web journalist, to impart knowledge of new media, to impart skills of writing for web portals, to train students for web reporting. The study of the subject will enhance the employability and entrepreneurship as well as skill development of the students.

Unit - I

Session: 13

Introduction to New Media, historical perspective of Internet, brief history of e- paper, New information communication and technology; Basic understanding of Internet and World Wide Web from the standpoint of Mass Communication; Types of Internet connections: LAN, WAN, MAN; Top News websites of India.

Unit - II

Session: 10

Process and techniques of creating Dynamic and Static Websites; Blogs, Face book, Twitter, Chatting, E-mailing, Messenger, and other social networking services.

Unit – III

Session: 13

Process of creating pages by using page layout application; CMS, Editing a digital image with Photoshop, Creating a webpage with Dream weaver, Creating, manipulating and incorporating 3-D Graphics; Incorporating Audio/Video into Multimedia presentations.

Unit - IV

Session: 12

Cyber Journalism; E-Newspapers; On-line Editions of Newspapers; Merits and demerits of Cyber Journalism over traditional newspapers and magazines; Socio-economic impact of Cyber journalism.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	2	1	3	2	1	1
CO2	1	3	2	3	3	3	1	2
CO3	1	2	2	3	3	1	1	2
CO4	1	2	1	3	1	1	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	2	1
CO2	3	2	3
CO3	2	2	3
CO4	2	1	3

Course Outcomes:

Students completing this course will be able to:

CO1: Define the cyber media & its concepts for skill development.

CO2: Distinguish between cyber communication & traditional communication for skill development.

CO3: Describe the tools & techniques of cyber media and its ethics for skill development.

CO4: Apply the knowledge in analyze the needs of cyber media in media industries while launching a news paper, TV channel, Radio Stations or any other social media platform and promotional strategies for skill development, employability and entrepreneurship.

Suggested Readings:

1. Barker, M. S., Barker, D., Bormann, N. F., & Neher, K, Social media marketing: A strategic approach. Mason, OH: South-Western Cengage Learning, 2013.
2. Bonim, Andrew, Writing for New Media: The Essential Guide to Writing for Interactive Media, CDROM, and the Web.
3. Christopher, Callahan, A Journalist's Guide to the Internet: The Net as a reporting tool.
4. Crumilish, ABC of the Internet.
5. Curtin, Danis P, Information Technology.
6. Mishra , R.C, Cyber Crime: Impacts in the New Millennium, Author Press.
7. Satish D, Kaila, Rajesh Prabhakar, Blogs: Emerging Communication Media, The ICFAI University Press.
8. Sekhar, Pulugurta Chandra, New Media: The virtual media, Vol 1, B.R. Publishing Corporations.

Website Sources:

- en.wikipedia.org
- www.oneindia.com
- www.nraismc.co
- www.ojcm.net
- www.kaspersky.co.in

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-III

B.COM. 304: COMPANY LAW

Objective: This paper aims to provide a conceptual understanding of the company law and its importance in the management of an organization to inculcate skill, provide employability & entrepreneurial skills.

UNIT I (10 Sessions)

Introduction: Evolution of company legislation in India, objectives and salient features of the Companies Act, 2013; Nature, formation, kinds of company, one-member company, conversion of private company into public company and vice-versa, role and functions of promoter, registration of companies, commencement of business, certificate of incorporation vs. certificate of commencement understanding for entrepreneurial skill.

UNIT II (10 Sessions)

Memorandum of Association (MOA): Meaning, nature and contents; Articles of Association (AOA)-meaning, nature and contents, MOA vs. AOA for skill development

Prospectus: Meaning, nature and contents; Mis-statement in prospectus and consequences thereof, statement in lieu of prospectus, concept of red herring prospectus; Doctrines of constructive notice, indoor management, intra-vires and ultra-vires for skill development

UNIT III (10 Sessions)

Management of Companies: General provisions, qualifications of director, number of directors and directorship; Appointment, remuneration, removal, legal position, powers, duties and liabilities of directors, managing directors and managers knowledge for better employability in industry.

Prevention of Oppression and Mismanagement: Provisions, investigation, Majority Power and Protection of Minority; Powers of Registrar, investigation by central government to develop skill.

UNIT IV (10 Sessions)

Capital Borrowing Powers of Companies: Types of shares and their characteristics; Issue of shares at par and premium, forfeiture and re-issue of forfeited shares, legal provisions regarding share certificates and share warrants; Debentures- meaning and classification of debentures for better skilling of entrepreneurship.

Winding Up of Companies: Meaning, modes, procedure of winding up by the court, voluntary windingup, and consequences for skill development.

Course Outcomes: Students completing this course will be able to:

CO1: Understand the background of the new Company Act 2013, kinds of company registration of companies in the nation, commencement of business, certificate of incorporation vs. certificate

of commencement for skill development and employability.

CO2: Understand MOA, AOA and Prospectus for entrepreneurship.

he qualifications of director, Appointment, remuneration, removal, legal position, powers, duties and liabilities of directors, managing directors and managers, Prevention of Oppression and Mismanagement for employability.

CO4: Understand the process of Winding up of the Companies. Types of shares, Issue of shares, legal provisions regarding share certificates and share warrants; Debentures for skill development and employability.

Mapping course outcomes leading to the achievement of programme outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	3	2	3	3	2
CO2	3	2	1	1	1	1	1	3
CO3	3	3	1	3	1	1	1	1
CO4	3	3	1	1	1	1	2	3

CO-Curriculum Enrichment Mapping

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	3
CO2	1	2	2
CO3	1	1	3
CO4	1	1	2

Suggested Readings:

1. Ramaiya, A.: Guide to the Companies Act. Wadhwa and company, Nagpur.
2. Singh, A.: Company Law. Eastern Book Company, Lucknow.
3. Kuchal, M. C.: Modern India Company Law. ShriMahavir Books.
4. Kapoor, N. D.: Company Law. Sultan Chand and sons.

5. Bagrial, A. K.: Company Law. Vikas Publishing House, New Delhi.

Web Sources:

1. www.mca.gov.in
2. www.indiafilings.com
3. www.legalserviceindia.com
4. www.businessdictionary.com
5. www.managementstudyguide.com

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-III

BCACC-111 : FUNDAMENTALS OF COMPUTER SCIENCE

L-T-P 3-1-0

Objective(s): The objectives of this course:

The subject aims to provide the student with:

1. An understanding of basic concepts of computer science and applications.
2. An introduction to the fundamentals of hardware, software and programming.
3. An introduction to mathematical software.
4. An understanding of cyber laws and computer security to inculcate skill, provide employability & entrepreneurship skill.

UNIT I:

(8 Sessions)

Knowing computer: What is Computer, Basic Applications of Computer; History of Computers, Components of Computer System, Central Processing Unit (CPU), VDU, Input/output Devices, Computer Memory, Concepts of Hardware and Software; Concept of Computing, Data and Information; Connecting keyboard, mouse, monitor and printer to CPU and checking power supply for skill development and employability.

UNIT II:

(8 Sessions)

Understanding Word Processing: Word Processing Basics; Opening and Closing of documents; Text creation and Manipulation; Formatting of text; Table handling; Spell check, language setting and thesaurus; Printing of word document Mail merge. Using Spread Sheet: Basics of Spreadsheet; Manipulation of cells; Formulas and Functions; Editing of Spread Sheet, printing of Spread Sheet for skill and Employability for skill development and employability.

UNIT III:

(8 Sessions)

Basic of Computer networks; LAN, WAN; Introduction to Internet, WWW and Web Browsers, Applications of Internet; Connecting to internet; What is ISP; Knowing the Internet; World Wide Web; Web Browsing software, Search Engines; Understanding URL; Domain name; IP Address; Using website for skill development and employability.

UNIT IV:

(8 Sessions)

Programming Fundamentals: Algorithm Development, Techniques of problem solving. Flowcharting, Stepwise refinement, Structured programming concepts; Top-down Design, Development of efficient programs, Program Correctness, Debugging and testing of Programs for skill development and employability.

UNIT V:

(7 Sessions)

Data Type, Storage Classes, Variable, Constant, Keyword, Identifier, Operator & expression, Type Conversion for skill development and employability.

Course Outcomes (COs):

On completion of the course students will be able to

CO1: Understand the concept of input and output devices of Computers and how it works and recognize the basic terminology used in computer system for skill development and employability.

CO2: Understand Word Processing and use different Text creation and Manipulation using Spread Sheet,word for skill development and employability.

CO3: Understand Basic Concepts of Computer networks for skill and employability.

CO4: Understand Basic Concepts of Programming and Design programs connecting decision structures, loops and functions for skill development and employability.

CO5: Use different data structures and create / manipulate basic data files and developing applications for real world problems for skill development and employability.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	2	1	1	1
CO2	2	3	1	1	2	3	1	1
CO3	2	1	2		3	2	1	1
CO4	3	2	1	2	3	1	1	1
CO5	3	1	2	1	2	2	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	3	1
CO3	3	3	1
CO4	3	2	1
CO5	3	2	1

Suggested Readings:

1. "Computer Fundamentals" by P K Sinha.
2. Computer Fundamental and Concepts by V. Raja Raman
3. Let Us C by Yaswant P. Kanetkar
4. Programming in C by Dennis and Ritche
5. "Computer Fundamentals" by Goel.
6. "Fundamentals of Natural Computing: Basic Concepts, Algorithms, and Applications (Chapman & Hall/CRC Computer and Information Science Series)" by de Castro and Leandro Nunes.

Websites Sources:

1. <https://www.livescience.com/20718-computer-history.html>
2. <http://people.bu.edu/baws/brief%20computer%20history.html>
3. https://web.cs.wpi.edu/~emmanuel/courses/cs513/S10/pdf_slides/intro1.pdf
4. https://en.wikipedia.org/wiki/Local_area_network
5. <https://sites.google.com/site/vandangcdth10/introduction>
6. <https://www.w3schools.com>

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-III

BSB604T : DAIRY MICROBIOLOGY

Objective: The main objective of this course:

To familiarize the students with the importance of various microorganisms responsible for the spoilage of dairy products and the methods employed for the preservation of dairy products, starter organisms and applications of starters in the production of dairy products.

UNIT I: (8 Sessions)

Milk: Definition, Uses, Sources, types of milk and chemical composition of milk; Fermented dairy products- Yogurt, Kefir, cultured cream, Bulgarian buttermilk, Cheese.

UNIT II: (8 Sessions)

Microbial analysis of milk: Microflora of raw milk, Total Bacterial count, Dry reduction test, Brucella ring test, Test for mastitis; Factors affecting the microbial growth in milk; temperature response of bacteria.

UNIT III: (8 Sessions)

Contamination of Milk and Milk Products: Spoilage of – milk, cream, condensed milk, dry milk products, frozen desserts and butter; Defects- Colour, flavor, Sweet curdling and ropiness.

UNIT IV: (8 Sessions)

Processing of different milk products: Processing of different milk products for control of microorganism- Cream, Butter, condensed milk, evaporated milk and whole milk powder.

UNIT V: (8 Sessions)

Preservation of milk and milk products: Asepsis, Removal of microorganisms by use of heat (Pasteurization, UHT, LHT, HTST), Use of low temperature, Drying, Use of preservatives.

Course Outcomes:

At the end of the course students will be able to:

CO1: Familiarize the concept of different types of milk, its uses, sources, the chemical composition of milk and understand the principle and procedure of manufacturing Fermented dairy products.

CO2: Understand the principle and procedure of microbial analysis of milk, microflora of raw milk, Total Bacterial count and identify the factors affecting the microbial growth in milk.

CO3: Describe the different microorganisms present in milk and milk products and factors responsible for the growth of microorganisms

CO4: Describe the processing methodology for controlling microorganisms in various dairy products like cream, butter, evaporated milk, and other dairy products.

CO5: Describe the various methods employed for the preservation of milk products such as removal of microorganisms by use of heat, low temperature, drying, and preservatives.

Suggested Readings:

1. Richard K. Robinson-Dairy Microbiology Handbook: The microbiology of Milk and Milk Products.
2. Elmer H. Marth, James L. Steele. Applied Dairy Microbiology. Taylor & Francis, 1998
3. William C. Frazier, Dennis C. Westhoff. Food Microbiology. Tata McGraw-Hill Publishing Company, 1978
4. Manish Srivasatva. Handbook of Milk Microbiology. Daya Books, 2002

Website Sources:

- <https://microbenotes.com/milk-pasteurization-methods-steps-significance/>
- <https://www.uoguelph.ca/foodscience/>
- <https://dairyprocessinghandbook.tetrapak.com/chapter/microbiology>
- <https://www.groupe-esa.com/>

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA	Year: Second	Semester: Third
Subject: Co-Curricular Course		
Course Code: Z030301	Course Title: Human Values and Environmental Studies	
<p>Objective: The mission of the course on Human Values and Environmental Studies is to create morally articulated solutions to be truthful and just and to become responsible towards humanity. The course seeks to establish a continuous interest in the readers to improve their thought process with intent to develop a new generation of responsible citizens capable of addressing complex challenges faced by the society due to disruptions in human interactions effecting human values. This course works towards for skill development and employability.</p>		
Credits: 2		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 2/w		
Unit	Topics	No. of Lectures Total= 30
I	<p>Human Values- Introduction- Values, Characteristics, Types Developing Value system in Indian Organization, Values in Business Management, value based Organization, Trans –cultural Human values in Management. Swami Vivekananda's philosophy of Character Building, Gandhi's concept of Seven Sins, APJ Abdul Kalam view on role of parents and Teachers.</p>	2
	<p>Human Values and Present Practices – Issues: Corruption and Bribe, Privacy Policy in Web and Social Media, Cyber threats, Online Shopping etc. Remedies UK Bribery Act, Sarbanes Oxley Act, Introduction to sustainable policies and practices in Indian Economy.</p>	2
	<p>Principles of Ethics Secular and Spiritual Values in Management- Introduction- Secular and Spiritual values, features, Levels of value Implementation. Features of spiritual Values, Corporate Social Responsibility- Nature, Levels, Phases and Models of CSR, Corporate Governance. CSR and Modern Business Tycoons Ratan Tata, Azim Premji and Bill Gates.</p>	3
II	<p>Holistic Approach in Decision making- Decision making, the decision making process , The Bhagavad Gita: Techniques in Management, Dharma and Holistic Management</p>	3
	<p>Discussion through Dilemmas – Dilemmas in Marketing and Pharma Organisations, moving from Public to</p>	3

	Private – monopoly context, Dilemma of privatisation, Dilemma on liberalization, Dilemma on social media and cyber security, Dilemma on Organic food, Dilemma on standardization, Dilemma on Quality standards. Case Studies	2
III	<ul style="list-style-type: none"> • Ecosystem: Concept, structure & functions of ecosystem: producer, consumer, decomposer, food web, food chain, energy flow, Ecological pyramids • Conservation of Biodiversity- In-situ & Ex-situ conservation of biodiversity • Role of individual in Pollution control • Human Population & Environment • Sustainable Development • India and UN Sustainable Development Goals • Concept of circular economy and entrepreneurship 	7
IV	<ul style="list-style-type: none"> • Environmental Laws? • International Advancements in Environmental Conservation • Role of National Green Tribunal • Air Quality Index • Importance of Indian Traditional knowledge on environment • Bio assessment of Environmental Quality • Environmental Management System • Environmental Impact Assessment and Environmental Audit 	8

Course outcomes:

CO1: Building fundamental knowledge of the interplay of markets, ethics, and law.

CO2: Look at various challenges faced by individual to counter unethical issues, business ethics, core concepts of anti-corruption.

CO3: Morally articulate solution evolver to management issues in general,

CO4: Issues of sustainable development for a better environment for skill development.

CO5: To know how environmental degradation has taken place.

CO6: Be aware of negotiations and international efforts to save environment.

CO7: How to develop sustainably for skill development?

CO8: Efforts taken up by UN and India in Sustainable Development for skill development.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	2	3	3	1	2	2
CO2	3	2	2	3	1	1	3	2
CO3	2	2	2	3	2	1	3	3

CO4	2	2	1	3	2	1	2	2
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CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

Suggested Readings:

A foundation course in Human Values and Professional Ethics by RR. Gaur, R. Sangal *et.al*

1. JUSTICE: What's the Right Thing to Do? Michael J. Sandel.
2. Human Values by A. N. Tripathi New Age International
3. Environmental Management by N.K. Uberoi
4. <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
5. <https://www.india.gov.in/my-government/schemes>
6. <https://www.legislation.gov.uk/ukpga/2010/23/contents>
7. Daniel Kahneman, Thinking, Fast and Slow; Allen Lane Nov 2011 ISBN: 9780141918921

Suggested equivalent online courses:

Further Suggestions:

It can be considered to change the course title to Human Values and Sustainable Development.

IFTM University, Moradabad
Programme: Bachelor of Arts

PROGRAMME/ CLASS DIPLOMA/ BA	BA- 2 YEAR	SEMESTER: IV
COURSE CODE: A010401T		
COURSE TITLE: fjghhvuqkn		
<p>Course outcomes:</p> <p>CO1 f0j kfkZ lsd fghhdsi kfk l kfv as h d h i j a h d t kud j h i z k u d j r s g q s o f b d i f r l i k e d o r k o j . k d s l k f k l l e a l ; L f k i r d j u s e a l { l e c u k u r k f k H k j r h l a d f r v l s l k g R d s i p j i z k j e a l g k d c u k u A</p> <p>CO 2 v a s h l s f g h h e a v u q n d s c j s e a t k u u s d s f y , o s v u q n d] n e k k k v k f n c u l d r s g s</p> <p>CO 3 c g k f d l e k t e a v u q n d s c j s e a l e > u k</p> <p>CO4 l p j d k s y l f j k u s d s f y , v u q n d h m i ; k s r k d s l e > u k A</p> <p>CO5 l l e k u " k o l e r f k i k j H k f d " k o l e d s l e > u k A</p> <p>CO6 v u q n d s e g p o d s l e > u k A</p> <p>CO7 d a v y] f l u s j v u q n v k n d s e k ; e l s f o j k f k l a d k s u , l e k t d h p q k s ; l a d k l l e u k d j u s e a l { l e c u k u s d k i z k f d ; k t k x k A</p> <p>CO8 d e ; v y i j f g h h e a d k Z d j u s e a l { l e c u k u r k f d o s l e f r j k s x k j i k r d j l d A</p>		
CREDITS: 6	MAX.MARKS: 25+75	MIN.PASSING MARKS: 10+30
Total No. of Lectures- Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
Unit	Topic	No.of Lectures
I	v u q n d h v o / k j . k v u q n % f j H k k j L o : l k v u q n d k e g p o v u q n d s v l j : l k f y l ; a j . k e " k u h v u q n v k n v u q n d d s x d j n k ; R o v l s v i s k a v u q n e a j k s x k j d h l H k o u k a	11
II	v u q n d s (l e % i f o z k j i z k j] l l e k a v a s h l s f g h h v u q n d h l e l ; k a v l s l e k k u	11
III	v u q n d k l l e k t d & l a d f r d l a h z % l a d f r] l k g R v l s H k k v u q n v l s l a d f r v u q n v l s l e k t v u q n v l s H k k c g k f d l e k t e a v u q n	11
IV	v u q n d s l k u % v u q n e a d k s k d k e g p o d k s e d s i z l j d k s e d s m i ; k s l d s i z k y h " k o d k s k d s m i ; k s f f k k v d s m i ; k s	11

	lk k d k s k d s m i ; k s m P k j . l d k s k d s m i ; k s H k f l d d k s k d s m i ; k s f o ' k d k s k d s m i ; k s i f j H k k d k s k d s m i ; k s f o ' o d k s k d s m i ; k s f e F d d k s k d s m i ; k s l k f g R d k s k d s m i ; k s i j k k d k s k d s m i ; k s	
V	i k j H k f l d ' k o l o y h % i k j H k f l d " k o % r k R ; Z r F k y { k k l l e k u " k o k a r F k i k j H k f l d " k o l e d h v u o k n e a H o e d k i k j H k f l d " k o l o y h f u e k z k d s f i) k u i k j H k f l d " k o l o y h f u e k z k d h i f d z k	11
VI	v u o k n d k i o j h k k j e v l e d u r F k l e h k k % i o j h k k j e v l e d u] l e h k k	11
VII	v u o k n l s h d h , d (f g l h l s v a s h r F k v a s h l s f g l h) i z k k f u d v u o k n c a a v u o k n f o f / k v u o k n K k u] f o k k u r F k r d u h d h v u o k n	12
VIII	v u o k n l s h d h n i s (f g l h l s v a s h r F k v a s h l s f g l h) l l e k t d f o ' k s a d k v u o k n] l t z k R e d v u o k n	12
I u h z x z f k		
1- f r o j h h s k u l F k v u o k n f o k k u " k o d k j i z k k u f n Y y h 1972 2- x t r k M v k z f r o j h h s k u l F k v u o k n d k O d j . k H k j r h v u o k n i f j ' k n f n Y y h 1994 3- d e k j M v j s k v u o k n v f s i k j H k f l d " k o l o y h d h h f g l h l a F k u v k j k 1997 4- https://shabdavali.rbi.org.in/ (c a a " k o l o y h) 5- https://rajbhasha.gov.in/hi/hindi-vocabulary/ (f o f H u i k j H k f l d , o a " k o d k s k) 6- https://www.collinsdictionary.com/hi/dictionary/english-hindi (v a s h f g l h h " k o d k s k) 7- https://www.oxfordlearnersdictionaries.com/us/ (v a s h f g l h h " k o d k s k)		
This course can be opted as an elective by the students of following subjects: b a j e h i M v v F o k l e d { k i f j { k m R h k z d j p d s l e l r f o j k a z b l i k B ; d e d k p ; u d j l d r s g S		
Suggested Continuous Evaluation Methods: f y f j k i j h k k i k k s d i j h k k i f j ; k s u k d k Z n { k k i f j { k k		
Course prerequisites: To study this course, a student must have had the subject.....inclass/12th/certificate/diploma. l H h d s f y , (l l e k u f g l h h H k k d k K k k v i s k)		

PO-CO Mapping(Please write 3, 2 ,1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	1	1	1	1
CO2	1	2	3	3	1	3	1	1
CO3	2	3	2	3	1	3	1	1
CO4	2	3	3	3	2	3	2	1
CO5	2	2	3	2	1	2	3	1
CO6	2	3	3	3	1	1	2	1
CO7	2	3	3	3	2	1	2	1
CO8	3	3	3	3	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2 ,1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	2	1	1
CO4	3	1	1
CO5	3	1	1
CO6	2	1	1
CO7	3	1	1
CO8	3	1	1

Suggested Continuous Evaluation Methods: fyflk ijhkkik kd ijhkkifj; k ukdk Zn(kkifj{k
Course prerequisites: To study this course, a student must have had the subject.....inclass/12th/certificate/diploma. I Hndsfy, (l kkl fghhkkdkkkvi gk)

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class Diploma d k Øe@ox&-fMy@k	Year Second o'kZj,rh	Semester IV l øbVj pr ØZ
fo'k - -l b-r		
A"u Åkk d M-A020401T	A"u Åkk "hØ-d kO' kL= l b-r y §ku d kSy	
Course Outcomes: v f/æ m i y fØk CO1 fo] k kZ d kO' kL= d smHø v fS fod k l sl Øfj fpr g d j d kO' kL= r Pøed ksl e>useal {le g l a s CO2 d Y i uk ky r k, oaj p u k e d {ler k d k fod k g l s k' kØ Kku d k k e a o f} g l s h CO3 Na Hø , o a m u d s f u ; e k e d k s l e > u s e a l e f Ø g l a s CO4 l b-r v y d k j k e d s k k u d s e k' e l s d kO d s l k ; Z d k c k d j l d a s CO5 fo] k k Z e a f u c k , o a v u e N s y § k u {ler k d k fod k g l s k CO6 l b-r i = y § k u e a d k S y e a o f} g l s h CO7 Ø k j . k' k L= d s k k u d s e k' e l s' k j o k Ø f o j k d k S y d k f o d k g l s d s k CO8 v i f B r v a k d s e k' e l s f o' k o l r q v o c Ø k , o a v f H Ø f a d k d k S y f o d f i r g l s k		

Credits 6	Core Company	
Max Marks 25+75	Min passing Marks 40	
Total No of Lectures – Tutorial –Practical (in hours per week) L-T-P 6-0-0		
UNIT <i>bd k Å</i>	TOPICS <i>i k B i fo'k</i>	NO OF LECTURE Ø k ; k u l Ø ; k
	<i>Ø f l e H k (Part-1)</i>	
I	l b-r d kO' kL= i j a j k r f k Ø e j k d kO ' k L= h x Ø k , o a v k p k Ø H k e g j n a m j o k u j v k u a o / Ø j e Ø v d a d j { k s a } f o' o u k f k t x Ø k f k	12
II	l k Ø R n i Z k (1-2 i f P N s	11
III	N a Ø r j R u k d j v k s f l k N a 1/2 v u d j j v k k Z o k L f a e f o y f c r H Ø a A r k o l a f r y d k j b a e t k j m i a e t k j m i t k f r j e k y u h j f k k j . k h p k n y f o z d m i j l Ø k	11
IV	v y d k j l k Ø R n i Z k l s v k s f l k v y d k j v u g k j ; e d j m i e k j : i d j m Ø k l a s k H Ø u e k j - "V a j u n" Ø k j f o H Ø u k j f o k s Ø r j l e k k Ø r	11
	f j r h H k (PART -2)	

V	fucak	12
VI	i = Ooglj	11
VII	I el lef, d fo'k ij vuENs y\$ku vFlok foKki u v[kclj l ekolj y\$ku	11
VIII	vi fBr x kakvFloki kakij vkKfjr c'u mUlj	11

PO-CO Mapping(Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	1	1	1	1	1	1
CO2	2	2	1	1	1	1	1	1
CO3	3	3	1	1	1	1	1	1
CO4	2	2	1	1	1	1	1	1
CO5	2	2	1	1	3	1	1	1
CO6	2	2	1	1	2	1	1	1
CO7	3	2	1	1	2	1	1	1
CO8	2	3	1	1	2	1	1	1

CO-Curriculum Enrichment Mapping(Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	2	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	2	1	1
CO8	3	1	1

I l a q x k

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- ❖ N a e a j n f o d k g f j n u k m i k k
- ❖ d l O n f i d k] d k r p a e H e l p k Z k G R H a k e s B
- ❖ d l O n f i d k] M d c v j e f = i k B h f o u k s i t r d e a n j v k x j k
- ❖ I a r I kGR d k b f r g k m e k l a j ' l e z _ f k p k S l a k H j r h v d k n e h o j k k h i q e a n z 2012

- ❖ I b-r I fgr d k b r g k o p i f r x p s k j p k s l a k f o l k h o u o k k k t i j e l a d j . k 1997
- ❖ g k j l a - r x l e j] e k s s o j j l e p a e d k y s i g n h v u o k n d l a f i y n o f o a h J h j l e u k k . k y k y c a h c l k n b y l g l c h 2001

This course can be opted as an elective by the students of the following subject:
I Hndsfy, (OPEN TO ALL)

çLr k f o r l r r e w l d u
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Course prerequisites
I Hndsfy, (OPEN TO ALL)
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Suggested equivalent online course
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Further Suggestion
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IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: DIPLOMA	Year: SECOND	Semester: FOURTH
Subject: ENGLISH		
Course Code: A040401T	Course Title: Indian Literature in Translation & Translation Practice	
<p>Course Outcomes:</p> <p>After completing this course, the students will be able to:</p> <p>CO1: Develop a comparative perspective to study the texts and understand the history of translation and various forms of translations for skill development globally.</p> <p>CO2: Analyze the translation tools to make use of technology like computer and mobile in the process of translation for enhancing employability.</p> <p>CO3: Attain accessibility to regional literary forms and develop analytical skills through fiction at local, national and global level.</p> <p>CO4: Contextualize the texts of Jaishankar Prasad, Amrita Pritam, and Tagore in their respective social and cultural milieu and develop an insight into the philosophy of Kabir through his verses.</p> <p>CO5: Gain a historical vision of the partition trauma and the contemporary issues of the tribal people through the writings of Bhisham Sahni and Mahashweta Devi</p> <p>CO6: Develop an insight about Indian familial conflicts and social evils through drama.</p> <p>CO7: Enhance job opportunities by fostering translation skills.</p> <p>CO8: Understand Indian consciousness and review the past through translated texts for skill</p>		

development.	
Credits: 06	Paper: Core Compulsory
Max. Marks: 25+75	Min. Pass Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0 .	
Unit	Topic
I	<ol style="list-style-type: none"> 1. Introducing Translation: A Brief History and Significance of Translation in a Multilinguistic and Multicultural Society like India 2. Literal translation Versus Free translation
II	Using Tools of Technology for Translation: Computer / Mobile Translation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration
III	Fiction Rabindranath Tagore, <i>The Home and the World</i> , tr.Surendranath Tagore OR Amrita Pritam, <i>Pinjar: The Skeleton and Other Stories</i> , tr.Khushwant Singh (New Delhi: Tara Press, 2009)
IV	Poetry Jayshankar Prasad, <i>Aanshu (The Garden of Loneliness)</i> , tr.Charles S.J. White (Delhi: Motilal Banarasidas, 2006) OR Kabir: <i>The English Writings of Rabindra Nath Tagore</i> (1994, Vol.1Ed. Sisir Kumar Das, Sahitya Akademi, Verses- 1,2, 8,12,53, 69)
V	Short Fiction <ol style="list-style-type: none"> 1. Bhisham Sahni- <i>Amritsar Aa Gaya</i> 2. Mahasweta Devi- <i>The Hunt</i>
VI	Drama <ol style="list-style-type: none"> 1. Mohan Rakesh- <i>Adhe Adhure</i> (Halfway House) 2. Vijay Tendulkar- <i>Kanyadan</i>
VII	Translation Practice <ol style="list-style-type: none"> 1. One Passage for Translation (Hindi to English) 2. One Stanza for Translation (Hindi to English)

VIII	Translation Practice 1. One Passage for Translation (English to Hindi) 2. One Stanza for Translation (English to Hindi)
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Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	3	2	3	2	3
CO2	2	2	3	3	3	3	2	2
CO3	3	3	3	3	2	2	2	3
CO4	3	3	3	3	3	2	2	3
CO5	3	3	3	3	3	2	2	2
CO6	3	3	3	3	1	3	3	3
CO7	2	2	2	2	3	3	3	3
CO8	3	3	3	3	2	2	3	3

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	2	1
CO5	3	2	1
CO6	3	3	1
CO7	3	3	1
CO8	3	3	1

Suggested Readings:

- Bogard, T. & Oliver, W., “Modern Drama: Essays in Criticism”, Oxford University Press, New York, 1965.
- Boulton, M., “The Anatomy of Drama”, Kalyani, New Delhi, 1980.
- Brooks, V. W., “The Writer in America”, E. P. Dutton and Co. Inc., New York, 1953.
- Cohn, R., “Currents in Contemporary Drama”, Indiana University Press, Bloomington, 1969.
- Golden, W.C., “A Brief History of English Drama from the Earliest to the Latest Times”, Forgot ten Books, London, 2018.
- Krasner, D., Ed., “A Companion to Twentieth Century American Drama”, Black well Companions, 2007.
- Kernan, A. B., “The Modern American Theatre”, Prentice Hall, New Jersey, 1967.
- Kitchin, L., “Drama in Sixties”, Faber and Faber, London, 1966.
- Nicoll, A., “A History of English Drama”, Cambridge University Press, Cambridge, 2009.
- <https://www.youtube.com/embed/whvEeYQ3ZKg>
- <https://www.youtube.com/embed/NtsBzRd7Mcs>
- <https://www.youtube.com/embed/ReOOYnlj2mI>
- <https://www.youtube.com/embed/oA78Lh7RGy4>
- <https://www.youtube.com/embed/ajmt0BLnI14>

Suggested Continuous Evaluation Methods:

Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/PowerPoint Presentation. The marks shall be as follows:

Project/Assignment	5 Marks
Internal Class test	20 Marks
Course prerequisites:	Open to all

Suggested equivalent online courses:

- NPTEL – Translation Studies and Theory –IIT Kanpur
NPTEL - Humanities and Social Sciences - Translation Studies and Theory
- SWAYAM- Modern Indian Writing in Translation
- Modern Indian Writing in Translation - Course (nptel.ac.in)

IFTM University, Moradabad

Programme: Bachelor of Arts

Programme/Class: Diploma/ BA	Year: Second	Semester: Fourth
Subject: History		
Course Code: A050401T	Course Title: History of Modern India (1857A.D – 1950 A.D)	
Course Learning outcomes:		
<p>CO1: The India under the Governor Generals Lord Lytton and Lord Ripon.</p> <p>CO2: Suppressing policy of Lord Curzon and its impact on Bengal and its Revolution.</p> <p>CO3: This paper also covers the development of communalism in India and mergers of Princely states after Independence.</p> <p>CO4: Introduction of Railways as a mean of transport to exploit the India.</p> <p>CO5: The course is designed to provide an overview of modern Indian political history and key concepts of the modern constitutional development to the students.</p> <p>CO6: Impact of reforms Morley-Minto reforms, Govt. of India Act 1919 and 1935.</p> <p>CO7: This paper covers the development of communalism in India.</p> <p>CO8: Mergering of Princely states after Independence.</p>		
Credits: 6		Core Compulsory
Max. Marks: 100		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0		
Unit	Topics	No. of Lectures
I	Lord Lytton and Lord Ripon	12
II	Lord Curzon and Partition of Bengal.	12
III	Commercialization of Agriculture and its Impact on India.	12
IV	Development of Railway and its Impact.	12
V	Development of Education in Colonial India.	14
VI	Morley-Minto reforms, Govt. of India Act 1919 and 1935.	6
VII	Rise and Development of Communalisms in India.	10
VIII	Mergers of Princely states after Independence and Role of Sardar Vallabh Bhai Patel.	12

PO-CO Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	2	3	3	3	2	2
CO2	2	2	2	2	2	2	1	1
CO3	3	2	2	3	3	3	2	2
CO4	2	3	2	1	3	2	2	3
CO5	2	2	1	2	1	1	1	2
CO6	3	3	3	3	2	3	2	3
CO7	2	2	2	2	2	3	3	2
CO8	3	2	3	2	2	1	1	3

CO-Curriculum Enrichment Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	3
CO2	1	2	1
CO3	1	3	1
CO4	3	3	3
CO5	3	3	3
CO6	1	3	2
CO7	2	2	1
CO8	3	3	2

Suggested Readings:

- Banerjee, A.C.: (1983) The New History of Modern India (1707–1947), Calcutta, K.P.Bagchi
- Bayly, C.A: An Illustrated History of Modern India 1600–1947, London1990
- Chabra, G.S.: (1989), Advanced History of Modern India, StearlingPublication
- Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication)
- Desai, A.R.: (1984), India’s Path of Development, Mumbai, PopularPublication
- Dodwell: (1925) A Sketch of the History of India, London, Longman’s Green andCo.
- Dutta, K.K.: (1975), Social History of Modern India, Delhi, MacmillanPublication
- Freedenberg, R.E.: (1912) Land Control and Social Structure inIndia
- Grover, B.L: A New look on Modern IndianHistory
- Jain, M.S.: (1993) Aadhunik Bharat Varsh Ka Itihas, New Age International Pvt.Ltd.
- Lal, Sunder: (2018) Bharat Mein Angreji Raj, PrabhatPublication
- Majumdar, Dutta and Ray Chawdhury (ed.) (1967), Advanced History of India 3 Vols. Macmillan Publication
- Metcalf, Berbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge,2002
- Metcalf, Thomas: (1995), Ideologies of the Raj, CambridgeUniversity
- Mishra, B.B. (1972), Administrative History of Modern India, Oxford UniversityPublication
- Mishra, J.P.: Aadhunik Bharat Ka Itihas, Uttar Pradesh Granth Academic,Prabhag
- Mittal, S.C.: Bharat Ka SaamajikaurAarthikItihas(1758–1947)
- Muir, Ramssay: (1969) The Making of British India, Oxford UniversityPress
- Prasad, Ishwari&Subedar: (1951) History of Modern India (English or Hindi), IndianPress
- Robert's P.E. and Spear: (1931) History of British India (English or Hindi), London,Oxford UniversityPress
- Sarkar, Sumit: (1993), Aadhunik Bharat (Hindi), Delhi, RajkamalPrakashan
- Sarkar, Sumit:(1983)Modern India ,Macmillan
- Shukla, R.L. (ed.): Adhunik Bharat Ka Itihas (Hindi), Delhi UniversityPublication
- Singh, G.N. (1963), Constitutional Development in Modern India, Punjab, AtmaRam
- Stein, Burton: (1992) The Making of Agrarian Policy in British India, 1770-1900, Oxford University Press

This is elective course open for all.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.

- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

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

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA	Year: Second	Semester: Fourth
Subject: Political Science		
Course Code: A060401T	Course Title: Western Political Thought	
Course Learning outcomes:		
CO1: This course introduces the students to the ancient political thinking in the West. CO2: The student understands the Medieval political thinking in the West. CO3: Student able the Modern political thinking in the West. CO4: Tracing the evolution of Western political thought from ancient to modern Political. CO5: The student understand the Enlightenment and Liberalism CO6: Analyzing the thought of T.H Green, G W Hegel, Karl Marx. CO7: Assessing the nationalist thought Mary Wollstonecraft. CO8: Discussing the thought of John Rawls, Michael.		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 33
Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0		
Unit	Topics	No. of Lectures
I	Ancient Thought In West: Pre-Socratic Thought: Epicureans, Stoics Plato, Aristotle to develop of skill Development and Employability.	12
II	Medieval Thought in West: Cicero, Thomas Aquinas and St Augustine, Renaissance The Church- State Controversy, to develop of skill Development and Employability.	11
III	Modern political thought Machiavelli, Austin, Jean Bodin to develop of skill Development and Employability.	11
IV	Social Contractarians Thomas Hobbes, John Locke, J. J Rousseau to develop of skill Development and Employability.	11
V	Enlightenment and Liberalism: Immanuel Kant, Edmund Burke, Jeremy Bentham, J S Mill, Harold Laski to develop of skill Development and Employability.	12
VI	T.H Green, G W Hegel, Karl Marx to develop of skill Development and Employability.	11
VII	Mary Wollstonecraft, Simone De Beauvoir, Rosa Luxemburg to develop of skill Development and Employability.	11
VIII	John Rawls, Michael .J. Oakeshott and Hannah Arendt to develop of skill Development and Employability.	11
PO- CO Mapping (Please write 3,2,1 wherever required) (Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)		
	PO1	PO2
	PO3	PO4
	PO5	PO6
	PO7	PO8

CO1	3	2	1	1	1	1	1	1
CO2	3	2	1	1	1	1	1	1
CO3	3	2	1	1	1	1	1	1
CO4	3	2	1	1	1	1	1	1
CO5	3	2	1	1	1	1	1	1
CO6	3	2	1	1	1	1	1	1
CO7	3	2	1	1	1	1	1	1
CO8	3	2	1	1	1	1	1	1

**Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	2
CO5	3	3	1
CO6	3	3	1
CO7	3	3	1
CO8	3	3	1

Suggested Readings:

1. E. Baker, The Political Thought of Plato and Aristotle, Methuen, 1906.
2. J. Coleman. A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, 2000.
3. K. Nelson, Brian, Western Political Thought: From Socrates to the Age of Ideology, Pearson. 1996
4. Jha, Shefali, Western Political Thought (From Plato to Marx), Pearson.
5. C. Macpherson, The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario.
6. Kolakowski, Leszek, Main Currents of Marxism, Oxford University Press, 1978.
7. Okin, Susan Moller, Women in Western Political Thought, Princeton University Press,
8. Prof S.P.M Tripathi, Pramukh Rajnitik vicharak
9. Jivan Mehta, Rajnitik chintan ka Itihas
10. Pukhraj jain, Paschatya rajinitik chintan
11. Haridatt vedalankar, Rajnitik chintan ka Itihas.

Suggested Continuous Evaluation Methods:

- Assignment/ Seminar (10 Marks)
- viva (10 Marks)
- Attendance (5 Marks)

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA		Year: Second	Semester: Fourth
Subject: Sociology			
Course Code: A070401T		Course Title: Social Problems & Social Development in India	
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0			
Unit	Topics		No. of Lectures
I	Deviance: Concept & Meaning, Definition. Crime and, Juvenile Delinquency White Collar crime.		7
II	Corruption in Public life, Cyber Crime, Drug Addiction, Suicide, Terrorism.		7
III	Structural Problems: Poverty, Caste Inequality, Problems: Religious, Ethnic and Regional, Minorities, Backward Classes and Dalits.		8
IV	Familial Problems: Dowry, Domestic Violence, Divorce, Intra and Inter Generational Conflict, Problem of Elderly.		8
V	Concept of Development, Economic Vs Social Development, Human Development.		6
VI	Theories of Development: Smelser, Lerner, Rostow. Under Development Dependency: Centre Periphery (Frank), Uneven Development (Samir Amin); Globalization and Development Society.		8
VII	Issues of Development: Agrarian Crisis, Human Resource Development & Skilled Unemployment.		8
VIII	Ecology and Development: Development and Displacement, Rehabilitation and Resettlement Policy, Sustainable development, Global Warming and Climate Change.		8
Course Learning outcomes:			
<p>CO1: The syllabus is designed to introduce students to the emerging social problems, the concept and issues of development in Indian Society.</p> <p>CO2: The course intends to focus upon the deviant and delinquent behaviour, issue of corruption and other disorganization and structural problems of Indian Society.</p> <p>CO3: The endeavour of the course is to make learners aware about the social problems and developmental issues in the Indian Society.</p> <p>CO4: Understand the Familial Problems.</p> <p>CO5: This course will introduce Concept of Development, Economic Vs Social Development, Human Development.</p> <p>CO6: Understand the Theories of Development.</p> <p>CO7: Understand the Issues of Development.</p> <p>CO8: This course will introduce Ecology and Development: Development and Displacement.</p>			

Mapping Course Outcomes leading for the achievement of Program Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	1	2	2
CO2	3	2	1	1	1	1	1	2
CO3	3	2	1	1	1	1	1	1
CO4	3	2	1	1	1	1	1	1
CO5	3	2	1	1	1	1	2	1
CO6	3	2	1	1	1	1	1	1
CO7	3	2	1	1	1	1	1	1
CO8	3	2	1	1	1	1	2	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

Suggested Readings:

1. Cloward, R., 1960. Delinquency and Opportunity.
2. Charles, L.C., Michael, W.F., 2000. Crime and Deviance: Essays and Innovations of Edwin M Lemert.
3. Cohen, Albert .K. 1955, Delinquent Boys: The Culture of the gang.
4. H, Travis, 1969, Causes of Delinquency.
5. E, Sutherland, D, Cressey, D.F., Luckenbill, 1934. Principles of Sociology.
6. Betellie, Andre, 1974: Social Inequality.
7. Gill, S.S., 1998: The Pathology of Corruption.
8. Lewis,Oscar,1966: Culture of Poverty, Scientific American, Vol.II & V

9. Gadgil, Madhav and Guha, Ramchandra, 1996: Ecology and Equity: The Use and Abuse of Nature in Contemporary India.
10. Berreman, G.D., 1979: Caste and Other Inequalities: Essays in Inequality.
11. Browning Halcli, Webster(ed), 1996: Understanding Contemporary Society: Theories of the Present.
12. Desai A.R, 1971: Essays on Modernization of Underdeveloped Societies.
13. Datt and Sundaram, 2008. Indian Economy
14. Eade D and Ligteringen E, Debating Development, 2006. – NGOs and the Future
15. EPW Research Foundation, Social Indicators of Development for India, Economic and Political Weekly, May 14-1994.
16. Escobar Arturo, 1995: Encountering Development, the Making and Unmaking of the Third World
17. Ghosh J, Never Done and Poorly Paid: Women’s Work in Globalizing India.
18. जे.पी. सिंह ,आधुनिक भारत का समाज

This is elective course open for all.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:

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

IFTM University, Moradabad

Programme: Bachelor of Arts

Programme/Class: Diploma/ BA		Year: Second			Semester: Fourth			
Subject: Sociology (Practical)								
Course Code: A070401R			Course Title: Project on Sustainable Society					
Credits: 2				Core Compulsory				
Max. Marks: 25+75				Min. Passing Marks: 40				
Total No. of Lectures-Tutorials-Practical (in hours per week): 0-0-2								
Unit	Topics							No. of Lectures
I	Research Project: Definition & Concept, Selection of Research Topic related to Social Problems and Social Development, Sustainable Development.							7
II	How to develop Research Proposal and its Implementation.							7
III	Methods & Techniques for conducting scientific study. Writing of Bibliography.							8
IV	Research Project final draft and writing of findings, Presentation of Research Project.							8
Course Learning Outcomes:								
<p>CO1: The syllabus designed to introduce students to the emerging social problems and the concept and issues of development in Indian Society.</p> <p>CO2: The project work will engage students directly in practical knowledge about the conducting research project.</p> <p>CO3: This project work will help learners to know about the issue of sustainability and policies & programmes.</p> <p>CO4: This project work will help learners to Presentation of Research Project.</p> <p>Mapping Course Outcomes leading for the achievement of Program Outcomes</p> <p>Please write 3,2,1 wherever required</p> <p>(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)</p>								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	1	2	2
CO2	3	2	1	1	1	1	1	2
CO3	3	2	1	1	1	1	1	1
CO4	3	2	1	1	1	1	1	1
CO5	3	2	1	1	1	1	2	1
CO6	3	2	1	1	1	1	1	1
CO7	3	2	1	1	1	1	1	1
CO8	3	2	1	1	1	1	2	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Suggested Readings:

1. Goode and Hatt, 2006: Methods in Social Research.
2. Young Pauline, 1988 Scientific Social Surveys and Research Practice.
3. Silverman David, 1985 Gower, Vermont Qualitative Methodology and sociology.
4. Sachdev Meetal, 1987: Qualitative Research in Social Sciences.
5. <https://www.westminster.ac.uk/study/postgraduate/research-degrees/entry-requirements/how-to-writeyour-research-proposal>

This elective is open to all

Suggested Continuous Evaluation Methods:

- Project file evaluation, main focus on presentation, content and proper use of research methodology, Viva.

IFTM University, Moradabad

Programme: Bachelor of Arts

Programme/Class: Diploma/ BA	Year: Second	Semester: Fourth
Subject: Economics		
Course Code: A080401T	Course Title: Money, Banking and Public Finance	
Course Learning outcomes:		
<p align="center">On completion of this course, learners will be able to:</p> <p>CO1. Develop the knowledge of various theories related to money for their skill development at national level.</p> <p>CO2. Describe the concept related to the structure of financial institutions and markets in Indian Economy for their skill development, employment and entrepreneurship development.</p> <p>CO3. Describe the concept related to interest rates in India at national level for improving their skills..</p> <p>CO4. Develop the knowledge about banking system and monetary policy in India for enhancing their skills at local, national and global level.</p> <p>CO5. Define the meaning, nature, Scope and Importance of Public Finance for their skill development.</p> <p>CO6. Explain the Government financial activities concerning Public Expenditure</p> <p>CO7. Explain the Government financial activities concerning Public Revenue and taxation for enhancing their skills..</p> <p>CO8. Develop the knowledge about the importance of fiscal policy and Government budget structure in India for fulfilling national and global needs.</p>		
Credits: 6	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
Part I		
I	Money: Concept, functions, measurement; theories of money supply determination for enhancing their skills..	12
II	Financial Institutions, Markets, Instruments and Financial Innovations a. Role of financial markets and institutions for developing their skills, employability and entrepreneurship development; problem of asymmetric information – adverse selection and moral hazard; financial crises. b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.	12
III	Interest Rates Determination; sources of interest rate differentials; theories of term structure of interest rates for enhancing their skills; interest rates in India.	11
IV	Banking System for skill development at national level a. Balance sheet and portfolio management. b. Indian banking system: Changing role and structure; banking sector reforms.	11

	c. Central Banking and Monetary Policy Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India for enhancing their skills at national and global level.	
Part II		
V	Nature and Scope of Public Finance: Meaning and scope of Public Finance; Distinction between Private and Public Finance; Public Goods Vs. Private Goods; The Principle of Maximum Social Advantage for developing their skills; Market Failure; Role of the Government.	11
VI	Public Expenditure: Meaning, Classification and Principle of Public Expenditure; Canons and Effects of Public Expenditure; Trends in Public Expenditure and Causes of Growth of Public Expenditure in India for skill development.	11
VII	Taxation: Sources of Public Revenue; 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 for skill development..	11
VIII	Fiscal policy: Components, Instruments, Objectives. Role of Fiscal Policy in Developed and Developing Countries for skill development, Budget Structure of the Government of India, State Budget- Sources of Revenues and Expenditures. Major Tax Reforms in India. Fiscal Federalism in India: Union-State Fiscal Relations, Federal Fiscal Imbalances and the Role of Finance Commission. Finances of Local Bodies	11

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	2	1	1
CO2	3	2	2	1	2	2	1	1
CO3	3	1	1	1	2	1	1	1
CO4	3	2	1	1	2	2	1	1
CO5	3	1	1	1	2	1	1	1
CO6	3	2	1	1	2	2	1	1
CO7	3	1	1	1	2	1	1	1
CO8	3	2	2	1	2	2	1	1

CO-Curriculum Enrichment Mapping**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	2
CO3	3	1	1
CO4	2	1	1
CO5	3	1	1
CO6	2	1	1
CO7	2	1	1
CO8	3	1	1

Suggested Readings:

1. Eyler, Robert (2009): Money and Banking-An International Text, Routledge.
2. Gupta, S. B (2009): Monetary Economics-Institutions, Theory & Policy, S. Chand & Company, New Delhi.
3. Jhingan, M. L (2012): Monetary Economics, Vrinda Publications, NewDelhi.
4. Lal, S. N (2012): Mudra, Banking Avam Videshi Vinimay, Shiva Publishing House, Allahabad.
5. Jhingan, M. L (2012): Maudrik Arthshastra, Vrinda Publications, New Delhi.
6. Seth. M. L (2012): Maudrik Arthshastra, Laxmi Narayan Publications, Agra.
7. Khanna, Perminder (2005): Advanced Study in Money and Banking: Theory and Policy Relevance in The Indian Economy, Atlantic.
8. Nadar, E. Narayanan (2013): Money and Banking, PHI Learning Press.
9. Paul, R.R (2011): Money, Banking & Exchange , Kalyani Publishers, Delhi.
10. Uppal, R. K (2011): Money, Banking and Finance in India- Evolution & Present Structure New Century Publications.
11. Bagchi, Amaresh (2005): Readings in Public Finance, Oxford University Press.
12. Cullis, John & Jones Philip (2009): Public Finance and Public Choice, Oxford University Press.
13. Due, John. F, Friedlaender, Ann. F (2002): Government Finance, Economics Of The Public Sector, Aitbs Publishers & Distributors.
14. Gupta, Janak Raj (2011): Public Economics in India Theory and Practice, Atlantic.
15. Head, J.C (1974): Public Goods and Public Welfare, Durham, NC, Duke University Press.
16. Inge Kaul, Pedro Conceicao (2006): The New Public Finance, Oxford University Press.
17. Johansen, Life (1965): Public Economics, Chicago: Rand McNally.

18. Margolis, J & Guitton, H: Public Economics (1974), Mcmillan.
19. Musgrave, R. A & P.B. Musgrave (1989): Public Theory: Theory & Practice, McGraw Hill.
20. Musgrave, R. A (1959), The Theory Of Public Finance, McGraw Hill.
21. Shome Parthasarathi (2002): India's Fiscal Matters, Oxford University Press, New Delhi.

Suggested Continuous Evaluation Methods:

Assignment / Test / Quiz(MCQ) / Seminar/ Presentations/ Research orientation of students

Suggested equivalent online courses:

Courses on Swayam / MOOCs

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: BA	Year: Second	Semester: Fourth
Subject: Geography		
Course Code: A110401T	Course Title: Economic Geography	
Course Outcomes:		
CO1: The Meaning, concepts and approaches of Economic Geography		
CO2: The nature of Economic activities, Resource Distribution		
CO3: The Effect of globalization on developing countries.		
CO4: To recognize the significance of geographic concepts for understanding socio-economic processes.		
CO5: Appraise the different ways in which time and space interact and constrain each other with regards to economic activities and articulate how economic processes can be broken down into changes over time and variations across space.		
CO6: Assess how society and economic actors organize themselves in space, the factors driving these complex spatial patterns, and the implications these spatial configurations have for the socio-economic well-being of affected groups and societies.		
CO7: Appreciate the complexity of economic development processes taking place across the world and how these are influenced by space.		
CO8: Relate course content to current economic, social, political events and identify some of the geographical trends in economic processes.		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Meaning, concepts and approaches of Economic Geography; agricultural region of the world (Derwent Whittlesey).	8
II	Resource: meaning, concept and classification. Spatial organization of economic activities	8
III	Economic organization of space Forestry, fishing and mining activities	7
IV	Agricultural typologies, agricultural land use model (J.H. Von Thunen).	7
V	Types of industries; Factors of location of industries; iron and steel industry, cotton textiles and sugar; Theory of industrial location (Alfred Weber).	8
VI	World transportation: Sea routes and major trans-continental railways.	8
VII	WTO and International trade: Patterns and trends.	7
VIII	Effect of globalization on developing countries.	7

PO-CO Mapping (Please 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	2	1	1	1
CO2	1	2	1	1	1	2	1	1
CO3	1	1	3	1	2	1	1	1
CO4	1	2	1	1	1	1	1	1
CO5	1	1	2	1	1	1	1	1
CO6	1	1	1	2	1	2	1	1
CO7	1	2	1	1	1	1	1	1
CO8	1	1	1	3	1	1	2	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	1	2
CO3	2	2	1
CO4	3	1	1
CO5	3	2	1
CO6	2	1	1
CO7	3	2	2
CO8	3	1	1

Suggested Readings:

1. B N Singh (2021) Manav evam Arthik Bhugol, Pravalika Publication, Allahabad
2. Bryson, J., Henry, N., Keeble, D. and Martin, R. (eds.) (1999): The Economic Geography Reader: Producing and Consuming Global Capitalism. John Wiley and Sons, Inc, New York.
3. Clark, G. L., Gertler, M. S. and Feldman, M. P. (eds.) (2000): The Oxford Handbook of Economic Geography. Oxford University Press, USA.
4. Coe, N. (2007): Economic Geography: A Contemporary Introduction. Blackwell Publishers, Inc., Massachusetts.
5. Gautam, A. (2006): Aarthik Bhugol Ke Mool Tattava, Sharda Pustak Bhawan, Allahabad.
6. Guha, J. S. and Chattoraj, P.R. (2002): A New Approach to Economic Geography: A Study of Resources. The World Press Private Limited, Kolkata
7. Hanink, D. M. (1997): Principles and Applications of Economic Geography: Economy, Policy, Environment. John Wiley and Sons, Inc, New York.
8. Hartshorne, T. A. and Alexander, J. W. (1988): Economic Geography (3rd revised edition) Englewood Cliff, New Jersey, Prentice Hall
9. Hudson, R. (2005): Economic Geographies: Circuits, Flows and Spaces. Sage Publications, London.
10. Knowles, R, Wareing, J. (2000): Economic and Social Geography Made Simple, Rupa and Company, New Delhi.

11.Sokal, Martin 2011. Economic Geographics of Globalisation: A short Introduction. Cheltenham, UK: Edward Elgar.

12. Alexander, J. W. (1988): Economic Geography. Prentice-Hall, New Delhi.

Course prerequisites:

12th Standard Pass/Open to all

Suggested Continuous Evaluation Methods:

Assignment / Test / Quiz (MCQ) / Seminar/ Presentations/ Research orientation of students

Suggested equivalent online courses:

https://onlinecourses.nptel.ac.in/noc21_hs50/preview

IFTM University, Moradabad
Programme: Bachelor of Arts

Program/Class: BA	Year: Second	Semester: Fourth
Subject: Geography (Practical)		
Course Code: A110402P	Course Title: Surveying	
Course Outcomes:- CO1: Identify the various Survey Operations and Survey Instruments. CO2: Understand the idea of Basic and applied Instrumental surveying.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	Basics of Surveying: Surveying: meaning, classification, merits and demerits.	5
II	Instrumental Survey: Survey with Chain Tape, Plane Table, Prismatic Compass, Sextant, Theodolite and Indian Clinometer.	25

Suggested Readings:

1. Sharma, JP (2001) Prayogik Bhugol, Rastogi Publication, Meerut
2. Jones, P.A.(1968): Fieldwork in Geography, Longmans, Green and Company Ltd., First Publication, London
3. Kanetker, T.P. and Kulkarni, S.V.(1967): Surveying and Levelling, Vol I and II V.G. Prakashan, Poona.
4. Natrajan, V. (1976): Advanced Surveying, B.I. Publications., Mumbai.
5. Pugh, J.C. (1975): Surveying for Field Scientists, Methuen and Company Ltd., London, First Publication.
6. Punmia, B.C.(1994): Surveying, Vol I, Laxmi Publications Private Ltd, New Delhi.
7. Shephard, F.A. (1968): Surveying Problems and Solutions, Edward Arnold

(Publishers) Ltd, London

8. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions), Kalyani Publishers, Ludhiana and New Delhi.
9. Venkatramaiah, C. (1997): A Text Book of Surveying, Universities Press, Hyderabad.
10. Davis, R.E. and Foote, F.S. (1953): Surveying, 4th edition, McGraw Hill Publication, New York

Note: In Final Examination Student shall be examined by external and internal examiners.

Marks Distribution: Written Exam, Viva, Practical File, Instrumental Surveys

Note: In practical: Students have to select two questions out of four questions. Each question will carry 20 Marks.

Written Test - 40 Marks (2Hrs)

Viva voce - 10 Marks

Sessional Record – 25 Marks

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA		Year: Second	Semester: Fourth
Subject: Home Science			
Course Code: A130401T		Course Title: Housing & Extension Education	
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 33	
Total No. of Lectures- 60			
Unit	Topics		No. of Lectures
Part A			
I	Housing: Needs of a House, Difference between House & Home, way to acquire house (Own & rented). Factors influencing selection and purchase of house and site for house building.		8
II	House Planning: Principles of house planning, Planning different residential spaces in a house. Planning house for different income groups.		7
III	Interior Designing: Introduction to Interior designing. Importance of good taste. Objective of Interior decoration. Elements of design – Line, Shape, Texture, Color, Pattern, Light & Space. Principle of design- Proportion, Balance, Rhythm, Emphasis, Harmony.		8
IV	Home Decors: Furniture, Furnishings (Curtain, Draperies, Floor coverings, Wall ceiling, Lighting, Accessories (Wall painting, Mirrors, wall art, Sculpture & Antiques, Flower arrangements) etc.		7
Part B			
V	Extension Education: Meaning, Concepts, Objectives, Scope, Principles, Philosophy of Extension Education. Early Extension Efforts in India. Formal & Non-formal Education.		7
VI	Extension Teaching & Learning: Role and Qualities of an Extension worker. Steps in Extension Teaching Process, Criteria for Effective Teaching & Learning.		8
VII	Communication & Extension Teaching Methods: Definition, Importance, Characteristics, Elements, Models & Challenges in communications. Relationship between Communication, Extension & Development. Extension Teaching Methods- Classification, Factors guiding the Selection & use of Extension teaching methods.		7
VIII	Audio- visual Aids: Definition, Importance, Classification, Selection, Preparation & Effective use of Audio-visual Aids.		7
Course Learning Outcomes:			
On completion of this course, learners will be able to:			
CO1: Grasp knowledge of Housing need & selection of site in real life situations.			
CO2: Comprehending Housing plans for residential purpose.			
CO3: Appreciate principles of design and the contributing factors to refine personal aesthetic			

senses.

CO4: To introduce the student Home Decors, Furnishings and Accessories.

CO5: Learn the widening concepts of Extension Education.

CO6: Develop understanding for Effective teaching and learning.

CO7: Comprehend the various effective communication methods.

CO8: Gain skills to use technologically advanced Audio-visual aids.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	3	3	2	1	2
CO2	1	3	1	2	2	3	1	3
CO3	2	3	2	1	2	3	1	1
CO4	1	2	3	3	2	1	1	2
CO5	1	3	2	2	1	1	3	2
CO6	2	2	2	2	1	1	2	3
CO7	1	1	1	2	1	2	3	3
CO8	2	2	1	2	1	2	3	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1
CO5	3	1	1
CO6	3	1	1
CO7	3	1	1
CO8	3	1	1

Suggested Readings:

1. Khanuja, Reena (2018) *Grah Vyavastha avam Grah Sajja*. Agrawal Publications, Agra ISBN: 978-93-81124-96-3
2. Patni Manju & Sharma Lalita, *Grah Prabandh*, Star Publications Agra.
3. Cherunilam, F., & Hedggade, O. D. (1987). *Housing in India*. Bombay: Himalaya Publishing House.
4. Craig, H.T. and Rush, O.D. (1966). *Homes with Character*. Heath, 1966.
5. Faulkner, R. & Faulkner, S. (1961) *Inside Today's Home*. Rev. ed. © Holt, Rlnehart & Winston, Inc.
6. Goldstein. H & Goldstein V. (1954). *Art in Everyday Life* Macmillan Publishers.
7. Rutt, A.H. (1963) *Home furnishing*. John Wiley & Sons, Inc.;

8. Supriya, K.B. (2004). Landscape gardening and designing with plants. Pointer Publishers.
9. Teresa, P. Lanker. (1960). Flower Arranging: Step-by-step Instructions for Everyday Designs. Florist Review
10. Aggarwal, R. (2008). “Communication- today and tomorrow”, New Delhi.: Sublime Company
11. Dubey V.K, Srivastava Archana, Agrawal Garima, Grah Vigyan Prasar Avam Sampreshan. Star Publications Agra.
12. Harpalni B.D. Patni.Manju, (Prasar Shiksha Avam Sanchar) Star Publications, Agra. ISBN 978-93-81246
13. Shaw Geeta Pushp, Shaw Jois Sheela, Prasar Shiksha, Vinod Pustak Mandir Agra. ISBN 81-7457-104-3
14. Dahama, O.P., & Bhatnagar, O.P. [1998]. “Education and Communication for Development”. New Delhi. - Oxford and IBH Publishing Co. Pvt. Ltd.
15. Jaipal Singh. “Prasar Shiksha avam Gramin Vikas” SR Scientific Publications, Agra
16. Reddy, A. [1987]. “Extension Education”. Bapatha, Andra Pradesh, India.: Sreelekshmi Press.
17. Supe A.N. (1983). An introduction to Extension Education. Delhi: Oxford IBH Publishing
18. Suggestive digital platforms web links
<http://heecontent.upsdc.gov.in/Home.aspx>

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

Suggested Continuous Evaluation Methods:

- Seminar / presentation on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Preparation of Audio-visual aids.
- Attendance.

Course prerequisites: To study this course, a student must have had the subject ALL in class12th.

Suggested equivalent online courses:

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

Further Suggestions:

It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure. Extension work will speed up the (1) Man Environment; (2) Basic structures (Gram Panchayat, Village School and Cooperative Societies) etc.

At the End of the whole syllabus any remarks/ suggestions:

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA		Year: Second	Semester: Fourth
Subject: Home science (Practical)			
Course Code: A130402P		Course Title: Resource Planning and Decoration	
Credits: 2		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lab Period- 30 (60 hours)			
Unit	Topics		No. of Lectures
I	Preparation of time plans for self and family. Drafting family budget for different income groups.		8
II	Market Survey of Household Equipments- (Pressure cooker, Toaster, Gas Stove, Mixer & Grinder, Refrigerator, Washing machine, Microwave, Solar cooker).		8
III	Draw House Plans Standard Specifications & Furniture Layout.		7
IV	Preparation of Color wheels & Color schemes. Flower Arrangement & Floor Decoration (Rangoli) - Application of Design principles and Elements of Art, Innovation of new styles.		7
Course Learning outcomes: On completion of this course, learners will be able to: CO1: Develop skills for making time plan for effective balance of work & leisure. CO2: Plan & prepare budget for the family. CO3: Incorporate appropriate work simplification in using household equipment. CO4: Develop understanding for house planning & decoration.			
Suggested Readings:			
<ol style="list-style-type: none"> 1. Alexander. N.J., (1972). Designing Interior Environment. New York: Harcourt Brace, 2. Bhargava, B. (2005). Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers. 3. Faulkner, R., and Faulkner, S. (1975). Inside Today's Home, New York: Rinehart. 4. Gandotra, V., and Jaiswal, N. (2008). Management of Work in Home, New Delhi: Dominant Publishers and Distributors. (ISBN No. 81-7888-526-3) 5. Harmon. S., and Kennon, K. (2018). The Codes Guidebook for Interiors (5thEd.). New York: Wiley (ISBN: 978-1-119-34319-6) 6. Johanovich Inc. Ball, V. K. (1982). Art of Interior Design. New York: John Wiley & Sons. 7. Leach, S. D. (1978). Techniques of Interior Design Rendering and Presentation (1st Ed.). Architectural record Books (ISBN-13: 978-0070368057) 8. Mohanty, A.B. (1985). Guide to House Buildings. New Delhi: Inter India Publications 9. Patni Manju & Sharma Lalita, Grah Prabandh, Star Publications Agra. 10. Suggestive digital platforms web links- <ul style="list-style-type: none"> • bit.ly/3fJfghi • https://bit.ly/39mTwGQ 			

- <https://bit.ly/2JoXB2e>
- <https://bit.ly/3lkrWf>.
Swayam Portal,
- <http://heecontent.upsdc.gov.in/Home.aspx>

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/ Class: Diploma/ BA		Year: Second	Semester: Fourth
Subject: Education			
Course Code: E010401T		Course Title: Psychological Perspectives of Education	
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			
Unit	Topics	No. of Lectures	
I	EDUCATION AND PSYCHOLOGY <ul style="list-style-type: none"> • Psychology: Concepts and Scopes. • Relations of Education and Psychology. • Importance of Educational Psychology. • Methods of Studying Educational Psychology. 	8	
II	PROCESS OF DEVELOPMENT <ul style="list-style-type: none"> • Development Meaning and Forms. • Growth and Development. • Stages of Development. • Forms of Development-Physical, Mental, Emotional, Social, Motor Development, Language Development. 	8	
III	UNDERSTANDING THE LEARNING <ul style="list-style-type: none"> • Meaning, Nature and Factors Influencing the Education. • Learning Styles: VARK. • Transfer of Learning and its classroom implications. • Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt • Theory and their Educational Implications. 	7	
IV	FOUNDATIONS OF BEHAVIOURS <ul style="list-style-type: none"> • Instincts. • Sensation, Perception and Concept. • Motivation. • Memory. • Attention and Interest. • Thinking, Reasoning and Imagination. • Habit. • Fatigue 	7	
V	INDIVIDUAL DIFFERENCES <ul style="list-style-type: none"> • Meaning, Types and Causes of Individual Differences. • Individual Differences and Education. 	8	

VI	SPECIAL NEED LEARNERS <ul style="list-style-type: none"> Mentally Retarded. Gifted Children. Divyang (Handicapped). 	8
VII	MENTAL HEALTH AND ADJUSTMENT <ul style="list-style-type: none"> Concept and need of studying mental health. Affecting Factors of Mental Health. Mental Health and Education. Adjustment: Meaning and Process. 	7
VIII	TEACHING AND LEARNING PROCESS <ul style="list-style-type: none"> Concept of Teaching. Relation between Learning and Teaching. Conditioning vs teaching. The Objectives of Education. Role of Teacher in Teaching- Learning. 	7

Course Outcomes:

On completion of this course, learners will be able to:

CO1: Understand relation of Education and Psychology, and process of development

CO2: Develop understanding about concept and theories of learning, and foundations of behaviours

CO3: Analyse the implications of individual differences and children with special needs

CO4: Comprehend strategies of mental health and adjustment in relation to teaching and learning

Mapping Course Outcomes leading to the achievement of Programme Outcomes : (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	3	1	1	2	1
CO2	3	2	1	3	1	1	2	2
CO3	2	3	2	2	2	2	1	3
CO4	3	1	3	1	2	2	3	3

Co Curriculum Enrichment Mapping (Please 3,2,1 wherever required)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	3	1	2
CO3	3	1	1
CO4	2	3	3

Suggested Readings:

1. भटनागर एस, शिक्षा मनोशिक्षान, सूयम पब्लिशिंग, 1998
2. जायसवाल एस.आर, भारतीय मनोशिक्षान और शिक्षा , आयम बुक डीपो नई दिल्ली
3. गुप्ता एस.पी, शिक्षा मनोशिक्षान, खा प्रकाशिन, मेरठ
4. Aggarwal. J.C. (n.d.). Essentials of Educational Psychology: Vikas Publishing house
5. Bhatnagar Suresh (n.d.). Advanced Educational Psychology, Lal Book Depot, Meerut.

6. Bigge, Morris. L (1971). Learning theories for teachers. New York: Harper & Row.
7. Chauhan S.S. (1978). Advanced educational psychology. Vikas Publishing House.
8. Dash M. (1994). Educational Psychology. New Delhi, Deep & Deep Publications.
9. Dececco John, P. The Psychology of Learning and Instruction. New Delhi, Prentice Hall of India. 1968
10. Hilgand, E.R. & Bower, S.H., (1975). Theories of Learning. Englewood Cliffs New Jersey: Prentice Hall.
11. Hurlock, E. B. (2004). Developmental Psychology: A Life span Approach. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
12. Mathur, S.S. Educational Psychology. Agra, Vinod Pustak Mandir. 1986
13. Mazur, J.E. (1994). Learning and behaviour. Englewood Cliffs. New Jersey; Prentice Hall.
14. Rani, A. (2011). Psychology of learning Behavior. New Delhi, Centrum Press.

Course prerequisites: 12th Standard Pass/Open to all

Suggested equivalent online courses:

Courses on Swayam / MOOCs

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Diploma/ BA		Year: Second	Semester: Fourth
Subject: Education (Practical)			
Course Code: E010402P		Course Title: Practical: Case study of a Special Child	
Course Outcomes:			
On completion of this course, learners will be able to: CO1: Develop a stronger orientation towards research. CO2: Identify the different special children. CO3: Prepare a case study.			
Credits: 2		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w			
Unit	Topics		No. of Lectures
I	<ul style="list-style-type: none"> • What is case study? And its steps. 		5
II	<ul style="list-style-type: none"> • Special children: Types and characteristics. 		25
Suggested Readings:			
1. Ray, I. D. (1994). <i>Case Study: A Practical Approach</i> . New Delhi, Vikas. 2. Dfily, P. D. (1994). <i>Case Study: A Practical Approach</i> . New Delhi, Vikas. 3. Dash M. (1994). <i>Educational Psychology</i> . New Delhi, Deep & Deep Publications. 4. Hurlock, E. B. (2004). <i>Developmental Psychology: A Life span Approach</i> . New Delhi, Tata McGraw-Hill Publishing Co. Ltd.			
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Case study record- 15 marks Viva- 10			

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: DIPLOMA	Year: 2	Semester: IV
Subject: Journalism		
Course Code: A270401T	Course Title: Media Law and Ethics (Theory)	
Course outcomes:		
CO1: Learn about history of media laws.		
CO2: To know about the various laws applicable to media person.		
CO3: Understand basics about the media laws.		
CO4: To know about the legislature reporting.		
CO5: To know about the different types of acts regarding: Contempt of Court; Defamation; Right to Information; Official Secrets Act		
CO6: Understand the Prasar Bharati Act; Copyright Act; PCI		
CO7: To know about code of conduct of different organizations.		
CO8: Understand the different types of media issues.		
Credits: 4		Core Compulsory / Elective
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures- 60		
Unit	Topic	No. of Lectures
I	Constitution of India; Fundamental rights; Freedom of Speech and Expressions and their limitations	7
II	Brief history of Press Laws in India; Emergency and its impact on media	8
III	Provisions for legislature reporting; Parliamentary privileges in reference with media	8
IV	Contempt of Court; Defamation; Right to Information; Official Secrets Act	7
V	Press and Registration of Books Act; Working Journalist Act 1955; Cinematograph y Act (1953); Information Technology Act; Film	

	Censorship	8
VI	Prasar Bharati Act; Copyright Act; PCI	8
VII	Sedition and inflammatory writings: IPC and CrPC; Code of conduct for journalists; ASCI Code of Conduct; PRSI Code of Conduct	7
VIII	Media Related Issue	7
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Don Pember Mass Media Law, McGraw-Hill Higher Education • M Neelamalar, Media Laws and Ethics, PHI Learning Pvt. Ltd.s • Dileep Kumar, Rakesh Kumar and Amitabh Srivastav, Media Laws and Ethics, Mackhingeepublisher • Shipra Kumari, Indian Laws and Press, Omega publication • Rayudu, C.S. and Nageshwar Rao SB, Mass Media — Laws and Regulations, Himalaya PublishingHouse, • Nand Kishore Trikha, Press Vidhi <p>PK Badhopadhyay and Kuldeep S. Arora, Journalistic Ethics</p>		
This course can be opted as an elective by the students of following subjects: Open for all		
<p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> • Assessment of observation report. • Preparation of advertising. • Evolution of Case Study. 		
<ul style="list-style-type: none"> • Janmadhyam: Kanoon Evem Uttardayitva - Dr.Shrikant Singh • DD Basu, Press Laws, Prentice Hall Pub. • Mass Media Laws and Regulations in India, AMIC Publication • Surender Kumar ManoharPrabhakar, Bharat Mein Press Vidhi 		
This course can be opted as an elective by the students of following subjects: Open for all		
<p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> • Seminar / presentation on any topic of the above syllabus. • Test with multiple choice questions/ short and long answer questions. • Preparation of Audio-visual aids. 		
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"> • IGNOU & Other centrally/state operated Universities/ MOOC platforms such as“SWAYAM” in India and Abroad. 		

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	2	1	1	1	1	2
CO2	1	2	2	1	1	1	1	3
CO3	2	1	3	2	1	1	1	1
CO4	1	1	1	2	1	1	1	1
CO5	3	1	1	1	1	3	1	1
CO6	1	2	1	1	1	2	1	2
CO7	1	1	1	2	1	2	1	1
CO8	1	1	2	1	1	1	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	2	3	1
CO3	3	1	1
CO4	1	1	1
CO5	1	1	1
CO6	1	2	1
CO7	1	1	1
CO8	2	2	1

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: DIPLOMA		Year: 2	Semester: IV
Subject: Journalism (Practical)			
Course Code: A270402P		Course Title: Print Media Production	
Course outcomes:			
<ul style="list-style-type: none"> • Able to produce photo feature • Plan & prepare Print Media content. • Develop understanding for house journal publication. • Able to understand the page designing. 			
Credits: 2		Core Compulsory / Elective	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of lab.periods-30 (60 hours)			
Unit	Topic		No. of lab. periods
I	All the students have to design two pages of Newspaper in A3 size using In Design software. PowerPoint: At least one presentation of not less than 10 slides on any topic assigned. All assignment should be submitted in a C.D. format to the concerned Department.		8
II	All the students have to make their Institute's House Journal of at least of 20 pages including articles, Photographs, and stories etc.		8
III	All the students have to write 05 articles on any two current social issues and make a separate file and submit it to the concerned Department.		7
IV	All the students have to create a photo feature with at least 07 photographs of size 12x15 inches and submit the print out of the same in the concerned Department.		7

Suggested Readings:

1. N. N Sarkar, Art and Print Production.
2. Kayanna Pace Designer's Guide to Print Production.
3. Wayne Collins Graphic Design and Print Production Fundamentals.

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

Suggested Continuous Evaluation Methods:

- Evaluate Newspaper layout and design
- Evaluate Magazine quality
- Evaluate Articles written by Students

Further Suggestions:

- Students may develop their managerial skills & Interior designing skills after completion this course with the capability to opt for a job or start their own ventures.

The program giving an opportunity to advancement their knowledge by enrolling for advanced specialized program of their own area of need & interest.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	2	1	1	1	1	2
CO2	1	2	2	1	1	1	1	3
CO3	2	1	3	2	1	1	1	1
CO4	1	1	1	2	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	2	1
CO2	2	3	1
CO3	3	1	1
CO4	1	1	1

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester IV

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mī s; & Hkō, oafopkj, ladhLokkōd , oal jy vfhōfā x| ds}kj kghgkshgSt ksfō| kFZkō dkdKky fodk djkrk
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CO3 x| dhfofok fo/k kō avaj dj | d s t ksfō| kFZkō dkdKky fodk djkrk gō

CO4 Hkō, oafopkj, ladhLokkōd], oal jy vfhōfā x| ds}kj kghgkshgSt kō sōd Lrj ij O fā Rō fodk dj s k A

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	1	3	3	2	1
CO2	3	3	1	3	3	3	2	2
CO3	3	3	1	1	2	2	1	1
CO4	2	3	1	1	3	2	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	3	1
CO3	2	3	1
CO4	3	2	1

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- 3- clj]h] gjns] fgthdki lek] Kku H&x&2] ykd H]r]h] bylgckn A

Website sources:

www.gkexams.com.

www.iasbook.com.

www.hindisarkariresult.com

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester – IV

COURSE 1: GENERAL ENGLISH-IV-BEG412

Course Objectives: The purpose of this course is to enable students to identify, analyse, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and to develop presentation and employability skills.

Unit-I

Aurobindo Ghosh	:	The Essence of Poetry
R.K. Narayan	:	Crime and Punishment
M. K. Gandhi	:	The Swadeshi Movement

Unit-II

Manoj Das	:	The Mistry Hour
Rohinto Mistry	:	Running Water
J. L. Nehru	:	Autobiography of Nehru Ji: In Naini Prison (Chapter No. XXX)

Unit-III

Nirad C. Chaudhri	:	Tell Me the Weather and I'll Tell You the MaDr.
Radhakrishnan	:	A Clean Advocate of Great Ideals

Unit-IV

Figures of Speech
Uses of Tenses
Conditional Sentences
Translation of a passage from Hindi to English and vice-versa

Unit- V

Syntax
Public Speaking Skills
Presentation
Debate
Extempore

Course Outcomes:

Students completing this course will be able to:

CO1: Apply critical and theoretical approaches to the reading and analysis of literary texts in multiple genres at national and global level for skill development.

CO2: Comprehend representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts and develop their intellectual, personal and professional abilities nationally and globally for skill development.

CO3: Analyse given text and to demonstrate knowledge of the historical context of a work or author for skill development.

CO4: Enhance English language skills by enriching their vocabulary and grammar rules for skill development and employability.

CO5: Transmit information, tell a story, give presentation and argue to learn at local and national level for skill development and employability.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	1	2	2
CO2	3	2	3	3	3	2	1	1
CO3	3	3	2	3	2	2	2	2
CO4	1	2	1	2	2	3	3	3
CO5	2	1	2	1	1	3	3	3

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	2	1
CO5	3	2	1

Suggested Readings:

- (1) Remedial English Language by Malti Agarwal, Krishna Publications, Meerut.
- (2) Common Errors in English - French F.C. Oxford University Press, Delhi.
- (3) Professional Communication by Malti Agarwal, Krishna Publications, Meerut.

Website Sources:

- www.wikipedia.com
- www.englishgrammar.org
- www.usingenglish.com
- www.englishstudy.co.in

IFTM University, Moradabad
Programme: Bachelor of Arts
SEMESTER – IV

BA JMC 415 : Photography: Techniques & Applications

Course Objectives

CREDIT-4

The outcome of the course is to provide students a clear understanding of still photography, different aspects of photography and types of cameras along with their functions. The study of the subject will enhance the employability and entrepreneurship as well as skill development of the students.

Unit- I

Session: 13

History of camera, different types of cameras, photographic films, different types of tapes; accessories: memory card, hard disk, cable and connectors, battery; Different types of lenses; different types of filters, view finder, adopter, microphone, lens hood, aperture rings, focus rings, zoom rings, gain control.

Unit- II

Session: 12

Technical features: aperture, shutter speed, exposure, focus & focal length, white balance, lens speed, depth of field, principles of axis, pixel, resolution, CCD, CMOS, optical zoom, NTSC, PAL, SECAM.

Unit- III

Session: 12

Lighting technique: Natural light; Three point lighting technique; Hard light & soft light, Types of artificial lights; Density glass, reflector, separator, dimmer, exposure meter, studio light, colour temperature.

Unit- IV

Session: 11

Sound recording technique: Types of microphone; Printing technique: Photo printing machine, toner, grade and selection of papers, photo developing & enlarging technique.

PO-CO Mapping (Please write 3, 2, 1 wherever required)(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	2	1	3	2	1	1
CO2	1	3	2	3	3	3	1	2

CO3	1	2	2	3	3	1	1	2
CO4	1	2	1	3	1	1	1	2

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	1	2	1
CO2	3	2	3
CO3	2	2	3
CO4	2	1	3

Course Outcomes:

Students completing this course will be able to:

CO1: Define the photography & its concepts for skill development.

CO2: Distinguish between different types of cameras and shots for skill development, employability and entrepreneurship.

CO3: Describe the theories of photography, videography, lighting & sound recording techniques for skill development, employability and entrepreneurship.

CO4: Improve the deep knowledge in photo & videography for skill development, employability and entrepreneurship.

Suggested Readings:

1. Kobre, Photo Journalism- The Professional Approach, Focal Press, 1996.
2. Ippolito, Joseph .A, Understanding Digital Photography, Thomson Press, Delhi, 2005.
3. Ang, Tom, Digital Photography, Mitchell Beazley, London, 2005.
4. Daly, Tim, Digital Photography Handbook, Amphoto Books, New York, 2002
5. Singh, Dr., Ajay Kumar, Electronic Patrkarita, Praham Sanskansaran Lokbharti Prakashan, Allahabad.
6. Ang, T, Fundamentals of Modern Photography, Mitchell Beazley, London, 2008.

Website Sources:

- en.wikipedia.org
- www.oneindia.com
- streetbounty.com
- mymodernmet.com
- www.ndsu.edu

IFTM University, Moradabad
Programme: Bachelor of Arts

BCOM (H) 405: PRINCIPLES OF MARKETING

Objective: This paper aims to impart basic knowledge of the concepts, tools and techniques of marketing for effective managerial decision making to provide skills, employability and entrepreneurship.

UNIT I **(10 Sessions)**

Introduction: Meaning and Evolution of Marketing; Nature, Scope and Importance, Marketing vs. Selling, Philosophy of Marketing, Marketing Environment, Consumer Behavior knowledge for skill development

UNIT II **(08 Sessions)**

Market Segmentation, Targeting, & Positioning: Concept, importance and bases of segmentation, Types of Target Marketing; Positioning - concept & importance for employability and entrepreneurship.

UNIT III **(12 Sessions)**

Marketing Mix: Concept, scope & importance; Product– Concept, new product development process, product life cycle; Price– objectives, pricing strategies; Distribution– Concept, types & importance; Promotion – Importance, elements of promotional mix; Marketing mix in services marketing – an overview of Marketing of Services, 7 Ps of Service Marketing for better employability in industry.

UNIT IV **(10 Sessions)**

Marketing Information System: Concept & components of a Marketing Information System; Recent Developments in Marketing for employability and entrepreneurship skill; Goods Marketing vs. Service Marketing

Course Outcomes: Students completing this course will be able to:

CO1: Understand the basics of marketing & consumer behavior for skill development.

CO2: Segment & target the markets and understand positioning techniques for employability and entrepreneurship.

CO3: Identifying the critical issues of marketing mix, product life cycle and distribution strategy used by national and international companies for employability

CO4: Get a thorough understanding of the marketing information system for employability and entrepreneurship skills.

Mapping course outcomes leading to the achievement of program outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	3	1	1	1	1
CO2	1	3	2	1	1	2	1	1
CO3	1	2	2	1	3	1	2	1
CO4	1	2	2	1	2	1	3	2

CO-Curriculum Enrichment Mapping:

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	2
CO2	1	3	2
CO3	1	3	2
CO4	2	2	3

Suggested Readings:

1. Panda, K. P.: Marketing Management-Text and Cases. Excel Books
2. Quelch, J. A.: Marketing Management. Tata McGraw Hill.
3. Kotler, P. & Armstrong, G.: Principles of Marketing. Pearson Education.
4. Kotler, P. & Keller, K. L.: Marketing Management. Pearson Education
5. Ramaswamy, V. S. & Namakumari, S.: Marketing Management Global Perspective, IndianContext. Macmillan and Company.

Website Sources:

- www.edx.org/course/marketing-management
- www.salesforce.com
- www.businessdictionary.com
- ww.yourarticlelibrary.com
- en.wikipedia.org
- www.managementstudyguide.com

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-IV

BAG 611A - Mushroom Cultivation

L:T:P 3:0:0

Objective: To know nutritional value, Medicinal value, Consumption of mushrooms, income generation and employment creation.

Unit-I

Importance of mushroom cultivation – definition of mushroom - its importance – present scenario of mushroom cultivation in India

Unit II

General morphological features, taxonomy and identification of different mushrooms-poisonous, hallucinogenic and medicinal mushrooms. Pure culture of mushrooms and their nutritional requirements

Unit III

Definition of spawn, substrate for spawn, types of spawn, methods of spawn production, characteristic of a good spawn, storage of spawn

Unit IV

Cultivation of *Agaricus* species – composting – its formulation, casing, preparation of casing mixture, sterilization, cultivation of *pleurotus*, *Volvariella*, *Lentinus*, *Calocybe* and *Auricularia*. Different types of substrates, substrate preparation and sterilization, Spawning, methods of spawning, spawn run phase, cropping

Unit V

Identification and management of different pests and diseases of mushrooms. Methods of harvesting mushrooms, post-harvest treatments and preservation of mushrooms. Packing and processing – Different methods of processing, canning and dehydration. Nutritive value of mushrooms and preparation of different recipes

Course Outcomes

CO1: Student understands about the Importance of mushroom cultivation for Skill Development.

CO2: Students understands the General morphological features, taxonomy and identification of different mushrooms for skill development.

CO3: To know about the Definition of spawn, substrate for spawn, types of spawn for Skill Development and employability.

CO4: Students able to understand the Cultivation of Agaricus species for skill development and entrepreneurship.

CO5: Students able to understand Identification and management of different pests and diseases of mushrooms for Skill Development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO:1	1	2	1	1	1	3	2	2
CO:2	1	1	1	2	1	3	1	2
CO:3	2	2	1	2	1	3	3	2
CO:4	2	1	2	1	2	3	3	1
CO:5	1	2	1	2	1	3	2	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	<u>Skill Development</u>	<u>Employability</u>	<u>Entrepreneurship Development</u>
CO:1	<u>3</u>	<u>1</u>	<u>1</u>
CO:2	<u>3</u>	<u>1</u>	<u>1</u>
CO:3	3	1	1
CO:4	<u>3</u>	<u>1</u>	<u>1</u>
CO:5	3	1	1

References

1. Chadha, C. L and Sharma, S. R 1995. Advances in Horticulture, Mushroom– Vol. 13 (ed) Malhotra Publishing House, New Delhi.
2. Chang, S. T. Miles, P. G. and Hays, W. A. 1978. The Biology and Cultivation of Edible Mushrooms. Academic Press, London.
3. Christensen, C. M. 1955. Common Fleshy Fungi., Burgess Publishing Company, Minneapolis, Minn.
4. Cook, R. C. 1977. Fungi. Man and His Environment, Longman Incorp, New York.
5. Lulu Das. 2002. Mushroom Recipes. (Released in the VIII Biennial meeting of AICMIP)
6. Nair, M. C. 1991. Mushrooms– Technical bulletin No. 14. Director of Extension, KAU.
7. Nair, M. C. 1994. Advances in Mushroom Biotechnology. Scientific Publishers, New Pali Road, Jodhpur.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-IV

BAG705: Post-Harvest Management and Value Addition of Fruits and Vegetable

Objective: To acquaint with the proper handling technologies of fruits and vegetables to reduce post-harvest losses.

Unit- I

Importance of post-harvest processing of fruits and vegetables.

Unit- II

Possible causes of post-harvest losses; Pre-harvest factors affecting postharvest quality, maturity, ripening and changes occurring during ripening; Respiration and factors affecting respiration rate; Harvesting and field handling; Storage (ZECC, cold storage, CA, MA, and hypobaric);

Unit- III

Value addition concept; Principles and methods of preservation; Intermediate moisture food- Jam, jelly, marmalade, preserve, candy – Concepts and Standards; Fermented and non-fermented beverages. Tomato products- Concepts and Standards;

Unit- IV

Drying/ Dehydration of fruits and vegetables – Concept and methods, osmotic drying.

Unit- V

Canning – Concepts and Standards, packaging of products.

Course Outcomes:

CO1. To know about the Importance of post-harvest processing of fruits and vegetables for Skill Development.

CO2. To understand for the Possible causes of post-harvest losses for skill development.

CO3. Development of Value addition concept; Principles and methods of preservation for entrepreneurship development.

CO4. Understand the concept of Drying/ Dehydration of fruits and vegetables for skill development & employability.

CO5. Students learning to Canning – Concepts and Standards for skill development & employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO:1	1	1	1	1	1	3	1	1
CO:2	1	1	1	1	2	3	1	1
CO:3	1	1	1	1	2	3	1	1
CO:4	1	1	1	1	2	3	1	1
CO:5	1	1	1	1	1	3	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)**

	<u>Skill Development</u>	<u>Employability</u>	<u>Entrepreneurship Development</u>
CO:1	<u>3</u>	<u>1</u>	<u>2</u>
CO:2	<u>3</u>	<u>2</u>	<u>2</u>
CO:3	2	3	1
CO:4	<u>3</u>	<u>3</u>	<u>1</u>
CO:5	3	3	2

References

1. Giridharlal, G.S., Siddappa and Tondon, G.L. 2007. *Preservation of Fruits and Vegetables*. ICAR, New Delhi.
2. Hard, N.F, and Salunkhe, D.K. 1980. *Post Harvest Biology and Handling*. AVI Publishing Co., Westport.
3. Lloyd Ryoll, A.M.S. and Pentzer W.T.M.S. 1982. *Handling, Transportation and Storage of Fruits and Vegetables (Vol. 2)*. AVI Publishing Tables Co. Inc., Connecticut.
4. Mitra, S.K. 2005. *Physiology and Storage of Tropical and Subtropical Fruits*. CABI Publishers, Kolkatta.
5. Salunkhe, D.K. and Kadam, S.S. 1995. *Hand Book of Fruit Science and Technology*. Marcel Dekker Incorporated, New York.
6. Srivastava, R.P. and Sanjeev Kumar. 2002. *Fruit and Vegetable Preservation: Principles and Practices*. International Book Distribution Company, Lucknow.

IFTM University, Moradabad

**Programme: Bachelor of Arts
Semester-IV**

MENCC02: NCC General

Course Objective: Acquire knowledge of duties and conduct of NCC cadets. Know about the history of NCC, its organization, and incentives of NCC for their career prospects. Understand about different NCC camps and their conducts. Understand the concept of national integration and its importance for skill development.

Unit 1 Personality Development

- Thinking- Meaning and Concept of thinking, Reasoning, Process of thinking.
- Critical Thinking- Meaning & concept of critical thinking, Features of critical thinking, Process of critical thinking.
- Creative thinking- Meaning & concept of creative thinking, Features of creative thinking, Process of creative thinking, levels of Creativity, Characteristics of creative person.

Unit 2 Leadership Development

- Leadership capsule.
- Important Leadership traits, Indicators of leadership and evaluation.
- Motivation- Meaning & concept, Types of motivation. Factors affecting motivation.
- Ethics and Honour codes.

Unit 3 Social Service and Community Development

- Protection of Children & Women Safety.
- Road/Rail Safety.
- New Government Initiatives.
- Cyber and mobile Security Awareness

Unit 4 Disaster management

- Disaster Management Capsule.
- Organisation.
- Types of Disasters.
- Essential Services.
- Assistance.
- Civil Defence Organisation.

Course Outcomes:

After completing this course, the cadets will be able :-

CO1.To teach cadets the values and skills involved in providing voluntary Social Service

CO2. To develop an all-round dynamic personality with adequate leadership traits to deal/ contribute effectively in all walks of life for skill development.

CO3.To inculcate a awareness of social and community service for skill development.

CO4.To give elementary knowledge about disaster management for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO:1	1	2	1	1	1	3	2	2
CO:2	1	1	1	2	1	3	1	2
CO:3	2	2	1	2	1	3	3	2
CO:4	2	1	2	1	2	3	3	1
CO:5	1	2	1	2	1	3	2	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped, 1 for low mapped)

	<u>Skill Development</u>	<u>Employability</u>	<u>Entrepreneurship Development</u>
CO:1	<u>3</u>	<u>1</u>	<u>1</u>
CO:2	<u>3</u>	<u>1</u>	<u>1</u>
CO:3	3	1	1
CO:4	<u>3</u>	<u>1</u>	<u>1</u>
CO:5	3	1	1

IFTM University, Moradabad
Programme: Bachelor of Arts
SEMESTER – IV

AG-209 :Dairy Processing and Safety Issues

Objective: To impart knowledge about basics of dairy engineering and technology and different aspects of safety issues and practices followed by industrial level **for provide the skill, employability and entrepreneurship.**

UNIT I

General: Definition of food, Constituents of foods: Water, Carbohydrate, Fat, Protein, Vitamins and Minerals with reference to milk, detailed composition of milk and colostrums **for provide the skill.**

UNIT II

Food processing: Pasteurization, Sterilization, Bactofugation, Uperization, Stassanization. U.H.T. pasteurization and Homogenization of milk, Neutralization of milk, Cream, Cooling and chilling of milk **for provide the employability and entrepreneurship.**

UNIT III

Manufacturing of common dairy product viz. Cream, Butter, Ghee, Dahi, Yoghurt, Shrikhand & Ice-cream. Manufacturing of Khoa **for provide the employability and entrepreneurship.**

UNIT IV

Evaporated milk, condensed milk, WMP, SMP, Paneer, Cheese, Chhena, Cheddar cheese and. Mozzarella cheese (Pizza cheese) **for provide the employability and entrepreneurship.**

UNIT V

Food safety: Definition, Importance, Scope, Hazards and risks. Food safety management, HACCP, ISO Series, TQM-Concept and need for quality component of TQM. Basic water tests **for provide the skill.**

Course outcomes:

Students completing this course will be able to

CO1: Understand the basic science and composition of milk, sources of milk and its healthy importance **for provide the skill**

CO2: Understand different thermal treatment used to enhance the shelf life of milk food **for provide the employability and entrepreneurship**

CO3: Understand the cooling and chilling of milk and making different value added products derived from milk **for provide the employability and entrepreneurship.**

CO4: Understand the evaporated milk, condensed milk, flavored milk, paneer and different water tests **for provide the employability and entrepreneurship.**

CO5: Understand the Food safety management, HACCP, ISO Series, TQM-Concept **for provide the skill.**

PO-CO Mapping (Please write 3,2,1 wherever required)

Note: 3= Highly correlated, 2= Moderately correlated, 1= Less correlated

	PO1	PO2	PO3	PO4	PO5
CO1	3	1	3	1	1
CO2	3	1	3	1	1
CO3	3	1	3	1	1
CO4	3	1	3	3	1
CO5	3	1	1	3	1

CO-Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

Note: 3= Highly correlated, 2= Moderately correlated, 1= Less correlated

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	1	3	3
CO3	1	3	3
CO4	1	3	3
CO5	3	1	1

References:

1. Singh, K.K, 1995, Unit operations in Agricultural Processing, jain publications, New Delhi
2. Toefl Ahmad, 2002. Engineering aspect of dairy processing, Kalyani publication, New Delhi

Website Sources:

- <https://www.rku.ac.in/syllabus/syllabus>
- <https://agrimoon.com/>
- <https://tnau.ac.in/>
- <http://ecoursesonline.iasri.res.in/>

IFTM University, Moradabad
Programme: Bachelor of Arts
SEMESTER – IV

MBA 206: e-BUSINESS

Objective: This course imparts an understanding of the concepts and application of e-business like internet infrastructure, security over internet, payment systems and various online strategies to enhance skills and employability.

UNIT I

12 Sessions)

Introduction to e-Business: Meaning, Types, Benefits, Limitations and Barriers; Electronic Commerce Models, Value Chains in Electronic Commerce, e-commerce in India, Electronic Data Interchange - Components and Process to enhance skills and employability.

UNIT II

10 Sessions)

Security Issues in e-Business: Overview, Electronic Commerce Threats, Encryption, Cryptography, Public Key and Private Key Cryptography, Digital Signatures, Digital Certificates; Securing e-commerce Networks: Security Protocols such as HTTP, SSL, Firewalls, Personal Firewalls, IDS, VPNs, Public Key Infrastructure (PKI) for Security to enhance skills.

UNIT III

10 Sessions)

Electronic Payment System (EPS): Concept of e-Money, Types of Electronic Payment Systems: Smart Cards, Stored Value cards, B2B Electronic payments, Infrastructure Issues in EPS, Electronic Fund Transfer (EFT) to improve skills and employability.

UNIT IV

08 Sessions)

e-Business Applications & Strategies: Business Models & Revenue Models, e-Governance, Digital Commerce, Mobile Commerce, Strategies for e-Commerce, Legal, Ethical and Societal Impacts of e-Commerce, Emerging Trends in e-Business to enhance skills and employability.

Suggested Readings:

1. Bhaskar, B.: Electronic Commerce- Framework, Technologies and Applications, Tata McGrawHill.
2. Chaffey, D.: E-Business and E-Commerce Management- Strategy, Implementation and Practice, Pearson Education.
3. Elias, M.A.: Electronic Commerce- From Vision to Fulfillment, Prentice Hall of India.
4. Joseph, P.T. & Joseph, S.J.: E-Commerce – An Indian Perspective, Prentice Hall of India.
5. Schneider, G.P. & Perry, J.T.: Electronic Commerce Strategy, Cengage Learning.
6. Turban, E., King, D., Viehland, D. & Lee, J.: Electronic Commerce – A Managerial Perspective, Pearson Education.

Website Sources:

- <https://ecommerceguide.com/>
- https://www.researchgate.net/publication/40943659_E-business_fundamentals
- https://www.tutorialspoint.com/e_commerce/index.htm
- <https://managementmania.com/en/e-business>

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts

Programme/Class: Certificate/ BA	Year: Second	Semester: Fourth
Subject: Co-Curricular Course		
Course Code: Z040401	Course Title: Physical Education and Yoga	
Course outcomes:		
Students will learn the introduction of Physical Education, Concept of fitness and wellness, Weight management and lifestyle of an individual. The student will also learn about the relation of Yoga with mental health and value Education. In this course student will also learn about the aspects of the Traditional games of India.		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 2/w		
Unit	Topics	No. of Lectures Total=30
I	Physical Education: <ul style="list-style-type: none"> • Meaning, Definition, Aim and Objective. • Misconception about Physical Education. • Need, Importance and Scope of Physical Education in the Modern Society. • Physical Education Relationship with General Education. • Physical Education in India before Independence. • Physical Education in India after Independence. 	6
II	Concept of Fitness and Wellness: <ul style="list-style-type: none"> • Meaning, Definition and Importance of Fitness and Wellness. • Components of Fitness. • Factor Affecting Fitness and Wellness. Weight Management: <ul style="list-style-type: none"> • Meaning and Definition of Obesity. • Causes of Obesity. • Management of Obesity. • Health problems due to Obesity. Lifestyle: <ul style="list-style-type: none"> • Meaning, Definition, Importance of Lifestyle. • Factor affecting Lifestyle. 	5 Theory 3

	<ul style="list-style-type: none"> • Role of Physical activity in the maintains of Healthy Lifestyle. 	Practical
III	<p>Yoga and Meditation:</p> <ul style="list-style-type: none"> • Historical aspect of yoga. • Definition, types scopes & importance of yoga. • Yoga relation with mental health and value education. • Yoga relation with Physical Education and sports. • Definition of Asana, differences between asana and physical exercise. • Definition and classification of pranayama. • Difference between pranayama and deep breathing. • Practical: Asana, Suraya-Namaskar, Bhujang Asana, Naukasana, Halasana, Vajrasana, Padmasana, Shavasana, Makrasana, Dhanurasana, Tad Asana. • Pranayam: Anulom, Vilom. 	<p>2</p> <p>Theory</p> <p>6</p> <p>Practical</p>
IV	<p>Traditional Games of India:</p> <ul style="list-style-type: none"> • Meaning. • Types of Traditional Gameso <ul style="list-style-type: none"> ▪ Gilli- Danda ▪ Kanche ▪ Stapu ▪ Gutte, etc. • Importance/ Benefits of Traditional Games. • How to Design Traditional Games. <p>Recreation in Physical Education:</p> <ul style="list-style-type: none"> • Meaning, Definition of Recreation. • Scope and Importance of Recreation. • General Principles of Recreation. • Types of Recreational Activities. • Aerobics and Zumba.(Fir India Movement) 	<p>2</p> <p>Theory</p> <p>6</p> <p>Practical</p>
Suggested Readings:		
<ol style="list-style-type: none"> 1. Singh, Ajmer, Physical Education and Olympic Abhiyan, “Kalayani Publishers”, New Delhi, Revised Addition, 2006 2. Patel, Shri krishna, Physical Education, “Agrawal Publishers”, Agra, 2014-15 3. Panday, Preeti, Sharirik Shiksha Sankalan, “ Khel Sanskriti Prakashan, Kanpur 4. Kamlesh M.L., “Physical Education, Facts and foundations”, Faridabad P.B. Publications. 5. B.K.S. Yengar, & quot; Light and Yog. Yoga Deepika & quot; George Allen of Unwin Ltd., London, 1981. 6. Braj Bilari Nigam, Yoga Power & quot; The Kpath of Personal achievement & quot; Domen and Publishers, New Delhi, 2001. 7. Indira Devi, & quot; Yoga for You & quot; Gibbs, Smith Publishers, Salt Lake City, 2002 8. Domenand Publishers, New Delhi - 2001. 9. Jack Peter, & quot; Yoga Master the Yogic Powers & quot; Abhishek Publications, Chandigarh, 2004. 10. Janice Jerusalem, & quot; A Guide to Yoga & quot; Parragon Bath, Baiihe-2004. 11. Narang, Priyanka, Parampragat Bhartiya khel, “Sports Publication”, New Delhi, 2007. 		
Suggested Continuous Evaluation Methods:		
<ul style="list-style-type: none"> • Assignments (10) 		

- Presentation (10)
- Attendance (5)
- Final exam (75)

Suggested equivalent online courses:

- IGNOU.
- Rajarshi Tandan Open University.

Further Suggestions:

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IFTM University, Moradabad
Programme: Bachelor of Arts (English Literature)

Semester –V

Course 1: History of English Literature-BEL502

Course Objectives: The main objectives of this course are to exhibit a working knowledge of the historical and cultural contexts of British literature from the old English to the contemporary and to Identify and describe distinct literary characteristics and genres of British literature from beginnings to the 20th century to instil skill and provide employability.

Unit-I Classical to Middle Age

An Introduction of Plato, Aristotle, Horace, Longinus and Rhetoric: Cicero, Seneca and Martians
Capella
Plotinus, Augustine and Aquinas and Style and substance

Unit-II Renaissance to Seventeenth Century

Renaissance and Reformation
Miracle and Morality Plays
University Wits
Elizabethan poetry
Metaphysical Poetry
Neo-classicism

Unit-III Eighteenth Century and the Romantic Age

Growth of the Novel
Precursors of Romanticism
Romanticism and the French Revolution
Growth of Romantic Literature (Prose, Poetry, Drama and Novel)

Unit-IV Nineteenth Century

Characteristics of Victorian Age
Growth of Victorian Literature (Prose, Poetry, Drama and Novel)
Pre-Raphaelite Poetry
Naughty Nineties

Unit-V The Twentieth and the Twenty-first Centuries

Trends in twentieth century literature with special reference to
Georgian poetry, Imagism and Symbolism.
Twentieth Century Novel, Psychological Novel, Stream of Consciousness Novel.
Twentieth Century Drama, Problem Play, Drama of Ideas, Theatre of the Absurd,
Expressionism, Epic Theatre, Poetic Drama
Growth of Post-colonial literature: Feminism, Post modernism etc

Course Outcomes:

Students completing this course will be able to:

CO1: Display a working knowledge of the historical and cultural contexts of English literature from Classical to Middle Age through the prominent philosophers/writers for skill development.

CO2: Identify and describe General & Literary characteristics, themes, literary terms, different genres and prominent writers and their works from Renaissance to Seventeenth Century for skill development.

CO3: Identify and describe General & Literary characteristics, themes, literary terms, and different genres of 18th century and Romanticism through the works of prominent authors for skill development and employability.

CO4: Have an idea of growth of Victorian Literature, Pre-Raphaelite poetry, naughty Nineties and socio-political and economic condition of the age and to enhance LSRW skills through literature.

CO5: Know General & Literary characteristics, themes, literary terms and literary theories, different genres, growth of literature in 20th and 21st Century through the prominent authors at global level to boost up critical thinking and writing for skill development and employability.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	3	3	3	3	3
CO2	3	3	3	3	3	2	2	3
CO3	3	3	3	2	3	3	2	3
CO4	3	3	3	3	3	3	2	2
CO5	3	3	3	3	3	3	1	2

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	3	1
CO4	3	2	1
CO5	3	3	1

Suggested Readings:

- 1- Abrams, M. H., A Glossary of Literary Terms, Macmillan Publishers India Ltd., New Delhi.
- 2- Blamires, Harry, A History of Literary Criticism, Macmillan Publishers India Ltd., New Delhi.
- 3- Kumar, Satish, Ages, Movements and Literary Forms, Laxmi Narain Agrawal, Agra.

Website Sources:

- www.wikipedia.org
- www.britannica.com
- www.literaryhistory.com
- www.literary-study-online.com

FTM University, Moradabad

Bachelor of Arts (English Literature) Programme

SEMESTER – V

Course 1: Structure of Modern English-I- BEL-502-I

Course Objectives: The main goal of this course is to introduce the major concepts and categories associated with English Sounds focussing specifically on the basic units and processes of Word- Accent. The course presents a broader picture of what linguistic knowledge is regarding sentence structure with specific emphasis on the issue of Universal Grammar to enrich communicative skills and employability.

Unit-I

International Phonetic Alphabet

Phonemic symbols for English sounds.

Phonetic transcription

Unit-II

The Organs of Speech

Classification of Speech Sounds English – Vowels & Consonants

Consonant Clusters

Unit-III

The Syllable

Word- Accent

Accent & Rhythm in Connected Speech

Intonation

Unit-IV

Human Language and animal communication

Definition & Scope of Linguistics

Branches of Linguistics & Applied Linguistics

Traditional Approaches to language study

Basic assumptions of Modern linguistics

Unit-V

Language Varieties: Dialect, Idiolect, Register and Style

Notions of Correctness & Acceptability

Course Outcomes:

Students completing this course will be able to:

CO1: Understand the broad view of International Phonetic Alphabet and human language to enrich communicative skills at global level.

CO2: Compare and contrast the conceptual understanding of Traditional Approaches to language study for inculcating analytical skills at local, national and global level.

CO3: Explore the issues specific to the phenomenon of Language Varieties at national and global level for skill development.

CO4: Familiar with basic assumptions of modern Linguistic skill development and employability at national level.

CO5: Enhance their language skills for getting employment.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	3	2	1	1	1	3	3	3
CO 2	3	3	1	1	1	3	3	3
CO 3	3	2	1	1	1	2	3	3
CO 4	3	1	1	1	1	3	3	3
CO 5	3	1	1	1	1	3	3	3

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurs hip Development
CO1	3	2	1
CO2	3	3	1
CO3	3	2	1
CO4	3	3	1
CO5	3	3	1

Suggested Readings:

- 1- J. Sethi and P. V. Dhamija's *A Course in Phonetics and Spoken English*, published by Phi Learning Private Ltd.
- 2- *Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet* by International Phonetic Association, Cambridge University Press, 1999.

Website Sources:

- www.wikipedia.org
- www.britannica.com
- www.gutenberg.com
- www.academia.edu

IFTM University, Moradabad
Programme: Bachelor of Arts

SEMESTER – V

Course 1: Principles of Criticism- BEL-502-II

Course Objective: The course intends to provide a critical understanding of the developments in literary criticism from the beginnings to the end of 19th century. Moreover, some selected texts/critics are prescribed for detailed study whose contribution to this area constitutes a significant benchmark in each era to enrich skills. It also provides a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism for employability.

Unit-I

Bharatmuni	:	On Natya and Rasa: Aesthetics of Dramatic Experience
Kuntaka	:	Language of Poetry and Metaphor

Unit-II

Aristotle	:	On the Art of Poetry
Bertolt Brecht	:	Part Two- Exile Years from Brecht On Theatre

Unit-III

T. S. Eliot	:	Tradition and Individual Talent
Cleanth Brooks	:	The Language of Paradox

Unit-IV

Jacques Derrida	:	Structure, Sign and Play in the Discourse of the Text
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Unit-V

Michel Foucault	:	What is an Author?
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Course Outcomes:

Students completing this course will be able to:

CO1: Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concept for skill development.

CO2: Integrate knowledge of the diversity of cultures and peoples at national and international level to boost employability.

CO3: Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature for enhancing skills.

CO4: Demonstrate capacity for reflection, planning, ethical decision- making and inter-disciplinary team work in diverse contexts of community engagement at national and global level for employability.

CO5: Practice traditional modes of literary criticism for skill enhancement and employability.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	1	2	3	3
CO2	3	3	2	3	2	1	1	1
CO3	3	3	1	1	2	3	3	3
CO4	1	1	1	1	1	3	3	3
CO5	3	3	1	2	2	3	3	3

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	3	1
CO3	3	2	1
CO4	3	3	1
CO5	3	3	1

Suggested Readings:

- 1- A. H. M. Abrams, *A Glossary of Literary Terms*, Macmillan.
- 2- Frye, Northrop, *Anatomy of Criticism*, Princeton: PUP, 1957.
- 3- Aristotle's *On The Art of Poetry* by Water Oxford Publication, 2000.
- 4- T. S. Eliot's *Selected Poems* by Faber & Faber Publication.
- 5- Jacques Derrida's *Structure, Sign and Play in the Discourse of the Text* by Tim Smith-Laing, Macat Library Publication, 2017

Website Sources:

- www.wikipedia.org
- www.britannica.com

- www.gutenberg.com
- www.academia.edu

Note: Latest editions of all the suggested reading must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts

SEMESTER – V

Course 1: English Language and Culture- BEL-502-III

Course Objective: This course aims at giving an introduction of world of language and culture. Students will explore the great diversity of world languages and develop an understanding of the genetic and geographical ties among them for better employability at local, national and global level and learn to appreciate language as an object of scientific study and to apply their new knowledge to everyday social interactions in their own lives by examining the relationship of linguistic variation to social and cultural identity and communities to enrich their skills.

Unit-I

Varieties of English- Varieties according to Subject, Medium and Attitude to enrich skills

Unit-II

Teaching Methods and Approaches for employability

Grammar Translation Method

Direct Method

Structural Approach

Audio-Lingual Method

Communicative Language Teaching

Unit-III

Technology, Grammar and Composition for skill development

Website Design: Its Tools and Design Features

Grammar and Composition-Maxims of Good Writing

Good and Bad Grammar, Grammar in Prose, Grammar in Poetry

Grammar and Effective Communication

Unit-IV

Culture, Language and Writing (Part-I)

Difference-Not Deficits

Language Learning and Errors

Language Guide to Transfer

Socio- Cultural SLA (Second Language Acquisition) and Task from (Task-Based Language

Learning and Teaching by Rod Ellis) for employability

Unit-V

Culture, Language and Writing (Part-II)

Discourse Analysis-Mode (Speech and Writing); Tenor and Domain Literary for skill development

Discourse Analysis: Lexis, Grammar, Figures of Speech, Cohesion and Context to boost skills

Course Outcomes:

Students completing this course will be able to:

CO1: Interpret a variety of cultural products in the target language from a critical perspective for skill development.

CO2: Use sources of information appropriately in the target language and in English for employability.

CO3: Apply wide-ranging knowledge of culture in speech and writing for skills enrichment and employability.

CO4: Engage in cross-cultural dialogue and experiences through participation in curricular, co-curricular, and/or study abroad programs to fulfil national and global needs for skill development and employability.

CO5: Explore the great diversity of world languages and develop an understanding of the genetic and geographical ties for employability globally.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	3	3	3
CO2	3	1	1	1	1	3	3	3
CO3	3	1	1	1	1	3	3	3
CO4	3	1	1	1	1	3	3	3
CO5	3	1	1	1	1	3	3	3

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1
CO5	3	3	1

Suggested Readings:

- 1- Learning and Teaching by Dr. S. C. Oberoi, Laxmi Book Depot, 2018.
- 2- Remedial English Language by Malti Agarwal, Krishna Publications, Meerut.
- 3- Common Errors in English - French F.C. Oxford University Press, Delhi.
- 4- Ranjana English Language edited by Dr. K. S. Agarwal & Mayank Agarwal, RPM, Agra.

Website Sources:

- www.wikipedia.org

- www.britannica.com
- www.gutenberg.com
- www.academia.edu

Note: Latest editions of all the suggested reading must be used.

IFTM University, Moradabad

Programme: Bachelor of Arts

Semester - V

Paper Code: BASC511; Foundations of Sociological Thought

Course Objectives:

Know about Hierarchy of Science and Social Static & Dynamic. Understand Karl Marx: Historical Materialism, Dialectical Materialism and Class Struggle. Know Durkheim: Social Fact, Religion and Suicide. Know Max Webber: Authority and Protestant Ethic and the Spirit of Capitalism. Know V. Pareto: Logical & Non- Logical Action, and Circulation of Elites. Have an idea of Interactionalism: Max Webber Theory of Social Action to provide employability and skills.

UNIT- I

10 Session

August Comte: Law of Three Stages, Hierarchy of Sciences and Social Static & Dynamic H. Spencer: Social Darwinism Super Organic Evolution for skill Development

UNIT- II

10 Sessions

Karl Marx: Historical Materialism, Alienation and Class & Class Struggle. E. Durkheim: Division of Labour, Social Fact, Sociology of Religion and Suicide for skill Development

UNIT-III

10 Sessions

M. Weber: Ideal Type, Social Action, The Protestant Ethic and the Spirit of Capitalism and Power & Authority; V. Pareto: Logical & Non-Logical Action and Circulation of Elites for skill Development

UNIT- IV

10 Sessions

Functionalism: Radcliffe-Brown and Malinowski; R.K. Merton – Postulates of Functionalism; R.K. Merton: Latent and Manifest Functions for skill Development

Course Outcomes:

Students completing this course will be able to:

CO1: Assess Social and Sociological Theories; Phenomenon and Perspectives; Influence of Industrial. And French Revolution on Sociological thought and contributions of August Comte and H. Spencer for skill Development.

CO2: Describe the Karl Marx and E. Durkheim theories for skill Development.

CO3: Describe the contributions of M. Weber, and Vilfredo Pareto for skill Development.

CO4: Describe the Functionalism, Radcliffe-Brown and Malinowski and R.K. Merton for skill Development.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	2	1	1
CO2	3	3	3	3	2	2	1	1
CO3	3	3	3	3	2	2	1	1
CO4	3	3	3	3	2	3	1	1

**Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Aron, Ramond. 1967(1982 reprint). Main currents in sociological thoughts (2 volumes). Harmonds worth, Middlesex: Penguin Books.
2. Barnes, H.E. 1959. Introduction to the History to the Sociology .Chicago The University of Chicago press.
3. Coser, Lewis A. 1979. Masters of Sociological Thought. New York: Harcourt Brance Jovanovich
4. Fletcher, Ronald. 1994. The Making of Sociology (2 volumes) Jaipur- Rawat.
5. Ritzer, George. 1996. Sociological Theory. New Delhi. Tata-McGraw Hill.
6. Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar.
7. Zeitlin, Irving. 1998 (Indian Edition). Rethinking sociology: A critique of Contemporary Theory. Jaipur: Rawat.

Website Sources:

- <http://www.ignounotesforias.in/eso-13-sociological-thought/>
- <http://egyankosh.ac.in/handle/123456789/18121>
- <https://www.ncert-solutions.com/sociology-hindi/>
- <https://www.civilserviceindia.com/subject/Sociology/notes/social-change.html>

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - V

Paper Code: BASC512; The Study of Society

Course Objectives:

The Objective of this course is to familiarize the students with the Indian Society, Social system, Caste, Family, approaches to the study of Indian society and substantive knowledge in the aforesaid field to provide employability and skills .

UNIT- I

10 Sessions

Bases of Indian Social System: Verna, Ashram, Purushartha, Doctrine of Karma and Sanskara for skill Development.

UNIT-II

10 Sessions

Caste in Contemporary India, Changes in Caste as a unit and Caste as a System, Caste, Class and Power for skill Development

UNIT-III

10 Sessions

Family: Nuclear and Joint Family, Kinship: Patterns and Regional Variations (Irawati Karve) and Marriage and Legislation for skill Development

UNIT-IV

10 Sessions

Approaches to the Study of Indian Society: Dialectical and Indological, Civilization and Functional for skill Development

Course Outcomes:

Students completing this course will be able to:

CO1: Understand the Bases of Indian Social System viz. Verna, Ashram, Purushartha, doctrine of Karma and Sanskara for enhance skill development for skill Development

CO2: Describe the Caste in Contemporary India, Changes in Caste as a unit and Caste as a System, Caste, Class and Power for enhance skill development.

CO3: Define the nature of the institution of family and give a description of the types of family and explain the difference in North and South Indian kinship and describe the marriage patterns in the Indian scenario at national level for enhance skill development.

CO4: Describe the Approaches to the Study of Indian Society: Dialectical and Indological, Civilization and Functional at national level for skill Development

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	1	1	2	3	3
CO2	3	3	3	1	1	2	3	3
CO3	3	3	3	1	1	2	3	3

CO4	3	3	3	1	1	3	3	3
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**Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Srinivas, M N, caste in Modern India and Other Essays.
2. Srinivas, M N, Social Change in Modern India.
3. Dumont , Louis, Homo Heirarchicus.
4. Beteille, A, Sociology : essays and Approach and Methods.
5. Gupta, Dipankar, Interrogating caste.
6. Sharma K L , Indian Society.
7. Cohen B S , Indian Society.
8. Mandelbaum, D.G.: Society in India, Popular Prakashan, Bombay; 1972.
9. Majumdar & Madan: An Introduction to Social Anthropology, Asia Publication House, Bombay; 1966.
10. Sharma, K.L.: Essays on Social Stratification, Rawat Publication, Jaipur; 1980.
11. Singh, Y.: Modernization of Indian Tradition, Thomson press, Faridabad; 1973.
12. Singh, Y.: Social Stratification and change in India, Manohar publications, New Delhi; 1979.
13. Alal Y Changing Frontier of Caste.
14. Oberai, Family, Kinship & Marriage.

Website Sources:

- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-6.pdf
- <http://egyankosh.ac.in/bitstream/123456789/18870/1/Unit-21.pdf>
- <http://egyankosh.ac.in/bitstream/123456789/41283/1/Unit-5.pdf>
- <http://www.egyankosh.ac.in/bitstream/123456789/63540/1/Block-2.pdf>
- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_Sociology_paper_II.pdf

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester – V
Paper Code: BASC513; Perspective on Indian Society

Course Objectives:

This course intends to familiarize students with social, political, economic and intellectual contexts in which sociology emerges as a distinctive discipline. Its objective is to help students gain understanding of classical contribution in sociology and their continuing relevance to its contemporary concern to provide employability and skills.

UNIT-I

10 Sessions

Indological/ Textual Perspective: G.S. Ghurye & Louis Dumont; Structural-Functionalism: M.N. Srinivas & S. C. Dube for skill Development

UNIT-II

10 Sessions

Marxian Perspective: D.P. Mukherjee, & A. R. Desai, Ramkrishan Mukherjee; Synthesis of Textual and Field Views: Irawati Karve & A. M. Shah for skill Development

UNIT-III

10 Sessions

Civilizational Perspective: N.K. Bose & Surajit Sinha; Subaltern Perspective: B.R. Ambedkar & David Hardiman for skill Development

UNIT-IV

10 Sessions

Current Debates: Contextualization, Indigenization, The use of native categories in the analysis of Indian Society, Text and Context, Sociology for India for skill Development

Course Outcomes:

Students completing this course will be able to:

CO1: Explain the ideas of G.S. Ghurye, Louis Dumont M.N. Srinivas and S. C.Dube. Discuss in brief about their methodology and contribution to Sociology of India for enhance skill development for skill Development

CO2: Explain the ideas of D.P. Mukherjee, & A. R. Desai, Ramkrishan Mukherjee on Theoretical Perspective and describe the ideas of Irawati Karve & A.M. Shah on Synthesis of Textual and Field Views for skill Development

CO3: Describe the ideas of N.K. Bose & Surajit Sinha on Civilizational Perspective and of B.R. Ambedkar & David Hardiman on Subaltern Perspective for skill Development.

CO4: Understand the Current Debates on Contextualization and Indigenization and explain the use of native categories in the analysis of Indian Society at national level Text and Context, Sociology for India for skill Development

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	2	3	3
CO2	3	3	3	3	2	2	3	3
CO3	3	3	3	3	2	2	3	3
CO4	3	3	3	3	2	3	3	3

**Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. DeSouza, P.R. ed. 2000 Contemporary India – Transitions (New Delhi: Sage).
2. Dhanagare, D.N. 1993: Themes and Perspectives in Indian Sociology (Jaipur_Rawat).
3. Dube, S.C. 1973: Social Sciences in a Changing Society (Lucknow University Press).
4. Dube, S.C. 1967 The Indian Village (London: Routledge, 1955) Sociology 52.
5. Dumont, Louis 1970: Homo Hierarchicus: The Caste System and its Implications (New Delhi: Vikas).
6. Karve, Irawati 1961: Hindu Society: An Interpretation (Poona: Deccan College).
7. Momin, A. R. 1996: The Legacy of G. S. Ghurye: A Centennial Festschrift Popular Prakashan, Bombay) Mukherjee.
8. D.P. 1958: Diversities People's publishing House, Delhi.
9. Oommen, T.K. and P. N. Mukherjee, eds. 1986: Indian Sociology: Reflections and Introspections, Popular Prakashan, Bombay.
10. Singh, K.S. 1992: The People of India: An Introduction, Seagull books, Calcutta.
11. Singh, Y. 1986: Indian Sociology: Social Conditioning and Emerging Concerns, Delhi Vistaar.
Singh, Y. 1973: Modernisation of Indian Tradition, Delhi.

Website Sources:

- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_Sociology_paper_II.pdf
- http://www.tezu.ernet.in/tu_codl/slm/Sociology/MSO103%20BLOCK%201.pdf
- <https://www.rajras.in/a-r-desai-marxist-perspective-of-indian-society/>
- <https://www.yourarticlelibrary.com/sociology/surajit-sinha-biography-and-contribution-to-indian-sociology/35045>
- https://shodhganga.inflibnet.ac.in/bitstream/10603/217533/6/06_chapter%201.pdf
- <https://www.yourarticlelibrary.com/sociology/use-of-native-categories-in-the-analysis-of-indian-society/35024>

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - V

Paper Code: BASC514; Sociological Thinkers

Course Objectives:

The aim of this course is to give an overview of Classical Sociological Thinkers and a deeper understanding of some theories and perspectives. The course begins with a short sketch of the development of social theory in the history of ideas and an account of the social and intellectual background of the rise of sociology as an academic discipline in the 19th century. The main focus of the course is on August Comte, Emile Durkheim, Karl Marx, and Max Weber to provide employability and skills.

UNIT-I

10 Sessions

August Comte: Positivism, Hierarchy of Science, and Law of three Stages for skill Development.

UNIT-II

10 Session

Emile Durkheim: Social Fact, Theory of Religion for skill Development.

UNIT-III

10 Sessions

Karl Marx: Historical Materialism, Class and Class Conflict, Theory of Social Change, Alienation for skill Development.

UNIT-IV

10 Sessions

Max Weber: Ideal Type, Social Action, Religion and Social Change & Class, Status and Party; Pareto: logical and Non-Logical action; George Simmel for skill Development.

Course Outcomes:

Students completing this course will be able to:

CO1: Understand the efforts made by August Comte in developing the science of society, Sociology and his three major theories and understand Industrial and French Revolution at global level for skill Development.

CO2: Explain Marx's contribution of dialectics and social change and how capitalism developed through the successive stages of primitive communism, ancient society and feudal society. Understand the concept of class and class conflict, Theory of Social Change and alienation as given by the Marx for skill Development.

CO3: Explain the theories given by Emile Durkheim on Social Facts, Suicide and the Division of Labour for skill Development.

CO4: Explain the central ideas of Max Weber, his argument in making Sociology a science for skill Development.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	3	3	3	3	3	3	2
CO2	3	3	3	3	3	3	3	3	2

CO3	3	3	3	3	3	3	3	3	2
CO4	3	3	3	3	3	3	3	3	2

**Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Abrams, P. 1968. The Origins of British Sociology. Chicago: University of Chicago Press
2. Durkheim, E. 1982. Elementary forms of Religion Life: London Macmillan
3. Durkheim, E. 1982. The Rules of Sociological Method. London: Macmillan.
4. Marx, K. 1924. The Class Struggle in France (1848-1850). New York: New York Labour News
5. Marx, K. 1954. Capital - Vol. I. Moscow: Progress Publishers. (Chapter 1, 10 and 14).
6. Marx, K. 1964. Pre-capitalist Economic Formations. London: Lawrence and Wishart.
7. Marx, K. and F. Engels. 1976. The Manifesto of the Communist Part, in Marx & Engels Collected Works - Vol. 6. London: Lawrence and Wishart.
8. Nisbet, R.A. 1967. The Sociological Tradition. London: Heinemann.
9. Weber, M. 1949. The Methodology of the Social Sciences. New York: Free Press.
10. Weber, M. 1978. Economy and Society: An outline interpretative sociology (edited by G. Roth and C. Wittich) - Vol. 1. Berkeley: University of California Press. (Part-I, Chapters 1, 2).
11. Weber, M. 2002. The Protestant Ethic and the Spirit of Capital. Los Angeles: Blackwell Publishers.

Website Sources:

- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_PAPER3_CLASSICAL_SOCIOLOGICAL_THEORY.pdf
- <https://www.sesync.org/sites/default/files/education/sociology-2.pdf>
- <https://freidok.uni-freiburg.de/fedora/objects/freidok:7907/datastreams/FILE1/content>
- http://www.tezu.ernet.in/tu_codl/slm/Sociology/MSO101%20BLOCK%201.pdf

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad

Programme: Bachelor of Arts

Semester V

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4x4 = 16

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CO4 d fo o y \$kd kd sçfr #fp mR W gkko mul sçfr gk dj uS d eV kad k fodk gk gS

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PO-CO Mapping (Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	3	1	3	1	1	2
CO2	3	2	3	2	3	2	2	1
CO3	3	1	3	1	3	2	2	1
CO4	3	1	3	1	3	1	2	1

CO-Curriculum Enrichment Mapping(Please write 3, 2 ,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

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- 1- mi shi a dkd [O] fgeky; i kd v cd] fnYy hA
- 2- fl gl j kt sh v k fud dfo; kd h d k O l k k u k J h k e es j k, .Ml b i d k ku] v k x j kA
- 3- l D sk } k j d k i z k n] f u h d s v k f u d i f f u f k d f o] f o u k s i b r d e f u h j] v k x j kA

Website sources-

www.iasbook.com

www.mpbse.nic.in

IFTM University, Moradabad

Programme: Bachelor of Arts

Semester - V

BAHS511: INTRODUCTION TO TEXTILES AND CLOTHING

Course Objectives:

The purpose of this course is to expose students to:

- Acquaint with the different textiles and their performances.
- Impart knowledge on different textile finishes.
- Acquaint with proper notion regarding choice of fabric.
- Develop skills in clothing construction.

Course Content:

Unit I: -

Introduction to textiles. Classification to textile fibers. Manufacture, Properties and uses of – cotton, linen, wool, silk, rayon, polyamide and acrylic fibers for better Skill development & employability.

Unit II: -

Weaving process- To study the parts and functions of a Loom. for Skill development & employability. Different types of basic and decorative weaving.

Unit III: -

Finishes-

- Physical- singeing, napping, brushing, shearing, sizing, shrinking, tendering and calendaring.
- Chemical- bleaching and mercerizing.
- Special purpose finishes- wrinkle resistant, water repellent for Skill development flame retardant, dyeing and printing etc.

Unit IV: -

Equipment and supplies used in clothing construction with special reference to Sewing Machine for Skill development & employability.

General principles of clothing construction.

Course Outcomes:

After completion of the course, Students will be able to:

CO1. Acquaint with the different textiles and their performances for better Skill development & employability.

CO2. Impart knowledge on different textile finishes for Skill development & employability to local need.

CO3. Acquaint with proper notion regarding choice of fabric for Skill development

CO4. Develop skills in clothing construction for Skill development & employability to fulfill local needs.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	1	1	3	3	3
CO2	1	3	2	2	2	1	1	3
CO3	2	1	3	2	3	2	2	1
CO4	3	2	3	3	1	2	3	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Suggested Readings:

- Hurlock, Elizabeth; Child Development.
- Mussen,P. Conger,J. J.Kagan, J. and Huston,A.C.; Child Development and Personality.
- Vatsyan; Child Development.

Website Sources:

- www.textileschool.com
- www.textilestudycenter.com
- www.clothingindustry.blogspot.com
- www.textilecourse.blogspot.com
- www.sciencedirect.com
- www.woolmark.com
- www.britannica.com

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - V
BAHS551: Practical (Home Science)

Course Objective:

The purpose of this course is to expose students:

- To enable students to understand and learn methods of developing Fabrics for better Skill development & employability.
- To gain knowledge and understanding of fundamentals of weaving machinery and Processes for Skill development & employability.

Course Content:

Practical / Lab Work:

1. Tie and Dye.
2. To prepare a paper pattern of child's bodice block (3 years old).
3. Stitching of basic garments.

Course Outcomes:

After completion of the course:

CO1. The learner will acquire knowledge of various dyes used on textile fibers.

CO2. The learner will learn the procedure of dyeing different textile materials.

CO3. To learn different styles and methods of printing.

Suggested Readings:

- Hurlock, Elizabeth; Child Development.
- Mussen, P. Conger, J. J. Kagan, J. and Huston, A. C.; Child Development and Personality.
- Vatsyan; Child Development.

Website Sources:

- www.textile school.com
- www.textile studycenter.com
- www.clothing industry.blogspot.com

IFTM University, Moradabad

Programme: Bachelor of Arts

Semester - V

Paper Code: BAPS511; National Movement and Constitutional Development

Course Objectives:

The purpose of this course is to expose the students: political agitations within the limits of law and by constitutional methods. It elaborates the prime features of Indian Law Constitution. It describe the powers of Indian Prime Minister and President. It will create the Skill Development, Employability and Entrepreneurship to the students.

Course Content:

Unit-I:

The birth and growth of Nationalism in India. The Indian National Congress; the Moderates and the Extremists; Landmarks of Indian National Movement: Non-Cooperation, Civil Disobedience and Quit India Movements; the Independence Act 1947 to develop Skill Development and Employability

Unit-II:

The making of the Indian Constitution; Salient Features of the Constitution; Fundamental Rights and Duties; Directive Principles of State Policy; Indian Federal System; Centre-State Relations. Understanding for Skill Development and Employability

Unit-III:

The President; The Prime Minister; The Council of Ministers; Understanding for Skill Development and Employability

Unit-IV:

The Supreme Court, The Parliament; Parliamentary Democracy in India. Panchayati Raj System in India. Understanding for Skill Development and Employability

Course Learning Outcomes:

CO 1: Explore the global and growth of Nationalism, origin of the Congress. And assessing the roles of the Forward block, Congress Socialist Party, Communist Party & other movements to skill development and employability.

CO 2: Discussing the local and roots of the Indian Constitution and about the Constitution of India as Fundamental rights and duties to skill development and employability.

CO 3: To provide the knowledge of the students about the National post of the President, Prime Minister, Council of Ministers their powers and functions to skill development and employability.

CO 4: To provide the knowledge of the students about National and the State Government, Legislature & Executive, Parliamentary Democracy in India. Panchayati Raj System in India to develop skill development and employability.

PO- CO Mapping (Please write 3,2,1 wherever required)

(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
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CO1	1	2	1	1	1	1	1	1
CO2	1	1	3	1	1	1	1	1
CO3	1	1	1	3	1	1	1	1
CO4	1	1	3	1	1	1	1	1

**Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

References:

- Basu, D.D.; An Introduction to the Constitution of India, New Delhi, Prentice hall, 1994.
- Baxi, U.; The Indian Supreme Court and Politics, Delhi, Eastern Book Company, 1980.
- Brass, P.; Politics of India since Independence, Hyderabad, Orient Longman, 1990.
- Chanda, A.; Federalism in India: A Study of Union State Relations, London, George Allen and Unwin, 1965.
- Chaube, S.K.; Constitution Assembly of India: Spring Board of Revolution, New Delhi, People's Publishing House, 1973.
- Fadia, B.L.; State Politics in India, 2 Vols, New Delhi, Radiant Publishers, 1984.

Website Sources:

- www.sscguide.com
- www.latestcarenews.com
- www.ncert.com
- www.sansarlochan.in
- www.hindilibrearyindia.com

IFTM University, Moradabad
Programme: Bachelor of Arts

Semester - V
BAPS 512: Ethics and Politics

Course Objective: The purpose of this course is expressed in the title itself. Ethics is inseparable from all domains of life from the issues of hunger and poverty to matters of violence and war to the problems of family decency to political virtues to the ethics of professional behaviour. As many contemporary political practices demand ethical reasoning we need a more focused and comprehensive engagement between ethics and politics that the paper provides. It provides Employability and Skill development to the students.

Course Content:

Unit -1

The Nature of Ethical Reasoning: The Domain of Ethics. Rationality and objectivity in Ethics. Ethical Reasoning in politics. Sexual, Racial and Caste Discrimination Understanding for Skill Development and Employability.

Unit- 2

Poverty and Hunger: Hunger, Homelessness and Freedom. Hunger and Capabilities. International obligation to remove poverty. Environment- The moral limits on the use of nature. Environment and Equality. Environment, Displacement and Culture Understanding for Skill Development and Employability.

Unit- 3

Corruption: Public ethics and Private Morality. Corruption as the Intrusion of Inappropriate Principles. Corruption in Public Life. Corruption in Private Life. Free Speech: Values of Free Speech. Free speech and Democracy. The moral limits of Free Speech. Hate Speech: Gender and Religious community. Understanding for Skill Development and Employability.

Unit-4

Secularism, Tolerance and Minority Rights- Traditions of Tolerance in India. Values of Secularism. Secularism and Minority rights. Secularism and Legal pluralism. Ethics and the Politics of the Family: Politics and the private-public distinction. Justice within the family. Family and the Ethics of Care Understanding for Skill Development and Employability.

Course Learning Outcomes:

CO: 1 To provide the knowledge of National , The Nature of Ethical Reasoning: The Domain of Ethics. Rationality and objectivity in Ethics Understanding for Skill Development and Employability.

CO: 2 Discussing the reason of local issues Poverty and Hunger: Hunger, Homelessness and Freedom. Hunger and Capabilities. International obligation to remove poverty Understanding for Skill Development and Employability.

CO: 3 To provide the knowledge of the students about local and global Corruption: Public ethics and Private Morality. Corruption as the Intrusion of Inappropriate Principles. Corruption in Public Life Understanding for Skill Development and Employability.

CO: 4 To discuss about Secularism, Tolerance and Minority Rights- Traditions of Tolerance in India. Values of global Secularism. Secularism and Minority rights. Secularism and Legal pluralism Understanding for Skill Development and Employability.

PO- CO Mapping (Please write 3,2,1 wherever required)

(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	1	1	1	1	1	1

CO2	1	1	1	3	1	1	1	1
CO3	1	1	1	2	2	1	1	1
CO4	1	1	1	1	2	1	1	1

**Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
 (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

READINGS:

- Beitz, Charles, R. Marshall Cohen, Thomas Scanlon and A. John Simmons, *International Ethics*, New Jersey, Princeton University Press, 1985.
- Emanuel, Ezekiel J., *The Ends of Human Life: Medical Ethics in a Liberal Polity*, Harvard Mass, Harvard University Press, 1994.
- Luban, David, *Lawyers and Justice an Ethical Study*, New Jersey, Princeton University Press, 1988.
- Sen, Amartya, *Development as Freedom*, Oxford, Oxford University Press, 2000.
- Walzer, Michael, *Spheres of Justice: A Defence of Pluralism & Equality*, Great Britain, Pitman Press, 1983.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - V
BAPS 513: Themes in Indian Political Thought

Course Objective: The purpose behind this course is to introduce students to the richness and variety of the tradition of Indian Political Thought, a tradition that spans centuries if not millennia culminating in the various present day understandings of Indian society. It provide Employability and Skill development to the students.

Course Content:

Unit-1

Perspectives: Classical and Shramanic, Islamic and Syncretic, Contemporary Theories: Liberal, Marxist, Gandhian, Post colonial, Hindutva. Theories and Practices of Knowledge: Classical and Shramanic, Colonial. Understanding for Skill Development and Employability

Unit-2

State: Monarchical, Colonial and Post Colonial. Conception and Forms of Community: Community in pre-modern and modern times, Forms of Community: Janapada, Sangha, Jati, Quam, Samaj. Understanding for Skill Development and Employability

Unit-3

Critical Perspectives on Indian Society: Shramanic, Syncretist, Reformist, Socialits, Gandhian Understanding for Skill Development and Employability

Unit-4

The Nation in Indian Political Thought: Cultural and Religious Nationalism, Economic Nationalism, Critiques of National Understanding for Skill Development and Employability

Course Learning Outcomes:

CO: 1 To provide the knowledge about the global Perspectives: Classical and Shramanic, Islamic and Syncretic, Contemporary Theories: Liberal, Marxist, Gandhian, Post colonial, Hindutva. Understanding for Skill Development and Employability

CO: 2 To discuss about the local State: Monarchical, Colonial and Post Colonial. Conception and Forms of Community: Community in pre-modern and modern times, Understanding for Skill Development and Employability

CO: 3 To introduce about the Critical Perspectives on local Indian Society: Shramanic, Syncretist, Reformist, Socialits, Gandhian. Understanding for Skill Development and Employability

CO: 4 To understand the views of different national and global thinkers The Nation in Indian Political Thought: Cultural and Religious Nationalism, Economic Nationalism Understanding for Skill Development and Employability

PO- CO Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	2	1	1	1	1
CO2	1	2	1	3	1	1	1	1
CO3	1	1	2	3	1	1	1	1
CO4	1	1	1	1	3	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)

(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

READINGS:

- Drekmeir, Charles, *Kingship and Community in early India*, California Stanford University Press, Stanford, 1962,.
- Jalal, Ayesha, *Self and Sovereignty: Individual and Community in South Asian Islam since 1850*, Routledge, 2001.
- Chatterjee, Partha (ed.), *State and Politics in India*, Oxford University Press, Delhi, 2005.
- V.R. Mehta and Thomas Pantham,(ed.), *Political Ideas in Modern India: Thematic Explorations*, New Delhi, Sage, 2006, Introduction and other selected chapters.
- Anthony Parel, From Political Thought in India to Indian Political Thought,” in *Western Political Thought in Dialogue with Asia*, edited by Takashi Shogimen and C.J. Nederman, Plymouth, UK, Lexington Books, 2009, pg 187-208
- Anthony Parel, *Gandhi’s Philosophy and the Quest for Harmony*, Cambridge University Press, 2006

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - V
BAPS 514: Debates in Political Theory

Course Objective: This course proposes to build on a prior understanding of the nature and value of theoretical inquiry in politics. Political theory begins with a few fundamental questions that have a bearing on the good life, and the ways in which we seek to collectively secure it. It provides Employability and Skill development to the students.

Course Content:

Unit- 1

Debates will relate to concepts: Disagreements and Debates in Political Theory. Normative judgement in a Political Context. The Political Context- Understanding Power. The Faces of Power (Steven Lukes). Ideology and Power (Althusser). Class Power. Power and the Subject: Foucault. On the Colonial State in India (Naoroji, and Gandhi) Understanding for Skill Development, Employability and Entrepreneurship.

Unit-2

Debates on freedom; Ancient vs. Modern Liberty (Constant), Freedom as autonomy (Kant, Mill), Negative vs. Positive Liberty (Berlin, MacCallum), Freedom as Development (Sen) Freedom as Swaraj (Gandhi) Understanding for Skill Development and Employability

Unit- 3

Debates on Equality: Value of Equality (Bernard Williams), Equality of Opportunity (Rawls), Equality of What? (Welfare, Resources, Capability), Equality, Priority or Sufficiency (Scheffler, Parfit, Frankfurt) Understanding for Skill Development and Employability

Unit- 4

Debates on Justice: Justice as Fairness (Rawls), Communitarian and Feminist Conceptions (Walzer, Sandel, Okin), Global Justice (Thomas Pogge). Debates on Rights: Moral vs. Legal conceptions, Choice and Interest theories, Conflicts between rights, Rights as Trumps, Civil Disobedience and Satyagraha Understanding for Skill Development and Employability

Course Learning Outcomes:

CO: 1 To create the view about the local and global Debates will relate to concepts: Disagreements and Debates in Political Theory. Normative judgement in a Political Context. The Political Context- Understanding Power Understanding for Skill Development and Employability

CO: 2 To understand the views on national Debates on freedom; Ancient vs. Modern Liberty (Constant), Freedom as autonomy (Kant, Mill), Negative vs. Positive Liberty Understanding for Skill Development and Employability

CO: 3 To discuss about the Debates on Equality: Value of Equality (Bernard Williams), Equality of Opportunity (Rawls), Equality of What? (Welfare, Resources, Capability) Understanding for Skill Development and Employability

CO: 4 To create the concept on national Debates on Rights: Moral vs. Legal conceptions, Choice and Interest theories, Conflicts between rights, Rights as Trumps, Civil Disobedience and Satyagraha Understanding for Skill Development and Employability

PO- CO Mapping (Please write 3,2,1 wherever required)**(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	2	1	1	1	1	1
CO2	2	2	2	1	1	1	1	1
CO3	2	2	2	1	1	1	1	1
CO4	2	2	2	1	1	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)**(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

READINGS:

- Mckinnon, Catriona, 2008, 'Introduction' in Mckinnon, Catriona (ed), *Issues in Political Theory*, New York: Oxford University Press.
- Maynor, J. (eds), *Republicanism and Political Theory*, Oxford: Blackwell.
- Sen, Amartya, 2000, *Development as Freedom*, Delhi: OUP: Introduction, Ch. 1: 3-34.
- Arneson, R, 1989, 'Equality and Equal Opportunity for Welfare', *Philosophical Studies*, 56
- Callann, Eamonn, 'Citizenship and Education', *Annual Review of Political Science*, 7 (2004):
- Bhikhu Parekh, *Gandhi's Political Philosophy*, London, Macmillan Press, 1989
- Parekh and Thomas Pantham, (ed.), *Political Discourse: Explorations in Indian and Western Political Thought*, New Delhi, Sage, 1987, pg 292-310
- Anthony J. Parel, (ed.), *Gandhi, Freedom and Self-Rule*, New Delhi, Vistaar Publications, 2002

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - V
BAE – 511: Monetary Economics

Course Objective:

The purpose of this course is to expose students to:

The course aims at enabling students to understand about the institutions, markets and securities that form the basis of modern financial and monetary systems for entrepreneurship development. This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions for employability and entrepreneurship development.

Course Content:

Unit-1: Money

Money – meaning, classification and functions; Gresham’s law; Monetary standards – metallic and paper systems of note issue; Measures of money supply and sources of reserve money in India, Brief history of Indian Rupee for skill development

Unit-2: Money and prices

Value of money - measurement and determination; Quantity theory of money – cash transaction and cash balance approaches, Inflation - demand pull and cost push, Trade-off between inflation and unemployment; causes and effect of inflation, measures to control inflation for skill development and entrepreneurship development.

Unit-3: Banking System in India

Commercial Banking Meaning and functions of commercial banks, Commercial bank and economic development; Cooperative banks, Central Banking Functions, objectives and methods of credit control – quantitative and qualitative methods; Role and functions of Reserve Bank of India; Objectives and limitations of monetary policy; Monetary policy of RBI for skill development and entrepreneurship development.

Unit-4: Indian Money Market and Banking

Structure of financial market in India; Structure and functions of Indian money market, weaknesses of money market in India; Money markets instruments; A critical appraisal of the progress of commercial banking after nationalization; Recent reforms in banking sector in India; Development banking in India –IFCI, IDBI, and ICICI for employability and entrepreneurship development.

Course Outcomes:

After completing the course students will be able to:

CO1. Define the meaning of money and explain its classification and functions for skill development.

CO2. Define the value of money and explain its measurement and determination for skill development and entrepreneurship development at national level.

CO3. Describe the Banking system of India for skill development and entrepreneurship development at local and national level

CO4. Describe the Indian Money Market and Banking for employability and entrepreneurship development nationally.

PO-CO Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	1	2	1
CO2	3	2	1	1	2	2	2	1
CO3	3	2	1	1	2	1	2	1
CO4	3	2	1	1	3	2	2	1

CO-Curriculum Enrichment Mapping**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Suggested Readings:

- Avadhani, V.A., Investment and Security markets in India.
- Mahindra K.K., Monetary Theory.
- Vaish M.C., Monetary Theory.
- Shekher K.C., Banking Theory and Practice.
- Bhole, L.M., Financial Institutions & Markets.
- Mitra, S., Money and Banking.
- Sethi, T.T., Monetary Economics.
- Gupta S.B., Monetary Planning.

Web Sources:

- <https://www.toppr.com/guides/fundamentals-of-economics-and-management/money/definition-and-functions-of-money/>
- <http://web.econ.ku.dk/okocg/MAT-OEK/Mak%C3%98k2/Mak%C3%98k2-2015/Forel%C3%A6sninger/Ch16-2015-1.pdf>
- <https://byjus.com/free-ias-prep/rbi/>
- https://en.wikipedia.org/wiki/Reserve_Bank_of_India

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - V
BAE – 512: Natural Resource Economics

Course Objectives

The objective of this course is to examine the allocation of renewable and non-renewable resources over time from positive and normative points of view for skill development. The role of markets and institutions is examined.

Unit- I

Dynamic optimization: deterministic discrete-time and continuous-time models. Stochastic models for skill development

Unit- II

Renewable resources: optimal management. Common property and open access. Fishery: Models of growth with open and regulated open access. Optimal harvest, Stochastic growth. Forestry: Optimal stopping rules for skill development

Unit- III

Non-renewable resources: The Hotelling rule and social welfare, Variations on the Hotelling rule: exploration, uncertainty in demand and reserves, entry and exit for skill development

Unit- IV

Growth with exhaustible resources, concepts and measures of resource scarcity, Natural resource accounting for skill development

Course Outcomes:

After completing this course students will be able to:

CO1. The students learn and understand the concepts of dynamic optimization for skill development at local and national level.

CO2. The students learn and understand the theory of Renewable resources for skill development

CO3. The students learn of theories of non-renewable resources for skill development

CO4. Apply the knowledge in analyzing the growth with exhaustible resources for skill development nationally.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	1	2	1
CO2	3	2	1	1	2	2	2	1
CO3	3	2	1	1	2	1	2	1
CO4	3	2	1	1	3	2	2	1

CO-Curriculum Enrichment Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Suggested Readings J. Conrad: *Resource Economics, 2nd ed.*, Cambridge University Press (2010)

L. Karp: *Natural Resources as Capital: Theory and Policy*, (2015)

M. Murty, S. Kumar: *Environmental and Economic Accounting for Industry*, Oxford University Press (2004)

R. Perman, Y. Ma, J. McGilvray: *Natural Resource and Environmental Economics*, Pearson (2011)

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - V

BAG511; Evolution of Geographical Thought

Course Objectives: -

The main objectives of this course are to make students understand about historical development of geographical concepts, philosophies and approaches.

Course Contents:

Unit -I

The field of geography; its place in the classification of sciences; geography as a selected concept of geography - distributions; relationships, interactions, area differentiation and spatial organization

Unit -II

Dualisms in geography; systematic & Regional geography; physical & human geography, Systematic geography & its relation with systematic sciences and with regional geography, the myth and reality about dualism

Unit -III

Geography in ancient period – Contribution of Indian, Greek & Roman geographers, Geography in middle age – Arab Geographers, Renaissance period in Europe. Renowned travelers and their geographical discoveries

Unit -IV

German school of thought – Kant, Humboldt, Ritter, Richthofen, Ratzel, Hettner, French school of thought – Contribution of Blache & Brunhes. Soviet geographers, American school – Contribution of Davis, Sample, Hunthington & Carlsauer, British school – Contribution of Mackinder, Herbertson & L.D. Stamp

Course Outcomes:

Students will be able to understand:

CO1: About the contribution of Indian and other renowned Geographers.

CO2: Dualism in geography and paradigm at local and national level.

CO3: Greek & Roman geographical development in middle age for fulfilling global needs.

CO4: Thought and contribution of German, French, British and American school globally.

PO-CO Mapping (Please 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	2	1	2	1	1
CO2	1	2	1	1	1	1	1	1
CO3	1	3	1	1	2	1	1	1
CO4	1	2	1	2	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1

CO2	3	2	1
CO3	3	1	3
CO4	3	2	1

Suggested Readings:

- Ali, S.M. (1960): Arab Geography, Institute of Islamic Studies, Aligarh Muslim University, Aligarh, First Edition.
- Diddee, J. (ed.) (1990): Indian Geography, Institute of Indian Geographers, Pune, first edition.
- Dikshit, R. D. (2003): Geographical Thought. A Critical History of Ideas. Prentice-Hall of India, New Delhi. (in English and Hindi).
- Dube, B. (1967): Geographical Concepts in Ancient India, National Geographical Society of India, Varanasi.
- Hartshorne, R. (1959): Perspective on the Nature of Geography, John Murray, London
- Harvey, D. (1969): Explanations in Geography. Arnold, London.
- Holt-Jensen, A. (1980): Geography: Its History and Concepts. Harper and Row Publishers, London.
- Husain, Majid. (2002): Evolution of Geographical Thought, Rawat Publications, Jaipur.

Website Sources:

- www.cambridge.org
- www.ncert.nic.in
- researchgate.net
- en.m.wikipedia.org
- www.amu.ac.in

Note: Latest editions of all the suggested reading must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-V
BAG513; Military Geography

Course Objectives:

This course endeavors to encourage the understanding of issues and challenges of military from spatial perspectives. Different forms of human military, its characteristics and regional patterns shall be highlighted. Place of military issues in the 2030 SDG agenda shall be evaluated.

Course contents:

UNIT-I

Military Information Technology, Introduction: Definitions, Concept and Historical Development for skill development, Employability and Entrepreneurship.

UNIT-II

Web data sources; Registration and projection; Data structures; Data interpolation and modeling for skill development, Employability and Entrepreneurship.

UNIT-III

Working of spatial information system, Functions of Military information system: Information military for skill development, Employability and Entrepreneurship.

UNIT-IV

Topological modeling; Networks; Overlay; Data output. Application of Military Information Technology for skill development, Employability and Entrepreneurship.

Course outcomes:

After completing the course, the Students will be able to understand

CO1: The contribution of the discipline of Military geography for fulfilling global needs.

CO2: Connect theory with practice of Military geography globally.

CO3: Critically analyze contemporary Military geography from a geographical perspective at local and national level.

CO4: To know the development of Military geography for fulfilling global needs.

PO-CO Mapping (Please 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	2	1	1	1
CO2	1	2	1	2	1	1	1	1
CO3	1	3	1	3	1	2	1	1
CO4	1	2	1	1	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship

			Development
CO1	3	2	2
CO2	3	2	1
CO3	3	2	2
CO4	3	1	1

Suggested Readings:

1. C. Esperança and H. Samet, An overview of the SAND spatial database system, to appear in Communications of the ACM, 1997. <http://www.cs.umd.edu/~hjs/pubs/sandprog.ps.gz>
2. G. Hjaltason and H. Samet, Ranking in Spatial Databases in Advances in Spatial Databases —4th Symposium, SSD'95, M. J. Egenhofer and J. R. Herring, Eds., Lecture Notes in Computer Science 951, Springer-Verlag, Berlin, 1995, 83-95. <http://www.cs.umd.edu/~hjs/pubs/incnear.ps>
3. H. Samet, Spatial Data Structures in Modern Database Systems: The Object Model, Interoperability, and Beyond, W. Kim, Ed., Addison-Wesley/ACM Press, 1995, 361-385. <http://www.cs.umd.edu/~hjs/pubs/kim.ps>
4. H. Samet, Applications of Spatial Data Structures: Computer Graphics, Image Processing, and GIS, Addison-Wesley, Reading, MA, 1990. ISBN 0-201- 50300-0.
6. H. Samet, The Design and Analysis of Spatial Data Structures, Addison-Wesley, Reading, MA, 1990. ISBN 0-201-50255-0.
7. H. Samet and W. G. Aref, Spatial Data Models and Query Processing in Modern Database Systems: The Object Model, Interoperability, and Beyond, W. Kim, Ed., Addison-Wesley/ACM Press, 1995, 338-360. <http://www.cs.umd.edu/~hjs/pubs/kim2.ps>
8. C. D. Tomlin, Geographic Information Systems and Cartographic Modeling, Prentice-Hall, Englewood Cliffs, NJ, 1990. ISBN 0-13-350927-3.

Website Sources:

- www.ncert.nic.in
- researchgate.net
- en.m.wikipedia.org
- www.amu.ac.in

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-V
BAG514; Palaeo Geography

Course Objectives:-

The course is intended to develop the philosophical and historical aptitude among students in the context of evolution and development of geographical ideas, theme, approaches and knowledge.

Course contents:

UNIT-I

Definition of Palaeogeography, Nature of Palaeogeography, Characteristics of Palaeogeography, Science of Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment for skill development, Employability and Entrepreneurship.

UNIT-II

Changing pattern of Palaeogeography, Effect of Palaeogeography, Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability for skill development, Employability and Entrepreneurship.

UNIT-III

Climate Change: Vulnerability and Adaptation, Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health for skill development, Employability and Entrepreneurship.

UNIT-IV

Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia and world. National Action Plan on Climate Change; Local Institutions for skill development, Employability and Entrepreneurship.

Course outcomes:

After completing the course, the Students will be able to understand

CO1: About Palaeogeography, Characteristics.

CO2: Physical Vulnerability; Economic Vulnerability for fulfilling global needs.

CO3: Agriculture and Water; Flora and Fauna at local and national level.

CO4: Adaptation and Mitigation globally.

PO-CO Mapping (Please 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	1	1	1	1
CO2	2	2	1	2	1	2	1	1
CO3	2	2	1	2	1	1	1	1
CO4	1	1	3	1	2	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
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CO1	3	1	2
CO2	3	2	1
CO3	3	2	1
CO4	3	1	2

Suggested Readings:

1. IPCC. (2007) Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change.
2. IPCC (2014) Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
3. IPCC (2014) Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.
4. Palutikof, J. P., van der Linden, P. J. and Hanson, C. E. (eds.), Cambridge University Press, Cambridge, UK.
5. OECD. (2008) Climate Change Mitigation: What Do we Do? Organisation and Economic Cooperation and Development.
6. UNEP. (2007) Global Environment Outlook: GEO4: Environment for Development, United Nations Environment Programme.
7. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014) Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies, Springer
8. Sen Roy, S. and Singh, R.B. (2002) Climate Variability, Extreme Events and Agricultural Productivity in Mountain Regions, Oxford & IBH Pub., New Delhi.

Website Sources:

- www.cambridge.org
- www.ncert.nic.in
- researchgate.net
- en.m.wikipedia.org
- www.amu.ac.in

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - V

BAG551; Practical (Geography)

Course Objective: -

The objective of this course is to introduce basic concept of cartography and develop the understanding about different type of maps, scales, relief features and surveying.

Course Content:

(A) Lab Work

Plane table Surveying; Radiation, Inter section & Resection method with three Points problem
Surveying by Prismatic Compass, open traverse, Close traverse, Elimination of error. Bowditch Method

Use of Sextant; measurement of height-accessible and inaccessible method

OR

Indian clinometers: Measurement of height-accessible and inaccessible method.

(B) Viva-Voce & Sessional Records

Division of Marks:

Lab Work-One question from each unit with internal. Choice (3-Hrs) - 10

Viva-Voce & Sessional records –10

Course Outcomes: -

After the completion of the course, Students will be able to identify:

CO1: Describe, create and construct different cartographic things.

CO2: To draw maps, scales, relief and adept to conduct survey.

Suggested Readings:

- Khan, Z.A., Text book of practical Geography, Concept, New Delhi – 1998.
- Sharma J.P. – Prayogik Bhugol.
- Singh, R.L., Elements of Practical's Geography, Kalyani Pub. New Delhi.

Website Sources:

- www.vpcivil.co.in
- www.ncert.nic.in
- www.ce.cet.ac.in
- en.m.wikipedia.org
- www.fao.org

Note: Latest editions of all the suggested reading must be used.

IFTM University, Moradabad

Programme: Bachelor of Arts

Semester - V

Paper Code: BAED511; New Trends and Innovations in Education

Objective: Objective of this course is to familiarize students with classification of innovations, discuss the hurdles to innovation and offer ways to increase the scale and rate of innovation based on transformation in the education system for skill development and entrepreneur skills.

Course Content

UNIT- 1:

Innovation : Meaning, Nature and types of Innovation; The Stages or Process of Adapting Innovation, Educational Innovation and New Dimensions of Education, Need and Importance of Educational Innovation. New Dimensions in Indian Education System.

UNIT- II:

Distance Education: Concept, Aims, Needs and limitation of Distance Education, Basic Principle of Distance Education, Forms of Distance Education- Correspondence and open Education .Changing School in the era of liberalization, privatization and globalization to develop employability.

UNIT- III:

Use of new modern trends in Education: Radio, Television, Computer, Internet, Video conferencing, EDUSAT and e-learning – content, magazines and journals for skill development and employability.

UNIT- IV:

Integrated Child Development Scheme (ICDS)-Early childhood care and education (ECCE), Balwadi, Aanganwadi and other efforts in public and private sectors at state and central levels. State supported innovations; Lok-Jumbish, Eklavya, Mahila Samakhya. National Level– Brief Account of right to education, National Literacy Mission & Adult Education, Life Skill Education- Hard & Soft Skills in order to develop entrepreneurship skills.

Course Outcomes:

Students completing this course will be able to:

CO1: Focus on Educational innovation of teaching and learning theory and practice so as to meet national and global needs for developing Skills.

CO2: Apply a needed solid theoretical foundation based on purposeful, systematic, research and sound pedagogy so that employability can be developed.

CO3: Produce the needed high-quality learning outcomes across the system.

CO4: To acquaint with competencies essential for the teaching profession for entrepreneur skills.

Mapping Course Outcomes leading to the achievement of Programme Outcomes:

(Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	1	2	3	2
CO2	2	3	3	1	3	2	2	2
CO3	2	1	1	1	1	2	3	3
CO4	3	2	1	1	2	1	2	3

**Co Curriculum Enrichment Mapping (Please 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	2	3	1
CO3	3	3	2
CO4	1	2	3

Suggested Readings:

1. Chauhan, S.S., (1994), Innovations in teaching hearing process, Vikas Publishing House P. Ltd., New Delhi.
2. Sharma, A.R., Educational Technology, Agra, Vinod PustakMandir.
3. Laxmi S., (1989), Innovations in Education, Delhi, Sterling Publishers Pvt. Ltd.
4. Mohanti, J., (1982), Indian Education the Emerging Societies, New Delhi, Sterling Publishers.
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Website Source:

1. www.emerald.com
2. www.slideshare.net
3. www.oecd.org
4. www.nwmissouri.edu
5. www.teachthought.com

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester-V
Environmental Studies

Course Objectives:

The objectives of this course are to enable student-teachers to:

- Enable the student teacher understand about the concept of environmental studies.
- Develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
- Develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
- Develop reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.
- Enable the students to understand about the various measures available to conserve the environment for sustaining the development.

Course Contents:

Credits: 3

Unit 1

2 Session

Nature, Definition, Scope and Importance of Environmental Studies.

Unit 2

10 Session

Natural Resources: Renewable and non-renewable resources, Natural resources and associated problems. Forest resources: Use and over-exploitation, Deforestation, Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.

Unit 3

8 Session

World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification, Role of an individual in conservation of natural resources & equitable use of resources for sustainable lifestyles.

Unit 4

8 Session

Ecosystems: Concept of an Ecosystem, Structure and Function of an Ecosystem, Energy flow in the ecosystem. Hot-spots of Bio-diversity, Threats to Bio-diversity: Habitat Loss, poaching of wildlife, man-wildlife conflicts. Conservation of Bio-diversity: In-situ and Ex-situ conservation of biodiversity. Environmental Pollution Definition, Cause, effects and control measures of: a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal

pollution g. Nuclear hazards, Solid Waste Management: Causes, effects and control measures of urban and industrial wastes & Role of an individual in prevention of pollution.

Unit 5

8 Session

Social Issues and the Environment: From Unsustainable to Sustainable development, urban problems related to energy, Water conservation, rain water harvesting, watershed management, Resettlement and rehabilitation of people; its problems and concerns. Environmental Ethics : Issues and possible solutions, Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Environment Protection Act: Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act & Forest Conservation Act, Issues involved in enforcement of environmental legislation.

Field Work

2 Session

Visit to a local polluted site-Urban/Rural/Industrial/Agricultural, Study of common plants, insects, birds, Study of simple ecosystems-pond, river, hill slopes, etc.

Course Outcomes:

After undergoing this course the student will be able to:

- Understand the concept of environment.
- Understand the concept of environmental crisis and Management.
- Understand the nature, need and importance of environmental studies.
- Know about the natural disasters.
- Identify and correlate the role of International organisations in the management of environment.

Suggested Readings:

- Kaushik, A. and Kaushik, C.P.: (2004). *Perspectives in Environmental Studies*, New Age International (P) Ltd. Publishers, New Delhi pp. 260.
- Ramakrishnan, P.S.: (2001). *Ecology and Sustainable Development*, National Book Trust, New Delhi, pp. 198.
- Sharma, P.D.: (2001). *Ecology and Environment*, Rajson Printers, New Delhi, pp. 660.
- Sharma, R.C., Mahajan, B., Premi, K.K., Nuna, S.C., Menon, P.: (1994). *Source Book on Environmental Education for Elementary Teacher Educators*, NIEPA, New Delhi, pp. 278.

Website Sources:

- <http://egyankosh.ac.in>
- <https://www.mgkvp.ac.in>
- https://en.wikipedia.org/wiki/Environmental_education
- <https://www.epa.gov/education/what-environmental-education>

IFTM University, Moradabad
Programme: Bachelor of Arts

SEMESTER –VI

Course 1: Indian Writings in English- BEL602

Course Objectives: The main objectives of this course are to understand the various features of Indian literature in English and to get a glimpse of the regional literatures translated in English. This course makes the students aware of the superstitious practices prevalent in Indian society for skill development and employability.

Unit-I: Poetry

Toru Dutt	:	Laxman
Kamala Das	:	An Introduction
Nissim Ezekiel	:	A Poem of Dedication

Unit-II: Poetry

Jayant Mahapatra	:	Grandfather
A K Ramanujan	:	Anxiety
Keki N Daruwala	:	The Unrest of Desire

Unit-III: Drama

Mahesh Dattani	:	Seven Steps around the Fire
Badal Sarkar	:	Saari Raat*

Unit-IV: Fiction

Mulk Raj Anand	:	The Untouchable*
Kiran Desai	:	The Inheritance of Loss*

Unit-V: Prose

Mahatma Gandhi	:	Hind Swaraj, Chapters VIII (The Condition of India), XIII (What is True Civilization?), & XVIII (Education)
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Note-* means non-detailed study.

Course Outcomes:

Students completing this course will be able to:

CO1: Understand Indian English poetry, its themes and techniques, language, genres in the context of Indian Society to enrich skills.

CO2: Understand the need of wiping out social evils to dream of a healthy society for enhancing analytical skill.

CO3: Understood how well the Indian culture is reflected in Literature through translation to boost translation skills.

CO4: Understand social evils prevalent in the society and socio-cultural aspects of Literature at national level for research skills.

CO5: Know Hind Swaraj and its relevance thoroughly and understand Gandhiji's point of view for better skills.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	2	3	2	2	2
CO2	3	2	3	3	3	1	2	2
CO3	3	3	2	3	2	1	2	2
CO4	3	3	3	3	3	2	2	2
CO5	3	3	3	3	3	2	2	2

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	2	1
CO5	3	2	1

Suggested Readings:

- 1- Gupta, V. K., Toru Dutt and her Laxman, S.K. Publishers, Bareilly.
- 2- Gupta, V. K., Keki N Daruwala's The Unrest of Desire, S.K. Publishers, Bareilly.
- 3- Gupta, V. K., Mahesh Dattani's Seven Steps around the Fire, S.K. Publishers, Bareilly.
- 4- Singh, Raju, Indian Writing in English Poetry & Prose, Shivam Publications, Agra.
- 5- Desai, J. T., Mahatma Gandhi's Hind Swaraj Navajivan Publishing House, Ahmedabad.
- 6- Varshney, R. L., Mulk Raj Anand's The Untouchable, LNA Publishers, Agra.
- 7- Desai, Kiran, The Inheritance of Loss, Grove Atlantic Press, New York.
- 8- Sircar, Badal, Saari Raat, DIC Press.

Website Sources:

- www.wikipedia.org
- www.britannica.com
- www.literature-study-online.com
- www.poemhunter.com

IFTM University, Moradabad
Programme: Bachelor of Arts

SEMESTER –VI

Course 1: Structure of Modern English-II- BEL602-I

Course Objective: The main goal of this course is to make the students familiar with the fundamental concepts of grammar. The course will specifically focus on the fundamentals Language Teaching methods and Language acquisition for skill development and employability.

Unit-I

Varieties of English

Elements of Grammar

Verbs and the Verb Phrase

Unit-II

Nouns, pronouns and the basic noun phrase

Adjectives and Adverbs

Prepositions and prepositional phrases

Unit-III

Transformation of Sentences, Syntax, Syntheses

Unit-IV

Fundamentals of Language Teaching: objectives, materials, methods, evaluation

First language and second language acquisition

Unit-V

Grammar Translation Method & Bilingual Method

Direct Method

Audio-lingual Method

Situational Language Teaching

Communicative Approach

Course Outcomes:

Students completing this course will be able to:

CO1: Enhance language skills and their sub-skills; grammar; vocabulary etc.

CO2: Speak and write correct English for developing skills and employability.

CO3: Paraphrase the paragraphs, writing the abstract and gist to enhance compositional skills.

CO4: Know the approaches to boost Second Language Teaching / Theories of Second Language Learning and acquisition at national and global level.

CO5: Have fundamental knowledge of Learner centered Teaching methods, task based approaches and strategies to be master in second/foreign language and to use technology as a resource for Teaching Grammar/Vocabulary/Oral skills/Reading/Writing/Supplementary Materials for employability.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	1	3	3	3
CO2	1	1	1	1	1	3	3	3
CO3	1	1	1	1	1	3	3	3
CO4	3	1	1	1	1	3	3	3
CO5	3	1	2	1	1	3	3	3

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	3	1
CO3	3	3	1
CO4	3	2	1
CO5	3	3	1

Suggested Readings:

- (4) Remedial English Language by Malti Agarwal, Krishna Publications, Meerut.
- (5) Common Errors in English - French F.C. Oxford University Press, Delhi.
- (6) Ranjana English Language edited by Dr. K. S. Agarwal & Mayank Agarwal, RPM, Agra.

Website Sources:

- www.wikipedia.com
- www.englishgrammar.org
- www.usingenglish.com
- www.goodreads.com

IFTM University, Moradabad
Programme: Bachelor of Arts

SEMESTER –VI

Course 1: Literary Criticism- BEL602-II

Course Objective: The course intends to provide a critical understanding of the developments in literary criticism from the beginnings to the end of 19th century. Moreover, some selected texts/critics are prescribed for detailed study whose contribution to this area constitutes a significant benchmark in each era. It also provides a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism to enrich skills and employability.

Unit-I

I. A. Richards : Metaphor and The Command of Metaphor
W. K. Wimsatt and Beardsley: The Intentional Fallacy

Unit-II

Walter Benjamin : The Work of Art in the Age of Mechanical Reproduction
Bakhtin : Epic and Novel

Unit-III

Jacques Derrida : That Dangerous Supplement
Michel Foucault : What is an Author?

Unit-IV

Raymond Williams : Hegemony'; 'Traditions, Institutions, Formations'; and
Dominant, Residual, Emergent
Julia Kristeva : Women's Time

Unit-V

Critique of any text of English Literature

Course Outcomes:

Students completing this course will be able to:

CO1: Be familiar with new criticism and its use in doing research and analysing text.

CO2: Develop an understanding of the function and practice of traditional modes of literary criticism for enriching their analytical skills.

CO3: Analyse the different literary theories at global level for skill enhancement and employability.

CO4: Extend and deepen their understanding of a wide range of important European writers, thinkers, artists, movements, and genres at global level for employability.

CO5: Critique and understand any literary text from the angle of different literary theories for enhancing their analytical and writing skills and employability.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	1	3	1	3	3	2
CO2	3	3	1	3	1	3	3	2
CO3	3	3	1	2	1	3	3	1
CO4	2	2	1	2	1	3	3	2
CO5	3	3	1	3	1	3	3	2

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	3	1
CO4	3	3	1
CO5	3	3	1

Suggested Readings:

- 1- *I.A. Richards and New Criticism 1 Edition* by Kumar Ashok, Atlantic Publishers & Distributors Pvt Ltd.
- 2- *Dini Rachele's An Analysis of Walter Benjamin's The Work of Art in the Age of Mechanical Reproduction* by Macat International Limited.
- 3- *Ambrosia-Conn Kristina's Reading Bakhtin in the Novels of Robert McLiam Wilson* by LAP Lambert Academic Publisher.
- 4- *Orchard Vivienne's Jacques Derrida and the Institution of French Philosophy* by Maney Publication.
- 5- *Smith-Laing Tim's An Analysis of Michel Foucault's What is an Author?* by Macat International Limited.

Website Sources:

- www.wikipedia.org
- www.britannica.com
- www.bibliography.com
- www.open.edu

Note: Latest editions of all the suggested reading must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts

SEMESTER –VI

Course 1: World Short Stories- BEL602-III

Course Objective: This course enables the students to gain confidence in exploring and developing their creativity through short story writing, reading and telling for skill development and employability.

Unit-I

Introduction to Short Stories

Development of Short Stories, Elements, Style, Narrative Techniques and Types.

Unit-II

Russian Short Stories

Mumu – Ivan Turgenev (1852)

Fyodor Dostoevsky– The Beggar Boy at Christ’s Christmas Tree (1876)

What Men live by – Leo Tolstoy (1885)

Anton Chekhov – Ward No. 6 (1892)

Unit-II

American Short Stories

Rip Van Winkle – Washington Irving

The Celebrated Jumping Frog of Calavera’s County– Mark Twain

The Snows of Kilimanjaro – Ernest Hemingway

The Split Cherry Tree – by Jesse Stuart

Speech Sounds – Octavia Butler

Unit-III

Indian Short Stories

Sultana’s Dream – Begum Rokeya Shekhawat Hussain

Sparrows – K. A. Abbas

A Flowering Tree: A Woman’s Tale – A. K. Ramanujan

Kabuliwallah – Tagore

Squirrel –Ambai

Unit-IV

Short Stories from across the World

My Father, the Englishman and I by Nuruddin Farah (Somalian)

The Train from Rhodesia, Nadine Gordimer, (South African)1952

A Very Old Man with Enormous Wings by Gabriel Garcia Marquez – (Colombian)

Prelude by Katherine Mansfield – (New Zealand)

One Small Step - Aime Kaufman – (Australian)

Course Outcomes:

Students completing this course will be able to:

CO1: Get basic knowledge of the development of short story in Literature at global level to enrich skills.

CO2: Write stories and short descriptive sketches for employability.

CO3: Read great short stories and participate in class discussions for enhancing skills.

CO4: Gain confidence in exploring and developing their creativity.

CO5: Extend and deepen their understanding of a wide range of important genres of Story-telling for employability.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	2	1	3	3	2
CO2	3	3	3	2	1	3	3	2
CO3	3	3	3	2	1	3	3	3
CO4	3	3	3	3	1	3	3	3
CO5	3	3	3	3	1	3	3	3

CO-Curriculum Enrichment Mapping (Please 3, 2, 1 wherever required)

(Note-3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1
CO5	3	3	1

Suggested Readings:

1- Ivan Turgenev's, Mumu, Strelbytskyy Multimedia Publishing, 2021.

- 2- Fyodor Dostoevsky's, *The Beggar Boy at Christ's Christmas Tree*, By Nadya L. Peterson, Mc Gill-Queen's University Press, 2002.
- 3- Leo Tolstoy's, *What Men Live by and Other Tales*, Createspace Independent Publication, 2013.
- 4- Anton Chekhov's, *Ward No. 6*, Penguin Books Limited, 2002.
- 5- Jesse Stuart's, *The Split Cherry Tree*, Kernerman Publication, 1983.
- 6- *A Study Guide for Octavia Butler's 'Speech Sounds'* by Gale, Cengage Learning Publication.

Website Sources:

- www.wikipedia.org
- www.britannica.com
- www.gutenberg.com
- www.academia.edu

Note: Latest editions of all the suggested reading must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts

SEMESTER –VI
Paper Code: BASC611; Pioneers of Indian Sociology

Course Objectives:

Know about Social Structure of Values, Cultural Diversities and Social Stratification. Understand the theory of Radha Kamal Mukerjee, Andre Beteille, Robert Redfield. Understand the theory of G. S. Ghurye and Iravati Karve. Know about thinking of M.S.A. Rao, Yogendra Singh, S.C. Dube in Indian Society to provide employability and skills.

UNIT –I

10 Sessions

Radha Kamal Mukerjee: Social Structure of Values, D. P. Mukerjee: Cultural Diversities, Modernization; Andre Beteille: Social Stratification, Robert Redfield; Peasant Society and Folk Culture for skill development.

UNIT – II

10 Sessions

G.S. Ghurye: Caste, Rural-Urban Community; Iravati Karve: Kinship in India for skill development.

UNIT –III

10 Sessions

M. N. Srinivas: Sankritization, Westernization, and Dominant Caste, S.C. Dube: Indian Village, Tradition, Modernization and Development for skill development.

UNIT –IV

10 Sessions

N. S.A. Rao: Social Movements in India; Yogendra Singh: Modernization of Indian Tradition, Social change in India for skill development.

Course Outcomes:

After completing the syllabus students will be able to:

CO1: Explain the theory of Social Structure and Social Change and familiar with Radha Kamal Mukerjee, Andre Beteille, and Robert Redfield theory of Sociology for skill development.

CO2: Understand the G.S. Ghurye: Caste, Rural-Urban Community; Iravati Karve at national level for skill development.

CO3: Understand the thought of Sankritization, Westernization, and Dominant Caste for skill development.

CO4: Understand the M.S.A. Rao: Social Movements in India; Yogendra Singh: Modernization of Indian Tradition at national level for skill development.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	1	1	1	2
CO2	3	3	3	3	1	1	1	2
CO3	3	3	3	3	1	1	1	2
CO4	3	3	3	3	1	1	1	2

**Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Beteille Andre: Essays in Comparative Sociology: Oxford University Press New Delhi.
2. Beteille Andre: Society and Politics in India. Essays in Comparative Perspective: Oxford University Press: New Delhi.
3. Dube, S.C. 1958; India's Changing Village, London Routledge.
4. Dube, S.C. 1995; Indian Village, London Routledge.
5. Ghurye G.S.; Culture and Society. Popular Prakashan Bombay.
6. Ghurye G.S., 1950; Caste, Class and occupation, Popular Prakashan Bombay.
7. Karve Irawati, 1961: Hindu Society: An interpretation. Poona. Deccan College.
8. M. N. Srinivas, 1963; Social Change in Modern India, California, Berkeley University of California University Press.
9. M.N. Srinivas, India: Social Structure New Delhi, Hindustan Publishing Corporation.
10. Majumdar D.N., 1958; Races and Culture of India, Asia Publishing House, Bombay.
11. Mukerjee D.P., 1958; Diversities. Peoples Publishing House, Delhi.
12. Ooman, T.K. and Mukerjee R.N., 1986: Indian Sociology: Reflections and Intro--spections, Popular Prakashan, Bombay.
13. Singh, Yogendra, 1973: Modernization of Indian Tradition Delhi: Thomson Press.

Website Sources:

- <https://www.sociologyguide.com/indian-society/modernization-of-indian-tradition.php>
- <https://www.civilserviceindia.com/subject/Sociology/notes/social-change.html>
- <https://www.britannica.com/topic/social-structure>
- <http://www.ignounotesforias.in/eso-13-sociological-thought/>
- <http://egyankosh.ac.in/handle/123456789/18121>
- <https://www.civilserviceindia.com/subject/Sociology/notes/social-change.html>
- <https://www.ncert-solutions.com/sociology-hindi/>

Note: Latest editions of all the suggested readings must be used

IFTM University, Moradabad
Programme: Bachelor of Arts

SEMESTER –VI
Paper Code: BASC612; Social Problems in India

Course Objectives:

Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions. Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society. Learn about problems like Dowry, Domestic Violence, Divorce, Crime and Delinquency, White Collar Crime and Criminals, Drugs Addiction, Terrorism, Cyber Crime, Suicide and Corruption in detail at national level to provide employability and skills.

UNIT- I

10 Sessions

Social Problems: Meaning , Definition , Charecteristics, Factor of Social Problems , Structural Poverty, Inquality of Caste and Gender, Religious Problems, Ethnic and Regional, Minorities, Human Rights Violation for skill development .

UNIT- II

10 Sessions

Familial: Dowry, Domestic Violence, Divorce, Inter and Inter- Generational Conflict and Problems of Elderly and Problems of health for skill development.

UNIT- III

10 Sessions

Development: Development Induced Displacement, Ecological Degradation, Consumerism and Crisis of Values for skill development.

UNIT- IV

10 Sessions

Concept of Social Organization and Disorganization; Crime and Delinquency; White Collar Crime and Criminals; Drug Addiction; Suicide; Terrorism; Cyber Crime; Corruption in Public Sphere for skill development.

Course Outcomes:

After completing the syllabus student will be able to:

CO1:Have an introduction to social problems, Structural ,Religious Problems at national level for skill development.

CO2:Know Familial problems, Intra and Inter-Generational Relations, Problems of Elderly at national level for skill development.

CO3:Understand the Development Induced Displacement, Ecological Degradation, Consumerism, and Crisis of Values for enhance skill development for skill development.

CO4:Understand the Concept of Social Organization, Disorganization, Crime and Delinquency, Cyber Crime and Corruption for skill development.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	3	2	3	3	2
CO2	3	3	2	3	2	3	3	2
CO3	3	3	2	3	2	3	3	2
CO4	3	3	2	3	2	3	3	2

**Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Berreman, G.D. 1979, Caste and other inequalities: Essays in inequality, Meerut: Folkore Institute.
2. Beteille, Andre, 1974, Social Inequality, New Delhi, UP.
3. Beteille, Andre, 1992, Backward classes in Contemporary India, New Delhi UP.
4. Dube, Leela. 1997. Woman and Kinship. Comparative perspective on Gender in South and Southeast Asia. New Delhi: Sage Publications.
5. Gadgil, Madhav and Guha, Ramchandra. 1996. Ecology and Equity: The Use and abuse of nature in Contemporary India. New Delhi. UP.
6. Gill, S.S. 1998. The Pathology of Corruption. New Delhi: Guha, Ranjit, 1991. Subaltern Studies, New York: UP.
7. Inden, Ronald.1990. Imaging India, Oxford: Brasil Blackward.
8. Lewis Oscar, 1966. "Culture of Poverty" Scientific American, Vol. II and No. 4pp. 1925.
9. Madan, T.N. 1991, Religion in India, New Delhi. UP.
10. Ministry of Home Affairs. 1998. Crime in India. New Delhi. Govt. of India.
11. Satya Murty. T.V. 1996 Region, Religion, Caste, Gender and Culture in Contemporary India. New Delhi. UP.
12. Sharma, S. L. 1997. "Towards Sustainable Development in India" In S.R. Mehta (Ed), Population, Poverty, and Sustainable development, Jaipur. Rawat Publications.

Website Sources:

- <https://www.latestcareernews.com/social-issues/>
- <https://upsc.oureducation.in/indian-society-notes-drishiti-ias/>
- <https://wifigyan.com/vision-ias-social-issues-complete-notes/>
- <https://www.ncert-solutions.com/sociology-hindi/>

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
SEMESTER –VI
Paper Code: BASC613; Social Stratification

Course Objectives:

This course introduces students to Sociological Study of Social Inequalities. It acquaints students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other at local level to provide employability and skills.

UNIT- I **10 Sessions**

Introducing Stratification: Meaning, Definition, characteristics of Stratification for skill development.

UNIT- II **10 Sessions**

Theories of Stratification: Karl Marx, Max Weber and Functionalism for skill development.

UNIT- III **10 Sessions**

Identities and Inequalities, Caste, Race and Ethnicity Feminism and Gendered Stratification for skill development.

UNIT- IV **10 Sessions**

Social Mobility: Forms and Patterns of Social Mobility for skill development.

Course Outcomes:

After completing the syllabus student will be able to:

CO1: Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms at local level for skill development.

CO2: Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations for skill development.

CO3: Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application at local level for skill development.

CO4: Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world for skill development.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	3	2	3	2	3
CO2	3	3	2	3	2	3	2	3
CO3	3	3	2	3	2	3	2	3
CO4	3	3	2	3	2	3	2	3

**Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal of Sociology* 78.4, 1973. Pp. 936-944
2. Bailey F G 'Closed Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124
3. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
4. Beteille, Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
5. Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246-258
6. Collins, Patricia Hill. 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' *Race, Sex & Class*, Vol. 1, No. 1 (Fall 1993), pp. 25-45
7. Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953), pp. 394-397
8. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249

Website Sources:

- https://en.wikipedia.org/wiki/Sociology_of_religion
- <https://opentextbc.ca/introductiontosociology/chapter/chapter-15-religion/>

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts

SEMESTER –VI
Paper Code: BASC614; Society and Religion

Course Objectives:

The objective of this course is to define the scope of religion, discuss the study of totems, discuss origin of religion theories, describe Durkheim and the sacred, see religion as a cultural system, and outline the Marxist viewpoint, provide earliest evidences and forms of religion, describe Freud's approach to religion, describe the Marxian notion of religion, give some criticisms to the Marxian approach to the study of religion, write about Durkheim and Functionalism, distinguish between sacred and profane analyze, religion and construction of knowledge, describe a Coorg village, describe method and meaning according to Weber, outline Weber's Sociology of Religion, describe the doctrine of Jainism, discuss doctrine of Buddhism and Judaism, trace the diffusion of Buddhism, describe the genesis of Christianity, explain the message of the Bible, describe Christianity in India, describe the genesis of Islam Provide some aspects of Islam in India, define Hinduism, describe Hinduism and the Concept of religion to provide employability and skills.

UNIT-I

10 Sessions

Sociology of Religion: Meaning, Scope and Nature, Religion and Culture, Distinction between Religion and Dharma Theories of the Origin of Religion, Social Function of Religion, Shamanism, Totemism for skill development.

UNIT-II

10 Sessions

Rituals and Myths, Religion and Social Disorganization, Religion and Crime, Religious Organization: Sect, Denomination, Cult, Religious Leadership for skill development.

UNIT-III

10 Sessions

Religion and Social Structure, Religion and Social Change, Religion and Economic System (Max Weber, Karl Marx), Religion and Science for skill development.

UNIT-IV

10 Sessions

Religion of World: Hinduism, Jainism, Buddhism, Judaism, Christianity and Islam for skill development.

Course Outcomes:

Students completing this course will be able to:

CO1: Define Religion and differentiate between Religion and Dharma, explain the theories of origin of religion and outline the social functions of religion at local level for skill development.

CO2: Establish relationship between Rituals and Myths, Religion and Social Disorganization, Religion and Crime and explain the Religious Organization namely Sect, Denomination, Cult, Religious Leadership for skill development.

CO3: Establish relationship between Religion and Social Structure, Religion and Social Change, Religion and Economic System and Religion and Science for skill development.

CO4: Describe the genesis of major Religion of World namely Hinduism, Jainism, Buddhism, Judaism, Christianity and Islam for skill development.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	3	1	2	3	2
CO2	3	3	2	3	1	2	3	2
CO3	3	3	2	3	1	2	3	2
CO4	3	3	2	3	1	2	3	2

**Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Baird, Robert D. (ed.). 1995, (3rd edition). Religion in modern India. Delhi: Manohar.
2. Clarke, P.B.1988, New Religious Movement: An introduction in Ed. S.
3. Sutherland, et al. The World's Religion, Rutledge pp.907-11.
4. D'Souza, Lila, 2005, The Sociology of Religion: A historical review, RawatPublications, N. Delhi.
5. Dube, S.C., 1990, India Society, National Book Trust, New Delhi.
6. Durkheim, Emile, 1965, The Elementary Forms of Religious Life, Free Press, New York.
7. Giddens, A., 2001, Sociology 4th Edition, Polity Press.
8. Hadden, J.K., 1997, "Challenging Secularization Theory" in A. Giddens, Sociology, Polity Press.
9. Johnson, H.M., 1988, Sociology: a systematic introduction, Allied Publishers.
10. Madan, T.N. (ed.), 1992, (enlarged edition). Religion in India. New Delhi: Oxford University Press.
11. Majumdar, H.T., 1986, India's religious heritage. New Delhi: Allied.
12. Roberts, Keith A., 1984, Religion in sociological perspective. New York: Dorsey Press.
13. Turner, Bryan S., 1991, (2nd edition). Religion and social theory. London: Sage.

Website Sources:

- https://en.wikipedia.org/wiki/Sociology_of_religion
- <https://opentextbc.ca/introductiontosociology/chapter/chapter-15-religion/>
- <https://www.mdpi.com/books/pdfdownload/book/111>
- [_https://www.cambridge.org/core/books/handbook-of-the-sociology-of-religion](https://www.cambridge.org/core/books/handbook-of-the-sociology-of-religion)

Note: Latest editions of all the suggested readings must be used.

Course Outcomes

CO1- fglhhl kfgR d sfobhu d ky ad si fr fufk d fo, led hd for k/led sfok, eat kud kj hnskA

CO2- d k i <usd sfy, cfr djuk v k Lr ad k fy [kud sfy, cfr gsk At ksfj k fZ led kj k xkj dsval j mi yOk

djkuk gA

CO3- fglhxl dhl Hnfok/led sy f d led segRi v z ns l si ffor djuk r kd fo| k hbu l Hnfok/led si ffor gk l dA

CO4- d Y uk ky rkd sc < kug s k Vh Lrj ij , d LolFl ekt dsfuek Z keal kfgR d segR d ksl e>A

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	2	3	2	1	1	1
CO2	3	3	3	3	3	1	1	1
CO3	3	3	3	1	3	2	1	2
CO4	2	1	3	1	3	1	2	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

vfHr for i b r d a

1. "dy] j lephz fglhhl kfgR d k bfr gk] y k H r hi d k ku] by k g k n A

2. u k f j f= y k h j fuc k l d y u] j a u k i d k ku] v k j k A

Website Sources-

www.iasbook.com

www.mpbse.nic.in

www.mpbboardsolutions.com

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - VI

BAHS611: EXTENSION AND COMMUNICATION

Course Objectives:

The purpose of this course is to expose students to:

- Understand the widening concept of extension.
- Be aware of the various extension method uses in facilitating development.
- Feel strongly for the people without power and influence then to become partners in development projects and programs.

Course Content:

Unit I:

Concept of Extension Education, Meaning of Extension Education. Definition, Importance and Scope of Home Science Extension Education. for Skill development.

Unit II:

Definition and Importance of Communication. Functions of Communication. Problems of Communication for Skill development & employability. Role and qualities of an Extension worker

Unit III:

Methods of Approaching People- Personal Approach, Group Approach, Mass Approach for Skill development.

Unit IV:

Definition and importance of Audio- Visual Aids for Skill development & employability.

Course outcomes:

After completing the course students will be able to:

CO1. Learned how to develop knowledge and decision-making ability for Skill development in agriculture to meet local needs.

CO2. Learned how to increase crop yield through extension education for Skill development & employability for develop to local needs.

CO3. Learned about schemes offered by the government through dissemination programs for skill development.

CO4. Learned to develop the qualities of self-reliance in women through diffusion education for Skill development & employability.

Mapping Course Outcomes leading for the achievement of Programme Outcomes

Please write 3,2,1 wherever required

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	1	2	2	3	1	3

CO2	1	2	2	1	1	2	1	2
CO3	1	1	2	2	1	1	1	3
CO4	2	3	1	2	3	2	1	2

**Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Suggested Readings: -

- Dahama, O.P.;Extension and Rural Welfare.
- Ministry of Child Development;Community Development programs in India.

Website Sources:

- www.ecoursesonline.jasri.res.in
- www.yourarticlelibrary.com
- www.agropedia.iitk.ac.in
- www.fao.org
- www.sg.inflibnet.ac.in
- www.lisbnet.com
- www.studylecturenates.com

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - VI

BAHS651: Practical (Home Science)

Course Objective:

The purpose of this course is to expose students to:

- Increase women's trends in agriculture through posters for Skill development & employability.
- Enhance the potential of self-employment by developing competence for participation and preparation of innovative communication strategies for Skill development & employability.
- Tell the spread programs through Puppet for Skill development.
- Understand the importance of informal education for Skill development & employability.

Course Content:

Practical / Lab Work:

Preparation of Audiovisual Aid (any one)-

- Poster and Chart
- Flash Card or Flip Book
- Puppet

Course Outcomes:

After completing the course students will be able to:

CO1. Learned to spread new and useful techniques for agriculture through flash cards.

CO2. Understood the concept of spread education.

CO3. Through the play of puppets, the youth and adult understood the development of agriculture and rural areas.

Suggested Readings:

- Wingate; Textile Fabrics and Their Selection.
- Hollwn and Saddler; Textiles.
- Hess, Katharine Paddock; Textile Fiber and their use.
- Dahama, O.P.; Extension and Rural Welfare.
- Ministry of Child Development; Community Development programs in India.

Website Sources:

- www.textileschool.com
- www.textilestudycenter.com
- www.clothingindustry.blogspot.com
- www.textilecourse.blogspot.com

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - VI
Paper Code: BAPS611; International Relations

Course Objective:

This course is designed to expose the students to the key concepts, terminology and theories in the field of International Politics. The purpose is to create awareness among the students regarding the study of International Relations as a defined inter-disciplinary oriented field of study. It will provide the Skill Development and Employability to the students

Course Content:

Unit- I:

International Relations- Meaning, Nature and Scope. Theories of International Relations- Idealist theory and Realist theory to develop of skill Development and Employability.

Unit- II:

National Power: Elements, Balance of Power, Foreign Policy to develop of skill Development and Employability.

Unit- III:

Cold War, Détente, Non-aligned Movement to develop of skill Development and Employability.

Unit- IV:

International Law meaning and concept, United Nations, General Assembly, UNS Security Council to develop of skill Development and Employability.

Course Learning Outcomes:

CO 1: Demonstrate basic understanding of scientific methods of inquiry of national and international relations and International theory of skill development and employability.

CO 2: Understand how national and international relations, power Foreign Policy. Influence societies of skill development and employability.

CO 3: Demonstrate understanding of national and Cold War, Détente, Non- Aligned Movement of skill development and employability.

CO4: Demonstrate basic understanding of national and International Law the United Nations, foundational theories; basic concepts like Globalization in contemporary world of skill development and employability.

PO- CO Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	1	1	1
CO2	1	1	1	2	1	1	1	1
CO3	1	1	1	1	1	2	1	1

CO4	1	2	1	1	3	1	1	1
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Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability.	Entrepreneuship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

References:

- Bull, H.; The Control fo the Arms Race, New York, Appleten Center, 1955.
- Claude, Power and International Relations, New York, Random House, 1962.
- Kumar, Mahendra; International Politics, New Delhi.
- Morgenthau, H.J.; Politics among Nations, 6th Ed. New York, 1985.
- Palmer, N.D. and Perkins, H.; International Relations, Scientific Books Co.1971.
- Waltz, K.N.; Theory of International Politics, Reading Massachusetts, Addision Wesley, 1979.

Website Sources:

- www.wikipedia.com
- www.britannica.com
- www.internationalrelation.sfsu.edu

CO4	1	1	1	1	1	1	3	1
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Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability.	Entrepreneuship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

READINGS:

- Arora, Ramesh K, *Comparative Public Administration: An Ecological Perspective*, New Delhi, Associated Publishing House, 1979.
- Bhattacharya, Mohit, *Restructuring Public Administration Essays in Rehabilitation*, New Delhi, Jawahar, 1999.
- Minogue, Martin, 'The Internationalization of New Public Management' in *The Internationalization of Public Management: Reinventing the Third World State* edited, McCourt W and M. Minogue. U.K., Edward, Elgar, 2001.
- Stivers, Camilla, 'Towards a Feminist Theory of Public Administration in Gender' in *Images in Public Administration: Legitimacy and the Administrative Slate*. New Delhi, Sage, 1993

IFTM University, Moradabad

Programme: Bachelor of Arts

Semester - VI

BAPS 613: Politics in India

Course Objective: This course focuses on societal dynamics and their impact on political processes. It identifies specific themes which are significant for the study of politics in India, It seeks in particular to understand how state and politics are informed by social processes and political mobilizations, historically and in contemporary contexts. It provide Employability and Skill development to the students.

Course Content:

Unit-1

Approaches to Indian Politics: Historical, cultural, legal and political economy perspectives State in India: Democratic, developmental and coercive dimensions to develop of skill Development and Employability.

Unit-2

Class, Caste, Tribe and Gender: The changing nature of class dominance in India. Politics and social mobilizations. Issues of equality and representation. Religion, Region and Language: Communalism and secular politics. Region and language: issues of recognition, autonomy and secession to develop of skill Development and Employability.

Unit-3

Development Process: Concept, strategies, policies, and critiques. Poverty alleviation programmes. Globalisation and impact on the weaker sections. Political Parties: Party system and reforms to develop of skill Development and Employability.

Unit- 4

Elections: Caste, class, religion, gender and region in electoral politics. Election Commission and electoral reforms. Social Movements: objectives, methods, impact and recent trends. Labour: organized and unorganized, (b) Peasantry, (c) Adivasis, (d) Women to develop of skill Development and Employability.

Course Learning Outcomes:

CO: 1 To provide the knowledge of Approaches to Indian Politics: Historical, cultural, legal and political economy perspectives national State in India to develop of skill Development and Employability.

CO: 2 To discuss about the local Class, Caste, Tribe and Gender: The changing nature of class dominance in India to develop of skill Development and Employability.

CO: 3 Development of Process: Concept, strategies, policies, and critiques. Poverty alleviation programmes. Globalisation and impact on the weaker sections to develop of skill Development and Employability.

CO: 4 To discuss about the Elections: local Caste, class, religion, gender and region in electoral politics. Election Commission and electoral reforms to develop of skill Development and Employability.

PO- CO Mapping (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	1	1	1
CO2	1	2	1	1	1	1	1	1
CO3	1	1	3	1	1	1	1	1
CO4	1	1	1	3	1	1	1	1

Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

READINGS:

- Abhay Kumar Dube (ed.), *Bharat ka Bhumandalikaran*, Vani, Delhi, 2005.
- Atul Kohli, *Democracy and Development: Essays on State, Society, and Economy*, OUP, New Delhi, 2009.
- Atul Kohli, *State and Development*, CUP, Cambridge, 2007
- Baldev Raj Nayar (ed.), *Globalization and Politics in India*, OUP, New Delhi, 2007.
- Partha Chatterjee (ed.), *State and Politics in India*, OUP, New Delhi, (1997), 2004.
- Peter Ronald deSouza and E. Sridharan (eds.), *India's Political Parties*, Sage, New Delhi, 2006.
- Rajni Kothari, *Bharat Mein Rajniti: Kal aur Aaj*, Hindi presentation by Abhay Kumar Dube, Vaani, Delhi, 2005.
- Rajendra Vora and Suhas Palshikar (ed.), *Indian Democracy, Meanings and Practices*, Sage, New Delhi, 2004.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - VI
BAPS 614; Theories of International Relations

Course Objective: This course introduces graduate students to diverse traditions of Theoretical endeavours in the International Relations as they have evolved around the world. It will cover both explanatory and normative paradigms in international relations theory and give a brief overview of the state of the art of IR to students. It provide Employability and Skill development to the students.

Course Content:

Unit-1

Evolution of the Discipline. The Great Debates. State of the Art. to develop of skill Development and Employability.

Unit-2

Realism: Its Variants and Complements: Structural Realism. Indian Tradition: Kautilya's Realpolitique. Chinese Tradition. European Schools of Thought. The English School. Neo-Liberalism Institutionalism. to develop of skill Development and Employability.

Unit-3

Alternative Approaches in IR: Critical Theory, Constructivism, Post-Modernism. to develop of skill Development and Employability.

Unit -4

Feminism. Neo-Marxism. Ethics in IR. Problematic of the 'International to develop of skill Development and Employability

Course Learning Outcomes:

CO: 1 To provide the knowledge about local Evolution of the Discipline. The Great Debates. State of the Art to develop of skill Development and Employability.

CO: 2 To discuss the Realism: Its Variants and Complements: Global Structural Realism. Indian Tradition: Kautilya's Realpolitique to develop of skill Development and Employability.

CO: 3 To introduced the Alternative Approaches in national and International Relation to develop of skill Development and Employability.

CO: 4 To discuss about the Feminism. Neo-Marxism. Ethics in IR. Problematic of the 'International to develop of skill Development and Employability.

PO- CO Mapping (Please write 3,2,1 wherever required)

(Note:3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	1	1	1	3	1	3
CO2	1	3	1	2	1	1	1	1
CO3	1	1	3	1	1	1	1	1
CO4	1	1	2	2	1	1	1	1

**Co Curriculum Enrichment Mapping (Please write 3,2,1 wherever required)
 (Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability.	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

READINGS:

- Scott Burchill et al, *Theories of International Relations* 3rd ed, Basingstoke: Palgrave Macmillan, 2005.
- Steve Smith, Ken Booth and Marysia Zalewski, (eds.), *International Theory: Positivism and Beyond*, Cambridge: Cambridge University Press, 1996.
- Tim Dunne, M. Kurki Steve Smith, *International Relations. Discipline and Diversity*, Oxford University Press, 2007.
- Arlene B. Tickner and Ole Wever, (eds.), *International Relations Scholarship Around the World*, London: Routledge, 2009.
- Rebecca Grant and Newland, eds., *Gender and International Relations*, Buckingham: Open University Press and Millennium Press, 1991.
- W. Carlsnaes, T. Risse & B. Simmons, (eds.), *Handbook of International Relations*. London, Sage, 2006.

CO1	3	2	1	1	2	1	2	1
CO2	3	2	1	1	2	2	2	1
CO3	3	2	1	1	2	1	2	1
CO4	3	2	1	1	3	2	2	1

CO-Curriculum Enrichment Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	3	1	1
CO3	2	2	1
CO4	3	1	1

Suggested Readings:

- Ghatak, S., An Introduction to Development Economics.
- Graboski, R., Economic Development.
- Hayami, Y., Development Economics.
- Misra, Puri, Economics of development of planning.
- Mukherjee, S.K, Textbook of economic development.
- Ray, Debraj, Development Economics.
- Thirlwal, A.P., Growth of Development.

Website Sources:

- http://ebooks.lpude.in/arts/ma_economics/year_2/DECO501_ECONOMICS_OF_GROWTH_AND_DEVELOPMENT_ENGLISH.pdf
- https://www.researchgate.net/publication/309577823_Concepts_of_Economic_Growth_and_Development_Challenges_of_Crisis_and_of_Knowledge
- https://sg.inflibnet.ac.in/bitstream/10603/173845/8/08_chapter%201.pdf

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
BAE- 612: Welfare Economics

Course Objectives

The aim of the course is to examine alternative ways in which microeconomic theory might be applied to analyze collective decision making. A normative approach based on the assumption that government is benign assumes government will maximize social welfare. By comparison, a positive approach (premised on analysis of the objectives and constraints faced by actors in decision-making processes) offers an alternative application of microeconomic theory for skill development

Unit- I

Reasons for collective choice: Public goods, Externalities, Redistribution for skill development

Unit- II

Public choice in direct and representative democracies for skill development

Unit- III

Collective decision making and voting rules; voting and median voter model; Rentseeking, Lobbying and corruption for skill development

Unit- IV

Some applications: Fiscal policies and taxation; Local public goods; Market failure vs. Government failure for skill development

Course Outcomes:

After completing this course students will be able to:

CO1. The students learn and understand the concepts of reasons for collective choice for skill development

CO2. The students learn and understand the theory of public choice for skill development

CO3. The students learn of theories of Collective decision making and voting rules for skill development at local level.

CO4. Apply the knowledge in analyzing the Fiscal policies and taxation for skill development at national level.

PO-CO Mapping (Please write 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	1	2	1
CO2	3	2	1	1	2	2	2	1

CO3	3	2	1	1	2	1	2	1
CO4	3	2	1	1	3	2	2	1

CO-Curriculum Enrichment Mapping

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	2	1	1
CO4	2	1	1

Suggested Readings

Mueller, D.: *Public Choice III*. Cambridge University Press (2003).

Kosfeld, Okada and Riedl (2009), Institution formation in public goods games, *American Economic Review*, 99(4), 1335-1355.

Krupka and Weber (2013): “Identifying social norms using coordination games: Why does dictator game sharing vary?”, *Journal of the European Economic Association*, 11(3):495-524.

Black, D. (1948): “On the Rationale of Group Decision Making”, *Journal of Political Economy*, 56(1), 23-34.

Note: Latest editions of all the suggested readings must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
BAG611; Environmental Geography

Course Objectives:

The objective of this course is to make students aware about different types of environment, ecological setting and their issues and challenges.

Course content:

UNIT-I

Geography as a study of Environment - concepts & components of environment, Development of environment studies, Approaches to environmental studies, concept of ecology and ecosystem. Man-Environment relationship, Agricultural and Industrial practices, technology and environment for skill development, Employability and Entrepreneurship.

UNIT-II

The problems and causes of environmental degradation, Deforestation, soil erosion, soil conservation, Desertification, Air pollution, water pollution, Disposal of solid waste, Population pressure for skill development, Employability and Entrepreneurship.

UNIT-III

Environmental management: Environmental education, preservation of ecological balance at local, regional and National level, Major environmental policies and programmes for skill development, Employability and Entrepreneurship.

UNIT-IV

Sample studies – Ganga Action Plan, Tiger project, Tehri dam & Narmada Valley project. Emerging environmental issues; population explosion, food security, global warming, bio-diversity and its conservation, sustainable development for skill development, Employability and Entrepreneurship.

Course outcomes:

After completing the course, the Students will be able to understand

CO1: To know about environment, various aspects of ecological development for fulfilling global needs.

CO2: To know about environmental problems and degradation at local and national level.

CO3: To know their management generates the enthusiasm for protection, Planning, preservation and sustainable management of environment at local and national level.

CO4: To evaluate environmental education and legislation globally.

PO-CO Mapping (Please 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	1	1	1	1	1	1
CO2	1	3	1	1	1	1	1	1
CO3	1	1	3	1	1	1	1	1
CO4	1	1	1	1	1	1	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	2	1
CO3	3	2	1
CO4	3	1	2

Suggested Readings:

1. Savindra Singh, (2000): Environmental Geography. PrayagPustakBhavan, Allahabad.
2. P.C Sinha; Introduction to Disaster managements; Anmol Publication Pvt. Ltd., New Delhi.
3. B. Narayan, Disaster Management; Super Book Distributor, New Delhi.
4. I. Mohan, Environmental Problems in 21st Century, Anmol Publication Pvt, Ltd. New Delhi.
5. Singh R.B. & Mishra S. (1996) Environmental Laws in India, Issues& Responses, RawatPublication, New Delhi.
6. P.S. Negi. Eco-Development and Environmental Geography (Hindi).
7. G.P. Yadav & Ram Suresh, ParyavaranAdhyayan.
8. V.K. Srivastava, Environmental and Ecology (Hindi).
9. Griffith Taylor, Environmental race and migration.
10. Sharma, H.S. and Chattopadhyay, S. K. Sustainable Development-conceptsand issues, concept, New Delhi – 2000.
11. Singh, Savinder, ParyavaranBhoogol/Environmental Geography.

Website Sources:

- www.cambridge.org
- www.ncert.nic.in

BIFTM University, Moradabad
Programme: Bachelor of Arts

BAG613; Hazards of Geography

Course Objectives:

The objective of this course is to make students aware about different types of Hazards, Social and environmental setting and their issues and challenges.

Course content:

UNIT – I

Hazards Management, Hazards Definition and Concepts: Hazards, Risk and Vulnerability; Classification

Hazards preparedness plan of respective Areas: Flood, Drought, Cyclone and Hailstorms, Earthquake, Landslides, Human Induced Disasters: Fire Hazards, Chemical, Industrial accidents for skill development, Employability and Entrepreneurship.

UNIT – II

Hazards in India: Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping for skill development, Employability and Entrepreneurship.

UNIT – III

Hazards in Asia: Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Causes, Impact, Distribution and Mapping for skill development, Employability and Entrepreneurship.

UNIT – I V

Manmade Hazards: Causes, Impact, Distribution and Mapping, Response and Mitigation to Hazards: Mitigation and Preparedness, Indigenous Knowledge and Community-Based Hazards Management; Do's and Don'ts During and Post hazards for skill development, Employability and Entrepreneurship.

Course outcomes:

After completing the course, the Students will be able to understand

CO1: To know the Concepts and approaches of hazards, various aspects of hazards development for fulfilling global needs.

CO2: To know about hazards problems and degradation at local and national level.

CO3: To know their management generates the enthusiasm for protection, Planning, preservation and sustainable management of hazards at local and national level.

CO4: To know about hazards education and legislation for fulfilling global needs.

PO-CO Mapping (Please 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	1	1	1	1	1
CO2	2	1	3	1	2	1	1	1
CO3	1	1	3	1	1	1	1	1

CO4	2	2	1	1	1	1	1	1
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**CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	2
CO2	3	2	1
CO3	3	2	2
CO4	3	1	1

Suggested Readings:

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
3. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
6. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
7. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.

Website Sources:

- www.ncert.nic.in
- researchgate.net

IFTM University, Moradabad
Programme: Bachelor of Arts
BAG614; Geography of Desert

Course Objectives:

The objective of this course is to make students aware about classification deserts, their issues and challenges.

Course content:

UNIT – I

Desert Characteristics, Rainfall in the desert, Vegetation in the desert, plants and animals, Climate in deserts, Temperatures in the desert, **Deserts Get hotter**, , Desert Biome, Weathering processes, Dust storms and sandstorms, Features of Flora, Fauna for skill development, Employability and Entrepreneurship.

UNIT – II

Types and Classification of deserts, **Hot and cold Deserts**, mountainous deserts, expanses of sand, salt flats. The main types of deserts include hot and dry deserts, semi-arid deserts, coastal deserts, and cold deserts for skill development, Employability and Entrepreneurship.

UNIT – III

Desert areas of the world, Thar desert, Antarctic Desert (Antarctica), Arctic Desert (Arctic), Sahara Desert (Africa), Great Australian (Australia), Arabian Desert (Middle East), Gobi Desert (Asia), Kalahari Desert (Africa), Patagonian Desert (South America), Syrian Desert (Middle East), Great Basin Desert (North America) for skill development , Employability and Entrepreneurship.

UNIT – IV

People and the Desert, Life in the Desert, Activities , Types of clothes , Religion, Agriculture, Natural resource extraction **Changing Deserts, Water in the Desert**, Desertification, Human relations, Farming, Solar energy capture, culture , **Biodiversity Hotspot**, Major deserts, Ecology and biogeography for skill development , Employability and Entrepreneurship.

Course outcomes:

After completing the course, the Students will be able to understand

CO1: To know the Concepts and approaches of desert, various aspects of ecological development for fulfilling global needs.

CO2: To know about desert problems and degradation at local and national level.

CO3: To know their management generates the enthusiasm for protection of desert globally.

CO4: To know about desert education and legislation for fulfilling global needs.

PO-CO Mapping (Please 3, 2, 1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	2	1	2	1	1	1	1
CO2	2	1	3	1	2	1	1	1
CO3	2	1	3	1	1	1	1	1
CO4	1	2	2	1	1	2	1	1

CO-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)**(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	2
CO2	3	2	1
CO3	3	2	1
CO4	3	1	2

Suggested Readings:

- Arvil, R. (1967): Man and Environment Crisis and Strategy of Choice, Penguin, Harmondsworth, 1967.
- Berril, N.J. (1967): Inherity the Earth- The Story of Man and Changing Planet, Forwcett, Greenwich, Connecticut, 1967.
- Bhargava, Gopal (1992): Environmental Challenges and Ecological Disaster, Mittal Publication, New Delhi.
- Botkin, D.B. (1982): Environmental Studies, Charles, E. Meril and Keller, Edward, A. Publishing Co. Columus, Ohio.
- C.S.E. (1984): The State of India's Environment: A Citizens Report, Centre for Science and Environment, New Delhi.
- Chada, S.K. (1993): Fragile Environment, Anmol Publication, New Delhi.
- Darlington, P.J. (1957): Zoo-Geography: The Geographical Distribution of Animals, Wiley, New York.
- Dasman, R.F. (1972): Environmental Conservation, John Wiley and Sons, New York.
- Detwyler, J.R. (1975): Man's Impact on Environment, John Wiley and Sons, New York.
- Khusoo, T.N.: Environmental Management Policies and Issues.
- Knowles, R. and Wareing, J.: Economic and Social Geography.
- Marsh, C. P. (1967): Man and Nature, Morvad.
- Odum, E.P.: Fundamentals of Ecology, Prentice Hall.
- Rustomji, N.K. and Ramble Charles (1990): Himalayan Environment and Culture, Indus Publishing Company, New Delhi.
- The Hindu: A Survey of Environment.
- Robinson, H. (1976): A Geography of Tourism, Macdonald & Evans Ltd., Estober, Plymouth.
- Bhatia, A.K. (1983): Tourism Development: Principles and Practices, Sterling Publishers Pvt. Ltd., New Delhi.
- Cosgrove, I. and Jackson, R. (1972); The Geography of Recreation and Leisure, Hutchinson.
- White, J. (1967): History of Tourism, Leisure Arts, London.

Website Sources:

- www.ncert.nic.in
- researchgate.net

IFTM University, Moradabad
Programme: Bachelor of Arts
BAG 651: Practical; (Geography)

Course Objectives: -

The objective of this course is to learn the significance of field work in geographical studies, understand the meaning of field, identify the case study, know about different types of field techniques and develop an idea about research problems.

Course Content: -

Field Study and Tour Report:

Garhwal Himalaya, Kumaon Himalaya. Vindhyan plateau, Thar Desert, Coastal Geomorphology or any Area of Ganga Plain; Preparation of Field Work Report for Submission in Practical Examination.

Fieldwork:

Meaning, Types & Objectives of Fieldwork; Fieldwork Methods & Techniques; Importance of Fieldwork in Geography; Fieldwork Based Report Writing

Or in Special Case

Field Study in Local Environment:

Preparation of Field Report through Fieldwork on any One of the following Areas: A Locality of Moradabad City; A Village or Slum near IFTM University; A River Course near Moradabad City.(on the Recommendation of HoD).

Note: -

1. T.A./ D.A. and related expenses of Teachers and Supporting Staff on Tour Duty shall be met by the university.
2. Normally for a batch of 20 students, one teacher and an attendant would accompany the tour to guide students.

(B) Viva-Voce & Sessional Records

DIVISION OF MARKS:

- (A). Field Study, Tour and Report. 10 Marks
(B). Viva-Voce & sessional records 10 Marks

Suggested Readings:

- Archer, J. E. and Dalton, T.H. (1968): Field Work in Geography, William Clowes and Sons Ltd. London and Beccles.
- Bolton, T. and Bewbury, P.A. (1968): Geography through Fieldwork, bland ford Press, London.
- Jones, P.A. (1968): Field work in Geography, Longmans, Green and Company Ltd., London and Harlow.
- Lousenbury, J.F. and Aldrich, F.T. (1986): Introduction to Geography Field Methods and Techniques, Charles E. Merrill Publishing. Company, Colombus.
- Pugh, J.C. (1975): Surveying for field Scientists, Methuen and Company Ltd. London.

Website Sources:

- www.vpcivil.co.in

- www.ncert.nic.in
- www.ce.cet.ac.in
- en.m.wikipedia.org
- www.fao.org

Note: Latest editions of all the suggested reading must be used.

IFTM University, Moradabad
Programme: Bachelor of Arts
Semester - VI
Paper Code: BAED611; Educational Administration

Objective: Objective of this course is to familiarize students with regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purposes of a program of an educational institution based on human sympathy, understanding, knowledge and skill.

Course Content

Unit -I:

Educational Administration: Meaning, aims, need and principles. Problem and solution of Indian Educational Administration for Skill development.

Unit - II:

Educational administration for entrepreneurship at Central Level:-

- 1- U.G.C.
2. NCTE
- 3- M.H.R.D.
4. NCERT

Unit –III:

Educational administration at State Level,

- 1- State University
- 2- DIET
- 3- SCERT

Unit –IV:

Qualities of – Head of Institution, Teacher and Management. Concept of Institution-Government, Govt. Added & Self – Finance and their administration at Higher education level so that skills and employability can be developed.

Course Outcomes:

Students completing this course will be able to:

CO1. Ensure adequate utilization of all resources.

CO2. Ensure professional ethics and professional development to meet local and national needs for developing entrepreneurship.

CO3. Mobilize the community.

CO4. Ensure qualitative improvement of education so that national and global needs can be fulfilled.

Course Outcomes leading to the achievement of Programme Outcomes: (Please write 3,2,1 wherever required)

(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	2	1	2	2	2
CO2	3	1	1	3	2	3	1	3
CO3	3	1	1	1	1	1	1	1
CO4	3	2	2	3	2	2	2	2

**Co Curriculum Enrichment Mapping (Please 3,2,1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)**

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	2
CO2	3	2	3
CO3	3	1	2
CO4	2	3	1

Suggested Readings:

1. Bhatnagar, S.S. & Gupta, P.K., Educational Administration and Management.
2. Sharma R.A., Education Administration and Management.
3. Chandra, S.S. & Chakraborty, A.K., School Administration organization and Management.
4. Kudesia, Umesh Chandra, Educational Administration.
5. Gupta Ram Babu , Educational Administration.
6. *vk 7 elguyky] 12014/2/%^k6di zkt u , oazUku** ejsB] | wZd k kuA

Website Sources:

1. www.yourarticlelibrary.com
2. www.jstar.org
3. www.oswego.com
4. www.nier.go.jp