

Sr. No.	Programme	Name of Course	Course ID	Type of Course	Credits (Theory)	Credits (Practical)	Total Credits	Theory Ext Marks	Theory Int Marks	Total Theory Marks	Practical Ext Marks	Practical Int Marks	Total Practical Marks	Total marks
1	M.A. Economics	Indian Economic Policy	241/ECO/MD401	Multidisciplinary Course	3	0	3	50	25	75	0	0	0	75
2	M.Sc. Neurosciences	Clinical Neurobiology	241/NEU/MD401	Multidisciplinary Course	3		3	50	25	75				
3	Master of Science(Mathematics)	Fundamentals of Statistics	241/MAT/MD401	Multidisciplinary Course	3	0	3	50	25	75	--	--	--	--
4	M A Hindu Studies	Art of Balanced Living	251/HS/MD401	Multidisciplinary Course	3	0	3	50	25	75	0	0	0	75
5	MA Sanskrit	Indian Rituals and Sanskaras	251/SKT/MD401	Multidisciplinary Course	3	0	3	50	25	75	0	0	0	75
6	MA. hindi	हिंदी साहित्य विविध विमर्श	241/HIN/MD401	Multidisciplinary Course	3		3	50	25	75				75
7	Msc Psychology	Vulnerabilities of Contemporary Indian Society	241/MPSY/MD401	Multidisciplinary Course	2	1	3	35	15	50	5	20	25	
8	M.Sc Social Work	Corporate Social Responsibility and Social Entrepreneurship	241/MSW/MD401	Multidisciplinary Course	2	1	3	35	15	50	20	5	25	
9	M.A. History	Women in Indian History	241/HIS/MD401	Multidisciplinary Course	3	0	3	50	25	75				
10	M.A. Geography	Urban Environment Challenges (Theory and Practical)	241/GEO/MD401	Multidisciplinary Course	2	1	3	35	15	50	5	20	25	
11	M.A. Sociology	Gender and Society	241/SOC/MD401	Multidisciplinary Course	2	1	3	50	25	75				
12	MCA	Cloud, Edge & Fog Computing	241/MCA/MD401	Multidisciplinary Course	3	0	3	50	25	75	-	-	-	75
13	MCA	Internet of Things	241/MCA/MD402	Multidisciplinary Course	3	0	3	50	25	75	-	-	-	75
14	M.Sc. Computer Science	Cloud Computing	241/CS/MD401	Multidisciplinary Course	2	0	3	50	25	75	-	-	-	75
15	MBA BA 2ND SEM	Marketing Management	251/MBABA/MD203	Multidisciplinary Course	3	-	3	50	25	75	-	-	-	75
17	MBA General	Entrepreneurship and Innovation (Blended Learning Mode**) OR Equivalent MOOC Course**	241/MBA/MD401	Multidisciplinary Course	3	-	3	50	25	75	-	-	-	75
18	M.Com	IncomeTax- Assessment & Procedure	241/COM/MD401	Multidisciplinary Course	2	1	3	50	25	75	0	0	0	75

19	M.A. English	Women's Writing	241/ENG/MD401	Multidisciplinary Course	3	0	3	50	25	75				
20	M.Sc. (Physics)	Optics	241/PHY/MD401	Multidisciplinary Course	3	0	3	50	25	75	0	0	0	75
22	MA Education	Guidance and Counselling	241/MEDU/MD401	Multidisciplinary Course	2	1	3	35	15	50	20	5	25	75

MDC	Indian Economic Policy
Max. Marks: 75 Credits: 3	Written Exam: 50 Internal Assessment: 25

Note for the paper Setter

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. From the remaining six questions, students will attempt 1 out of 2 questions from each of the three units (12 marks each).

Course Learning Outcomes

CLO 1: Understand Structural Changes and Policy Institutions in the Indian Economy

CLO 2: Understand and Evaluate the Impact of Economic Reforms in India

CLO3: Understand the goals, tools, and effectiveness of India's fiscal and monetary policies

CLO 4: Analyze Sector-Specific Policies and Performances

CLO 5: Understand Recent Fiscal, Financial, and Trade Reforms

UNIT-I

Structural change in Indian Economy and its emerging sectors. Economic Planning in India. NITI Aayog.

The determinants of economic development- sustainable development, demographic features of Indian population. Economic Reforms in India. Liberalization, Privatization and Globalization in India.

UNIT-II

Objectives and instruments of Fiscal Policy and Monetary Policy in India, Indian Agriculture Policies and performance, Industrial policies and performance, Private and public sector- Industrial sickness, Role of Information Technology in Industrial Development.

UNIT - III

Structure and direction of foreign trade, Importance of foreign trade for developing economy, Foreign direct Investments, Official development assistance, Globalization and its impact on Indian Economy, WTO and its impact on the different sectors of the economy, World Bank and India.

Reading list:

- Dhar, P.K. (2020). *Indian Economy: Its Growing Dimensions*. Kalyani Publishers, New Delhi.
- Datt, G. & Mahajan, A. (2020). *Datt & Sundharams Indian Economy*. S. Chand Publishing House.
- Meier, Gerald M. (1987). *Pioners in Development*. Oxford University Press, New Delhi.
- Ministry of Finance (2025). *Economic Survey*. Government of India.
- Mishra, S. K. & Puri, V.K. (2020). *Indian Economy*. Himalaya Publishing House, New Delhi.
- Rameshan P. (2008). *WTO, India and Emerging area of Trade: Challenges and Strategies*. Excel Books, New Delhi.
- Stiglitz, Joseph (2002). *Globalization and its Discontents*. Penguin Books, New Delhi.

Multidisciplinary Course from the department for pool of the Courses in the University

(These courses are to be offered to students of different discipline/Subject)

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-4	Clinical Neurobiology		3			3			3	25	50			75

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(Semester IV) MULTIDISCIPLINARY COURSE: CLINICAL NEUROBIOLOGY

Multidisciplinary Course (Lectures 40)	Maximum Theory Marks: 75
Time Allowed: 3 Hrs	External Marks: 50
Credits: 3	Internal Assessment: 25

Instructions for Paper Setter: The examiner will set nine questions in all with two questions from each section. Q. No. 1 consisting of very short answer type questions and covering the entire syllabus will be compulsory. Each question will be divided into parts and the distribution of marks will be indicated part-wise. The candidates will be required to attempt Q. No. 1 & four others, selecting one from each section.

Unit-I Basics of Nerve and Muscle Disorders**Lectures: 10**

Nerve damage and myelin-related diseases; Muscular disorders like Duchenne Muscular Dystrophy; Genetic and nutritional diseases affecting the nervous system

Unit-II Brain Function and Chemical Imbalances**Lectures: 10**

Effects of alcohol and nutrient deficiencies on the brain; Brain disorders caused by metabolism issues; Brain chemicals (neurotransmitters) and how they relate to addiction and movement problems; Stroke, hypoxia, and seizures

Unit-III Aging and Brain Diseases**Lectures: 10**

Genetic brain diseases like Huntington's; Alzheimer's and Parkinson's disease; How the brain changes with age and how it leads to disease

Unit-IV Mental and Behavioral Disorders**Lectures: 10**

Disorders affecting movement (e.g., ALS), rare brain infections (prions); Chemical causes of mental health problems like anxiety, depression, and schizophrenia; Attention and mood disorders

Suggested Books:

1. Brady, Basic Neurochemistry (8th Edition) Academic Press, 2012
2. Squire, Fundamental Neuroscience (4th Edition), Elsevier, 2013
3. Kandel, Principles of Neural Science (5th edition), McGraw Hill, 2013
4. Duchene E. Haines, Fundamental Neuroscience for Basic & Clinical Applications (3rd Edition), Churchill Livingstone, 2006
5. Bear, Neuroscience-Exploring the Brain (3rd Edition), Lippincott, 2007

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Multidisciplinary Course from the department for pool of the Courses in the University

(These courses are to be offered to students of different discipline/Subject)

Semester 1

Course Code	Course Title	Course ID	L T P			Credits			MARKS					
			(Hrs)						TI	TE	PI	PE	Total	
MDC-1	Aptitude Reasoning-I	241/MAT/MD101	2	1	--	2	1	--	3	25	50	--	--	75

Semester 2

Course Code	Course Title	Course ID	L T P			Credits			MARKS					
			(Hrs)						TI	TE	PI	PE	Total	
MDC-2	Aptitude Reasoning-II	241/MAT/MD201	2	1	--	2	1	--	3	25	50	--	--	75

Semester 3

Course Code	Course Title	Course ID	L T P			Credits			MARKS					
			(Hrs)						TI	TE	PI	PE	Total	
MDC-3	Fundamentals of Mathematics	241/MAT/MD301	2	1	--	2	1	--	3	25	50	--	--	75

Semester 4

Course Code	Course Title	Course ID	L T P			Credits			MARKS					
			(Hrs)						TI	TE	PI	PE	Total	
MDC-4	Fundamentals of Statistics	241/MAT/MD401	2	1	--	2	1	--	3	25	50	--	--	75

M.Sc. MATHEMATICS 4th SEMESTER**Fundamentals of Statistics**

MDC-04

Credits: 3(2L+1T)

Max. Time: 2 hrs.

Course ID:

Maximum Marks: 75

External Examination: 50

Internal Assessment: 25

Note: *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of seven short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Students will have to attempt one question from each unit. Each question shall carry equal marks.*

Course Learning Outcomes:

CLO1 Summarize and interpret data using measures of central tendency, dispersion, and graphical tools.

CLO2 Understand and apply probability concepts and distributions to model and analyze random phenomena.

CLO3 To learn about discrete probability distributions, continuous probability distributions.

CLO4 To learn about large sample theory and statistical inference.

Unit -I

Measures of central tendency: Mean, median, mode, Measures of dispersion: Range, variance, standard deviation, and interquartile range, Moments, skewness and kurtosis, Graphical representation of data: Histogram, bar chart, pie chart, and boxplot, Exploratory data analysis.

Unit -II

Basic concepts of probability, Conditional probability and independence, Bayes' theorem and its applications, Random variables: Discrete Random variables, Continuous Random variables and probability distributions. Karl Pearson's coefficients of Correlation, Linear regression.

Unit -III

Discrete probability distributions: Binomial, Poisson, and geometric distributions, Continuous probability distributions: Normal, exponential, and uniform distributions, Moment-generating functions, Central Limit Theorem and its significance, Applications in real-world scenarios.

Unit -IV

Concept of Population and Sample, Sampling Techniques, Concept of estimation, Properties of good estimators, Hypothesis testing: Null and alternative hypotheses, Types of errors, Significance level and power of a test, Z-test, t-test, Chi-square Test.

Recommended Books

1. R.V. Hogg and A.T. Craig, *Introduction to Mathematical Statistics*, Amerind Publishing Co. Pvt. Ltd., New Delhi, 1972.

2. S.C. Gupta and V.K. Kapoor, *Fundamentals of Mathematical Statistics*, Sultan Chand & Sons, 2014.

SYLLABUS
MDC
Semester-4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC	Art of Balanced Living		2	1	-	2	1	-	3	25	50	-	-	75

Course Description:

This course aims to acquaint students with the Art of Living as reflected in classical Sanskrit literature. It introduces philosophical, ethical, and practical approaches to cultivate a balanced and harmonious life. The course integrates insights from texts like the Bhagavad Gita, Hitopadesha, Panchatantra, Yoga literature, and Ayurveda to help students manage themselves and their surroundings. It also emphasizes human resource management, decision-making, emotional intelligence, and value-based living to become more effective and productive in day-to-day life situations.

Learning Objectives

This course aims at getting the students acquainted with the Art of living as found in Sanskrit literature . It also intends to make the students work on human resource management for being more effective and productive in day to day life situations.

Unit I

- Method of Self-presentation: Hearing (śravaṇa), Reflection (manana) & meditation
- (nididhyāsana) - (Bṛhadāraṇyakopaniṣad, 2.4.5) and Vedantasara
- Concentration: Concept of Yoga: (Yogasūtra, 1.2); Restriction of fluctuations by practice
- (abhyāsa) and passionlessness (vairāgya) :(Yogasūtra, 1.12-16)

Unit II

- Eight aids to Yoga (aṣṭāṅgayoga): (Yogasūtra - 2.29, 30, 32, 46, 49, 50; 3.1-4).
- Yoga of action (kriyāyoga): (Yogasūtra, 2.1)
- Four distinct means of mental purity (cittaprasādana) leading to oneness: (Yogasūtra - 1.33)

Unit III

- Refinement of Behaviour: Means of improving behaviour:
- Jñāna-yoga – Gita Ch. II – 14,15,16,19, Ch XIII- 11,12,14,15,16,19,20,21,23,29,31,32
- dhyāna-yoga – VI – 24 to 27, 30, 32,

Unit IV

- Bhakti-yoga – Gita Ch. IX – 17,22,23,27,29,34 ; Ch XI – 10,11,12, 13; Ch. - XII – 4, 6 to 12, 20
- Karma : A natural impulse, essentials for life journey, harmony with the universe, an ideal
- duty and a metaphysical dictate - Gītā, Ch. – III 5, 8, 10-16, 20 & 21

Essential/recommended readings

1. वेदान्तसारः राममूर्ति शर्मा नैशनल पब्लिशिंग हाउस दिल्ली ।
2. पातञ्जल योग दशेनः सुरेश चन्द्र श्रीवास्तव, चौखंबा सुरभारती प्रकाशन, वाराणसी 2008.
3. भगवद्गीता : गीताप्रेस, गोरखपुर
4. उपनिषद् रहस्य, एकादश उपनिषद्, महात्मा नारायण स्वामी, गोविन्द राम हासानन्द, दिल्ली

Learning outcomes

After the completion of this course, the learners will be well informed about the various concepts, components and issues propounded by the philosophical and religious literature in Sanskrit

Instructions to External Examiner:

This question paper will be divided into two sections. Examiner is requested to set Section A as compulsory questions from the entire syllabus (it may be objective or subjective). Section B will have an option to choose from two questions from each unit. Students will have to answer one question from each unit.

251/SKT/MD401

MDC

Semester-IV

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
	Indian Rituals and Sanskaras		2	1	0	2	1	0	3	25	50			75

Catalog Description

A course on Vedic Rituals and Sanskaras serves the purpose of delving into the ancient Vedic traditions of India, exploring the rituals and sacraments (sanskāras) prescribed in the Vedas.

Course Objectives:

The students will be familiar with Vaidic traditional rituals and cultural values. Knowing the method of daily routine rituals, they will be able to make life orderly and conducive. This will enable them to perform basic rituals independently.

Unit I: Nitya Vidhi-I

- Pratah , Snan and Bhojan Mantra
- Sandhya vidhi and Vaidik Sandhya

Unit II: Nitya Vidhi-2

- Vrat, Upvas, Tirth and Sraddh
- Panchmahayagya

Unit III: Naimitik Vidhi – I

- Garbhadhan, Punsvan and Simantonayan
- Jatkarm and Namkaran
- Nishkraman and Annaprashan

Unit IV: Naimitik Vidhi – 2

- Chudakarm , Vidyarambh and Karnvedh
- Yagyopavit, Vedarambh and Keshant
- Samavartan, Vivah and Antyeshthi

Essential/recommended readings:

- पारस्करगृह्यसूत्र संपा. सुधाकर मालवीय, चौखंबा संस्कृत संस्थान, वाराणसी

- कर्म कौमुदी, डॉ बृजेश कुमार शुक्ल, नाग प्रकाशक, दिल्ली 2001
- कर्मठगुरु, मुकुंद बल्लभ मिश्र, मोतीलाल बनारसीदास, दिल्ली 2001 आपस्तम्बीयकर्म मीमांसा, प्रयाग नारायण मिश्र, प्रतिभा प्रकाशन, दिल्ली
- हिंदू संस्कार, राजबली पांडे चौखंबा विद्याभवन, वाराणसी 1995
- धर्म शास्त्र का इतिहास, प्रथम भाग, अर्जुन चौबे, उत्तर प्रदेश हिंदी संस्थान, लखनऊ
- वैदिक संस्कार विधि , महर्षि दयानन्द सरस्वती , गोविंदराम हसानन्द प्रकाशन, नई दिल्ली
- पंचमहायज्ञ विधि , महर्षि दयानन्द सरस्वती, आर्ष साहित्य प्रचार ट्रस्ट , नई दिल्ली

References:

- संस्कार प्रकाश, भवानी शंकर त्रिवेदी, लाल बहादुर शास्त्री केंद्रीय संस्कृत विद्यापीठ, दिल्ली
- पौरोहित्यकर्म प्रशिक्षक, उत्तर प्रदेश संस्कृत संस्थान, लखनऊ
- नित्यकर्म पूजा प्रकाश, गीता प्रेस गोरखपुर
- धर्म शास्त्र का इतिहास, पांडुरंग वामन काणे, (अनु०) अर्जुन चौबे कश्यप, प्रथम भाग, उत्तर प्रदेश हिंदी संस्थान लखनऊ, 1973नेचर क्योर फिलासफी एंड मेथड्स, पी.डी. मिश्र, उत्तर प्रदेश हिंदी संस्थान, लखनऊ

Course Outcomes:

Students will be able to:

- List sixteen Sanskaras of traditional Indian way of life.
- Explain the importance and utility of Sanskaras and rituals in life.
- Restate the various procedures involved in the performance of rituals and Sanskaras.
- Chant various mantras pertaining to the daily routine as per the Sanskar Prakash.
- Apply the mantras and stotras in their category and using the given methodology.

Instructions for External Examiner: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit. The students will be required to attempt one question from each unit.

एम.ए. हिंदी (चतुर्थ सेमेस्टर)

MDC- 04 हिंदी साहित्य: विविध विमर्श

पूर्णांक-50+25=75

पाठ्यक्रम का उद्देश्य :

1. हिंदी साहित्य में विभिन्न साहित्यिक विमर्शों की समझ विकसित करना।
2. संरचनावाद, उत्तर-संरचनावाद, पाठक-प्रतिक्रिया सिद्धांत, नारीवाद, दलित विमर्श, आदि आधुनिक आलोचनात्मक दृष्टिकोणों का परिचय एवं अध्ययन।
3. सांस्कृतिक अध्ययन एवं उत्तर-औपनिवेशिक दृष्टिकोणों का हिंदी साहित्य में प्रयोग एवं महत्व।
4. विभिन्न भाषाओं और संस्कृतियों के साहित्यिक पाठों का तुलनात्मक अध्ययन और उनका हिंदी साहित्य में योगदान।

पाठ्यक्रम अध्ययन के परिणाम:

1. विद्यार्थी आलोचनात्मक सिद्धांतों की मदद से हिंदी साहित्य के पाठों का विश्लेषण और मूल्यांकन कर सकेंगे।
2. नारीवाद, दलित विमर्श, उत्तर-औपनिवेशिक और सांस्कृतिक अध्ययन जैसे विविध विमर्शों की गहरी समझ विकसित होगी।
3. विद्यार्थी तुलनात्मक साहित्य के माध्यम से हिंदी साहित्य का विश्लेषण अन्य भाषाओं और संस्कृतियों के संदर्भ में कर सकेंगे।
4. विद्यार्थी प्राप्त ज्ञान को व्यावहारिक रूप में शोध, लेखन और साहित्यिक आलोचना में प्रयोग कर सकेंगे।

पाठ्यक्रम :

इकाई 1 : विमर्शों की सैद्धांतिकी अवधारणा

दलित विमर्श: अवधारणा और आंदोलन: 1) महात्मा ज्योतिबा फूले का वैचारिक संघर्ष

2) डॉ अंबेडकर : मुक्ति संघर्ष के विविध आयाम

स्त्री विमर्श: अवधारणाएं और मुक्ति आंदोलन : 1) स्त्री विमर्श की अवधारणाएं

2) पाश्चात्य सन्दर्भ

3) भारतीय सन्दर्भ

4) स्त्री विमर्श मुक्ति आंदोलन

इकाई 2 : विमर्श मूलक कथा साहित्य

नासीरा शर्मा - खुदा की वापसी (केवल आलोचनात्मक प्रश्न)

- खुदा की वापसी : एक परिचय
- नासीरा शर्मा : जीवन परिचय
- खुदा की वापसी की मूल संवेदना
- खुदा की वापसी का सारांश

इकाई 3 : विमर्श मूलक कविता

1. **दलित कविता :** अछूत आनंद : दलित कहां तक पड़े रहेंगे
माता प्रसाद : सोनवा का पिंजरा
2. **स्त्री कविता :** कीर्ति चौधरी: सीमा रेखा
कात्यायनी : सात भाइयों के बीच चंपा

इकाई - 4 : विमर्श मूलक अन्य गद्य विधाएं

प्रभा खेतान : अन्य से तक अनन्या - पृष्ठ 28- 42(केवल आलोचनात्मक प्रश्न)

- अन्या से अनन्या : एक परिचय
- प्रभा खेतान : जीवन परिचय
- अन्या से अनन्या की मूल संवेदना
- अन्या से अनन्या का सारांश

तुलसीराम : मुर्दहिया - चौधरी चाचा से प्रारंभ: पृष्ठ संख्या 125 से 135 (केवल आलोचनात्मक प्रश्न)

- मुर्दहिया : एक परिचय
- तुलसीराम : जीवन परिचय
- मुर्दहिया की मूल संवेदना
- मुर्दहिया का सारांश

निर्देश-1. पाठ्यक्रम में निर्धारित प्रत्येक **इकाई** में से कम से कम एक दीर्घ प्रश्न अवश्य पूछा जाएगा। पूछे गए कुल प्रश्नों की संख्या चार होगी जिसमें से परीक्षार्थी को कुल दो प्रश्न करने होंगे। प्रत्येक प्रश्न के लिए 10 अंक निर्धारित है। पूरा प्रश्न कुल 20 अंकों का होगा।

2. पूरे पाठ्यक्रम में से कुल दस लघुतरी प्रश्न पूछे जाएंगे जिनमें से परीक्षार्थी को 200 शब्दों में किन्हीं छः प्रश्नों का उत्तर देना होगा प्रत्येक प्रश्न 4 अंक का होगा। पूरा प्रश्न 24 अंकों का होगा।

3. पूरे पाठ्यक्रम में से 6 वस्तुनिष्ठ अनिवार्य प्रश्न पूछे जाएंगे। प्रत्येक प्रश्न एक-एक अंक का होगा।

सहायक ग्रंथ:

1. सिमोन द बोउवा - स्त्री उपेक्षिता

2. गुलामगीरी- ज्योतिबा फुले
3. अंबेडकर रचनावली- भाग-1
4. प्रभा खेतान - उपनिवेश में स्त्री
5. स्त्री अस्मिता साहित्य और विचारधारा- सुधा सिंह
6. मूक नायक, बहिष्कृत भारत - अंबेडकर
7. शिकंजे का दर्द - सुशीला टांकभोरे
8. जूठन - ओमप्रकाश वाल्मीकि
9. दलित साहित्य का सौंदर्यशास्त्र- शरण कुमार लिंगबाले
10. दलित साहित्य का सौंदर्यशास्त्र- ओमप्रकाश बाल्मीकि
11. दलित आंदोलन का इतिहास- मोहनदास नैमिशराय
12. नारीवादी राजनीति- जिनी निवेदिता
13. हिंदी दलित कथा साहित्य : अवधारणा एवं विधाएँ- रजत रानी 'मीनू'
14. औरत होने की सजा- अरविंद जैन
15. आदिवासी अस्मिता का संकट- रमणिका गुप्ता

DSC: 305 Vulnerabilities of Contemporary Indian Society (241/MPSY/MD 401)**Credits: 3 (Hrs./week:4)****Maximum Marks:75****Theory Examination: 35****Internal Assessment: 15****Practical Examination: 20****Practical Assessment: 05****Time: 3 hrs.****Course Objectives**

- Students will be able to inculcate critical human sensitivity and appreciate alternate human experiences of marginal populations.
- Students will be able to examine the relationship between political processes, cultural and social realities and psychological processes realities those underlie societal vulnerabilities and relevant interventions.

Unit-I

- Introduction to Social Vulnerabilities: issues and challenges of developing societies: modernization, urbanization, industrialization and change in societies, displacement and migration etc.

Unit-II

- Poverty and Deprivation: Discourses of Poverty; Causes and impact of poverty: social, political, economic and societal factors; concomitants of poverty and disadvantage, social exclusion and mental health, challenges and interventions for poverty alleviation.

Unit-III

- Corruption and Other Societal Challenges: Theories and Perspectives on corruption, Issues of Power, Ethics, Social Norms; The social and psychological perspectives on Unemployment

Suggested Readings:

1. Misra,G.andTripathi,R.C.(1995).Deprivation:ItsSocialRootsand Psychological consequences. Concept Publishing.
2. Mohanty,A.K. and Misra,G.(2000). Psychology of Poverty and Disadvantage. Concept Publishing.
3. Zaloznaya,M.(2014).The Social Psychology of Corruption.Sociology Compass,8,2,187-202.
4. Kubbe,I.; and Engelbert,A. (2018). Corruption and Norms. Palgrave Mc Millian.
5. Fryer,D. and Ullah,P. (1987). Unemployed People. Open University Pre

**Master of Social Work
Semester - IV
Corporate Social Responsibility and Social Entrepreneurship**

MDC-4

Credits: 3 (Hrs./Week: 3)

Maximum Marks: 75

Theory Examination: 35

Internal Assessment: 15

Practical External: 20

Practical Internal: 5

Course Outcomes:

- Develop a nuanced understanding of CSR and Social Entrepreneurship
- Articulate the significance of stakeholder engagement in the formulation and execution of CSR strategies.
- Evaluate the legal frameworks and regulatory guidelines governing CSR implementation

**Unit-I
Corporate Social Responsibility**

- Definition, Key Theories and Frameworks, Importance of CSR in modern business
- CSR Models
- Social, Economic and Environmental Responsibilities
- Global Perspective on CSR and Social Entrepreneurship

**Unit-II
Social Entrepreneurship**

- Definition and Characteristics
- Social Entrepreneurship Models
- Theories of Social Innovation and Impact

**Unit-III
CSR and Social Entrepreneurship in Practice**

- CSR legislations
- CSR Reporting and Communication
- Social Enterprise Marketing and Outreach

**Unit-IV
Emerging Areas**

- Challenges in CSR implementation
- Technology adoption in CSR
- Social Entrepreneurship and Successful CSR Case Studies

Suggested Readings:

- Blowfield, M., & Murray, A. (2014). *Corporate responsibility* (3rd ed.). Oxford University Press.
- Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas* (Updated ed.). Oxford University Press.
- Borzaga, C., & Defourny, J. (2001). *The emergence of social enterprise*. Routledge.
- Brooks, A. (2009). *Social entrepreneurship: A modern approach to social value creation*. Prentice Hall.
- Carroll, A. B. (1977). *Managing corporate social responsibility*. Little, Brown and Company.
- Crane, A., Matten, D., & Spence, L. J. (Eds.). (2014). *Corporate social responsibility: Readings and cases in a global context* (2nd ed.). Routledge.
- Dees, J. G. (2001). *The meaning of social entrepreneurship*. Centre for the Advancement of Social Entrepreneurship, Duke University, Fuqua School of Business.
- Leadbeater, C. (1997). *The rise of the social entrepreneur*. Demos.
- Mallin, C. A. (2016). *Corporate governance*. Oxford University Press.
- Mitra, N., & Schmidpeter, R. (Eds.). (2016). *Corporate social responsibility in India: Cases and developments after the legal mandate*. Springer.
- Utting, P., & Marques, J. C. (2010). *Corporate social responsibility and regulatory governance: Towards inclusive development?* Palgrave Macmillan.
- Welford, R. (2013). *Hijacking environmentalism: Corporate responses to sustainable development*. Routledge.
- Lumde, N. (2024). *Corporate social responsibility in India: A practitioner's perspective* (Kindle ed.).

Credits:3

Maximum Marks :75
 Theory Examination:50
 Internal Assessment:25
 Examination Time: 3 hrs.

Learning outcomes

After successful completion of the course, students will be able to:

CO1: Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.

CO2: Explore women's experiences within specific contexts at specific historical moments.

CO3: To discuss the material basis of women's experiences with reference to specific issues like ownership of property.

Note : The students will be required to attempt four questions in all.

Question No.1 will be compulsory comprising of 7 short answer type question of 2 marks each and will cover the entire syllabus $7 \times 2 = 14$ marks. In addition to it Question Nos. II to VII will consist of long answer (essay type) questions ,two Questions from each Unit with internal choices carrying 12 marks each ie $3 \times 12 = 36$ marks thus making it the total weight age to 50 marks. Three long questions to be attempted. One from each unit .

Unit 1:**Women in ancient India:**

Understanding gender and patriarchy, Theories of Gender Studies,
 Historiography: women's history in India.

Brahmanical patriarchy in India, Women : property and Inheritance in Hindu law , Women and work: voices from Tamilakkam.

Unit II:**Women in medieval India**

Mughal State, the harem and household
 Imperial women: Razia Sultan, Nur Jahan, Jahanara
 Women and literary activities

Unit III:**Women in Modern India**

Social reform Movements and women in the 19th century
 Women and Indian Nationalism: prior to 1920; Gandhi and women's participation and programmes,
 Women and Partition: trauma, displacement and rehabilitation

ESSENTIAL READINGS

- Bhasin, Kamla. Understanding Gender. New Delhi: Women Unlimited, 2000.
- Bokhari, Afshan. 'Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India'. In Arrangements of the Mystical in the Muslim World, 1200-1800. Taylor and Francis, 2011.
- Chakravarti, Uma. 'Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State'. Economic and Political Weekly, 28(14), 3 April 1993, pp.579-85.

- Forbes, Geraldine. *Women in Modern India*. Cambridge: Cambridge University Press, 1996.
- Gupta, Charu, ed. *Gendering Colonial India: Reforms, Print, Caste and Communalism*. Delhi: Orient Blackswan, 2012 [Introduction].
- Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. Delhi: Zubaan, 1997 [Also available in Hindi].
- Lal, Ruby. *Domesticity and Power in the Early Mughal World*. Cambridge: Cambridge University Press, 2005.
- Menon, Ritu and Kamla Bhasin. *Borders & Boundaries*. Delhi: Kali for Women, 1998.
 - Ramaswamy, Vijaya. 'Aspects of Women and Work in Early South India'. In Kumkum Roy, ed. *Women in Early Indian Societies*. New Delhi: Oxford University Press, 2000.
 - Shah, Shalini. 'Patriarchy and Property'. In *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised edn. Delhi: Manohar, 2012, pp. 32-62.
 - Sharma, Sunil. 'From 'Ā' esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women'. *Journal of Persianate Studies*, 2, 2009, pp. 148-164



Gurugram University, Gurugram, Haryana (India)
M.A. Geography (Semester-IV) Syllabus (as per NEP 2020 w.e.f session 2024-25)

URBAN ENVIRONMENT CHALLENGES

Paper Code: MDC-04 (Optional: Theory and Practical Paper)

Course Id: 241/GEO/MD401

Credit: 03 (2+0+2) L+T+P.Hrs/Week	Total Marks	75
Time: 3 Hours Theory	End Semester Exam:	35 Marks
	Internal Assessment: (Attendance)	15 Marks 5
	(Assignment) (Mid-Sem. Exam)	5 5
Note: Theory Exam: as the instructions mentioned under Practical Exam: as the instructions mentioned under Practical Exam Time: 4 Hours	Practical Exam: Internal Assessment: (Attendance)	20 Marks 5 Marks

Course Outcomes:

CO-01: The students will understand the Urban environment and ecology properly.

CO-01: They will be able to understand with systems of city and rural-urban interaction.

CO-01: They will develop the skill to expose the latest trend and patterns of urbanization.

CO-01: They will able to assess urban issues, their planning and management.

Theory

UNIT-I

Urban Environment: Concept, Nature, Scope, Types and Dynamics; Land Use Pattern; Urban Ecology and Ecosystem; Environmentally Sensitive Areas; Urban Heritage Conservation; Concepts of Eco Cities, Healthy Cities and Sustainable Cities.

UNIT-II

Urban infrastructure: Blue-Green Infrastructure (BGI); Basic Services: Roads, Drainage, Electricity, Telecommunication, Educational, Medical and Recreational Facilities; Urban Development and Natural Resources; Urban Water Management; Urban Forestry.

UNIT-III

Sustainable Urban Management: Issues and Strategies in Air, Water, Solid Waste, Slums, Disaster Management; Concept and Mitigation: Smog, Acid Rain, Floods, Droughts, Flash Flood; Urban Heat Island; Sustainable Development Goals (SDGs).

Practical

UNIT-IV

Urban environmental planning and management: Urban Governance, Major Issues and Management: Air Quality, Water availability, Sanitation, Transport, Housing, Solid Waste, e-Waste; Pollution: Water, Air, Soil, Noise, Thermal, Nuclear; Urban Heat Island: Case Studies from any part of India.

Note:-

- The students shall visit content & research objectives based Field survey of the out campus study area/place, Industry, institution situated in urban area and collect data for the comprehensive study under guidance and supervision of supervisor/teacher incharge, along with supporting accompanying staff Viz. Lab Attendant etc. There shall be a teacher in-charge on a group of 12 students. They shall be paid TA/ DA as per Govt. /university rules. Duration of the urban study based field survey will not be exceeding 4 days in normal circumstances.
- The students are required to prepare a typed report on any topic and fields of syllabus on his /her interest area in consultation with the supervisor/teacher incharge (practical group wise). They shall collect the data by Observation, Interview and Questionnaire methods, Lab Testing, Secondary Sources etc.
- In survey report writing the components will be as follows: Introduction, Problem Statement, Aim and Objectives, Study Area with Key Map, Data Collection and Methodology, Results (with graphs, diagrams, maps & images) and Analysis, Conclusion and Suggestions, Annexure and References(Harvard style) etc.
- The students shall submit two typed, duly signed copies of Survey Report (should not exceed 8,000 words) in Article/Research Paper format in the department. Page Size A-4, 1.5 Spacing between lines, Font- Times New Roman, Font Size 12 main body typing.

Note: Theory Exam

1. **Part-I:** The Question one of paper is compulsory. Question one of paper will contain short answer type of questions having one (1) mark each and total five (5) marks covering entire course.
2. **Part-II:** The question paper will comprise two questions from each Unit (Unit-1,2 & 3) total six question in all. Candidates are required to attempt one question from each unit having ten (10) marks each, which will be of total thirty (30) marks.

Note: Practical Exam

1. The question paper unit four will comprise practical part. Candidates (s) are required to prepare one comprehensive analytical **Practical Field Survey Report** any of topic from the unit IV only.
2. Field survey report file will be of Maximum 15 Marks.
3. Viva Voce will be of Maximum 5 Marks.



Books Recommended:

- Ahuja, Ram (2003). *Social Survey and Research* (Hindi). Jaipur: Rawat Publications.
- Allan, S., et. al.(2000). *Environmental Risks and the Media*. London: Routledge.
- Bansal, S.C. (2017). *Urban Geography*. Meerut: Meenakshi Prakashan.
- Bhattacharya, B. (1979). *Urban Development in India*. New Delhi: Shree Publishing House.
- Creswell J. (2018). *Research Design: Qualitative and Quantitative Approaches*. New Delhi: Sage Publications
- Dodman, D., McGranahan, G. and Dalal-Clayton, B. (2013). *Integrating the Environment in Urban Planning and Management: key principles and applications in the 21st century*. UNEP, Nairobi.
- Gupta, S.P. (2021). *Statistical Methods*. New Delhi: Sultan Chand and Sons.
- Hall P. (1992). *Urban and Regional Planning*. London: Routledge.
- Hanaki, K. (2008). *Urban Environmental Management and Technology*. Tokyo: Springer.
- Josef, L. (1999). *Sustaining Cities: Environmental Planning and Management in Urban Design*. New York: McGraw Hill.
- Siddharth, K. and Mukherji S. (2019). *Cities, Urbanizations and Urban Systems*. New Delhi: Kitab Mahal.
- Singh. K. and Steinberg. F. (1998). *Urban India in Crisis*. Delhi: New Age International.
- Stoddard, R. H. (1982). *Field Techniques and Research Methods in Geography*. Kendall/Hunt.
- Subhash Anand (2010). *Solid Waste Management*. New Delhi: Mittal Publication.
- Verma, L.N. (2008). *Urban Geography*. Jaipur: Rawat Publications.
- Van Bueren, E.M., Van Bohemen, H., Itard, L. and Visscher, H. (Ed) (2012). *Sustainable Urban Environments: An Ecosystems Approach*. New York: Springer.
- Yadav, Vinita. (2011). *Urban Poverty: Issues and Remedies for Inclusive Development*. Spatio-Economic Development Record. 18. 96-100.



Course code-MDC-4**Course Title- Gender and Society****Credit-3****Maximum Marks –75****Theory – 50****Internal Assessment – 25****Time – 3 hours**

The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

Course Outcome:

- It would help students to understand the nature of gender based inequality.
- Theoretical perspectives would enlighten students to understand shift in women's issues overtime.
- It will impart knowledge about the overall status of women in society and the changes taking place.

Unit-I

Basic Concepts: Sex, Gender, Masculinity, Femininity, Patriarchy, Matriarchy, Gender Roles. Patriarchy as ideology and practice.

Unit-II

Perspectives on Gender Studies: Liberal, Radical, Socialist and Post-Modernist.

Unit-III

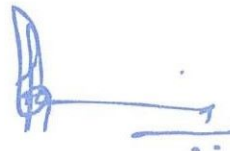
Gender Issues in India: Status of Women: Demographic, Social, Cultural, Economic and Political Dimensions; Women and Violence.

References:

- Aggarwal, B (1988), Structure of Partriarcy: State, Community and Household in modernising India (ed.) New Delhi: Kali for Women.
- Ahlawat, Neerja (1995), Women Organizations and Social Networks, New Delhi: Rawat Publications.
- Ahlawat, Neerja (1995) "Status of Women in Haryana" Guru Nanak Journal of Sociology, Amritsar. Volume 16 (1) pg 93-107
- Ahlawat, Neerja (2002) "Empowering Women – Challenges before Women's Organizations" Guru Nanak Journal of Sociology, Amritsar. Vol 23 (2) pg 79-86
- Ahlawat, Neerja (2005) "Domestic Violence against Women: Emerging concerns in Rural Haryana" Social Action Vol 55(4)
- Ahlawat, Neerja (2009) "On the Floor and Behind the Veil: The Excluded in the Panchyati Raj in Haryana" in B.S Baviskar/ George Mathew (Eds), Inclusion and Exclusion in Local Governance, Sage Publications, India pg 103-139.
- Ahlawat, Neerja (2009) "Missing Brides in Rural Haryana: A Study of Adverse Sex Ratio, Poverty and Addiction" Social Change, March 2009, New Delhi. Pg 46-63



- Ahlawat, Neerja (2012) "Political Economy of Haryana's Khaps", Vol - XLVII No. 47-48, December 01, Economic and Political weekly
- Ahlawat, Neerja (2013) "Dispensable Daughters and Indispensable Sons: Discrete Family Choices" Social Change, 43(3) pg 365-376.
- Boserup, E. (1970), Women's Role in Economic Development, London: George Allen and Unwin.
- Cater, Libby et al (1977), Women and Men – Changing Roles, Relationship and Perceptions, New York: Praeger.
- Center for Women's Development Studies (1987), Women and Development: Gender Issues, Occasional Paper No.2, New Delhi, CWDS.
- Chanana, K. (1988), Socialization, Women and Education: Exploration in Gender Identity, New Delhi: Orient Longman. 5556
- Desai, Neera and M. Krishnaraj (1987), Women and Society in India, Delhi: Ajanta Publication.
- Dube, Leela and Rajni Parliwal (1990), Structures and Strategies: Women, Work and Family, New Delhi: Sage Publication.
- John, Mary.E. (2008). Women's Studies in India-A Reader, New Delhi: Penguin Group India.
- Krishnaraj, M and Karuna Chanana (1989), Gender and Household Domain: Social and Cultural Dimension, Women in Household in Asia-4, New Delhi: Sage Publication.
- Mies, Maria (1980). Indian Women and Patriarchy, New Delhi: Vikas Publication.
- Oakley, Ann (1972). Sex, Gender and Society, New York: Harper and Row.
- Sharma, U (1983). Women, Work and Property in North-West India, London: Tavistock.



Course code	MDC-4			
Category	Multidisciplinary			
Course title	Cloud, Edge & Fog Computing			
Course ID	241/MCA/MD401			
Scheme and Credits	L	T	P	Credits
	3	-	-	3
Theory Internal	25			
Theory External	50			
Total	75			
Duration of Exam	3 Hrs			

Note: The examiner will set nine questions in total. Question one will have seven parts from all units and the marks of first question will be of 20% of total marks of Question Paper and the remaining eight questions to be set by taking two questions from each unit and the marks of each question from Question no. 2 to 9 will be 20% of total marks of Question paper. The students have to attempt five questions in total, the first being compulsory and selecting one from each unit.

Course Outcomes:

CO1: Understand Cloud Computing comprehensively and cloud security challenges.

CO2: Deploy Models and Service Offerings

CO3: Investigate management principles in cloud computing and virtualization technologies.

CO4: Analyse case studies and real-world examples of emerging paradigms like Fog Computing and Edge Computing.

UNIT-I

Cloud computing: Concept & definitions, Characteristics of Cloud, Cloud Computing Benefits and Limitations, Evolution of Cloud Computing, NIST model, cloud cube model, Cloud Computing v/s Client Server Architecture, Cloud computing vs. Cluster computing vs. Grid computing.

Models & Services: Deployment models: public, private, hybrid & community, Deploying a web service from inside and Outside of a Cloud. Service models: IaaS, PaaS, SaaS, IDaaS, CaaS and others.

Applications: Applications areas of Cloud Computing. Cloud computing as indispensable to modern smart healthcare system, Role played by cloud computing/services during outbreak of pandemics {like Covid-19} in keeping the life moving.

UNIT-II

Cloud Management: Concept of Service Oriented Architecture, Service Oriented Architecture & Service Level Agreements (SLAs). Monitoring of an entire cloud computing deployment stack, lifecycle management of cloud services.

Virtualization: Objectives, Benefits of Virtualization, Importance of virtualization in cloud computing, Load Balancing and Virtualization, Improving Performance through Load Balancing, Hypervisors, Machine Imaging, Case Study: VMware.

Cloud Security Concepts: Cloud security challenges, Cloud security approaches, Cloud Security Alliance standards, cloud security models and related patterns.

Case Study: Cloud services offered by popular vendors like Amazon, Microsoft, Oracle. GI Cloud initiative.

UNIT-III

Fog Computing: Concept of Fog computing: Background, Motivation & Application Scenarios, Characteristics & Issues, Pros and Cons, Myths about Fog Computing, Fog Computing Services, Fog Computing Components.

Fog Protocols: Fog Protocol, Fog Kit, Proximity Detection Protocols- DDS/RTPS computing protocols.

Privacy-Preserving Computation in Fog Computing: Introduction, Concept of Block Chain, Multi-Party Computation and Block Chain.

UNIT-IV

Edge Computing: Introduction, Application Scenarios, Characteristics & Issues, Edge Architectures, Edge Computing Applications. Difference between Cloud, Edge & Fog computing(s), Mobile Edge Computing.

Challenges in Federating Edge Resources: Network challenges, management challenges, other miscellaneous challenges.

Middleware for Fog & Edge Computing: Concept & importance, middleware infrastructures. Security management in Edge Cloud Architecture.

Textbooks & References:

1. Toby Velte, Anthony Velte, Robert Elsenpeter, "Cloud Computing: A Practical Approach", The McGraw-Hill.
2. Kris Jamsa, "Cloud Computing: SaaS, PaaS, IaaS, Virtualization and more."
3. Tim Mather, Subra Kumaraswamy, Shahed Latif, "Cloud Security and Privacy: An Enterprise Perspective on Risks and Compliance.", O'Reilly Media Inc.
4. Rajkumar Buyya, James Broberg, Andrzej M. Goscinski, "Cloud Computing: Principles and Paradigms.", Wiley.
5. Nikos Antonopoulos, Lee Gillam, "Cloud Computing: Principles, Systems and Applications.", Springer, 2012.
6. Ronald L. Krutz, Russell Dean Vines, "Cloud Security: A Comprehensive Guide to Secure Cloud Computing.", Wiley-India.
7. Barrie Sosinsky, "Cloud Computing Bible.", Wiley-India.
8. Rajkumar Buyya & Satish Narayana Srirama, "Fog and Edge Computing", Willey Series on Parallel and Distributed Computing.

9. Computing :Helping the Internet of Things Realize its Potential." ,University of Melbourne.
10. Zaigham Mahmood, "Fog Computing: Concepts, Framework and Technologies.", Kirtle Edition.

A handwritten signature in blue ink, appearing to be 'Zaigham Mahmood', with a long horizontal stroke underneath.

241/MCA/MD402

Course code	MDC-4			
Category	Multidisciplinary			
Course title	Internet of Things			
Course ID	241/MCA/MD402			
Scheme and Credits	L	T	P	Credits
	3	-	-	3
Theory Internal	25			
Theory External	50			
Total	75			
Duration of Exam	3 Hrs			

Note: The examiner will set nine questions in total. Question one will have seven parts from all units and the marks of first question will be of 20% of total marks of Question Paper and the remaining eight questions to be set by taking two questions from each unit and the marks of each question from Question no. 2 to 9 will be 20% of total marks of Question paper. The students have to attempt five questions in total, the first being compulsory and selecting one from each unit.

Course Outcomes:

CO1: Understand the concepts of Internet of Things

CO2: Analyze basic protocols network

CO3: Understand the concepts of Web of Things

CO4: Basic Understanding of Cloud Computing.

CO5: Design IoT applications in different domain and be able to analyze their performance

UNIT - I

INTRODUCTION TO IOT: Introduction to IoT, Characteristics of IoT, Physical design of IoT, Logical design of IoT, Functional blocks of IoT, Communication models & APIs, IoT & M2M Machine to Machine, Difference between IoT and M2M, Software define Network, Challenges in IoT (Design ,Development, Security)

UNIT – II

NETWORK AND COMMUNICATION ASPECTS: Wireless medium access issues, MAC protocol survey, Survey routing protocols, Sensor deployment & Node discovery, Data aggregation & dissemination.



UNIT - III

WEB OF THINGS: Web of Things vs Internet of things, two pillars of web, Architecture and standardization of IoT, Unified multi tier-WoT architecture, WoT portals and Business intelligence, Cloud of things: Grid/SOA and cloud computing, Cloud middleware, cloud standards

UNIT – IV

RESOURCE MANAGEMENT IN IOT: Domain specific applications of IoT, Home automation, Industry applications, Surveillance applications, Other IoT applications Clustering, Synchronization, Software agents.

Textbooks&References:

1. Vijay Madiseti, ArshdeepBahga, "Internet of Things: A Hands-On Approach"
2. Walteneus Dargie, Christian Poellabauer, "Fundamentals of Wireless Sensor Networks: Theory and Practice"
3. CunoPfister, "Getting Started with the Internet of Things", Shroff Publisher/Maker Media.
4. Internet of Things, RMD Sundaram Shriram K Vasudevan, Abhishek S Nagarajan, JohnWiley and Sons

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CLOUD COMPUTING

Semester	4			
Course code	MDC-04			
Category	Multidisciplinary Course(s)			
Course title	Cloud computing			
Course ID	241/CS/MD401			
Scheme and Credits	L	T	P	Credits
	2	1	0	3
Theory Internal	25 Marks			
Theory External	50 Marks			
Total	75 Marks			
Duration of Exam	3 hours			

Note: The examiner will set nine questions in total. Question one will have seven parts from all units and the marks of first question will be of 20% of total marks of Question Paper and the remaining eight questions to be set by taking two questions from each unit and the marks of each question from Question no.2 to 9 will be of 20% of total marks of Question paper. The students have to attempt five questions in total, the first being compulsory and selecting one from each unit.

COURSE OUTCOMES:

At the end of this course, students will demonstrate the ability to

CO1: Recall and summarize the basic concepts of cloud computing

CO2: Discuss the architectural design of cloud and illustrate various programming models.

CO3: Outline the virtualization technology and determine their uses.

CO4: Explain the basic threats and security mechanism in cloud

CO5: Summarize the cloud available platforms for business and industry perspective

UNIT - I

INTRODUCTION TO CLOUD COMPUTING: Online Social Networks and Applications, Cloud introduction and overview, Different clouds, Risks, Novel applications of cloud computing.

UNIT - II

CLOUD COMPUTING ARCHITECTURE: Requirements, Introduction Cloud computing

(M)

architecture, On Demand Computing Virtualization at the infrastructure level, Security in Cloud computing environments, CPU Virtualization, A discussion on Hypervisors Storage Virtualization Cloud Computing Defined, The SPI Framework for Cloud Computing, The Traditional Software Model, The Cloud Services Delivery Model Cloud Deployment Models Key Drivers to Adopting the Cloud, The Impact of Cloud Computing on Users, Governance in the Cloud, Barriers to Cloud Computing Adoption in the Enterprise .

UNIT - III

SECURITY ISSUES IN CLOUD COMPUTING: Infrastructure Security, Infrastructure Security: The Network Level, The Host Level, The Application Level, Data Security and Storage, Aspects of Data Security, Data Security Mitigation Provider Data and Its Security Identity and Access Management Trust Boundaries and IAM, IAM Challenges, Relevant IAM Standards and Protocols for Cloud Services, IAM Practices in the Cloud, Cloud Authorization Management
SECURITY MANAGEMENT IN THE CLOUD: Security Management Standards, Security Management in the Cloud, Availability Management: SaaS, PaaS, IaaS Privacy Issues Privacy Issues, Data Life Cycle, Key Privacy Concerns in the Cloud, Protecting Privacy, Changes to Privacy Risk Management and Compliance in Relation to Cloud Computing, Legal and Regulatory Implications, U.S. Laws and Regulations, International Laws and Regulations

UNIT - IV

AUDIT AND COMPLIANCE: Internal Policy Compliance, Governance, Risk, and Compliance (GRC), Regulatory/External Compliance, Cloud Security Alliance, Auditing the Cloud for Compliance, Security-as-a Cloud.
DATA INTENSIVE COMPUTING: Map-Reduce Programming Characterizing Data-Intensive Computations, Technologies for Data- Intensive Computing, Storage Systems, Programming Platforms, MapReduce Programming, MapReduce Programming Model, Example Application

BOOKS:

1. "Cloud Computing Explained: Implementation Handbook for Enterprises", John Rhoton, Publication Date: November 2, 2009
2. "Cloud Security and Privacy: An Enterprise Perspective on Risks and Compliance (Theory in Practice)", Tim Mather, ISBN-10: 0596802765, O'Reilly Media, September 2009



Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	Marks				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-4	Entrepreneurship and Innovation	24MGMD4	3			3			3	25	50			75

Entrepreneurship and Innovation

24MGMD4

Credits:3

External Marks: 50 (TE)

Internal Marks: 25(TI)

Time Allowed: 2 Hrs

Type of Course: Multidisciplinary Course

Course Objectives:

The course provides a framework for comprehending the process of forming and leading creative businesses. This will prepare students to deal effectively with changing market and client needs as they become more sophisticated and knowledgeable. Entrepreneurship has a significant impact on the country's economic growth and development. The dynamic of the corporate world is shifting in tandem with the global economy. The goal of this course is to instill and ignite an entrepreneurial spirit in pupils.

Course Outcomes:

On the completion of this course the student will be able to:

CO1: Identify and understand various constituents and environmental factors for innovation and entrepreneurship development.

CO2: Apply SWOT analysis for internal and external environmental assessment for devising a creative strategy for feasible business plans, within ethical boundaries.

CO3: Analyze feasibility of businesses under the constantly changing global environment for sustainable global competitiveness.

CO4: Evaluate the alternatives in order to be able to create successful business plans.

Detailed Syllabus:

UNIT-I

Entrepreneurship: India's startup evolution, Concept, trends, benefits; Rural entrepreneurship, social entrepreneurship, women entrepreneurship; role of entrepreneurship in economic development; Entrepreneur:- characteristics, Entrepreneurial decision process, functions, need for an entrepreneur, types of entrepreneurs.

UNIT-II

Starting the venture: generating business idea – sources of new ideas, methods of generating ideas, creative problem solving, opportunity recognition; environmental scanning, competitor

and industry analysis; feasibility study – market feasibility, technical/operational feasibility, financial feasibility: drawing business plan.

UNIT-III

Entrepreneurial Planning: Financial Plan, Need for finance, sources of finance, Functional Plans: Marketing Plan- Market Segmentation, Market sizing, pricing strategy; Organizational Plan- form of ownership, designing organization structure, manpower planning.

UNIT-IV

Project Planning & Project appraisal; legal issues – intellectual property rights patents, trademarks, copyrights, trade secrets, licensing and franchising; Role of Government in Promoting Entrepreneurship; Entrepreneurial environment: factors affecting entrepreneurship growth, entrepreneurial motivation; Digital economy as a resource.

Suggested Readings:

1. Holt, David H. Entrepreneurship: New venture creation. Prentice Hall, 1992.
2. Entrepreneurship in Action, PHI B.K. Mohanty, Sangram Publication, 2005
3. Jayshree Suresh, Entrepreneurial Development, Margham Publications, 2015
4. Poornima M Charantimath, Entrepreneurship Development Small Business Enterprises, Pearson Education, 2006.
5. Mohanty, Sangram Keshari. Fundamentals of entrepreneurship. PHI Learning Pvt. Ltd., 2005.

Mapping Matrix of Course: 24MGMD4

Table 1: CO-PO & CO-PSO Matrix for the Course 24MGMD4: Entrepreneurship and Innovation

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2
CO1	3	2	2	2	2	3	2	2	2	2
CO2	3	3	3	3	3	3	3	2	2	3
CO3	2	2	2	3	3	2	3	2	3	2
CO4	2	2	2	2	2	2	2	3	2	2
Average	2.5	2.25	2.25	2.5	2.5	2.5	2.5	2.25	2.25	2.25

Strategy Implementation: Activating Strategies, Structural, Behavioural, Functional and Operational Implementation; Strategic Evaluation and Control.

SUGGESTED READINGS:

1. Gupta, Gollakota and Srinivasan, Business Policy and Strategic Management –Concepts and Applications, PHI, New Delhi.
2. Jauch and Glueck, Business Policy and Strategic Management, TMH, New Delhi.
3. Kazmi, Azhar, Strategic Management and Business Policy, Tata McGraw Hill Publishing Company Ltd., New Delhi.
4. Pearce and Robinson, Strategic Management–Formulation, Implementation and Control, McGraw Hill Publishing, New Delhi.

Mapping Matrix of Course: Strategic Management

Table 1: CO-PO & CO-PSO Matrix for the Course: Strategic Management

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2
CO1	3	2	1	2	2	3	1	2	2	2
CO2	3	3	1	2	3	3	1	2	3	2
CO3	1	2	2	3	2	2	2	2	3	2
CO4	2	2	2	2	2	2	2	3	2	2
Average	2.25	2.25	1.5	2.25	2.25	2.5	1.5	2.25	2.5	2

241/MBA/MD401

Entrepreneurship and Innovation

24MGMDC4

Credits: 3

External Marks: 50 (TE)

Internal Marks: 25(TI)

Time Allowed: 2 Hrs

Type of Course: Multidisciplinary Course

Course Objectives:

The course provides a framework for comprehending the process of forming and leading creative businesses. This will prepare students to deal effectively with changing market and client needs as they become more sophisticated and knowledgeable. Entrepreneurship has a significant impact on the country's economic growth and development. The dynamic of the corporate world is shifting in tandem with the global economy. The goal of this course is to instill and ignite an entrepreneurial spirit in pupils.

Course Outcomes:

On the completion of this course the student will be able to:

CO1: Identify and understand various constituents and environmental factors for innovation and entrepreneurship development.

CO2: Apply SWOT analysis for internal and external environmental assessment for devising a creative strategy for feasible business plans, within ethical boundaries.

CO3: Analyze feasibility of businesses under the constantly changing global environment for sustainable global competitiveness.

CO4: Evaluate the alternatives in order to be able to create successful business plans.

Detailed Syllabus:

UNIT-I

Entrepreneurship: India's startup evolution, Concept, trends, benefits; Rural entrepreneurship, social entrepreneurship, women entrepreneurship; role of entrepreneurship in economic development; Entrepreneur:- characteristics, Entrepreneurial decision process, functions, need for an entrepreneur, types of entrepreneurs.

UNIT-II

Starting the venture: generating business idea – sources of new ideas, methods of generating ideas, creative problem solving, opportunity recognition; environmental scanning, competitor and industry analysis; feasibility study – market feasibility, technical/operational feasibility, financial feasibility: drawing business plan.

UNIT-III

Entrepreneurial Planning: Financial Plan, Need for finance, sources of finance, Functional Plans: Marketing Plan- Market Segmentation, Market sizing, pricing strategy; Organizational Plan- form of ownership, designing organization structure, manpower planning.

UNIT-IV

Project Planning & Project appraisal; legal issues – intellectual property rights patents, trademarks, copyrights, trade secrets, licensing and franchising; Role of Government in Promoting Entrepreneurship; Entrepreneurial environment: factors affecting entrepreneurship growth, entrepreneurial motivation; Digital economy as a resource.

Suggested Readings:

1. Holt, David H. Entrepreneurship: New venture creation. Prentice Hall, 1992.
2. Entrepreneurship in Action, PHI B.K. Mohanty, Sangram Publication, 2005
3. Jayshree Suresh, Entrepreneurial Development, Margham Publications, 2015
4. Poornima M Charantimath, Entrepreneurship Development Small Business Enterprises, Pearson Education, 2006.
5. Mohanty, Sangram Keshari. Fundamentals of entrepreneurship. PHI Learning Pvt. Ltd., 2005.

Mapping Matrix of Course: Entrepreneurship and Innovation**Table 1: CO-PO & CO-PSO Matrix for the Course: Entrepreneurship and Innovation**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2
CO1	3	2	2	2	2	3	2	2	2	2
CO2	3	3	3	3	3	3	3	2	2	3
CO3	2	2	2	3	3	2	3	2	3	2
CO4	2	2	2	2	2	2	2	3	2	2
Average	2.5	2.25	2.25	2.5	2.5	2.5	2.5	2.25	2.25	2.25

Semester 4

Name of Subject: Income Tax Assessment and Procedures	Maximum Theory Marks: 75 (50+25) (TE+TI+PE+PI=15+35+5+20)
Course Code: MDC-4	Time Allowed: 2 hours
Credits: 03 (L-T-P=2-0-1)	Course Type: Multidisciplinary Course

Instructions for Paper Setter: The question paper shall be divided into two sections. Section 'A' shall comprise six short answer type questions from the whole of the syllabus carrying 1 marks each, which shall be compulsory. The answer to each question should not exceed 50 words normally. Section 'B' shall comprise 8 questions (2 questions from each unit). All the questions need to be mapped with Course Outcomes (COs) and need to be specified in the question paper against each question. The students will be required to attempt four questions by selecting one question from each unit. All questions will carry equal marks.

Course Outcomes: After completion of the course, learners will be able to:

1. Able to understand the basic taxation structure in India as per the Constitution of India.
2. Able to understand basic provisions regarding the computation of taxable income of an individual for the current assessment year, whether from Salary Business/Profession or other sources of Income.
3. Able to make numerical calculations of taxable income and exempt income as per the method of calculation prescribed under the Income Tax Act, and tax payable on the same.
4. Acquire knowledge about submission of income tax returns, payment of due taxes in the form of advance tax, self-assessment tax, and tax deducted at source.

Course Content:

Unit 1: Income Tax Act, 1961- Meaning, concept, and definitions Residential status and taxability of income. Computation of Taxable Income under different heads of Income: a. Income from Salary b. Income from House Property c. Profits and Gains of Business d. Income from Capital Gains e. Income from Other Sources Chargeability, Deductions, Amounts not deductible
Unit 2: Computation of Total Income -Gross Total Income -Deductions under Chapter VIA - Tax slabs for Individuals - New tax regime effective from A.Y.2021 -22 - Choice of assessed to switch -over to new regime -Government philosophy behind new tax regime - Numerical sums on total computation under old and new tax regime
Unit 3: Modes of Tax payment - Advance Tax -Tax Deducted at Source -Self-Assessment Tax -Tax on Regular Assessment 06 - Viewing Form 26AS on the Income Tax site
Unit 4: Income Tax Returns -Various Income Tax Return Forms and their applicability - Due dates for filing Income Tax Returns - E-filing of Income Tax Returns -E-assessment of Income Tax Returns - Faceless assessment

Suggested Readings:

1. Students' Guide to Income Tax by Dr. Vinod Singhania
2. Students' handbook on Income Tax by CA T Manoharan
3. Income Tax Ready Reckoner by Dr. V.G.Mehta

4. <https://www.incometaxindia.gov.in> for relevant provisions of Act and Rules applicable to concerned assessment year.
5. <https://www.incometaxindiaefiling.gov.in> for registration on portal, viewing 26AS (tax credits), e-filing and other relevant procedures.

**Multidisciplinary Course from the department for pool of the Courses in the
University (These courses are to be offered to students of different
discipline/Subject)**

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-4	Women's Writing		2	1	-	2	1	-	3	25	50	-	-	75

MDC- 4

Nomenclature of the Course: Women's Writing

Course Objectives

CO	Description
CO-1	Trace the historical development of women's writing from various literary periods and genres.
CO-2	Identify and analyze recurring themes such as gender, identity, sexuality, and power in women's literature.
CO-3	Foster critical thinking by comparing and contrasting women's writing across different cultures and time periods.

Course Outcomes

On completing the paper, **Women's Writing** the students shall be able to realize following programme outcomes:

CO	Description
CO-1	Recognize the diverse contributions of women writers to the literary landscape.
CO-2	Apply feminist and gender theories to analyze and critique literary texts.
CO-3	Develop the skills to critically analyze literary texts, identifying key themes, motifs, and narrative strategies

MDC-4

Nomenclature of the Course: Women's Writing

Max. Marks: 75
Theory: 50
Internal Assessment: 25

Unit I

Introduction to Basic Terms

1. What is Patriarchy?
2. Mary Wollstonecraft/ Reform Bills- Right to Vote for Women
3. Ecriture Feminine
4. Concepts of Gender. Gender Stereotypes. Gender and Culture.
5. Feminism, feminist consciousness and its evolution.
6. Importance of gender sensitization and gender equality

Unit II

Poetry

Kamala Das - A Hot Noon in Malabar

Sarojini Naidu - The Soul's Prayer

Sylvia Plath - Daddy

Maya Angelou - Still I Rise

Unit III

Novel

Shashi Deshpande: That Long Silence

Alice Walker: The Color Purple

Instructions to the Paper-Setter and students:

- All questions are compulsory.
- Question 1 will be short-answer type question covering all Units. There will be at least one question from each Unit. The students are required to attempt any 4 out of 6 selecting at least one from each Unit. (4×5= 20 marks)
- Question no.2 will be an Essay type question with internal choice based on Unit I. The students have to attempt any 1 out of 2 questions. (10 marks)
- Question no.3 will be an Essay type question with internal choice based on Unit II. The students have to attempt any 1 out of 2 questions. (10 marks)
- Question no.4 will be an Essay type question with internal choice based on Unit III. The students have to attempt any 1 out of 2 questions. (10 marks)

Detailed Syllabi of Pool Courses for M. Sc. (Physics)

Semester-IV

Multi-Disciplinary Course

COURSE ID: 241/PHY/MD401

OPTICS

Marks (Theory): 50

Credits: 3

Marks (Internal Assessment): 25

Time: 2 Hours

Note: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist of at least 4 parts covering entire syllabus. The question paper is expected to contain problems to the extent of 20% of total marks. The examinee will be required to attempt 5 questions; selecting one question from each unit and the compulsory.

Course Outcomes:

After successful completion of the course on Optics, a student will be able to:

- *Understand the principle of superposition and explain various interference phenomena of light, including the working and applications of instruments like the Fresnel biprism, Newton's rings, and Michelson interferometer.*
- *Distinguish between Fresnel and Fraunhofer diffraction, and evaluate the resolving power of optical instruments such as telescopes, microscopes, and diffraction gratings.*
- *Explain the nature of polarized light, different methods of polarization, and the functioning of devices like Nicol prisms and retardation plates, along with applications of polarization in optical systems.*
- *Describe the principles and structure of optical fiber communication systems, understand different types of optical fibers and their properties, and assess their applications, advantages, and limitations in modern communication technologies.*

Unit-I

Interference of Light: Superposition of light waves and interference, young's double slit experiment, Conditions for sustained interference pattern, Coherent sources of light, Interference pattern by division of wave front, Fresnel Biprism, Displacement of fringes, Change of phase on reflection, Interference in thin films due to reflected and transmitted light, non- reflecting films, Newton's Rings. Michelson Interferometer.

Unit-II

Diffraction: Huygen's Fresnel theory, half-period zones, Zone plate, Distinction between Fresnel and Fraunhofer diffraction. Fraunhofer diffraction at rectangular and circular apertures, Effect of

diffraction in optical imaging, resolving power of telescope in diffraction grating, its use as a spectroscopic element and its resolving power, Resolving power of microscope.

Unit-III

Polarization: Plane Polarized light, elliptically polarized light, wire grid polarizer, Sheet polarizer, Mault's Law, Brewster Law, Polarization by reflection, Scattering, Double reflection, Nicol prism, Retardation plates, Production Analysis of polarized light, Quarter and half wave plates.

Unit-IV

Optical Fiber communication: Introduction, Historical development, general system, advantages, disadvantages, and applications of optical fiber communication, optical fiber waveguides, Ray theory, cylindrical fiber, single mode fiber, cutoff wave length. Optical Fibers: fiber materials, photonic crystal, fiber optics cables, speciality fibers.

References/Books:

1. Fundamentals of Optics: F.A. Jenkins and Harvey E White, (McGraw Hill) 4th Edition, 2001.
2. Optics: Ajoy Ghatak, (McMillan India) 2nd Edition, 7th Reprint, 1997
3. Optics: Born and Wolf, (Pergamon Press) 3rd Edition, 1965.
4. Laser Fundamentals: W.T. Silfvast (Foundation Books), New Delhi, 1996.
5. Laser and Non-Linear Optics: B.B. Laud (New Age Pub.) 2002 6. Laser: Svelto, Plenum Press) 3rd Edition, New York
6. Fiber optic communication – Joseph C Palais: 4th Edition, Pearson Education

241/PHY/DS401

Discipline-Specific Course(s)

(Choose one out of 241/PHY/DS401 & 241/PHY/DS402 Options)

COURSE ID: 241/PHY/DS401

CONDENSED MATTER PHYSICS-II

Marks (Theory): 50

Credits: 3

Marks (Internal Assessment): 25

Time: 2 Hours

Note: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist of at least 4 parts covering entire syllabus. The question paper is expected

Ranjit

Course Code: MDC-4

Course Title: GUIDANCE AND COUNSELLING

Credits: 3

Course ID: 241/MEDU/MD 401

Maximum Marks:75

Theory Examination: 35

Internal Assessment: 15

Practical Examination: 20

Practical Assessment: 05

Time: 2hrs.

COURSE OUTCOMES

After completing this course, students will be able to:

1. Understand the basic concept and importance of guidance and counselling.
2. Explain the counselling process and the concept of group guidance.
3. Gain knowledge about how guidance programmes are organized.
4. Recognize the role of schools in offering guidance services to students.

Instructions for Paper Setters (Theory Paper – 35 Marks)

1. A total of **Seven questions** shall be set in the question paper.
2. **Question No. 1** will be **compulsory** and shall consist of **5 short answer type questions**, each carrying **1 mark**, covering the **entire syllabus**. ($5 \times 1 = 5$ marks)
3. The remaining **six questions** shall be divided into **three units**, with **two questions from each unit**.
4. Students will be required to **attempt one question from each unit**. ($3 \times 10 = 30$ marks)

Unit 1: Introduction to Guidance and Counselling

- 1.1. Meaning and nature of guidance and counselling
- 1.2. Basic principles of guidance
- 1.3. Types of Guidance:
 - a. Educational
 - b. Vocational
 - c. Personal
- 1.4. Counselling: meaning and purpose
- 1.5. Types of Counselling: Directive, Non-Directive, and Eclectic
- 1.6. Difference and relationship between guidance and counselling

Unit 2: Counselling Needs and Group Services

- 2.1. Common guidance needs of students
 - Home-related issues



- School-related challenges
- Emotional and social adjustment
- 2.2. Counselling for individual problems
- 2.3. Group guidance and counselling: meaning and significance
- 2.4. Child guidance clinics: importance and services
- 2.5. Role of professionals in child guidance clinics

Unit 3: Guidance in Schools and Counselling Practices

- 3.1. Case study method: steps and importance
- 3.2. Tools for guidance and counselling:
 - Questionnaires
 - Interviews
 - Autobiographies
 - Anecdotal records
 - Cumulative records
- 3.3. Planning and implementing guidance programmes in schools
- 3.4. Role of teachers, school counsellors, and community members in delivering guidance services

Core Readings

1. **Crow, L.D., & Crow, A.** (2012). *An Introduction to Guidance: Basic Principles and Practices*. Delhi: Surjeet Publications.
2. **Gibson, R. L., & Mitchell, M. H.** (2011). *Introduction to Counseling and Guidance*. New Delhi: PHI Learning.
3. **Aggarwal, J.C.** (2019). *Educational and Vocational Guidance and Counselling*. Delhi: Doaba House.
4. **Jones, J.A.** (1970). *Principles of Guidance*. Mumbai: McGraw-Hill.
5. **Koshy, J. S.** (2010). *Guidance and Counseling*. New Delhi: Dominant Publishers.
6. **Chouhan, S.S.** (2008). *Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House.

Advanced Readings

- **OECD (2023).** *Career Readiness and Guidance in the 21st Century: Global Trends and Practices*. Paris: OECD Publishing.
<https://www.oecd.org/education>
 (Explores global career guidance practices and their impact on student transitions.)
- **UNESCO-IBE (2022).** *Transforming Guidance and Counselling in the Context of Inclusive and Equitable Education*. Geneva: International Bureau of Education (IBE), UNESCO. <https://unesdoc.unesco.org>
- **NCERT (2023).** *Revised Manual on Guidance and Counselling Services in Schools*. New Delhi: Department of Educational Psychology and Foundations of Education.

CF

- **American School Counselor Association (ASCA) (2023).** *ASCA National Model: A Framework for School Counseling Programs* (5th ed.). Alexandria, VA: ASCA. <https://www.schoolcounselor.org>
- **World Bank (2021).** *Building Effective Career Guidance Systems in Developing Countries*. Washington, D.C.: World Bank Group. <https://www.worldbank.org>

- **Indian Association for Career and Livelihood Planning (IACLP) (2022).** *Guidelines for Ethical Career Guidance Practice in India*.

- **Rao, N. (2022).** *Counselling in the Digital Era: Approaches and Applications*. New Delhi: Sage Publications India. *(Addresses digital platforms, online counselling ethics, and virtual intervention techniques.)*

Suggested Activities and Assignments

Task 1: Case Study Development

Prepare a detailed case study of a student with academic, behavioral, or emotional challenges. Identify the problem areas and suggest an appropriate counselling approach (directive, non-directive, eclectic).

Task 2: Career Counselling Simulation

Conduct a role-play exercise where one student acts as a counsellor and another as a student seeking career guidance. Use a career interest inventory and interpret the results.

Task 3: Guidance Programme Design

In groups, design a school-wide guidance programme focusing on academic, vocational, and personal counselling. Include objectives, strategies, and methods of evaluation.

Task 4: Interview with a Professional Counsellor

Interview a working school counsellor or psychologist and document their methods, challenges, and insights into handling adolescent issues in schools.

Task 5: Counselling Skills Reflection Journal

Maintain a weekly reflective journal over four weeks where you note key counselling techniques you practiced or observed, and how they relate to theory.

S/A