

LINK TO BVUDCH, NAVI MUMBAI COLLEGE WEBSITE

<https://dchmumbai.bharativedyapeeth.edu/>

The screenshot shows a web browser displaying the website for Bharati Vidyapeeth Dental College and Hospital, Navi Mumbai. The browser's address bar shows the URL <https://dchmumbai.bharativedyapeeth.edu/>. The website header features the Bharati Vidyapeeth logo and text: "Bharati Vidyapeeth (Deemed to be University), Pune (India) Established u/s 3 of UGC Act, 1956 vide Notification no.F-8-15/95 U.3 of the Government of India". Below this, it reads "Dental College and Hospital, Navi Mumbai". A navigation menu includes "Home", "Sitemap", and "Contact us". A large banner image shows a group of dental students and faculty members in white coats and green scrubs. Below the banner, there is a search bar, a "Download our Brochure" button, and social media icons for Facebook and Instagram. A section titled "Dental College and Hospital, Navi Mumbai" contains a "Program Goals and Outcome" box with links for "BDS, MDS Program Goals and Outcome" and "Enquiry for Admissions 2021". The browser's taskbar at the bottom shows several open files, including PDFs and XLSX files, and the system tray displays the date and time as 13:05.

Bharati Vidyapeeth (Deemed to be University) College of Ayurved , Pune.

**Criterion I –Curricular aspects
Year- July 2020 to June 2021.**

1.1.1 Activities related to Curricula developed and implemented which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

Sr. No.	Month	Garbhasanskar		Dhoopan	
		Sessions	Beneficiaries	Sessions	Beneficiaries
1.	July 2020	-	-	31	48
2.	August 2020	-	-	31	28
3.	September 2020	-	-	30	30
4.	October 2020	-	-	31	31
5.	Noveber 2020	-	-	30	87
6.	December 2020	-	-	31	74
7.	January 2021	-	-	31	83
8.	February 2021	12	15	28	53
9.	March 2021	13	09	31	73
10.	April 2021	-	-	30	52
11.	May 2021	-	-	31	34
12.	June 2021	-	-	30	08
13.	July 2021	14	29	31	28

1.1.1 Activities related to Curricula developed and implemented which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

Month	Vaccination		Suvarnaprashan	
	Sessions	Beneficiaries	Sessions	Beneficiaries
JULY2020	09	537	02	07
AUGUST 2020	09	457	01	11
SEPT 2020	08	504	01	09
OCT 2020	09	441	01	06
NOV2020	07	428	01	08
DEC 2020	07	533	01	12
JAN 2021	09	361	01	59
FEB2021	07	499	01	32
MARCH2021	08	514	01	14
APRIL 2021	09	401	01	11
MAY 2021	09	359	01	10
JUNE2021	08	512	01	29

1.1.1 Activities related to Curricula developed and implemented which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University.

DNYS curriculum incorporates Yoga, Naturopathy and Physiotherapy to deal with current lifestyle disorders and occupational hazards.

Yoga Syllabus incorporated in DNYS syllabus

Sr no	No of Yoga sessions carried out	No of beneficial	No of UG-PG Students engaged	Outcome of activity
1.	As per various Diseases	Patients coming in Swasthavritta OPD and admitted patients in all IPD	PG – 10	Yoga Advised
Sr no	No of Diet plans	No of beneficial	No of UG-PG Students engaged	Outcome of activity
1.	As per various Diseases	Patients coming in Swasthavritta OPD and admitted patients in all IPD	PG - 10	Diet Advised

1.1.1 Activities related to Curricula developed and implemented which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

Sr. no	No of patients enrolled for care (July 2020 to June 2021)
July 2020	14
August 2020	06
September 2020	65
October 2020	87
November 2020	19
December 2020	20
January 2021	134
February 2021	206
March 2021	199
April 2021	82
May 2021	97
June 2021	137
Total	1066

No of PG Students engaged
Dr. Manali Raskar 2019-2021
Dr. Aishwarya Ghotne 2019-2021
Dr. Mahesh Kudale 2020-2021 (Scholar)
Dr. Vishakha Patil 2020-2021 (Scholar)

GERIATRIC OPD/IPD

Special geriatric OPD started 3 yrs. back and special geriatric IPD since last year in BVDUCOA hospital which aims at maintaining the physical and mental wellbeing of the elderly population.

Our aim is to promote good health by treating and preventing disabilities and degenerative diseases in elderly patients.

Here we provide all type of comprehensive geriatric evaluation for the aged patient imparting a sense of comfort to care givers and family.

We focuses on improving the quality of life which is the actual concern of all elderly patients.

Our experts do assessment and management of the unique healthcare requirements of the elderly patients and along with Ayurved closely work together with other specialties such as modern medicines, Physiotherapy, Yoga, Psychiatry etc.

The experts here very skillfully manage old age problems like memory problems, insomnia, falls, joint problems, incontinence, ophthalmic problems, other chronic disorders by using specially Rasayan drugs & Panchakarmchikitsa, Physiotherapy, Yoga, Counselling, Psychiatry treatment if required, Modern medicine treatment if needed etc.

We understand the needs of the elderly & have special therapies to help them feel better, we also have a special blocks for the elderly with ramps & grab bars to ensure ease of navigation as well as rooms that are brightly lit.

Date--01/06/20--- 31/06/21	Number of pts. enrolled	Care provided
	2860—OPD	Preventive treatment— Rasayanvaajikarchikitsa, Aahar—Vihar counselling, Yoga, Periodical Panchakarma treatment as per need. Management of disease--Treatment as per underlying diseases. Shodhan treatment, specially Yapan and

		matrabasti, Rasayantreatment, Snehanswedan, Physiotherapy, Yoga, Councelling, Psychiatry treatment if required, Modern medicine treatment if needed.
	450—IPD	Treatment as per underlying diseases. Shodhan treatment, specially Yapan and matrabasti, Rasayantreatment, Snehanswedan, physiotherapy ,Yoga ,Modern medicine treatment if needed. ICU treatment if needed. Psychiatry treatment if required, Surgical treatment if needed.

1.1.1 Activities related to Curricula developed and implemented which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University.

Guest Lectures conducted

Sr no	Date of activity	Name of the Speaker/presenter	No of students participated	Out come
1	8th April 2021	Dr. Kishor Patwardhan , BHU Varanasi Topic- Why where and how to get your research published?	101	Awareness of new knowledge in the publication field and it helps to advance knowledge and its application for publication in reputed journals
2	13th May 2021,	Dr. GirishSarade , Ayurved Physician, Pune Topic- Clinical experiences of Covid 19- Ayurvedic Physician's Perspectives	57	Boosting confidence regarding potential of Ayurvedic supportive care for recovery of COVID-19 patients even when they are oxygen-dependent. Ayurvedic care based on an individualised and whole system approach could fill gaps and unmet needs in our response to the COVID-19 challenge

Journal Club

Sr no	Date of activity	Name of the Speaker/presenter	No of students participated	Out come
1	6 May 2021	Dr Rahul Gujrathi Dr Prasad Pandkar	38	Critical analysis of research publications and improvement in presentation skills

Activity : Samhita Vachan

Sr no	Date of activity	Name of the Speaker/presenter	No of students participated	Outcome
1	22/4/2021	Dr. Renuka Gayal	36	Students Got importance of CharakSamhita. Important Sutras from Sutrasthan And Chakrapani Commentary were discussed.
2	29/4/21	DrNileshKulakarni	37	CharakSamhitaSutrasthanAdhyay 23 was Discussed and SantarpanApatarpanAdhyay was explained with Applied aspect.
3	27/5/21	DrYashashree Joshi	35	CharakSamhitaSutrasthanAdhyay 28 was discussed along with the important facts from Commentary. It was explained with the case history of patients.
4	24/6/21	DrMrudula Joshi	44	“PramehoAnushanginaam” PramehaNidan and Chikitsa was read along with Chakrapani commentary with Interpretation

1.1.1 Activities related to Curricula developed and implemented which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University.

Sr. No	Date	Class [PG]	Name of student	Time period	Visit place
1	5-11-2020	PG3rdyear PG2ndyear	MrunmayeeHedaa AnushriNimje	1 day 1 day	RasamrutAyurved Pharmacy, Hadapsar, Pune
2	2-3-2021 To 19-3-2021	PG3rdyear	MrunmayeeHedaa	15 Days Pharmacy Training	LeadgenAyurvedicsPvt Ltd Vadgaon,Pune
3	16-3-2021	PG2ndyear	AnushriNimje	1 day	LeadgenAyurvedicsPvt Ltd Vadgaon,Pune

1.1.1 Activities related to Curricula developed and implemented which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University.

Sr no	Date of field visit	Visited place	No of students participated	Out come
1	9 June 2021	Poona college of Pharmacy	38 students of 14 departments 2 staff members	A lecture by DrSatyanarayan was delivered the importance of evidence based medicine, Integrated approach of Ayurvedic pharmaceuticals and modern Pharmacy. Advanced research laboratory techniques and instruments including HPTLC have been explored to students.
2	30 June 2021	Animal house Medical college	40 students 2 staff members	Visit to Central Animal House imparted knowledge for techniques of oral feeding to animals, IP injection, and bloodletting with introduction to Analgesiometer, Rota Rod Apparatus and some models of animal experiments. PG students acquired information related to animal studies, animal experimentation and interdisciplinary research approach in the Lectures delivered by DrDavane and Dr. Pandit


PRINCIPAL
 Bharati Vidyapeeth
 (Deemed to be University)
 College of Ayurved
 Pune-Satara Road, Pune-411 043.

COVID DUTY SCHEDULE FOR RESIDENT DOCTORS FROM 08.05.2021 TO 22.05.2021

IPD Schedule

	08.05.21	09.05.21	10.05.21	11.05.21	12.05.21	13.05.21	14.05.21	15.05.21	16.05.21	17.05.21	18.05.21
Dr. Chetali Lalan (Kaumarabhritya)	M	E	N	NO	M	E	N	NO	M	E	N
Dr. Swapnil Vyavahare (Kayachikitsa) <i>Pravali</i>	E	N	NO	M	E	N	NO	M	E	N	NO
Dr. Shruti Phadke (Shalakyatantra)	N	NO	M	E	N	NO	M	E	N	NO	M
Dr. Jaiminkumar (Swasthavritta)	NO	M	E	N	NO	M	E	N	NO	M	E
Dr. Namrata Vats (Rachana Sharir)	NO	M	E	N	NO	M	E	N	NO	M	E
Dr. Vishakha Awari (Shalyatantra)	NO	M	E	N	NO	M	E	N	NO	M	E
Dr. Sneha Salunkhe (Rasa Bhaisajya)	NO	M	E	N	NO	M	E	N	NO	M	E
Dr. Kiran Dhamdhare (Kayachikitsa)	NO	M	E	N	NO	M	E	N	NO	M	E

	19.05.21	20.05.21	21.05.21	22.05.21
Dr. Chetali Lalan <i>Sumit</i>	NO	M	E	N
Dr. Swapnil Vyavahare <i>Kumbhar</i>	M	E	N	NO
Dr. Shruti Phadke	M	E	N	NO
Dr. Jaiminkumar	E	N	NO	M
Dr. Namrata Vats	E	N	NO	M
Dr. Vishakha Awari	N	NO	M	E
Dr. Sneha Salunkhe	N	NO	M	E
Dr. Kiran Dhamdhare	N	NO	M	E

Morning: 8.00 am to 3.00 pm
 Evening: 2.30 pm to 9.30 pm
 Night: 9.00 pm to 8.30 am

Note: The concerned residents should meet Dr. Mahajan (Kayachikitsa Department) in the Hospital on 21.04.2021 for training purpose.

Received
Dr. Mahajan
 21/5/21
 11:30 am

COVID DUTY SCHEDULE FOR RESIDENT DOCTORS FROM 23.04.2021 to 07.05.2021

IPD Schedule

	23.04.21	24.04.21	25.04.21	26.04.21	27.04.21	28.04.21	29.04.21	30.04.21	01.05.21	02.05.21	03.05.21
Dr. Harshavardhan Kanase (Rachana Sharir)	M	E	N	NO	M	E	N	NO	M	E	N
Dr. Kalpana Rotela (Shalya Tantra)											
Dr. Chinmayi Raut (Kayachikitsa)	E	N	NO	M	E	N	NO	M	E	N	NO
Dr. Nishigandha Kulkarni. (Samhita Siddhanta)											
Dr. Mayuri Bhoskar (Prasutitantra Streeroga)	N	NO	M	E	N	NO	M	E	N	NO	M
Dr. Ghotane Aishwarya (Kayachikitsa)											
Dr. Shruti Phadke (Shalaky Tantra) 21/05/21	NO	M	E	N	NO	M	E	N	NO	M	E
Dr. Grishma Shinde (Kriya Sharir)											

	04.05.21	05.05.21	06.05.21	07.05.21
Dr. Harshavardhan Kanase	NO	M	E	N
Dr. Kalpana Rotela				
Dr. Chinmayi Raut	M	E	N	NO
Dr. Nishigandha Kulkarni				
Dr. Mayuri Bhoskar	E	N	NO	M
Dr. Ghotane Aishwarya				
Dr. Shruti Phadke	N	NO	M	E
Dr. Grishma Shinde				

Morning: 8.00 am to 3.00 pm
 Evening: 2.30 pm to 9.30 pm
 Night: 9.00 pm to 8.30 am

Note: The concerned residents should meet Dr. Mahajan (Kayachikitsa Department) in the Hospital on 21.04.2021 for training purpose.

Signature

19/4/21

Co-ordinator

COVID DUTY SCHEDULE FOR RESIDENT DOCTORS FROM 05.2021 to 22.05.2021

IPD Schedule

	08.05.21	09.05.21	10.05.21	11.05.21	12.05.21	13.05.21	14.05.21	15.05.21	16.05.21	17.05.21	18.05.21
Dr. Chetali Lalan (Kaumarabhritya)	M	E	N	NO	M	E	N	NO	M	E	N
Dr. Sumit Kumbhare (Prasutantra Streeeraga)	E	N	NO	M	E	N	NO	M	E	N	NO
Dr. Namata Vats (Rachana Sharir)	N	NO	M	E	N	NO	M	E	N	NO	M
Dr. Pooja Bisht (Shalyatantra)	NO	M	E	N	NO	M	E	N	NO	M	E

	19.05.21	20.05.21	21.05.21	22.05.21
Dr. Chetali Lalan	NO	M	E	N
Dr. Sumit Kumbhare	M	E	N	NO
Dr. Neha Agarwal	E	N	NO	M
Dr. Pooja Bisht	N	NO	M	E

Morning: 8:00 am to 3:00 pm

Evening: 2:30 pm to 9:30 pm

Night: 9:00 pm to 8:30 am

Note: The concerned residents should meet Dr. Mahajan (Kayachikitsa Department) in the Hospital on 21.04.2021 for training purpose.

BHARATI VIDYAPEETH
(Deemed to be University)
COLLEGE OF AYURVED
PUNE-411043

Criterion 1

**1.1.1 Curriculum and Syllabus for Diploma in Naturopathy
And Yogic Sciences (D.N.Y.S.) Course**

Minimum Standards for Diploma in Naturopathy and Yogic Sciences (D.N.Y.S.) Course

Introduction

Naturopathy is well recognized traditional science of healing. It is both preventive as well as curative. A holistic lifestyle indeed.

In today's era Naturopathy treatment for different diseases (acute, chronic, critical and incurable) is available. Health can be improved through proper, scientific treatment the natural way. The best advantage of Nature Cure is that it is free from all synthetic medicine. Treatment is completely natural. The unwell today is demanding, apart from the regular medicine, holistic drugless treatment as nutrition, yoga, panchakarma, lifestyle modifications. After taking scientific training one can work successfully to maintain his/her health and also that of the society. It is interesting to know that in naturopathy, the history makers-Dr. Herbert Shelton, Dr. Henry Lindhar, Mahatma Gandhi, Dr. Venkatrao, Dr. JaynarayanJaiswal are great philosophers.

Most of us know that Mahatma Gandhiji was the pioneer of Naturopathy in our country and led a natural way as well, Bapu's prediction was that the cost of medical treatment will increase and it will not be within the means of the common man. His solution was that Naturopathy may reach each and every house hold in this country so that health and well being is available to one and all.

Aims and Objects

- ❖ A professional course to impart scientific education in Naturopathy and Yoga Therapy.
- ❖ A course with emphasis on the applied, practical aspect to produce skilled persons in Naturopathy and Yoga to act as Health professionals in natural life style.

- ❖ The course is aimed at creating a pool of skilled professionals for employment in the growing profession of well being and health by holistic and natural way.
- ❖ The course is not a medical program and does not award the title of 'Doctor' after completion.

Admission Qualifications/Criteria

- ❖ 10 + 2 or equivalent of any stream with minimum 50% marks.
- ❖ Admission on first come first serve basis.

Age for Admission

- ❖ 17 to 50 years as on 31st December in the year of admission.

Duration of Course

- ❖ One year regular (4.30pm to 6.30pm)

Number of students to be admitted

- ❖ 50 seats

Medium of instruction

- ❖ English / Hindi

Syllabus

(A) Fundamentals of Human Anatomy, Physiology and Pathology (1 Paper of 100 marks, Practical of 50 marks) Theory (100 Marks)

Introduction, Cells, tissues and fluids, Digestive System, Nervous System, Endocrine System, Respiratory System, Cardiovascular System, Muscular Skeletal System, Excretory System, Reproductive System, Basic Pathology

Practical (50 Marks)

Oral, Spots, identification and Museum visit

(B) NATUROPATHY

(2 Papers of 100 marks each, Practical 100 marks)

Paper I (Fundamentals of Fasting & Nutrition, Basic principle of Naturopathy) (100 Marks)

Basic principle of Naturopathy, Fundamentals of Fasting & Nutrition

What is Naturopathy? Concept of body, mind, health & disease.

The Science of fasting

Introduction to fasting, fasting as a preventive to surgery (Part I), principles of fasting, effects of fasting, odd-even days in fasting, stages of fasting, changes during fast, case study of fasting.

The Science of Nutrition

Introduction to nutrition, nutrition as medicine, principles of nutrition, grains, pulses Vegetables, stimulating nutrition, fruits oil seeds.

Fasting & Nutrition therapy, Disease Management

The Science of fasting

Fasting as a preventive to surgery (part 2), stages of fasting, changes after fasting

The Science of nutrition

Introduction to nutrition, different types of nutrition – Elementary, Combined, Specific, Curative, Unprocessed, Hygienic, Supportive, Healthy formulated.

Disease management

Through naturopathy and yoga – Common, Chronic & critical diseases.

Paper-II (Applied Therapy) (100 Marks)

Hydro therapy

Hip bath, steam bath, foot and arm bath, spinal bath, Hot & cold fomentation, woolen compress

Mud therapy:

Mud bath, local mud bath, indirect application (packs)

Sun light – Sun bath

Acupressure & Massage –

Foot, knee, thighs, hands, abdomen, chest, back of the legs, spin, back, face, head, other different style of massage, disease wise massage.

Naturopathy Practical (100 Marks)

Identification of massage equipments, acupressure equipments, mud & water treatment equipments.

Demonstration of massage, acupressure, water treatment, mud treatment

(C) Yoga

(2 papers of 100 marks each, Practical 100 marks)

General introduction of yoga

Concept of panchakosh

Yoga as a life style – all round development of personality

Yoga as a therapy

Definition of Yoga & its types.

Brief introduction to the concepts of Karma, Raja, Bhakti, & Dhyana yoga.

Modern approach to yoga.

Principles of yoga therapy:

Modern concept of health, disease & yoga therapy.

The traditional concept of health, disease & yoga therapy.

Integrated approach of yoga therapy.

The traditional concept of adhi, Vyadhi

Holistic approach of yoga therapy

Principles of restorative and rehabilitation yoga therapy.

Paper – II (Applied yoga therapy) (100 Marks)

Stretching exercise, Breathing exercise, Surya namaskar, Asanas (3 stages), Kriya/ cleansing.

Pranic exercise:

Pranayama, Bandhas & mudras, pranic energization techniques

Mind exercise:

Relaxation module (3 stages), chanting, mind sound resonance techniques, cyclic meditation, happiness analysis

Yoga therapy:

Yoga therapy for the musculoskeletal system, digestive system, respiratory system, cardiovascular system, nervous system, reproductive system, eyes, advanced yoga therapy package for critical diseases as cancer, HIV, yoga dynamics, maintenance of good health, restorative & rehabilitative yoga therapy.

Yoga Practical (100 Marks)

Identification of Shudhikriya equipments & integrated props used in yoga
Demonstration of asanas, Pranayama, Shudhikriya, yoga therapy.

Scheme of Examination

- ❖ Final exam will be conducted at the end of the academic year.
- ❖ The minimum passing marks shall be 50% in theory and practical separately in each subject.
- ❖ The student should secure minimum 35% marks in each paper in case of subjects having more than one paper, so as to achieve 50% passing marks per paper
- ❖ If the student fails in one theory or practical exam will be declared as fail in that subject
- ❖ The examination will consist of total 750 marks.
- ❖ The division of marks for each subject and paper is specified in the table below:

Subject	No. of Papers	Total marks in theory	Total marks in practical
(A) Fundamentals of Human Anatomy, Physiology and Pathology	1	100	50
(B) Naturopathy	2	200	100
(C) Yoga	2	200	100

- ❖ If a candidate fails in the examination, he/she can reappear for examination which will be held after six months.
- ❖ 75% of the attendance in theory and practical is compulsory in each subject for being eligible to appear for the final university examination.

- **Award of class to successful Candidates:**
- Second Class – 50% of marks and above but below 60% of marks.
- First Class – 60% of marks and above but below 70% of marks.
- Distinction – 70% of marks and above.

❖ **Reference Books**

- Fasting, Diet & Treatment Dr. jaynarayanJayswal
- Nature Cure for All UraliKanchan Ashram Publication
- Food Combing Made Easy Herbert Shelton
- Fasting Can Save Your Life Herbert Shelton
- Practice of Nature Cure Swami Shivananda
- Nature Cure For Common Diseases VitthaldasModi
- Health in Your Hands DevendraVora
- Ayurveda Yoga And Nature Cure S. R. Jindal
- Art of Yoga B.K.S.Lyengar
- Light of Ashtang Yoga B.K.S.Lyengar
- Light on Yoga Sutra of Patanjali B.K.S.Lyengar
- Hatha Pradipika SatyanandSaraswati
- Nutritive Value of Indian Food National Istitute of Nutrition
- Asana Pranayama Mudra Bandha SatyanandSaraswati
- Integrated Approach of Yoga Therapy for Positive Health Dr. R. Nagarathna& Dr. H. R. Nagendra


PRINCIPAL
 Bharati Vidyapeeth
 (Deemed to be University)
 College of Ayurved
 Pune-Satara Road, Pune-411 007

By Speed Post/E-mail
Conditional Permission

संख्या/No.L-14014/32/2020-EP-1

भारत सरकार

Government of India

आयुर्वेद, योग व प्राकृतिक चिकित्सा, यूनानी, सिद्ध एवं होम्योपैथी मंत्रालय (आयुष)
Ministry of Ayurveda, Yoga & Naturopathy, Unani, Siddha and Homoeopathy (AYUSH)

“आयुष भवन”/“AYUSH BHAWAN”

“बी” ब्लॉक, जी.पी.ओ. कॉम्प्लेक्स/“B” Block, GPO Complex,
आई.एन.ए., नई दिल्ली-110 023/INA, New Delhi-110 023

दिनांक/Dated: ०९.11.2020

To

The Principal,
Bharti Vidyapeeth's Deemed University,
College of Ayurved, Satara Road,
Tal. Haveli, Pune-411043, Maharashtra
Phone no.-020-24373954, Mobile no. - 8805523298
Email- bvucos@gmail.com

Sub: Grant of Conditional Permission to “Bharti Vidyapeeth's University, College of Ayurved, Satara Road, Tal. Haveli, Pune-411043, Maharashtra” with 100 seats in UG(BAMS) course, 57 seats in 14 PG courses namely (i) Ayurveda Samhita Siddhant-04 seats (ii) Rachana Sharir-04 seats (iii) Kriya Sharir -04 seats (iv) Dravya Guna Vigyana-04 seats (v) Rasashastra & Bhaishajya Kalpana- 04 seats,(vi) Rog Nidan-03 seats (vii) Swasthavritta & Yoga-05 seats (viii) Agad Tantra- -04 seats (ix) Prasuti Tantra & Stri Rog -05 seats (x) Kaumarbhritya- Balrog- 04 seats (xi) Kayachikitsa- 05 seats (xii) Shalya Tantra -04 seats (xiii) Shalakya Tantra-04 seats (xiv) Panchakarma-03 seats and 10 seats in 05 PG Diploma Courses namely (i) Panchkarma -02 seats, (ii) Ayurvedic Cosmetology & Skin disease- 02 seats and (iii) Prasuti & Stri Roga- 02 seats, (iv) Balroga - 02 seats and (v) Netra Roga Vigyan- 02 seats for the academic session 2020-21 under section 13A/13C of the IMCC Act, 1970- reg.

Sir/Madam,

I am directed to refer to the Ministry's letter No. L-14014/309/2019-EP-1 dated 18.07.2019 and revised letter dated 31.07.2019 related to admission matter for the academic year 2019-20, intimating certain requirements to be fulfilled by the college for consideration of permission for the academic session 2020-21.

2. Further, refer to the CCIM's letter No.Ref.3-3/2020-Ay.(1) dated 21.09.2020 forwarding therewith recommendation of the college to the Central Government based on thorough examination of the visitation report Part-I, indemnity bond, affidavit & latest details of teaching, non-teaching and hospital staff submitted by the college along with the assessment report, as the physical verification by conduction of inspection could not be carried out in view of present COVID-19 pandemic situation for the A.Y. 2020-21. On examining the same in terms of Regulation 3 of the “Indian Medicine Central Council (Requirements of Minimum Standard for under-graduate Ayurveda Colleges and attached Hospitals) Regulations, 2016”, Indian Medicine Central Council (Post Graduate Ayurveda Education) Regulations, 2016, Indian Medicine Central Council (Post Graduate Diploma Course) Regulations, 2013, provisions under the IMCC Act, 1970, relevant regulations made thereunder, it is found that the College is fulfilling notified and approved criterion for granting Conditional Permission for UG (BAMS) course, 14 PG Courses and 05 PG Diploma Courses.

Richa Verma

Richa

Page 1 of 3

3. It has, therefore, been decided by the Central Government to grant Conditional Permission to "Bharti Vidyapeeth's University, College of Ayurved, Satara Road, Tal. Haveli, Pune-411043, Maharashtra" for conducting 100 seats in UG(BAMS) course, 57 seats in 14 PG courses namely (i) Ayurveda Samhita Siddhant-04 seats (ii) Rachana Sharir-04 seats (iii) Kriya Sharir -04 seats (iv) Dravya Guna Vigyana-04 seats (v) Rasashastra & Bhaishajya Kalpana- 04 seats,(vi) Rog Nidan-03 seats (vii) Swasthavritta & Yoga-05 seats (viii) Agad Tantra- -04 seats (ix) Prasuti Tantra & Stri Rog - 05 seats (x) Kaumarbhritya- Balrog- 04 seats (xi) Kayachikitsa- 05 seats (xii) Shalya Tantra -04 seats (xiii) Shalaky Tantra-04 seats (xiv) Panchakarma-03 seats and 10 seats in 05 PG Diploma Courses namely (i) Panchkarma -02 seats, (ii) Ayurvedic Cosmetology & Skin disease- 02 seats and (iii) Prasuti & Stri Roga- 02 seats, (iv) Balroga - 02 seats and (v) Netra Roga Vigyan- 02 seats for the academic session 2020-21 under Section 13C/13A of the IMCC Act, 1970, subject to the following:

- i. The fulfillment of conditions as specified in the Undertaking/Indemnity bond submitted by the college
- ii. The college shall submit an undertaking in form of affidavit duly notarized within one month explaining the details of providing EPF and ESI facilities to the teaching, non-teaching staff of the Colleges/Hospitals and regularly paying the same as per the provisions of Employees' Provident Funds and Miscellaneous Provident Act, 1952 & ESI Act, 1948 and relevant Rules and Regulations.

4. It is further informed that 100% of undergraduate seats of the permitted intake capacity of 100 UG seats and 57 PG seats shall be treated as all India quota for deemed University as they are all India in nature. The counseling for seats under all India quotas shall be conducted by the Central Government. If any seats are not filled up in the Central Counseling, the same shall be transferred to the concerned deemed University to admit students as per the rules/norms decided by Central Government. **The permission of the college stands withdrawn if the college fails to comply with the Central counseling for all India quota or the students admitted thereunder.**

5. Admissions made in violation of the above conditions will be treated as invalid and action will be initiated under IMCC Act & Regulations made thereunder.

6. Discrepancies, if any, may be immediately brought to the notice of Board of Governors, CCIM and the Central Government.

7. The following requirements should be fulfilled by the college by 31st December, 2020 to get permission for the session 2021-22:

- (i) all the Requirements of Minimum Standard of infrastructure and teaching & training facilities as specified in Regulation 3 of the "Indian Medicine Central Council (Requirements of Minimum Standard for under-graduate Ayurveda Colleges and attached Hospitals) Regulations, 2016;
- (ii) all the requirements of the Indian Medicine Central Council (Minimum Standards of Education in Indian Medicine) Amendment Regulations, 2016 (for Ayurveda); and
- (iii) all the requirements under the provisions of the IMCC Act, 1970 and relevant Regulations made thereunder should be fulfilled *in toto*
- (iv) all the requirements of the Indian Medicine Central Council (Post Graduate Ayurveda Education) Regulations, 2016 for grant of permission to PG courses.
- (v) all the requirements of the Indian Medicine Central Council (Post Graduate Diploma Course) Regulations, 2013 for grant of permission to PG Diploma courses. (for Ayurveda)

B. S. Shetty

U. S. S.

8. The fulfillment of the conditions given above may be made within the time period specified and compliance report should be submitted by the college to CCIM under intimation to this Ministry. The CCIM will verify that the conditions have been fulfilled by means of an inspection and submit a report along with its assessment in this matter to the Ministry of AYUSH for considering the permission matter from the academic session 2021-22.
9. This issues with the approval of Competent Authority.

Yours faithfully,

Shiela Tirkey

(Shiela Tirkey)

Under Secretary to Government of India

Ph. No.: 011-24651976

Copy to:

- i. The Board of Governors, CCIM, 61-65 Institutional Area, Opp. 'D' Block, Janakpuri, Delhi-110 058 for information and necessary action for the next academic session.
- ii. The Secretary, Medical Education & Drug Department, Government of Maharashtra, Mantralaya Vistar Bhawan, Mumbai-400032 for information and necessary action.
- iii. The Registrar, Maharashtra University of Health Science, Vani Road, Mhasrul, Nashik-422004, Maharashtra for information and necessary action.

Shiela Tirkey
9.11.2020

(Shiela Tirkey)

Under Secretary to Government of India

AST
PRINCIPAL
Bharati Vidyapeeth
(Deemed to be University)
College of Ayurved
Pune-Satara Road, Pune-411 043.

Umesh



BHARATI VIDYAPEETH

(Deemed to be University)
Pune, India.

Accredited with 'A+' Grade (2017) by NAAC
'A' Grade University Status by MHRD, Govt. of India
Accredited (2004) & Reaccredited (2011) with 'A' Grade by NAAC
Category -I Deemed to be University Grade by UGC,
62nd Rank among universities by NIRF-2019



INFORMATION BROCHURE OF ENTRANCE TEST

HM-2020

For Admission to

BACHELOR DEGREE IN HOTEL MANAGEMENT & CATERING TECHNOLOGY
BACHELOR DEGREE IN SCIENCE(HOSPITALITY AND HOTEL ADMINISTRATION)
At

Bharati Vidyapeeth (Deemed to be University)
INSTITUTE OF HOTEL MANAGEMENT & CATERING TECHNOLOGY, PUNE
Imparting Top Quality Education Since Twenty Seven Years





Hon'ble Dr. Patangrao Kadam

Founder : Bharati Vidyapeeth (1964)

FOUNDER - CHANCELLOR: Bharati Vidyapeeth (Deemed to be University)





BHARATI VIDYAPEETH

(Deemed to be University)
Pune, India.

Accredited with 'A+' Grade (2017) by NAAC
'A' Grade University Status by MHRD, Govt. of India
Accredited (2004) & Reaccredited (2011) with 'A' Grade by NAAC
Category -I Deemed to be University Grade by UGC,
62nd Rank among universities by NIRF-2019

INFORMATION BROCHURE FOR ENTRANCE TEST HM-2020-21

FOR ADMISSION TO

BACHELOR DEGREE IN HOTEL MANAGEMENT & CATERING TECHNOLOGY
BACHELOR IN SCIENCE (HOSPITALITY AND HOTEL ADMINISTRATION)
2020-21

AT

INSTITUTE OF HOTEL MANAGEMENT AND CATERING TECHNOLOGY

Pune Satara Road, Katraj – Dhankawadi ,
Pune – 411 043.

Phone No. : (020) 24372761, 24372788

OUR MOTTO : LEARN TO LIVE & LIVE TO LEARN

Imparting Top Quality Education Since Twenty-seven Years

IMPORTANT DATES

- A) Last date for submission of online application form 30th July 2020 upto 5.00 p.m.
at : www.bvuniversity.edu.in

- B) Date of Online Computer Based Entrance Test 10th August 2020

- C) Centers of Online Computer Based Entrance Test BHMCT/B.Sc.(H&HA)- 2020

SR NO	CITY	SR NO	CITY	SR NO	CITY	SR NO	CITY
1	GUWAHATI	16	AMRITSAR	31	BANGALORE	46	THANE
2	PATNA	17	JAMMU	32	ERNAKULAM/COCHIN/KOCHI	47	AURANGABAD
3	MUZAFURPUR	18	JAIPUR	33	HYDERABAD	48	SANGLI
4	RANCHI	19	KOTA	34	RAIPUR	49	KOLHAPUR
5	JAMSHEDPUR	20	JODHPUR	35	PANAJI	50	KARAD
6	IMPHAL	21	ALLAHABAD	36	AHMEDABAD	51	NASIK
7	BHUBANESWAR	22	LUCKNOW	37	BARODA	52	PUNE
8	KOLKATA	23	VARANASI	38	SURAT	53	JALGAON
9	CHANDIGARH	24	MEERUT	39	RAJKOT	54	AKOLA
10	GHAZIABAD	25	BAREILY	40	INDORE	55	AHMEDNAGAR
11	FARIDABAD	26	GORAKHPUR	41	BHOPAL	56	LATUR
12	NEW DELHI	27	KANPUR	42	JABALPUR	57	SOLAPUR
13	ROHTAK	28	AGRA	43	AMRAWATI	58	SRI NAGAR
14	KARNAL	29	NOIDA	44	NAGPUR		
15	SHIMLA	30	DEHRADHUN	45	MUMBAI		

*Note: If the candidates count for a centre is less than 20, then the candidate will be allocated to the nearest available centre. NO REQUEST FOR CHANGE IN EXAMINATION CENTRE WILL BE CONSIDERED UNDER ANY CIRCUMSTANCES.

- D) Declaration of result 14th August 2020 after 5.00 pm.
at : www.bvuniversity.edu.in

- E) Counselling & on the spot admissions
 BHMCT 21st August 2020 at 9.00 hrs.
 B.Sc.(H&HA) 22nd August 2020 at 9.00 hrs. at
 Bharati Vidyapeeth
 (Deemed to be University)
 Institute of Hotel Management & Catering Technology,
 Katraj-Dhankawadi , Pune – 43.
 Tel – 020 24372761, 24372788

- E) Commencement of Classes 2nd September 2020

Chancellor's Message

Hon'ble Prof. Dr. Shivajirao Kadam
Chancellor
Bharati Vidyapeeth (Deemed to be University) Pune



Since its inception, Bharati Vidyapeeth Deemed to be university has emerged as one of the prominent University in India. It is established by Founder Chancellor, Dr. Patangrao Kadam with an objective to bring all round social transformation by providing quality education and holistic development of its students. As one of the most trusted global knowledge destination, University has made astonishing strides in the field of education.

The year 2018-19, was a significant year for the University on many fronts. The biggest achievement was the accordance of Category-I University Status by University Grant Commission. The ranking profile of the University was strengthened by being ranked at 62nd among Universities by NIRF-2019. Bharati Vidyapeeth is the first and the only organization to have 4 institutes under its ambit having NIRF ranking.

Throughout the year the university continued its focus on excellence in academics and research. Faculty members strengthened their research profile by publishing their research work in highly reputed International and National journals having high impact factor and indexed in Google Scholar, Scopus, and Web of Science. The partnership with the industry was strengthened by successfully securing the major and minor research projects. The university also entered into

various national and international collaborations.

What we have achieved so far is greatly admirable. But in this dynamic world, we are aware about the demand for highly qualified professionals in every sector. The responsibility of fulfilling these expectations lies with us. I have no doubt that Bharati Vidyapeeth Deemed to be University will be able to fulfill it with the joint efforts and cooperation of its management, faculties and staff.

I congratulate to the Vice Chancellor for his continued efforts in bringing the University to the higher pinnacle of academic excellence.

Prof. Dr. Shivajirao Kadam

Vice Chancellor's Message

Hon'ble Prof. Dr. Manikrao Salunkhe
Vice Chancellor
Bharati Vidyapeeth (Deemed to be University) Pune



It is a matter of immense pleasure for me to be a part of the Bharati Vidyapeeth (Deemed to be University) family as its Vice Chancellor. I take this opportunity of welcoming new students joining the College of Engineering as well as the Faculty of Management Studies in undergraduate as well as postgraduate programmes. Most of such students move away from the folds of their family and need to feel that they are just moving away from one family fold to another. Their teachers seniors and peers, all form an extended family from whom they can look up for any guidance support and help to move ahead in life as professionals in the study programmes they have opted.

The College of Engineering offers graduate, post graduate programmes and Doctoral programmes. The college has earned its reputation owing to its excellent infrastructure as well as qualified faculty. In terms of credentials, the College of Engineering is one of the few institutes in the country which has Programmes accredited by National Board of Accreditation (NBA) twice and application for the third cycle of accreditation is underway. This is the only institute selected by MHRD for its Technical Education Quality improvement Programme (TEQIP-II- 1.1 Programme) for the grant of Rs. 4 Crores.

Like any other area of science, engineering technology is also going through rapid changes. As far as high quality engineering education is concerned in such an ever-changing area, an institution needs to keep itself always updated through course curriculum, laboratories resources and most importantly faculty. We have a team of qualified, experienced & dedicating teaching faculty in the faculty of management Studies for constant updation of syllabi. The respective departments are supported by equally dedicated qualified laboratory staff.

Under the Faculty of Management Studies, we have courses taught at our Management Schools located in Pune, Sangli, Solapur, Kolhapur, Karad and New Delhi. Also we have an Institute for Hotel Management and Catering Technology in Pune. We have a continuous process of updation of syllabi, as far as high quality Management education is concerned. In order to impart education, Liaison with industry in the form of industrial visits, students training, expert lectures and arranging of seminars & workshops are an integral part of our educational program.

The colleges have a well designed building and other well equipped infrastructural requirements with state-of-the-art

facilities. Our curriculum goes through regular revisions to incorporate new developments for imparting the course contents and knowledge beyond syllabus given in the University curriculum. Ours is a multi campus university with multi disciplinary approach. We produce graduates to become future leaders in industry, academia, government and the society. Through a good blend of course work and projects, the departments endow students with the ability to apply knowledge in multidisciplinary teams, provide leadership and technical expertise, and practice their professions with ethical approaches and concern for society and environment. We have a team of qualified, experienced & dedicated teaching faculty for constant updation of syllabi. Research is an inclusive part of the teaching and our faculty members publish research papers in indexed journals of repute with impact factor. Active interaction of learners with faculty and other academicians & professionals in the field provide exposure by way of seminars, workshops etc.

The campus is ICT enabled and the colleges provide an e-learning and e-connect environment, along with class coordination system, document management system as well as virtual class rooms. The university is situated in a serene environment. The serenity along with a complex structure of curricular, co- curricular and extra-curricular activities will shape your physical, mental and intellectual growth. As a student of Management/Engineering, you are the torch bearers of latest technology. You have the responsibility of developing an environmentally and socially sustainable society.

I, wish and assure you, on behalf of the university family, that we will help you pursue your objectives of life under the varied social, cultural and economic environment and make the University family proud of your attainments.

Prof. M.M. Salunkhe

Pro-Vice Chancellor's Message

Hon'ble Dr. Vishwajeet Kadam
Pro-Vice Chancellor
Bharati Vidyapeeth (Deemed to be University) Pune



Dear student,

I am extremely happy that you have chosen this University as a stepping stone for your future progression as a professional.

Dr. Patangrao Kadam established Bharati Vidyapeeth at the age of 19 in May 1964. Within a span of few decades, he developed it into one of the largest educational organizations in the country known for its high academic excellence within the country and beyond. Dr. Patangrao Kadam had envisioned metamorphosing Bharati Vidyapeeth into a full-fledged University, which came to be true in April 1996 when the Government of India conferred the status of "Deemed to be University". Its high academic standing has been acknowledged by the NAAC which has awarded it with A+ grade successively in three rounds. The University is placed under Category-I by the UGC. The university has been ranked 62nd among Universities by NIRF-2019

Current global challenges require graduates with advanced skills who will drive growth in the industrial and technological spheres and one who continues to learn so as to grow professionally and personally. The constituents units of Bharati Vidyapeeth (Deemed to be University) will provide enabling platforms where student learning is enriched as per requirements of the industry.

We dedicate our intellectual resources to advancement in the field through research activities so as to develop and empower students with requisite expertise & understand and address changes impacting the world. Our close linkage with industry has enabled development of curriculum based on latest industry requirement, experiential learning with the help of experts & career progression through placement. In testimony are our alumni who are working in the best organizations globally and as successful entrepreneurs.

Through our guiding principles we are committed to provide quality education in different disciplines and a conducive environment to be an effective contributor professionally and for the growth of the nation.

I once again welcome you, and wish you all success in your academic pursuit.

Dr. Vishwajeet Kadam

From the Principals Desk



I have the honour and privilege of working in this Institute since its inception in 1992 and be a part of the Silver jubilee celebrations held recently. The Institute was established by Dr. Patangrao Kadam, Founder of Bharati Vidyapeeth who cherished the dream of making this institute a centre of excellence in Hotel Management and Catering Technology. During last 25 years, I have committed myself to the task of realizing his dream.

I firmly believe in the objectives of our institute:

To offer students the opportunity to develop their practical, management and communication abilities and provide each individual student with the training know how for a successful career in the highly competitive Industry.

To develop the personality of a students as required by the hospitality industry.

To make students worthy citizen of the nation.

It has been my conviction that an excellent

education can be given to the students, only if excellent infrastructure facilities are created and carefully selected experienced student oriented teachers are there in the faculty. Over the years, we have developed both our staff and various laboratories, carefully updating the equipment periodically. Our Library is enriched with books and is continuously updated. The internet facility helps to browse through various e-journals which the college has subscribed. I am fortunate to have very competent and student-caring faculty on the roll of our institute, who are know for their expertise in different branches of hotel & Catering management.

I also believe that in the service industry, it is important to practice soft skills which include courtesy, etiquette and manners, develop one's personality and communication skills, and are disciplined, which is all included in the course along with academics. One must have the right attitude towards the service industry.

I am happy to record here that our efforts have paid ample dividends. Our students are well placed in the Hospitality Industry and the Hotels have recognized us as one of the good Hospitality training institutes on the right track.

Dr. L.S.Chirmulay
Principal

Bharati Vidyapeeth (Deemed to be University) Pune

Bharati Vidyapeeth, the parent organization of this University is one of the largest educational organizations in the country. It has 180 educational units under its umbrella including 80 Colleges and Institutes of conventional and professional disciplines..

The Department of Human Resource Development, Government of India on the recommendations of the University Grants Commission accorded the status of "Deemed to be University" initially to a cluster of 12 units of Bharati Vidyapeeth. Subsequently, 17 additional colleges / institutes were brought within the ambit of Bharati Vidyapeeth (Deemed to be University) wide various notifications of the Government of India. Bharati Vidyapeeth (Deemed to be University) commenced its functioning on 26th April, 1996.

Constituent Units of Bharati Vidyapeeth (Deemed to be University)

1. BVDU Medical College, Pune.
2. BVDU Dental College & Hospital, Pune
3. BVDU College of Ayurved, Pune
4. BVDU Homoeopathic Medical College, Pune
5. BVDU College of Nursing, Pune
6. BVDU Yashwantrao Mohite College of Arts, Science & Commerce, Pune.
7. BVDU New Law College, Pune
8. BVDU Social Science Centre (M.S.W.), Pune
9. BVDU Yashwantrao Chavan Institute of Social Science Studies & Research, Pune.
10. BVDU Centre for Research & Development in Pharmaceutical Sciences & Applied Chemistry, Pune
11. BVDU College of Physical Education, Pune.
12. BVDU Institute of Environment Education & Research, Pune
13. BVDU Institute of Management & Entrepreneurship Development, Pune
14. BVDU Poona College of Pharmacy, Pune
15. BVDU College of Engineering, Pune
16. BVDU Interactive Research School in Health Affairs (IRSHA), Pune
17. BVDU Rajiv Gandhi Institute of Information Technology & Biotechnology, Pune
18. BVDU College of Architecture, Pune
19. BVDU Abhijit Kadam Institute of Management & Social Sciences, Solapur
20. BVDU Institute of Management, Kolhapur
21. BVDU Institute of Management & Rural Development administration, Sangli
22. BVDU Institute of Management & Research, New Delhi
23. BVDU Institute of Hotel Management & Catering Technology, Pune
24. BVDU Yashwantrao Mohite Institute of Management, Malkapur- Karad
25. BVDU Medical College & Hospital, Sangli



26. BVDU Dental College & Hospital, Mumbai

27. BVDU Dental College & Hospital, Sangli

28. BVDU College of Nursing, Sangli

29. BVDU College of Nursing, Navi Mumbai

The status of University was given to a cluster of these colleges and institutes in appreciation of the high level of their academic excellence and for their potential for further growth.

During the last 23 years or so, the University has achieved higher pinnacle of academic excellence and has established its reputation to such an extent that it attracts students not only from various parts of India but also from abroad. According to a survey conducted by Association of Indian Universities, this University is one among the top ten Universities in the country preferred by the overseas students for admissions. At present, there are more than 542 overseas students from 41 countries on the rolls of constituent units of this University.

During the last 23 years, there has been tremendous academic expansion of the University. It now conducts in all 290 courses in its constituent units, of them 107 are Post Graduate, 40 are Under Graduate and 37 Diploma level and 14 are PG Diploma level courses. 11 Fellowship and 5 certificate courses. All the professional courses which the University conducts such as those of Medicine, Dentistry, Engineering etc., have approval of the respective statutory councils, viz., Medical Council of India, Dental Council of India, All India Council for Technical Education etc.

The University is a throbbing center of research activities and has launched Ph.D. programmes in 79 subjects and M.Phil in 2 subjects. It has also introduced quite few innovative academic programmes such as Masters in Clinical Optometry, M. Tech. in Nano Technology etc.

The University's performance and achievements were assessed by the "National Assessment and Accreditation Council" and it was Accredited with a prestigious "A+" Grade in 2017. Some programmes of the constituent units such as Poona College of Pharmacy, College of Engineering at Pune & the Institute of Management and Research, at New Delhi, have also been accredited by "National Board of Accreditation". Three constituent units of Bharati Vidyapeeth (Deemed to be University) are also the recipients of ISO 9001-2001 certifications.

In 2019, in the assessment under National Institutional Ranking Framework (NIRF), by Ministry of HRD, Govt. of India, the university is ranked 62th at National level among universities. Also its constituents units- i.e. Poona College of Pharmacy, Pune is figured at 16th place, College of Engineering, Pune at 93rd place, Institute of Management and Entrepreneurship Development, Pune at 55th place and Rajiv Gandhi Institute of Information Technology and Biotechnology at 42th place at the national level.



Salient and Distinctive Features of Bharati Vidyapeeth (Deemed to be University)

This University:

- is one of the largest Deemed to be University in the country established u/s. 3 of the UGC Act, 1956;
- is a multi-faculty University offering a variety of courses in 12 faculties namely Faculty of Arts, Social Sciences and Commerce; Faculty of Science; Faculty of Law; Faculty of Medical Sciences; Faculty of Dentistry; Faculty of Ayurveda; Faculty of Homoeopathy; Faculty of Nursing; Faculty of Pharmaceutical Sciences; Faculty of Management Studies; Faculty of Engineering & Technology and Faculty of Interdisciplinary Studies is accredited and reaccredited by the NAAC with prestigious 'A+' grade.
- is probably the only University of its kind in the country having three self-financing Research Institutes devoted exclusively to the researches respectively in Health Related Sciences, Pharmaceutical Sciences and Social Sciences.
- has the distinction of getting recognition from the University Grants Commission u/s. 12 (B) of its act;
- is a University, which is academically and intellectually very productive. Its faculty members have a very laudable track record of research, publications and patents;
- has created a special fund to provide research seed money to its faculty members;
- has digitalized the libraries of its constituent units and which makes an extensive use of modern Information and Communication Technology in teaching, learning and research and also in administration;
- publishes its own scientific Journal. Besides, two of its Management Education Institutes publish their own academic journals which have gained recognition in the core academic circles;
- has established linkages with more than 50 national and international reputed academic institutions, such as North Carolina A & T University (USA), University of Cologne, (Germany), Liverpool Law School, (UK), Kingston University (UK), Pioneer Research Centre for Nano-grid Materials, Pusan National University, Busan (South Korea), Deakin University (Australia), Salford University (Australia), Oxford Brookes University (UK) and several others;
- has several colleges of health related sciences such as Medicine, Dentistry, Ayurved, Homoeopathy, Nursing, Audiology & Speech Language Pathology, Optometry in one campus (Pune). This has facilitated introduction of interdisciplinary courses and research.
- IRSHA, its health related Sciences Research Institute has done a good path breaking research work on Omega 3 Fatty Acids and has taken a lead in encouraging farmers to cultivated flax seeds which are major source of Omega 3 Fatty Acids.
- Its Institute of Environment Studies & Research Education has adopted several primary schools, wherein it implements its programmes of creating environmental consciousness among the students. Its work has received national level applaud.
- is a throbbing centre of academic activities and has organized several national and international level seminars, conferences, workshops, etc.
- runs a School of Performing Arts, wherein graduate and postgraduate programmes in various Performing Arts including dance, music etc., are conducted in the traditional Gurukul system.

SHARAD KUMAR BETH DEEMED UNIVERSITY
INSTITUTE OF HOTEL MANAGEMENT & CATERING TECHNOLOGY





HOTEL MANAGEMENT & CATERING TECHNOLOGY





Bharati Vidyapeeth (Deemed to be University), Pune Institute Of Hotel Management And Catering Technology (BVDUIHMCT)

A Great Choice :

BVDUIHMCT is an institute dedicated to providing quality professional hospitality education. We teach our students the knowledge & specific skills necessary to live successful lives and to grow into positions of influence & leadership in their chosen profession.

BVDUIHMCT has been engaged in preparing students to make successful careers for the last twenty five years. Along the way, we have developed our own way of doing things. Things that our students like, and things that employer's like too.

Our Vision

"To be a world class university for social transformation through dynamic education."

Our Mission

- To provide inclusive borderless access to higher education and vocational education based on merit.
- To offer varied professional, technical, vocational and general education programmes to meet the changing and diverse needs of society in a global context.
- To provide quality higher education for liberation of mind and empowerment of hands.
- To promote quality research in diverse areas of development and engage in application of knowledge for community development.
- To develop national and international networks with industry, service sector and other academic and research institutions to meet the expectations of various stakeholders.
- To promote extensive use of ICT for enrichment of teaching-learning and for effective governance.
- To make quality an integral part of all University operations by promoting innovative practices.

Our Goal

- To ensure a professional approach to teaching with an excellent environment for students to gain awareness of the Hospitality Industry.

The Objective of the Institute is -

- To offer students the opportunity to develop their conceptual, technical, and managerial skills
- To provide each individual student with the training know how for a successful career in the Hospitality Industry.
- To develop the personality of a student as required by the hospitality industry.
- To make students worthy citizens of the nation.

Increasingly selective hotels target BVDUIHMCT students for their achievements and their positive attitude which is vital in today's competitive world.

Realizing the increasing importance of Hotel Management and Tourism as a profession and industry and also the need to make arrangements for Hotel Management and Tourism education, Dr. Patangrao Kadam, the founder of Bharati Vidyapeeth with his unusual futuristic vision established Institute of Hotel Management & Catering Technology in 1992.

Over the years, the college has established itself as an ideal centre of Hotel Management education.

COURSES/ PROGRAMMES :

Bachelor Programme in Hotel Management & Catering Technology(BHMCT)

PROGRAMME	Bachelor in Hotel Management & Catering Technology (BHMCT) Approved by the All India Council for Technical Education (AICTE)
DURATION	4 yrs (8 semesters)
INTAKE CAPACITY	60
ENTRY LEVEL OR ELIGIBILITY	Entrance Test conducted by Bharati Vidyapeeth (Deemed to be University) (HM-2020) Open – HSC with min 45% (Backward class with min 40%)
START	22nd June 2020

Bachelor Programme in Science (Hospitality & Hotel Administration) BSc(H &HA)

PROGRAMME	Bachelor in Science (Hospitality & Hotel Administration) BSc(H &HA)
DURATION	3 yrs (6 semesters)
INTAKE CAPACITY	180
ENTRY LEVEL OR ELIGIBILITY	Entrance Test conducted by Bharati Vidyapeeth (Deemed to be University) (HM-2020) HSC passed
START	22nd June 2020



PROGRAMME STRUCTURE FOR BHMCT

BHMCT Degree (8 semesters with subjects)
Bachelor of Hotel Management & Catering Technology - Four Years
Under Choice Based Credit System

DSC: DISCIPLINE SPECIFIC COMPULSORY COURSE

DSE: DISCIPLINE SPECIFIC ELECTIVE COURSE

LEC: LANGUAGE ENHANCING COMPULSORY COURSE

LEE: LANGUAGE ENHANCING ELECTIVE COURSE

NC: NON CREDIT COURSE

AEC: ABILITY ENHANCING COMPULSORY COURSE

AEE: ABILITY ENHANCING ELECTIVE COURSE

SEC: SKILL ENHANCING COMPULSORY COURSE

SEE: SKILL ENHANCING ELECTIVE COURSE

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS/ WEEK	CREDITS/ WEEK
				IA	EA	CA	Total		
I	DSC 101	BASIC INDIAN FOOD PRODUCTION(THEORY)	COMPULSORY	40	60	--	100	03	03
	DSC 101 A	BASIC INDIAN FOOD PRODUCTION(PRACTICAL)	COMPULSORY	40	60	--	100	03	04
	DSC 102	BASIC FOOD & BEVERAGE SERVICE I (THEORY)	COMPULSORY	40	60	--	100	03	03
	DSC 102 A	BASIC FOOD & BEVERAGE SERVICE I (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	DSC 103	BASIC HOUSEKEEPING OPERATIONS (THEORY)	COMPULSORY	40	60	--	100	02	02
	DSC 103 A	BASIC HOUSEKEEPING OPERATIONS (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	DSC 104	BASIC FRONT OFFICE OPERATIONS (THEORY)	COMPULSORY	40	60	--	100	02	02
	DSC 104 A	BASIC FRONT OFFICE OPERATIONS (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	AEC 101	FOOD COMMODITIES	COMPULSORY	20	30	--	50	02	02
	LEE 101 LEE 102	BUSINESS COMMUNICATION* (THEORY) BASIC FRENCH (THEORY)	ANY ONE	40	60	--	100	02	02
	LEE 101 A LEE 102 A	BUSINESS COMMUNICATION (PRACTICAL) BASIC FRENCH (PRACTICAL)	ANY ONE*	20	30	--	50	04**	02
					400	600	--	1000	32

*EXEMPTION OF BUSINESS COMMUNICATION ONLY IF THE CANDIDATE HAS SECURED A MINIMUM OF 60% & ABOVE IN THE QUALIFYING EXAMINATION.

**INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS .

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS / WEEK	CREDITS / WEEK
				IA	EA	CA	TOTAL		
II	DSC 201	BASIC CONTINENTAL FOOD PRODUCTION (THEORY)	COMPULSORY	40	60	--	100	03	03
	DSC 201 A	BASIC CONTINENTAL FOOD PRODUCTION (PRACTICAL)	COMPULSORY	40	60	--	100	08	04
	DSC 202	BASIC FOOD & BEVERAGE SERVICE II (THEORY)	COMPULSORY	40	60	--	100	03	03
	DSC 202 A	BASIC FOOD & BEVERAGE SERVICE II (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	DSC 203	MANAGING HOUSEKEEPING OPERATIONS(THEORY)	COMPULSORY	40	60	--	100	02	02
	DSC 203 A	MANAGING HOUSEKEEPING OPERATIONS (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	DSC 204	MANAGING FRONT OFFICE OPERATIONS (THEORY)	COMPULSORY	40	60	--	100	02	02
	DSC 204 A	MANAGING FRONT OFFICE OPERATIONS (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	SEC 101	PERSONALITY SKILLS FOR HOSPITALITY INDUSTRY (THEORY)	COMPULSORY	40	60	--	100	03	03
	SEC 101 A	PERSONALITY SKILLS FO RHOSPITALITY INDUSTRY (PRACTICAL)	COMPULSORY	20	30	--	50	04*	02
				380	570		950	31	22

INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS

*

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS / WEEK	CREDITS / WEEK
				IA	EA	CA	Total		
III	DSC 301	QUANTITY FOOD PRODUCTION AND BASIC BAKING (THEORY)	COMPULSORY	40	60	--	100	04	04
	DSC 301 A	QUANTITY FOOD PRODUCTION AND BASIC BAKING (PRACTICAL)	COMPULSORY	40	60	--	100	08	04
	DSC 302	INTRODUCTION TO BEVERAGE SERVICE (THEORY)	COMPULSORY	40	60	--	100	03	03
	DSC 302 A	INTRODUCTION TO BEVERAGE SERVICE (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	DSC 303	ALLIED HOUSEKEEPING FUNCTONS (THEORY)	COMPULSORY	40	60	--	100	02	02
	DSC 303 A	ALLIED HOUSEKEEPING FUNCTONS (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	DSC 304	FRONT OFFICE ACCOUNTING (THEORY)	COMPULSORY	40	60	--	100	02	02
	DSC 304 A	FRONT OFFICE ACCOUNTING (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	LEC 101	HOTEL FRENCH (THEORY)	COMPULSORY	40	60	--	100	03	03
	LEC 101 A	HOTEL FRENCH (PRACTICAL)	COMPULSORY	20	30	--	50	04*	02
	NC 101 A	COMMUNITY SERVICE	ANYONE**	--	--	--	--	02	00
	NC 102 A	SPORTS ACTIVITIES							
NC 103 A	CULTURAL ACTIVITIES								
NC 104 A	GENERAL INTEREST ACTIVITIES								
				360	540	--	900	34	23

*INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS

** STUDENTS ARE REQUIRED TO TAKE ANY ONE OF THE NON CREDIT COURSES WHICH WILL BE ASSESSED AS "SATISFACTORY" OR "UNSATISFACTORY" PERFORMANCE BASED ON COMPLETION OF ASSIGNED ACTIVITIES /TASKS AND SUBMISSION OF REPORT THEREOF.

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS / WEEK	CREDITS / WEEK
				IA	EA	CA	Total		
IV	DSC 401 (I)	INDUSTRY EXPOSURE & REPORT-I	COMPULSORY	--	120	80	200	54	37
				--	120	80	200	54	37

THE STUDENT IS REQUIRED TO UNDERTAKE 22 WEEKS OF INDUSTRIAL EXPOSURE WITH A CLASSIFIED HOTEL (3 STAR AND ABOVE) IN THE FOLLOWING OPERATIONAL DEPARTMENTS:

- FOOD PRODUCTION OPERATIONS
- FOOD & BEVERAGE OPERATIONS
- HOUSEKEEPING / ACCOMODATION OPERATIONS
- FRONT OFFICE OPERATIONS

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS/ WEEK	CREDITS/W EEK
				IA	EA	CA	TOTAL		
V	DSE 101 DSE 102 DSE 103	LARDER (THEORY) ALCOHOLIC BEVERAGES I (THEORY) ACCOMMODATION OPERATIONS (THEORY)	ANY ONE	40	60	--	100	04	04
	DSE 101 A DSE 102 A DSE 103 A	LARDER (PRACTICAL) ALCOHOLIC BEVERAGES II (PRACTICAL) ACCOMMODATION OPERATIONS (PRACTICAL)	ANY ONE	40	60	--	100	08 08* 08*	04 04 04
	SEC 102	ACCOUNTING SKILLS FOR HOTELS (THEORY)	COMPULSORY	40	60	--	100	03	03
	AEC 102	RESEARCHING FOR HOSPITALITY & TOURISM MANAGEMENT (THEORY)	COMPULSORY	40	60	--	100	02	02
	AEC 102 A	RESEARCHING FOR HOSPITALITY & TOURISM MANAGEMENT (PRACTICAL)	COMPULSORY	40	60	--	100	08**	04
	AEC 103	HOSPITALITY LAW (THEORY)	COMPULSORY	40	60	--	100	03	03
	AEE 101-107	SELECT FROM LIST	ANY ONE	--	--	50***	50	04	04
					240	360	50	650	32

*INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS

STUDENTS OPTING FOR DSE 102 A MAY UNDERTAKE MINIMUM 08 ODC OR PART TIME JOB/ WEEKEND JOB WITH REPUTED HOTELS/ RESTAURANTS FOR MINIMUM 64 HOURS IN THE SEMESTER.

STUDENTS OPTING FOR DSE 103 A MAY ENGAGE THEMSELVES IN PRACTICAL TRAINING/ PART TIME JOB WITH REPUTED HOTELS FOR MINIMUM 64 HOURS IN THE SEMESTER

**INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS

** ABILITY ENHANCING ELECTIVE COURSES WILL HAVE CONTINUOUS ASSESSMENT BASED ON PERFORMANCE IN THE TWO CLASS TESTS AND SUBMISSION OF MINIMUM FOUR ASSIGNMENTS.

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS / WEEK	CREDITS / WEEK
				IA	EA	CA	Total		
VI	DSE 201	REGIONAL CUISINES OF INDIA (THEORY)	ANY ONE	40	60	--	100	04	04
	DSE 202	ALCOHOLIC BEVERAGES II (THEORY)							
	DSE 203	TRENDS IN HOUSEKEEPING (THEORY)							
	DSE 201 A	REGIONAL CUISINES OF INDIA (PRACTICAL)	ANY ONE*	40	60	--	100	08	04
	DSE 202 A	ALCOHOLIC BEVERAGES II (PRACTICAL)						08*	04
	DSE 203 A	TRENDS IN HOUSEKEEPING (PRACTICAL)						08*	04
	SEC 103	TOURISM OPERATIONS (THEORY)	COMPULSORY	40	60	--	100	03	03
	DSCP	PROJECT WORK	COMPULSORY	40	60	--	100	12**	06
AEC 104	HOSPITALITY MARKETING (THEORY)	COMPULSORY	40	60	--	100	03	03	
SEE 101 - 107	SELECT FROM LIST (THEORY)	ANY ONE	--	--	50***	50	04	04	
				200	300	50	550	34	24

*INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS

STUDENTS OPTING FOR DSE 102 A MAY UNDERTAKE MINIMUM 08 ODC OR PART TIME JOB/ WEEKEND JOB WITH REPUTED HOTELS/ RESTAURANTS FOR MINIMUM 64 HOURS IN THE SEMESTER.

STUDENTS OPTING FOR DSE 203 A MAY ENGAGE THEMSELVES IN PRACTICAL TRAINING/ PART TIME JOB WITH REPUTED HOTELS FOR MINIMUM 64 HOURS IN THE SEMESTER

**INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS

**SKILL ENHANCING ELECTIVE COURSES WILL HAVE CONTINUOUS ASSESSMENT BASED ON PERFORMANCE IN THE TWO CLASS TESTS AND SUBMISSION OF MINIMUM FOUR ASSIGNMENTS

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS / WEEK	CREDITS / WEEK
				IA	EA	CA	Total		
VII	DSE 301	SELECT FROM LIST (THEORY)	ANY ONE	40	60	--	100	04	04
	DSE 302								
	DSE 303								
	DSE 301 A	SELECT FROM LIST (PRACTICAL)	ANY ONE	40	60	--	100	08	04
	DSE 302 A							08*	04
	DSE 303 A							08*	04
	SEC 104	APPLICATIONS OF COMPUTER IN HOTELS (THEORY)	COMPULSORY	20	30	--	50	02	02
	SEC 104 A	APPLICATIONS OF COMPUTER IN HOTELS (PRACTICAL)	COMPULSORY	40	60	--	100	04	02
AEC 105	HUMAN RESOURCE MANAGEMENT (THEORY)	COMPULSORY	40	60	--	100	03	03	
AEC 106	TOTAL QUALITY MANAGEMENT (THEORY)	COMPULSORY	40	60	--	100	03	03	
AEE 101 - 107	SELECT FROM LIST (THEORY)	ANY ONE	--	--	50**	50	04	04	
				220	330	50	600	28	22

*INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS

STUDENTS OPTING FOR DSE 302 A MAY UNDERTAKE MINIMUM 08 ODC OR PART TIME / WEEKEND JOB WITH REPUTED HOTELS / RESTAURANTS FOR MINIMUM 64 HOURS IN THE SEMESTER.

STUDENTS OPTING FOR DSE 303 A MAY ENGAGE THEMSELVES IN PRACTICAL TRAINING/ PART TIME JOB WITH REPUTED HOTELS FOR MINIMUM 64 HOURS IN THE SEMESTER.

**ABILITY ENHANCING ELECTIVE COURSES WILL HAVE CONTINUOUS ASSESSMENT BASED ON PERFORMANCE IN THE TWO CLASS TESTS AND SUBMISSION OF MINIMUM FOUR ASSIGNMENTS

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS / WEEK	CREDITS / WEEK
				IA	EA	CA	Total		
VIII	SEE 101-107	SELECT FROM LIST	ANY ONE	--	--	50**	50	04	04
	DSE 401 (I)	INDUSTRY EXPOSURE & REPORT-II	ANY ONE	--	120	80	200	54	21
				--	120	80	250	54	25

*SKILL ENHANCING ELECTIVE COURSES WILL HAVE CONTINUOUS ASSESSMENT BASED ON PERFORMANCE IN THE TWO CLASS TESTS AND SUBMISSION OF MINIMUM FOUR ASSIGNMENTS
STUDENTS ARE REQUIRED TO UNDERTAKE 11 WEEKS OF INDUSTRIAL EXPOSURE WITH A REPUTED HOTEL /RESTAURANT/ OF THE CHOSEN DISCIPLINE SPECIFIC ELECTIVE OPERATIONAL DEPARTMENTS

LIST OF DISCIPLINE SPECIFIC ELECTIVE COURSE (THEORY)

DSE 301	ADVANCED FOOD PRODUCTION & KITCHEN MANAGEMENT (THEORY)
DSE 302	FOOD & BEVERAGE OPERATIONS & MANAGEMENT (THEORY)
DSE 303	ACCOMMODATION MANAGEMENT (THEORY)

LIST OF DISCIPLINE SPECIFIC ELECTIVE COURSE (PRACTICAL)

DSE 301 A	ADVANCED FOOD PRODUCTION & KITCHEN MANAGEMENT (PRACTICAL)
DSE 302 A	FOOD & BEVERAGE OPERATIONS & MANAGEMENT (PRACTICAL)
DSE 303 A	ACCOMMODATION MANAGEMENT (PRACTICAL)

LIST OF ABILITY ENHANCING ELECTIVE COURSES

AEE101	CATERING SCIENCE
AEE102	DIETITICS & NUTRITION
AEE103	FOOD & BEVERAGE CONTROLS
AEE104	PRINCIPLES OF MANAGEMENT
AEE105	ORGANISATION BEHAVIOR
AEE106	HOTEL ECONOMICS
AEE107	FINANCIAL MANAGEMENT

LIST OF SKILL ENHANCING ELECTIVE COURSES

SEE101	FIRST AID
SEE 102	HOTEL MAINTENANCE
SEE103	RETAIL MANAGEMENT
SEE104	EVENT MANAGEMENT
SEE105	ENTREPRENEURSHIP DEVELOPMENT
SEE106	FACILITY PLANNING
SEE107	SKILL ENHANCEMENT FOR MEDIA & JOURNALISM IN HOSPITALITY (PRACTICAL)

PROGRAMME STRUCTURE FOR B.Sc (H&HA)

*Revision of syllabus is due and is under consideration of Academic Council and is subject to change.

B.Sc. (H&HA) (6 semesters with subjects)

Bachelor of Science (Hospitality and Hotel Administration) - Three Years

Under Choice Based Credit System

DSC: DISCIPLINE SPECIFIC COMPULSORY COURSE

DSE: DISCIPLINE SPECIFIC ELECTIVE COURSE

LEC: LANGUAGE ENHANCING COMPULSORY COURSE

LEE: LANGUAGE ENHANCING ELECTIVE COURSE

NC: NON CREDIT COURSE

AEC: ABILITY ENHANCING COMPULSORY COURSE

AEE: ABILITY ENHANCING ELECTIVE COURSE

SEC: SKILL ENHANCING COMPULSORY COURSE

SEE: SKILL ENHANCING ELECTIVE COURSE

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS/WEEK	CREDITS/WEEK
				IA	EA	CA	Total		
I	DSC 101	BASIC INDIAN FOOD PRODUCTION (THEORY)	COMPULSORY	40	60	--	100	03	03
	DSC 101 A	BASIC INDIAN FOOD PRODUCTION (PRACTICAL)	COMPULSORY	40	60	--	100	04	02
	DSC 102	BASIC FOOD & BEVERAGE SERVICE I (THEORY)	COMPULSORY	40	60	--	100	03	03
	DSC 102 A	BASIC FOOD & BEVERAGE SERVICE I (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	DSC 103	BASIC HOUSEKEEPING OPERATIONS (THEORY)	COMPULSORY	40	60	--	100	02	02
	DSC 103 A	BASIC HOUSEKEEPING OPERATIONS (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	DSC 104	BASIC FRONT OFFICE OPERATIONS (THEORY)	COMPULSORY	40	60	--	100	02	02
	DSC 104 A	BASIC FRONT OFFICE OPERATIONS (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	AEC 101	FOOD COMMODITIES	COMPULSORY	20	30	--	50	02	02
	LEE 101 LEE 102	BUSINESS COMMUNICATION* (THEORY) BASIC FRENCH (THEORY)	ANY ONE	40	60	--	100	02	02
	LEE 101 A LEE 102 A	BUSINESS COMMUNICATION (PRACTICAL) BASIC FRENCH (PRACTICAL)	ANY ONE*	20	30	--	50	04**	02
				400	600	--	1000	28	21

*EXEMPTION OF BUSINESS COMMUNICATION ONLY IF THE CANDIDATE HAS SECURED A MINIMUM OF 60% & ABOVE IN THE QUALIFYING EXAMINATION.

**INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS.

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS/ WEEK	CREDITS/ WEEK
				IA	EA	CA	TOTAL		
II	DSC 201	BASIC CONTINENTAL FOOD PRODUCTION (THEORY)	COMPULSORY	40	60	--	100	03	03
	DSC 201 A	BASIC CONTINENTAL FOOD PRODUCTION (PRACTICAL)	COMPULSORY	40	60	--	100	04	02
	DSC 202	BASIC FOOD & BEVERAGE SERVICE II (THEORY)	COMPULSORY	40	60	--	100	03	03
	DSC 202 A	BASIC FOOD & BEVERAGE SERVICE II (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	DSC 203	MANAGING HOUSEKEEPING OPERATIONS(THEORY)	COMPULSORY	40	60	--	100	02	02
	DSC 203 A	MANAGING HOUSEKEEPING OPERATIONS (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	DSC 204	MANAGING FRONT OFFICE OPERATIONS (THEORY)	COMPULSORY	40	60	--	100	02	02
	DSC 204 A	MANAGING FRONT OFFICE OPERATIONS (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	SEC 101	PERSONALITY SKILLS FOR HOSPITALITY INDUSTRY (THEORY)	COMPULSORY	40	60	--	100	03	03
	SEC 101 A	PERSONALITY SKILLS FOR HOSPITALITY INDUSTRY (PRACTICAL)	COMPULSORY	20	30	--	50	04*	02
				380	570		950	27	20

*INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS / WEEK	CREDITS / WEEK
				IA	EA	CA	Total		
III	DSC301 (I)	INDUSTRY EXPOSURE & REPORT-I	COMPULSORY	--	120	80	200	54	35
	AEE 101-107	SELECT FROM LIST	ANY ONE	--	--	50*	50	04	04
					--	120	130	250	58

THE STUDENT IS REQUIRED TO UNDERTAKE 22 WEEKS OF INDUSTRIAL EXPOSURE WITH A CLASSIFIED HOTEL (3 STAR AND ABOVE) IN THE FOLLOWING OPERATIONAL DEPARTMENTS:

- FOOD PRODUCTION OPERATIONS
- FOOD & BEVERAGE OPERATIONS
- HOUSEKEEPING / ACCOMODATION OPERATIONS
- FRONT OFFICE OPERATIONS

*ABILITY ENHANCING ELECTIVE COURSES WILL HAVE CONTINUOUS ASSESSMENT BASED ON PERFORMANCE IN THE TWO CLASS TESTS AND SUBMISSION OF MINIMUM FOUR ASSIGNMENTS



SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS / WEEK	CREDITS / WEEK
				IA	EA	CA	Total		
IV	DSC 401	LARDER & BASIC BAKING (THEORY)	COMPULSORY	40	60	--	100	04	04
	DSC 401 A	LARDER & BASIC BAKING (PRACTICAL)	COMPULSORY	40	60	--	100	08	04
	DSC 402	ALCOHOLIC BEVERAGES I (THEORY)	COMPULSORY	40	60	--	100	03	03
	DSC 402 A	ALCOHOLIC BEVERAGES (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	DSC 403	ALLIED HOUSEKEEPING FUNCTONS (THEORY)	COMPULSORY	40	60	--	100	02	02
	DSC 403 A	ALLIED HOUSEKEEPING FUNCTONS (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	DSC 404	FRONT OFFICE ACCOUNTING (THEORY)	COMPULSORY	40	60	--	100	02	02
	DSC 404 A	FRONT OFFICE ACCOUNTING (PRACTICAL)	COMPULSORY	40	60	--	100	02	01
	LEC 101	HOTEL FRENCH (THEORY)	COMPULSORY	40	60	--	100	03	03
	LEC 101 A	HOTEL FRENCH (PRACTICAL)	COMPULSORY	20	30	--	50	04*	02
	SEE 101-106	SELECT FROM LIST	ANY ONE	--	--	50**	50	04	04
	NC 101 A NC 102 A NC 103 A NC 104 A	COMMUNITY SERVICE SPORTS ACTIVITIES CULTURAL ACTIVITIES GENERAL INTEREST ACTIVITIES	ANYONE***	--	--	--	--	02	00
				380	570	50	1000	36	27

*INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS

**SKILL ENHANCING ELECTIVE COURSES WILL HAVE CONTINUOUS ASSESSMENT BASED ON PERFORMANCE IN THE TWO CLASS TESTS AND SUBMISSION OF MINIMUM FOUR ASSIGNMENTS

*** STUDENTS ARE REQUIRED TO TAKE ANY ONE OF THE NON CREDIT COURSES WHICH WILL BE ASSESSED AS "SATISFACTORY" OR "UNSATISFACTORY" PERFORMANCE BASED ON COMPLETION OF ASSIGNED ACTIVITIES /TASKS AND SUBMISSION OF REPORT THEREOF.

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS/ WEEK	CREDITS/WEEK
				IA	EA	CA	TOTAL		
V	DSE 101	QUANTITY & REGIONAL INDIAN FOOD PRODUCTION (THEORY)	ANY ONE	40	60	--	100	04	04
	DSE 102	ALCOHOLIC BEVERAGES II (THEORY)							
	DSE 103	ACCOMMODATION OPERATIONS (THEORY)							
	DSE 101 A	QUANTITY & REGIONAL INDIAN FOOD PRODUCTION (PRACTICAL)	ANY ONE	40	60	--	100	08	04
	DSE 102 A	ALCOHOLIC BEVERAGES II (PRACTICAL)						08*	04
	DSE 103 A	ACCOMMODATION OPERATIONS (PRACTICAL)						08*	04
	SEC 102	ACCOUNTING SKILLS FOR HOTELS (THEORY)	COMPULSORY	40	60	--	100	03	03
	SEC 103	TOURISM OPERATIONS (THEORY)	COMPULSORY	40	60	--	100	03	03
	AEC 102	HOSPITALITY LAW (THEORY)	COMPULSORY	40	60	--	100	03	03
	AEE 101-107	SELECT FROM LIST	ANY ONE	--	--	50**	50	04	04
				200	300	50	550	25	21

*INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS

STUDENTS OPTING FOR DSE 102 A MAY UNDERTAKE MINIMUM 08 ODC OR PART TIME JOB/ WEEKEND JOB WITH REPUTED HOTELS/ RESTAURANTS FOR MINIMUM 64 HOURS IN THE SEMESTER.

STUDENTS OPTING FOR DSE 103 A MAY ENGAGE THEMSELVES IN PRACTICAL TRAINING/ PART TIME JOB WITH REPUTED HOTELS FOR MINIMUM 64 HOURS IN THE SEMESTER

** ABILITY ENHANCING ELECTIVE COURSES WILL HAVE CONTINUOUS ASSESSMENT BASED ON PERFORMANCE IN THE TWO CLASS TESTS AND SUBMISSION OF MINIMUM FOUR ASSIGNMENTS.

SEM	SUBJECT CODE	SUBJECT NAME	CHOICE	MARKS				HOURS / WEEK	CREDITS / WEEK
				IA	EA	CA	Total		
VI	DSE 201 DSE 202 DSE 203	SELECT FROM LIST (THEORY)	ANY ONE	40	60	--	100	04	04
	DSE 201 A DSE 202 A DSE 203 A	SELECT FROM LIST (PRACTICAL)	ANY ONE	40	60	--	100	08 08* 08*	04 04 04
	SEC 104	APPLICATIONS OF COMPUTER IN HOTELS (THEORY)	COMPULSORY	20	30	--	50	02	02
	SEC 104 A	APPLICATIONS OF COMPUTER IN HOTELS (PRACTICAL)	COMPULSORY	40	60	--	100	04	02
	AEC 103	HOSPITALITY MARKETING (THEORY)	COMPULSORY	40	60	--	100	03	03
	AEC 104	HUMAN RESOURCE MANAGEMENT (THEORY)	COMPULSORY	40	60	--	100	03	03
	SEE 101 - 107	SELECT FROM LIST (THEORY)	ANY ONE OR TWO**	--	--	50**	50	04	04
					220	330	50	600	28

*INCLUDES CLASS HOURS AS WELL AS HOURS SPENT IN PRACTICE OUTSIDE CLASS

STUDENTS OPTING FOR DSE 203 A - DSE 204 A MAY UNDERTAKE MINIMUM 08 ODC OR PART TIME / WEEKEND JOB WITH REPUTED HOTELS / RESTAURANTS FOR MINIMUM 64 HOURS IN THE SEMESTER.

STUDENTS OPTING FOR DSE 205 A - DSE 206 A MAY ENGAGE THEMSELVES IN PRACTICAL TRAINING/ PART TIME JOB WITH REPUTED HOTELS FOR MINIMUM 64 HOURS IN THE SEMESTER.

**SKILL ENHANCING ELECTIVE COURSES WILL HAVE CONTINUOUS ASSESSMENT BASED ON PERFORMANCE IN THE TWO CLASS TESTS AND SUBMISSION OF MINIMUM FOUR ASSIGNMENTS

LIST OF DISCIPLINE SPECIFIC ELECTIVE COURSE (THEORY)

- DSE 301 ADVANCED FOOD PRODUCTION & KITCHEN MANAGEMENT (THEORY)
DSE 302 FOOD & BEVERAGE OPERATIONS & MANAGEMENT (THEORY)
DSE 303 ACCOMMODATION MANAGEMENT (THEORY)

LIST OF DISCIPLINE SPECIFIC ELECTIVE COURSE (PRACTICAL)

- DSE 301 A ADVANCED FOOD PRODUCTION & KITCHEN MANAGEMENT (PRACTICAL)
DSE 302 A FOOD & BEVERAGE OPERATIONS & MANAGEMENT (PRACTICAL)
DSE 303 A ACCOMMODATION MANAGEMENT (PRACTICAL)

LIST OF ABILITY ENHANCING ELECTIVE COURSES

- AEE101 CATERING SCIENCE
- AEE102 DIETITICS & NUTRITION
- AEE103 FOOD & BEVERAGE CONTROLS
- AEE104 PRINCIPLES OF MANAGEMENT
- AEE105 ORGANISATION BEHAVIOR
- AEE106 HOTEL ECONOMICS
- AEE107 FINANCIAL MANAGEMENT



LIST OF SKILL ENHANCING ELECTIVE COURSES

- SEE101 FIRST AID
- SEE 102 HOTEL MAINTENANCE
- SEE103 RETAIL MANAGEMENT
- SEE104 EVENT MANAGEMENT
- SEE105 ENTREPRENEURSHIP DEVELOPMENT
- SEE106 FACILITY PLANNING
- SEE107 SKILL ENHANCEMENT FOR MEDIA & JOURNALISM IN HOSPITALITY (PRACTICAL)





THE INSTITUTE

The institute is located at Bharati Vidyapeeth's Katraj Educational campus of Katraj-Dhankawadi, in the city of Pune. Pune, popularly known as the Oxford of the East, is located on Deccan Plateau, 560mtrs above sea level with an area of 700sq.km. The city has pleasant weather and temperature ranges between minimum 10°C to maximum 37°C

The Address for Communication is

Principal,
Bharati Vidyapeeth (Deemed to be University),
Institute of Hotel Management & Catering Technology,
Pune-Satara Road, Katraj- Dhankawadi, PUNE : 411 043.
Telephone : (020) 24372761/88 Fax : (020) 24372761
e-mail : bvduihmct@gmail.com
website: www.bharatividyaapeeth.edu

Timings of the Institute

Weekdays : 8.00 a.m. to 4.00 p.m.
Saturdays : 8.00 a.m. to 1.00 p.m.



Salient Features of BVDUIHMCT, PUNE:

1. Pioneers in the private hospitality education sector in the city.
2. 27 years of dedicated contribution to hospitality education.
3. A spacious building measuring 4500 sqm. housing well-equipped Kitchens, Bakery, Guest room, Training Restaurant and class rooms.
4. Library with a vast collection of more than 11,549 books.
5. Highly qualified teaching faculty with national & International work experience.
6. Excellent Training & Placement support for national as well as international placements.
7. An attached Hospitality Training Center with 41 well designed rooms..

BVDUIHMCT commits itself of providing the students with the best hospitality education beginning with the basic fundamentals-

Infrastructure & facilities

The spacious building measuring 4500 sqm. houses the following well-equipped laboratories.

TRAINING KITCHENS & BAKERY

At BVDUIHMCT, the students learn the essentials of cooking & baking through hands on instruction & practice. Each of our kitchens is well equipped for the purpose.

- | | |
|--------------------------------|---|
| Two Basic Training Kitchens | - Here aspiring chefs acquire / develop the basic culinary skills. |
| One Quantity Training Kitchen | - Students get an opportunity to cook in large quantities for 300 persons daily which would help them to understand Institutional & Industrial / Volume Catering |
| Two Advanced Training Kitchens | - Students explore the culinary traditions of many regions/ countries of the world and also indigenous flavours and combinations of the various regions of India. |
| One Bakery unit | - Students learn the art & science of baking & confectionery. |

COLLEGE LIBRARY

It has very rich collection of more than 11,549 books. The library is regularly updated by adding the latest books and by subscribing to national, international and e-journals. The BVDUIHMCT library offers extensive resources to support education.

Number of Library books/Titles/Journals available

S.No.	Course(s)	No. of title of the books	No. of Volumes of the books	Journals	
				National	Magazines
1	Hotel Management	5262	11549	06	05

INTERNET BROADBAND FACILITY IS AVAILABLE FOR STUDENTS IN THE LIBRARY

There is a large Reading Hall, wherein students can comfortably read and study. The library is an open access library; hence students have very easy access. The students and faculty members have free access to Internet facility available in this library.

Timings: Monday to Friday 8.00am – 4.00 pm Saturday 8.00 am – 1.00 pm

COMPUTER LABORATORY

BVDUIHMCT's computer laboratory features working with Internet access and a variety of software applications. The students are provided with basic instructions & assistance by a qualified instructor. The computer lab is equipped with 40 computers on LAN with 32 MBPS internet speed.

TRAINING RESTAURANT & BAR

To give front and back of the house experience of serving customers at the tables the BVDUIHMCT has a Training Restaurant & Bar. Students are provided with hands on training on various restaurant related software's.

FRONT OFFICE/RECEPTION

It has a well- equipped desk with reservation system & sample records to give the students a real life experience of handling Front Office operations. Students are provided with hands on training on various Front office related software's

HOUSEKEEPING

The institute houses a model guestroom to give the students a feel of five star ambience. The department also has a well equipped laundry & linen room.

HOSPITALITY TRAINING CENTRE

The institute has a tastefully designed Hospitality Training Centre with 35 Double rooms and 6 Suites, 1 Conference room and 1 Coffee-Shop, to provide hands on experience for the students. The Hospitality Training Centre is in service for the faculty/ examiners & guests of the university who visit Bharati Vidyapeeth Educational Complex.

LEARNING OUTSIDE THE CLASSROOM :

The Institute has an excellent track record of its students meritorious achievements in the University examinations. We believe one cannot create them only in the class room.

- Sports : Regular outdoor and indoor inter-class tournaments in various sports activities are carried out. In the past our students have been selected to play for the University Basketball, Handball and Football team.

The students are encouraged to participate in various field events.

- Cultural : Active participation in the cultural activities of the University and the Institute.
 - Food Festival –An annual theme based culinary event showcasing the creativity and organizing skills of the students..
 - Seminar : Prominent speakers from the Industry share their views, experience and expertise with the students and faculty.
 - Chef Competition : An event for students to showcase their creativity and culinary skills.
 - Cocktail Competitions : An event for students to showcase their bartending skills an art to be mastered.
 - Cake Decoration Competition : An event for students to showcase their baking and innovative cake decoration skills.
 - Flower Arrangement Competition : An event for students to display their creativity and imagination in flower arrangements.
 - Working at Special Events(VIP Service, HOST) : Catering to various VIP events of the University.
- Cookery & Bakery Demonstration : Conduct of various demonstrations to expose students to the newer trends with respect to Hospitality industry.
- Outdoor catering : A regular feature for Industry - Institution interaction.
- Pickle Jar : (a bi-monthly newsletter) to enhance the writing skills of students.
- Field Visits: Conduct of various co-curricular visits to orient students regarding trends and processes followed in the Industry.

HOSTEL ACCOMMODATION :

Bharati Vidyapeeth has separate Boys & Girls Hostel within the campus. Limited number of girls and boys of the Institute are accommodated in the hostels.

TRAINING & PLACEMENT CELL

It is essential for the students of Hotel Management to have some practical Industrial Training exposure before entering the world of Hotel Management. As part of the curriculum, the students are required to undergo industry exposure. Training during the degree programme. Training & Placement Cell of the institute maintains good relationship with the hotel industry which makes it possible for the students to get an opportunity to train with reputed hotels. This activity is organized by the specially created training and placement cell.

PLACEMENTS

The Institute had signed a MOU with Global Education Management services, UK, represented by Mr. Frederick Young, Director-GEM. GEM has agreed to assist students for work experience and placement in UK, Australia, China and Middle East.

The institute also takes initiative and gives help and guidance to the students to get them good placements in a large number of hotels & catering establishments.

However it will not be the responsibility of the Institute to provide jobs to students subsequent to their completion of the course.

Our alumni are working in the following hotels :

The Oberoi Mumbai, The Taj Mahal Mumbai, Hyatt Regency Mumbai, The Leela Mumbai, Grand Hyatt Mumbai, ITC Maratha Mumbai, JW Marriott Mumbai & Pune, Renaissance Hotel and Convention

Centre Mumbai, The Orchid Mumbai, Park Hyatt Goa, Westin Pune, Conrad Pune, Novotel Pune, Mc Donalds, Dominos & KFC and many other hotels, Catering Establishments and Cruise Liners, Hyatt Regency Pune, Radisson Blu Pune. Campus placement in last three years with minimum salary, maximum salary and average salary (Salary mentioned in India only, not considered salary of students who have joined abroad.)

Sr.no	Year	No.of students placed	Minimum salary	Maximum salary	Average salary
01	2019	54	11,000	20,000	15,500
02	2018	52	11,000	25,000	18,000
03	2017	29	12,000	18,000	15,500

OUR FACULTY

Experienced and student oriented faculty is an asset to any educational institution. There are 18 full time teaching professionals. Various subject experts are on our Visiting Faculty List with strong academic and industry experience. They are actively involved and responsible for:

- Implementation of curriculum to include evaluation of student performance.
- Obtaining feedback from the industry on emerging trends, practices and technologies for syllabus development..
- Up gradation of the existing BHMCT syllabus of the University.
- Continous upgradation of BHMCT, BSc(H & HA) new courses of BVDU keeping in mind new practices and industry feedback.
- Planning and conceptualizing co-curricular activities like food festivals , competitions and special events, guest lectures and demonstrations.
- Organizing Seminar to make students aware of trends, practices in the industry and qualities and attributes required to succeed to provide an opportunity for students to interact and gain insights from the stalwarts of hospitality industry.
- Conducting co-curricular competitions to increase student participation and confidence.
- Providing personal counselling and career guidance to students.





A fortnightly general staff meeting is held to discuss future activities and events to be implemented and to solve the problems and issues that have occurred in the past fortnight.

S.N.	Names	Qualification	Designation	Type	Date of Joining
1	Dr. L.S.CHIRMULAY	Ph.D ,M.PHIL,MA (TOURISM), BTS, DHMCT,	Principal	Full Time	08-03-92
2	Dr. SANGLE SUNITA ANANT	Ph.D ,M.Sc(H&TM),DHMCT,B.A.MMS,PDTT, DBM	Associate Professor	Full Time	08-01-94
3	Dr. PESHAVE JYOTI MILIND	Ph.D,DHMCT,M.COM,M.Sc,(HTM)	Associate Professor	Full Time	09-01-98
4	Mrs. HODLUR AWANTI SHASHISH	DHMCT, B.A. MSc(HTM)	Associate Professor	Full Time	07-12-99
5	Mr. SHINDE ANIL GOPAL	DHMCT, .MSc(HTM)	Associate Professor	Full Time	09-03-01
6	Mr. LONDHE RUPESH CHANDRASEN	DHMCT, DBM, B.H.T.M.	Associate Professor	Full Time	07-01-03
7	Dr. SAGAR HAMBIRRAO MOHITE	Ph.D,M.TECH (HOSPITALITY MANAGEMENT)	Associate Professor	Full Time	12-01-15
8	Dr. KOLAPKAR AMITA NILESH	Ph.D ,DHMCT,MSc(HTM)	Assistant Professor	Full Time	18-02-08
9	Mrs. PATIL MADHURI DEEPAK	B.TECH (HMCT)	Assistant Professor	Full Time	07-01-16
10	Mr. PAWAR SWAPNIL MANOHAR	BHMCT, DHMCT,P.G.(F&B)	Assistant Professor	Full Time	07-01-16
11	Ms. JANJAL ARCHANA	MASTER OF HOSPITALITY MANAGEMENT B.TECH (HOME SCIENCE)	Assistant Professor	Full Time	20-07-16
12	Mrs. KANITKAR KETKI ANANT	BHMCT, MSC(HOSPITALITY MANAGEMENT)	Assistant Professor	Full Time	20-07-16
13	Mrs. PRAJKATA PARNIS	M.Sc (HOTEL MANAGEMENT CATERING TECHNOLOGY AND TOURISM	Assistant Professor	Full Time	24-07-17
14	Mrs. SHATAKSHI SHIROLKAR	MSC (HTM), B.Com, DHMCT	Assistant Professor	Full Time	08-01-18
15	Mrs. ASHIMA DESHPANDE	BHMTT, MBA(Marketing)	Assistant Professor	Full Time	08-01-18
16	Mrs.VAIDEHI KHANOLKAR	MSC (THM), B.Sc HS	Assistant Professor	Full Time	08-01-18
17	Mr. AMAR CHAVAN	BHMCT	Assistant Professor	Full Time	15-11-18
18	Mr. SANKET KALE	BHMCT	Lecturer in Accomodation	Visiting Faculty	16-12-19
19	Mr.D.KHOLLAM	M.Com	Lecturer in Accounts	Visiting Faculty	10-10-97
20	Mrs.D.ABHYANKAR	MA (French)	Lecturer in Com.Skills / French	Visiting Faculty	07-01-09
21	Mr.K.N.SURYAWANSHI	MPM, LLB, BA	Lecturer in Law &Mgt	Visiting Faculty	07-05-16
22	Ms.VANITA JAMDADE	M.Sc Nursing, (Comunnity Health Nursing)	Lectuter in First Aid	Visiting Faculty	24-12-18
23	Mr. AMOL SURYAWANSHI	M.E.Computer	Lecturer in Computer Application	Visiting Faculty	14-12-18

STUDENTS are encouraged periodically for :

- Active participation in the student council activities and execution of events and competitions.
- Publication of an institute newsletter 'PICKLE- JAR'
- Purchase of the raw material required by various Training Kitchens as Purchase Managers.
- Overseeing meal service in the Training Restaurant as Restaurant Managers.
- Ensuring quick and efficient service of student meals in the Dining Hall as Dining Hall Managers.
- Participating in various Out Door Catering functions that the institute undertakes.
- Participating in various outdoor catering functions of the Hotels.

Mechanism / Norms and procedures for democratic / good governance :

Mechanism / Norms and procedures for democratic / good governance :

A fortnightly general staff meeting is held to discuss activities/events to be implemented and the problems/issues that have occurred in the past fortnight. The decisions are arrived through a consensus.

Departmental meetings are conducted to discuss functioning, academic matters, purchase of equipments, staff development, students attendance etc. are conducted periodically.

Various committees are functional at institute involving faculty and student representatives:

- | | |
|-------------------------|----------------------------------|
| a) Purchase Committee | b) Sports Committee |
| c) Discipline Committee | d) Students Council |
| e) Women's Council | f) Grievance Redressal Committee |
| g) Cultural committee | h) News letter Committee |
| i) NAAC/IQAC | j) NSS |

The periodic meetings of the above committees help in good governance.

Student feedback on Institutional Governance / Faculty Performance is obtained through feedback from various stakeholders- students, Parents, Industry. Kindly refer to the following link: ihmct.bharativedyapeeth.edu
Grievance redressal mechanism for faculty, non –teaching staff and students.

- a) A suggestion box has been placed for faculty, staff and students.
- b) An Online Grievance redressal mechanism for Teaching, Non –Teaching staff and students has been provided to address their grievances/ complaints on the following link: ogrs.bvduict.in
- c) The Counselors are available for assisting the students in addressing the grievances.
- d) The Head of the Department is available in case the Counselor is unable to handle the situation.
- e) The Principal of the institute is available for the faculty, staff and students to redress their grievances.
- f) The Women’s Council is constituted for redressal of any kind of sexual harassment to the faculty, staff and students.
- g) The Registrar is available if the matter cannot be solved satisfactorily by the Principal.
- h) The Vice Chancellor is available if the matter cannot be solved satisfactorily by the Registrar.
- i) The Chancellor is available if the matter cannot be solved satisfactorily by the Vice Chancellor.



PROCEDURE AND RULES FOR ADMISSION TO OFFERED COURSES

BACHELOR PROGRAMME IN HOTEL MANAGEMENT & CATERING TECHNOLOGY (BHMCT)
BACHELOR PROGRAMME IN SCIENCE(HOSPITALITY AND HOTEL ADMINISTRATION)(Bsc.H& HA)

1. Entrance Test - General Instructions, terms and conditions

- 1.1 BHMCT-2020 is a ranking examination for admission to Bachelor Programme In Hotel Management & Catering Technology (BHMCT), Bachelor programme In Science (Hospitality And Hotel Administration) (Bsc.H& HA) Graduate programmes for 2020-21 academic session.
- 1.2 Applicant may kindly note that mere attendance in the entrance test and inclusion of name in the merit list does not confer any automatic rights to secure admission to the programme offered by the College. The selection and admission to the programme is subject to fulfilling the admission criteria, eligibility, any such criteria as may be prescribed by the University and availability of seats to the particular programme of the College at the time of counselling.
- 1.3 Applications of candidates producing false or fabricated information will not be considered
- 1.4 Before initiating online registration process, candidates should go through the Information Brochure carefully for eligibility criteria and pattern of examination etc. The information brochure shall be available at www.bvuniversity.edu.in
- 1.5 Incomplete online application, if not in accordance with instructions, will not be considered and processed. Applicant should carefully fill up all the fields during online application process and complete the payment process. Application once submitted finally, cannot be withdrawn/modified.
- 1.6 The entrance test fee, once paid, will not be refunded under any circumstances. Candidates who remain absent for the entrance test will forfeit their entrance test fee.
- 1.7 The Information brochure is subject to modification without notice, please check the website regularly for updations, if any.
- 1.8 The authorities of the College reserves the right to withdraw permission, if any, granted inadvertently to any candidate who is not eligible to appear in the entrance test even though Admit Card/Registration Number has been issued.
- 1.9 The Admissions provided to candidates based on the result of the entrance test will be purely provisional and subject to the fulfillment of eligibility criteria as mentioned in the Information Brochure.
- 1.10 Under no circumstance a change in examination centre once selected by the candidate will be allowed.
- 1.11 Candidates MUST bring the following documents to the test centre - (a) Printed copy of Admit Card (b) Any one of the authorized photo IDs (must be original, valid and non-expired): Aadhaar Card /PAN Card/Driving License/Voter ID/Passport. The name on the photo identification must match with the name as shown on the Admit Card. Candidate reporting to test center without the above said requisite documents shall not be allowed to appear for the entrance test.
- 1.12 All the correspondence should preferably be addressed by e-mail. The e-mail query shall be addressed only if it is not anonymous and not vague.
- 1.13 Candidates are deemed to have read, agreed and accepted the terms and conditions in the Information Brochure and then complete the registration/application form for further entrance test.
- 1.14 In case differences of opinion or any ambiguity in interpretation and implementation of any of the instructions/terms/rules/criteria regarding the determination of eligibility/conduct of examinations /registration of candidates/ information contained herein, the same shall be referred to the Vice Chancellor of the Bharati Vidyapeeth (Deemed to be University) and his decision shall be final and binding on all concerned.
- 1.15 Any legal matters arising out of the total admission process through the All India Common Entrance Test of Bharati Vidyapeeth (Deemed to be University), Pune – 30 i.e. BHMCT-2020, shall be within the exclusive jurisdiction of competent courts at Pune, Maharashtra State only.

2. GENERAL

The information and rules given herein are applicable for admissions to the First Year of the following Full time academic Programmes offered by the institute:

S.No	Name of the course	Intake	Duration of the course
1	BACHELOR PROGRAMME IN HOTEL MANAGEMENT & CATERING TECHNOLOGY	60 seats	Four years
2	BACHELOR PROGRAMME IN SCIENCE (HOSPITALITY AND HOTEL ADMINISTRATION)	180 seats	Three years

A Common Entrance Test will be conducted for the above mentioned courses.

The seats will be filled on merit, based on the performance in HM-2020 test conducted by Bharati Vidyapeeth (Deemed to be University) at the designated centres.

One seat over and above the sanctioned intake in each programme will be reserved for sons and daughters of migrants from Jammu & Kashmir valley, Defence and Civil Service personnel engaged in fighting against terrorists activities in Jammu & Kashmir valley, (Refer D. O. No. F. 10-1/2003-Desk(U) Dated 5-12-2003) The candidates to be admitted against these seats must have appeared the HM-2020 entrance test conducted by Bharati Vidyapeeth (Deemed to be University), Pune.

15% seats are reserved under Foreign / NRI /P.I.O. / OCI/ Institutional Quota Merit Category. Candidates seeking admissions to the seats under Foreign / NRI /P.I.O. / OCI/ Institutional Quota Merit category will have to apply separately on a prescribed application form. The application form will be available at the office of The Registrar, Bharati Vidyapeeth (Deemed to be University), Bharati Vidyapeeth Bhavan, L.B.S. Marg, Pune-30. The form fee for this category is Rs. 1,000/- (non refundable). Seats remaining vacant after allotment to Foreign / NRI / P.I.O./ OCI students (based on Merit), will be allotted to Indian students under Institutional Quota on the merit based on the marks obtained by them in HM-2020. The last date for submission of form to this category at the above mentioned address is **30th July, 2020 before 5.00 p.m.**

All the candidates seeking admissions will have to appear for Entrance Test "HM-2020" conducted by Bharati Vidyapeeth (Deemed to be University), Pune. All candidates will have to apply online & fill the prescribed application form.

3. ELIGIBILITY

- i) To be eligible for admission to First Year Bachelor in Hotel Management & Catering Technology (BHMCT)-2020 the candidate should have passed the HSC (Std XII) examination of State Board of Secondary and Higher Education or its equivalent examination with compulsory English & secured minimum 45% marks in aggregate at the HSC (Std XII) examination (40% in case of SC/ST)

Note: The term 'aggregate marks' used here shall mean the grand total marks obtained by the candidate, taken together for all the subjects, based on which the class declaration is made in that particular recognized board from where the candidate has obtained the HSC passing certificate. The candidate should have completed a minimum of 12 years of formal education (on 10 + 2 basis)

- ii) Those students who have completed the three years Diploma in Hotel Management & Catering Technology (National Council or State Board of Technical Education) are eligible to be admitted directly to the seventh semester of BHMCT.
- iii) Those students desirous of taking a transfer from BHMCT to BSc(H & HA) course and vice-versa after completion of first year can do so provided he/she has passed in all the subjects and the students of BSc(H & HA) course have fulfilled the eligibility criteria, credit requirements and subject to availability of seats in the respective academic programme.
- iv) Those students who have completed first year or second year and desirous of transfer from another college to BVDU IHMCT can be considered if the student fulfills the following conditions :

- (1) The student should have passed in all subjects of the First year and/or Second year.
 - (2) The student shall apply to the Principal in the prescribed manner for such transfer provided there are seats vacant in the class.
 - (3) An application for a transfer shall invariably be accompanied by –(i) the Mark Sheet of the examination passed (ii) College Leaving Certificate (iii) Migration Certificate (iv) An undertaking that the student will appear for the subjects which the candidate has not appeared in the first/second year.
 - (4) Reason for transfer.
- II) To be eligible for Admission to First year Bachelor in Science (Hospitality & Hotel Administration) the candidate should have passed the HSC (Std XII) examination of State Board of Secondary and Higher Education or its equivalent examination with English as a compulsory subject.

Note: The term 'aggregate marks' used here shall mean the grand total marks obtained by the candidate, taken together for all the subjects, based on which the class declaration is made in that particular recognized Board from where the candidate has obtained the HSC passing certificate. The candidate should have completed a minimum of 12 years of formal education (on 10 + 2 basis)

QUALIFYING EXAMINATIONS FOR INDIAN STUDENTS

- Plus two level examination in the 10+2 pattern of Senior Secondary education of any recognized Central/State Board, such as Central Board of Secondary Education and Council for Indian School Certificate Examination or State Boards of Secondary Education.
- Intermediate of two-year Pre-University Examination conducted by a recognized Board/University.
- General Certificate Education(GCE) Examination (London/Cambridge/Sri Lanka) at the Advanced (A) level.
- High School Certificate Examination of the Cambridge University.
- Any Public School/Board/University Examination in India or in a foreign country recognized by the Association of Indian Universities as equivalent to 10 + 2 pattern of Senior Secondary Education.
- Higher Secondary Certificate with Vocational Examination (Any vocational subject)
- Senior Secondary School Examination conducted by the National Open School with a minimum of five subjects including English as one of the subjects.

4. BASIS OF SELECTION FOR ADMISSION TO BHMCT/ B.Sc(H & HA)

- 4.1 A candidate desirous of seeking admission to the above programme should fulfill the minimum eligibility condition as laid in 3 above.
- 4.2 He / she must have appeared for the HM-2020 Entrance Test conducted by Bharati Vidyapeeth (Deemed to be University) at designated centres.
- 4.3 The candidates shall be selected for admission on the basis of their ranks in the HM-2020 Entrance Test.

In the case of candidates securing equal aggregate marks their relative rank will be determined on the basis of the following order of preference:

When the total scores are the same, the candidates will be ranked according to their percentage of marks scored at HSC or its equivalent examination.

If equal, the candidates will be ranked according to their percentage of marks scored at SSC or its equivalent examination.

When all the above scores are the same, the candidates will be ranked on the basis of computerized random numbering.

- 4.4 The candidates shall be selected for admission on the basis of their ranks in the Merit List and the availability of the seats in the course of the candidates choice.



5. Nature of Entrance Test HM-2020

All candidates desirous of taking admission for BHMCT/BSc(H & HA) programme must appear for HM-2020

- 5.1 The entrance test HM-2020 for admission to BHMCT/BSc(H & HA) programme will be conducted for 100 marks. The HM-2020 will consist of one question paper, set in English. It will consist of 100 multiple choice questions, one mark each with four alternatives, with only one correct or most appropriate answer. One Mark will be awarded for each correct answer. There is no negative marking. The questions will be generally based on subjects like Mathematics, Science, English (based on curriculum up to SSC (Std X) level of Maharashtra State Board of Higher Secondary Education), The details of questions are as follows:

Structure for written examination

SN	Subject	No. of Questions	Duration
1	Reasoning & Logical Deduction	20	2 Hours
2	Numerical Ability	20	
3	Scientific Aptitude	20	
4	General Knowledge	20	
5	English Language	20	

6. ENTRANCE TEST SCHEDULE AND ADMIT CARDS:

The entrance test HM-2020 will be held on **10th August 2020** and with last date of application being **30th July 2020**. Candidates have a choice to appear for any of the date. A single result will be prepared for

both these test.

A link will available at the website <http://bvuniversity.edu.in/> seven days prior to the date of online computer based entrance test date where the candidate will have to click on the link, login with their credentials provided and download their respective admit card of particular online computer based entrance test for which he/she applied for.

- 6.1 The reporting time before the gate closes shall be mentioned in the admit card. The candidate must report as per the time schedule at the test venue.
- 6.2 The candidates must bring this Admit Card at the Examination Centre. No candidate will be allowed entry without this Hall Ticket. The candidate is also required to bring one of the photo identification card in original viz. Voter Identity Card, Driving License, PAN Card, Passport or Adhar Card etc.
- 6.3 No candidate will be allowed to enter the Examination Center after the scheduled time of reporting for the examination.
- 6.4 The candidates appearing for the written entrance test should, in their own interest, check their eligibility in all respect so as to avoid disappointment at any later stage. Your application for the written entrance test is "PURELY PROVISIONAL" pending detailed scrutiny of your fulfilling the eligibility conditions as mentioned in the information brochure for the programme applied. In case, it is found that the candidate does not fulfill the eligibility criteria, application of such candidate is liable to be rejected at any stage of admission process or even after joining in the Institute.

7. TEST CENTRES :

The "HM-2020" entrance test will be conducted through "online computer based entrance test". The online computer based entrance tests will be held in 58 centres throughout the country giving students a wide choice of online computer based entrance test centres. The list of cities where the online computer based entrance test centres are located is as below :

Sr No	City	Sr No	City	Sr No	City	Sr No	City
1	Guwahati	16	Amritsar	31	Bangalore	46	Thane
2	Patna	17	Jammu	32	Ernakulam/cochi/kochi	47	Aurangabad
3	Muzafurpur	18	Jaipur	33	Hyderabad	48	Sangli
4	Ranchi	19	Kota	34	Raipur	49	Kohlapur
5	Jamshedpur	20	Jodhpur	35	Panaji	50	Karad
6	Imphal	21	Allahabad	36	Ahmedabad	51	Nasik
7	Bhubaneswar	22	Lucknow	37	Baroda	52	Pune
8	Kolkata	23	Varanasi	38	Surat	53	Jalgaon
9	Chandigarh	24	Meerut	39	Rajkot	54	Akola
10	Ghaziabad	25	Bareilly	40	Indore	55	Ahmednagar
11	Faridabad	26	Gorakhpur	41	Bhopal	56	Latur
12	New Delhi	27	Kanpur	42	Jabalpur	57	Solapur
13	Rohtak	28	Agra	43	Amrawati	58	Srinagar
14	Karnal	29	Noida	44	Nagpur		
15	Shimla	30	Dehradun	45	Mumbai		

*Note: If the candidates count for a centre is less than 20, then the candidate will be allocated to the nearest available centre. NO REQUEST FOR CHANGE IN EXAMINATION CENTRE WILL BE CONSIDERED UNDER ANY CIRCUMSTANCES.

- 7.1 Candidates shall appear at the online computer based entrance test centre as shown on their Admit Cards.
- 7.2 Candidates have the option of selecting their city to appear for the online computer based entrance test during filling up of online application form.
- 7.3 Candidates are advised to familiarize themselves with the route and location of the online computer based entrance test. Candidates with valid admit card and identity card will be allowed at the online computer based entrance test centre
- 7.5 The candidates must reach the online computer based entrance test centre at least one and half hour prior to the commencement of online computer based entrance test on the day of the online computer based entrance test.
- 7.6 Possession and use of electronic devices such as Mobile Phone, Micro Phone or any other Associated Accessories, Calculator, Log Tables, Pager, Digital Diary Books etc are strictly prohibited in the Examination Hall. If any candidate is found in possession of any these devices/ documents his/her candidature is liable to be cancelled. As such the candidates should not bring Mobile Phone/ Micro Phone etc at the online computer based entrance test Centre. BHARATI VIDYAPEETH & EXAM CENTER will not be responsible for its safe custody.
- 7.7 The authorities of Bharati Vidyapeeth (Deemed to be University) however reserve the right to make suitable changes in the online computer based entrance test centre venue or schedule of the online computer based entrance test.

8. ENTRANCE TEST FEE:

- 8.1 Entrance test fee: Rs 1,200 /-
- 8.2 The entrance test fee shall be paid through payment gateway using internet banking mode or through debit/credit card. Service charges and other taxes for transaction as applicable by bank has to be paid by the applicant.
- 8.3 The entrance test fee, once paid, will not be refunded under any circumstances. Candidates who remain absent for the entrance test will forfeit their entrance test fee.

9. APPLICATION PROCEDURE :

A candidate desirous of appearing for the HM-2020 entrance test is required to complete the prescribed online application form and submit to the University along with entrance test fee.

The application form is available online at: www.bvuniversity.edu.in

The candidates must read the instructions carefully before filling up the online application form and should strictly follow the instructions given in the website while filling up the application form online. Instructions are mentioned at 'Registration Guide' menu which is available on website. Before filling up the application form online, candidates should:

- a) Create their login credential
- b) Have a scanned image of their recent passport size photograph (Refer to guidelines mentioned on the website)
- c) Have a scanned image of their signature, ready before filling up the online application form.
- d) Read the procedure and guidelines for online payments of test fee which is to be made through Credit Card / Debit Card/ Internet Banking. (Refer to guidelines, terms and conditions for using online

payment mentioned on the website)

The candidate may then proceed to fill the form and submit the completed online application form. The candidate should take a print of payment receipt and completed online application form for reference and as a record.

Candidates should submit the completed online application form on or before the last date mentioned in the website. (See "Important dates" in the brochure.)

Candidate should ensure that all information entered during the online application process is correct.

Applications of candidates producing false or fabricated information will not be considered.

The authorities of the University do not edit /modify/alter any information entered by the candidates at the time of online application process under any circumstances. Any request for change in information there after will not be entertained.

For any queries related to filling online application form, Email to : cet@bharativedyapeeth.edu

Tel. No. 020 -24407131/132/133/163

***Note: NO REQUEST FOR CHANGE IN EXAMINATION DATE AND EXAMINATION CENTRE WILL BE CONSIDERED UNDER ANY CIRCUMSTANCES.**

The university will not be responsible if the candidate has filled in and submitted an application for a different test from the one intended to appear. In such cases the university will not refund the entrance test fees.

10. INSTRUCTIONS REGARDING ONLINE COMPUTER BASED ENTRANCE TEST.

About Question Paper:

- 1) The duration of the CET exam in TWO hours. The online test comprises of 100 marks. It will be of 100 multiple choice questions
- 2) All questions are compulsory. for each question, for alternatives answers have been provided out of which only one answer is correct.
- 3) Only one question will be displayed on the computer screen at a time.
- 4) There is one mark for each question which will be displayed at the top right hand corner of each question.
- 5) There is no negative marking.
- 6) The question paper will appear in English language.
- 7) Candidates can attempt question in any sequence by clicking on the question number in the Section wise Summary Report reflecting on the left hand side of the screen.
- 8) The exam screen will continuously display the remaining time at the top right hand corner of the question paper.
- 9) The candidates may ask the Invigilator their doubts or questions before the commencement of test. No queries shall be entertained after the commencement of the examination.
- 10) Additional rough Sheet (if required) shall be provided to the candidates for rough work during the test. All the rough sheets need to be returned to the Invigilator before leaving the test venue.

About Answering Questions:

- 1) In order to answer a question, you have to `Click' the option you think is appropriate/ correct. The alternative which has been clicked on will be highlighted and shall be treated as the answer given by you for the question.
- 2) If you do not wish to attempt the question then you should not click on any option for that question and may click `Next'.
- 3) You can `Bookmark' questions to review before submitting.
- 4) You can navigate between questions either by clicking on `Previous/Next' or by directly clicking on the question numbers which are displayed as attempted/ unattempted /book marked in the Section wise Summary Report.

About Preview and Submission:

- 1) The answers are saved whenever the candidate navigates e.g. by clicking on Next/ Previous button

- 2) The candidates can make changes in their choice of alternative only before the paper is auto submitted.
- 3) After the expiry of 180 minutes the candidates will not be able to attempt any question or check their answers. The answers of the candidate would be saved and submitted automatically by the computer system.

Candidate can be debarred /disqualified by the Center-In-Charge for any of the following reasons:

- 1) Creating a disturbance.
- 2) Impersonate - Attempting to take the examination for someone else.
- 3) Giving or receiving assistance of any kind during the examination & communication in any form between candidates or with outsiders or gesticulation or disturbance or attempt to change seat / question paper in the examination hall
- 4) Attempting to tamper with the operation of the computer or meddling with system.
- 5) Leaving the test center without the permission from the invigilator.
- 6) Using prohibited aids, item not allowed, such as: Calculators, Cell Phones, Pieces of Paper, Electronic Diaries, Watch alarm, listening device, recording or photographic devices, or any other unauthorized device.
- 7) Attempting to remove examination question and /or examination responses (in any format) from the examination center.
- 8) Falling to follow instructions of invigilator or test center staff.
- 9) Manhandling of invigilators or test center staff.
- 10) Any suspicious act by the candidate which, as per the opinion of the Client observer, has created an impression of unfairness during the examination
- 11) Resorting to unfair means or trying to influence any person duly authorized to conduct the examination, in any way for examination results shall be considered as a serious offence. The candidate shall be liable to have his/her name removed from the list of candidates for the examination and may also be further dealt with in such manner as client may deem fit.
- 12) The Chief proctor is authorized to dismiss the candidate/s from the examination center for any misconduct by the candidates and the decision will be final and binding.
- 13) Any candidate found in possession of any unauthorized material or indulging in copying or impersonation or adopting unfair means shall entail disciplinary action including cancellation of candidature and debarment for three years.
- 14) In the event of the Examination being disrupted, the candidate should immediately inform the invigilator. The invigilator will help the candidate to re-login to the Examination. This will start the Examination from where it had Stopped.
- 15) A mock test will be available on the bvuniversity.edu.in website for practice for all candidates who have been issued Admit Cards for the exam.

11. DECLARATION OF RESULT

The result of the entrance test HM-2020 (Based on 100 marks) will be declared on **14th August 2020 after 5p.m.** Separate merit list will be prepared for Regular category and Foreign/NRI/PIO/OCI/ Institutional Quota Merit Category.

The merit list of HM-2020 entrance test will be displayed on its website www.bvuniversity.edu.in It is not possible to send individual invitation for counselling to the candidates. It shall be the responsibility of the individual candidate to see their own merit number and appear for the counselling at the centre of his/her choice as per schedule given in Point No. 12.

12. COUNSELLING AND SPOT ADMISSIONS:

The counselling sessions will be conducted at **Bharati Vidyapeeth (Deemed to be University), Institute of Hotel Management & Catering Technology Katraj-Dhankawadi , Pune – 411 043. Tel – 020 24372761, 24372788 e – Mail : bvduihmct@gmail.com**

12.1 The counselling schedule will be as follows :

Date	Category	Candidates called for counselling	Timing	Venue
21st August 2020 (BHMCT)	Regular Seats	1 to 300	9.00 a.m. to 1.00 p.m. Reporting time 8:45 am.	BV(DU), IHMCT, PUNE
	Foreign/NRI/PIO/OCI Management Seats	1 to 50	2.00 p.m. to 4.00 p.m. Reporting time 1:45 pm.	
22nd August 2020(B.Sc.H&HA)	Regular Seats	1 to 300	9.00 a.m. to 1.00 p.m. Reporting time 8:45 am.	BV(DU), IHMCT, PUNE
	Foreign/NRI/PIO/OCI Management Seats	1 to 50	2.00 p.m. to 4.00 p.m. Reporting time 1:45 pm.	

The candidate must report for counselling at 8.45 a.m. on the respective date of counselling .

FAILURE TO REPORT FOR COUNSELLING ON THE SCHEDULED DATE AND TIME WILL RESULT IN INSTANTANEOUS CANCELLATION OF A CLAIM OF THE CANDIDATE TO THE SEAT.

The candidate must note that appearance for the examination and inclusion of name in the merit list does not necessarily mean that he/she will get admission to the college & course. The admission will depend upon the availability of seats to the particular programme at the time of his/her counselling. It shall be candidates responsibility to see the result of Entrance test HM-2020 and confirm their merit no. and remain present for counselling as per the schedule of entrance test. It may not be possible to send individual invitation for counselling to the candidates. They may attend counselling session as per the schedule given in this brochure, on their own. Those candidates whose names feature from rank 1 to 300 and who fail to receive counselling letter, for whatever reason, must bring proof of identity and seek permission to appear for counseling as per schedule.

If any candidate finds it impossible to be physically present for the counselling due to unavoidable circumstances, he/she may authorise any other responsible individual to represent him/her at the counselling. This representative must carry with him/her the letter of authorization in the format given in ANNEXURE I, as well as all the documents listed in 12.2. If the candidate or his representative fails to report for the counselling on the date and the time mentioned in the schedule of counseling, his/her claim for admission to any of the courses will be forfeited. The choice of course made by the candidates / his / her representative will be final and binding and will not be ordinarily altered later.

12.2 The following certificates in original along with scanned copies in pen drive and self-attested two copies each of the same are to be submitted at the time of counselling and on the spot admission.

- Soft copy of passport size photo on pen drive and 3 latest passport size colour photographs hard copy.
- Statement of Marks (last qualifying examination).
- Passing Certificate(last qualifying examination).
- Migration Certificate from which the candidate has passed the last examination.
- Transference/Leaving Certificate from the college last attended.

- f) Character Certificate from the Principal of the college last attended.
- g) Affidavit regarding gap in education on rupees twenty stamp paper, if applicable.
- h) Name Change Certificate (if any).
- i) Caste Certificate (in case of SC/ST).
- j) Caste Validity Certificate (for SC/ST)

12.3 After scrutiny of their Certificates, the candidates are offered provisional admission according to their rank, availability of seats and payment of fees.

Admissions to BHMCT/BSc.(H & HA) will be confirmed subject to

- i) payment of fees in full on the day of admission round
- ii) eligibility certificate from university

13. FEE STRUCTURE FOR 2020-21

***Note :** The fee structure for the academic year 2020-21 will be available at bvuniversity.edu.in

The selected candidates will be required to pay the entire amount of tuition fee & other fees on the day of counseling itself, by a Demand Draft drawn on any Nationalized Bank or Bharati Sahakari Bank Ltd. payable at Pune drawn in the name of "The Registrar, "Bharati Vidyapeeth Deemed University, Pune" In case the candidate fails to remit the entire amount of fees, he/she is likely to lose his/her claim for admission.

Fee is accepted in only Demand Draft mode on any nationalized bank. University / Institute will not accept fees by Online / Net Banking / NEFT / RTGS Mode.

The fees are to be paid in full during counselling and spot admission round subject to approval from university (competent authority)

- 1) If the candidate is offered admission he will have to pay the requisite fees in full immediately.
- 2) The fees can be paid by using the following options:
 - i) Bank Draft of any Nationalized bank drawn in the name of "The Registrar, Bharati Vidyapeeth Deemed to be University, Pune payable at Pune".

The institution shall have the right to satisfy about the conduct and character of a candidate by verifying the antecedents of a candidate through the appropriate police-authority, before admitting him/her to the institution. If a candidate fails to confirm admission given to him/her, the same shall stand cancelled and the resultant vacancy will be offered to the next eligible candidate from the list. However, if candidate is unable to report in person, he Bharati Vidyapeeth (Deemed to be University), Pune /she can depute a representative with an authority letter signed by the candidate (appended in this brochure) along with requisite documents under sec. 12 above and Demand Draft of fees.

There are a few seats available in the hostels on the campus which will be allotted on first come first served basis. Those who are desirous of getting admission to the hostel will be required to pay the entire amount of rent for the year as well as the mess charges for the entire academic year at the time of admission only. The details of hostel fees will be given during counselling. The payment for the hostels should be made by separate Demand Draft.

14. REFUND OF FEE:

If the student chooses to withdraw from the program of studies in which he/she is enrolled, the refund of the fees paid will be made as per the following UGC guidelines.

Sr. No.	Percentage of Refund of Aggregate Fees*	Point of time when notice of withdrawal of admission is submitted to the university
1	100%	15 days or more, before the formally- notified last date of admission.
2	90%	Less than 15 days before the formally- notified last date of admission.
3	80%	15 days or less, after the formally notified last date of admission.
4	50%	30 days or less, after the formally notified last date of admission.
5	0%	More than 30 days after the formally notified last date of admission.

*(inclusive of course fees but exclusive of caution deposit)

- In case of (1) in the table above , the University shall deduct Rs. 5,000/- as processing charges form the refundable amount.
 - Any student who withdraws form the course as mentioned in Sr. No.5 and thereafter will be required to remit to the University, in addition to the amount already forfeited, the course fee payable for the remaining period of the course.
 - In case of Foreign/NRI candidates, the refund will be made in accordance with RBI/ Foreign exchange regulations.
 - All refunds will be processed by the respective unites of the University upon receiving the approval from the Registrar based on the recommendation of the head of the Institution. Refund will be made only after the candidate has surrendered the ID card, original fee receipt and the dues clearance certificate.
 - Application and Entrance Test Fees, wherever applicable, once remitted shall NOT be refunded under any circumstances.
 - The refund information given above is indicative only and Bharati Vidyapeeth (Deemed to be University) reserves the right to make changes as per the notifications received form the concerned statutory / regulatory authorities from time to time.
- ** The date of opening of the college shall be deemed to be the last date of admission for the limited purpose of admission and refund of fees.

15. CONDUCT AND DISCIPLINE:

If any student is found indulging in antinational activities, or in activities that run contrary to the letter and spirit of the provisions of Acts and Laws enforced by the Government, or any activity that causes his/her behavior to be contrary to rules of discipline, will be liable to be expelled from the Institute forthwith without any notice by the Principal of the Institute.

If any of the statements made in application form or any information supplied by the candidate in connection with his/her admission is, at any time, found to be false or incorrect and willful suppression of facts, his/her admission will be cancelled forthwith. The fees will be forfeited and he/she may be expelled from the Institute by the Principal and prosecuted, if deemed necessary.

Candidate seeking admission in the Institute is required to give the following undertaking at the time of admission:-

- A) "I have read all the Rules of Admission for the current year and after fully understanding these rules, I have filled in this application form for admission for the current year.
- B) The information given by me in my application is true to the best of my knowledge and belief.
- C) I have not been debarred from appearing at any examination conducted by any Government constituted or Statuary autonomous examination authority in India.
- D) I fully understand that the Principal of the College will have right to expel, rusticate me from the College for any infringement of the Rules of good conduct and discipline in general and particularly the ones referred to above and the rules of good conduct and discipline prescribed by the College / University and in the undertaking given above."

16. MISCELLANEOUS:

- 16.1 The candidates are informed that the medium of instruction, for all programmes is English.
 - 16.2 At the time of seeking admissions, a candidate will be provisionally admitted to programme at the Institute subject to Eligibility Clearance from the University.
 - 16.3 The Institution shall have the right to satisfy about the conduct and character of a candidate by verifying antecedents of a candidate through the appropriate police-authority, before admitting him/her to the College.
 - 16.4 The attention of the candidates is particularly invited to the provisions of rules regarding the eligibility of candidates for admission to the HM-2020 programme. If at any stage it is found that a candidate is not eligible either for admission to HM-2020 programme, his/her candidature and admission even if granted provisionally will be cancelled forthwith.
 - 16.5 Differences of opinion and disputes arising in the interpretation and implementation of the clauses in this brochure, if any, will be referred to the Vice-Chancellor of the Bharati Vidyapeeth (Deemed to be University), Pune and his decision shall be final and binding on all the concerned.
- 17 **UNIFORMS** : All the students must be decently dressed and well groomed at all times. However, prescribed uniforms for practicals is necessary for admittance.

18. RULES OF DISCIPLINE OF THE INSTITUTE

- 18.1 The candidates granted admission to BHMCT/B.Sc.(H &HA) must ensure payment of fees in FULL before commencement of classes. Non Payment of fees may result in cancellation of admission. Similarly, admission to consecutive years will be granted only on payment of fees in FULL.
- 18.2 The candidates are informed that the medium of instruction, for all programmes is in English language only. Hence it is an earnest request that all students should converse in English only.
- 18.3 Students should be regular in attending classes, practical, tutorials and submissions of the term-work in various subjects. Term shall not be granted to any student if the progress, conduct and attendance is not satisfactory.
- 18.4 Students, if found indulging in anti national activities contrary to the provisions of the Acts & Laws enforced by government will be liable to be expelled from the institute without any notice by the Principal.
- 18.5 Ragging of students in any form within or outside the Institute/hostel is prohibited. Defaulters will be strictly dealt with as per government instructions in this matter.
- 18.6 Smoking, drinking (alcohol) and use of 'Drugs' is strictly prohibited in the premises of the institute.
- 18.7 Vehicle should be parked only in areas provided for the purpose. The institute accepts no responsibility for their safe custody. Vehicles lodged elsewhere may be confiscated.

- 18.8 Any change in the address of the student must be intimated by him / her in writing to the institute office immediately.
- 18.9 Student must use prescribed uniforms during practicals while working in the Laboratories, class –room and in the hotels during their training.
- 18.10 Students must carry Identity Card and produce the same whenever asked by the institute authorities. Without Identity Card, students may not be allowed to enter the Institute premises.
- 18.11 Student is expected to read the notices put up on the notice board of the Institute. The Institute accepts no responsibility for loss of any advantage by student due to his failure to read the notice in time.
- 18.12 In case, a student requires to remain absent for some reasons, he/she will be required to take the prior permission of the Principal. However the institute discourages anyone to remain absent for whatever reason unless it is an emergency.
- 18.13 If any of the statement made in application form or any information supplied by the student in connection with his / her admission is latter on, at any time found to be false or incorrect, his /her admission will be cancelled, fees forfeited and he / she will be expelled from the Institute and prosecuted by government, if deemed necessary.
- 18.14 A student shall not go to the press or any other publicity media without permission of the Principal Bharati Vidyapeeth (Deemed to be University), Pune cause any inconvenience to others & obey the rules & regulations of the Institute in all respects.
- 18.15 Any damage to the Institute's property, apparatus, furniture, equipment, library books, building etc. must be paid for immediately by the student.
- 18.16 Students must attend Social and National events organized by the institute such as 26th January, 10th May and 15th August, and all other declared national celebrations.
- 18.17 Student will be bound by the rules and regulations framed by the university from time to time.
- 18.18 No students will be allowed to appear for the examination unless he / she has paid all his / her dues and completed his / her journals and has satisfactory attendance.
- 18.19 Student are expected to behave properly, decently and with the decorum to see that they do not
- 18.20 Loud talking, loitering, or congregating in the premises and disturbing the laboratory and classes should be totally avoided.
- 18.21 If consistent satisfactory progress is not observed, a candidate may be advised to leave the course and his guardian informed accordingly. The Principal may remove any student from the roll of the institute for his / her continued absence, misconduct or misbehaviour or unsatisfactory progress etc.
- 18.22 A student without the required equipment, journals etc. may be refused admission to lectures and laboratory and may be marked absent for the day.
- 18.23 A minimum of 75% attendance in each subject(theory / practicals) is required. If the student does not have the minimum of attendance he/she will not be allowed to appear for the examination.
- 18.24 Failed students will be allowed to appear for the examination as per the rules laid down by the University.
- 18.25 It will entirely be the responsibility of parents / guardian to keep themselves closely in touch with the progress of their son / daughter / ward.
- 18.26 Students are expected to observe cleanliness in the premises at all times.

- 18.27 Lunch given in the Institute is training food and is not statutory obligation on the part of the Institute.
- 18.28 Students will be sent to established hotels for training during the tenure of their study in this Institute. No private Outdoor Catering activity or food service orders will be taken by student without permission from the Principal. The Principal may take action against students who indulge in this practice.
- 18.29 Students must attend theory classes, practicals of the Institute and must visit catering establishments and take part in indoor and outdoor activities arranged by the Institute.
- 18.30 All students must appear for the examination, tests and must not absent themselves for any curricular and extracurricular activities. Such absence without leave may lead to loss of term work, since to keep a term, a student has to complete, the course of study prescribed.
- 18.31 Use of mobile phones is not permitted in the Institute.
- 18.32 Any legal matters arising out of the total admission process of HM-2020 through All India Common Entrance Test of Bharati Vidyapeeth (Deemed to be University), Pune - 30 i.e. HM-2020 will be in the courts of Pune, Maharashtra State.

IMPORTANT NOTICE

Students admitted to the Institute & their parents will have to submit the printout of Online antiragging Undertaking on the following websites :

1. www.antiragging.in
2. www.amanmovement.org

This has to be submitted immediately after the confirmation of the admission.

Note :

As per the directions of Hon'ble Supreme Court of India Order No. SLP(C) No. 24295/2004 and SLP No. 143656/2005, WP (C) No. 173/2006 and SLP(C) No. 24296-24299/2004 all the students are hereby informed the following.

"If any incidents of ragging comes to the notice of the authority, the concerned students shall be given liberty to explain and if his explanation is not found satisfactory the authority would expel him from the institution."

All the students should note the above directives from the Supreme Court.

Registrar
Bharati Vidyapeeth
(Deemed to be University)

Teachers to be contacted in case of Ragging

Dr.. Sunita Sangle - 9850664514
Dr. Jyoti Peshave 9423010202
Ms. Awanti Hodlur - 9422530876
Mr. Anil Shinde - 9422346179
Mr. Rupesh Londe- 9373326849
Dr. Sagar Mohite- 7798155669

ANNEXURE I

Authorisation For Representative

I, , son /daughter of , being unable to attend the counselling session for admission to the BHMCT /BSc (H & HA) programme in Bharati Vidyapeeth (Deemed to be University) Colleges, on hereby authorise son/daughter of whose photograph is affixed below and who will sign as shown below, to represent me at the counselling and on-the-spot-admission. I hereby declare that the choice of academic programme made by this authorised representative will be irrevocable and that it will be final and binding on me. This authorised representative will present all the necessary documents, pay the appropriate fees and complete all the necessary formalities on my behalf.

Name of the candidate:

(IN CAPITAL LETTERS)

Seat No. (Entrance Test HM 2020) :

Place::

Date::

Reason for absence::

Specimen signature of the Representative

A recent passport size photograph of the representative should be affixed here.

Signature of the Candidate

A recent passport size photograph of the candidate should be affixed here.

(For information)

: CET Office :

Bharati Vidyapeeth**(Deemed to be University)****Second Floor, CET Dept.,****Bharati Vidyapeeth Bhavan,****L.B.S. Marg, Pune 411 030.**

(Tel. No. 020 -24407131/132/ 133

Mon-Fri : 10.00 a.m. to

1.30 p.m. and 2.30 p.m. to 5.30 p.m.,

Sat : 9.00 a.m. to 1.30 p.m.)

For Enquiry

Contact Tel. No. : 24407131/132/133/163

Website : www.bvuniversity.edu.in,E-Mail : cet@bharatividyaapeeth.edu

Bharati Vidyapeeth (Deemed to be University)

Institute of Hotel Management & Catering**Technology** Katraj-Dhankawadi , Pune – 411 043.

Tel – 020 24372761, 24372788

E – Mail : bvduihmct@gmail.com

- A) Last date for submission of online application form **30th July 2020** upto 5.00 p.m. at : www.bvuniversity.edu.in
- B) Date of Online Computer Based Entrance Test **10th August 2020**
- C) Declaration of result **14th August 2020 after 5.00 pm** at : www.bvuniversity.edu.in
- D) Counselling & on the spot admissions
BHMCT
B.Sc.(H&HA) **21st August 2020** at 9.00 hrs.
22nd August 2020 at 9.00 hrs. at
Bharati Vidyapeeth
(Deemed to be University)
Institute of Hotel Management &
Catering Technology,
Katraj-Dhankawadi , Pune – 43.
Tel – 020 24372761, 24372788
- E) Commencement of Classes **2nd September 2020**

The Result of HM 2020 Test will be available in the office of the University and in IHMCT at Pune. It will be displayed at our website www.bvuniversity.edu.in. Only those candidates whose names appear in the merit list should attend counselling and spot admission as per the schedule below.

Date	Category	Candidates called for Counselling	Timing	Venue
21/08/2020 (BHMCT)	Regular Seats	1 to 300	9.00 a.m. to 1.00 p.m.	BVDU, IHMCT, PUNE
	Foreign/NRI/PIO/OCI/ Institutional Quota Merit Seats	1 to 50	2.00 p.m. to 4.00 p.m.	

Date	Category	Candidates called for Counselling	Timing	Venue
22/08/2020 (B.Sc.(H&HA))	Regular Seats	1 to 300	9.00 a.m. to 1.00 p.m.	BVDU, IHMCT, PUNE
	Foreign/NRI/PIO/OCI/ Institutional Quota Merit Seats	1 to 50	2.00 p.m. to 4.00 p.m.	

(The Candidates having rank beyond 301 need not attend counselling, unless specifically invited)

It will not be possible to make any change or adjustment in the date of counselling session.

The candidate should attend counselling at his/her discretion. It may happen that seat for admission to the course of his choice may not be available when his turn comes up. The candidate whose names appear in the result sheet from Rank No 1 to Rank 300 will have to report at 9.00am.

i) Document for submission and verification(refer point 12 of brochure) (Originals as well as two photo copies and scanned copies in pen drive)of the following:

(a) The documents as given in the Brochure along with two certified photocopies of each (b) Fees by Demand Draft as per details given in the brochure. (c) Three latest passport size colour photographs.

Entrance test fee along with completed online application form ` 1200/- non refundable



Bharati Vidyapeeth
(Deemed to be University) Pune, India.

Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Marg, Pune - 411 030.

Phone No. : 020 24407131/132/133

Fax No. : 020-24329675

Website : www.bvuniversity.edu.in

E-Mail : cet@bharativedyapeeth.edu

Bachelor in Hotel management and catering technology (BHMCT)

https://ihmct.bharativedyapeeth.edu/media/pdf/COURSE_OUTCOMES_BHMCT_091120.pdf

Programme Objective:

The basic objective of the BHMCT program is to provide to the hospitality industry a steady stream of competent young men and women with the necessary knowledge, skills, values and attitudes to occupy key operational positions.

PO1	Interpret and apply basic principles and concept of hospitality and tourism management functions.
PO2	Equip students with range of technical, social/human, conceptual and leadership skills required for the hospitality industry.
PO3	Develop Attitude, Skills & knowledge of students required for employability in hospitality and allied sectors.
PO4	Demonstrate professional etiquettes and competencies towards customer service.
PO5	Equip students with range of technical, social, conceptual and leadership skills required for the hospitality industry.
PO6	Develop ability to communicate effectively in oral and written communication.
PO7	Develop analytical and problem solving skills using appropriate management tools and techniques.
PO8	Equip students with entrepreneurial initiative in the field of hospitality and its allied sectors.
PO9	Industrial exposure enables students to identify the challenges and opportunities in the hospitality industry.
PO10	Learning and adapting to newer trends and technologies for better productivity.

The students are offered specialization in the core operational area in the programme and the outcome is:

PSO1 Food and Beverage Production	Develop culinary skills, technical and theoretical knowledge of culinary field for employability in the hospitality and its allied sectors.
PSO2 Food and Beverage Service	Develop hands-on skills in serving and handling guests needs, knowledge of national and international food and beverage trends and menu engineering.
PSO3 Accommodation management	Develop skills and attitude for effective Guest services management.

COURSE OUTCOMES OF BHMCT – 2018

After the completion of the course, student will be able to:

SEM	COURSE CODE	COURSE NAME	COURSE OUTCOMES:
I	DSC 101	Basic Indian food Production(TH)	<ul style="list-style-type: none"> • Understand origin of culinary and its history.
			<ul style="list-style-type: none"> • Understand duties, responsibilities and professional standards of kitchen brigade.
			<ul style="list-style-type: none"> • Understand various ingredients, its local equivalence, pre preparation, mixing methods, various cooking methods and its effects on food.
			<ul style="list-style-type: none"> • Understand the importance of sanitation & safety in hospitality industry, types of tools and equipments and its handling, types of storage and hygiene and safe practices in food handling and its preparation.
			<ul style="list-style-type: none"> • Understand the concept of standard recipe and various Indian culinary terms.
	DSC 101 A	Basic Indian food Production (PR)	<ul style="list-style-type: none"> • Familiarise and identify various types and cuts of vegetables, and their culinary uses, tools & equipments used in cooking. • Learn basic pre-preparation, mixing and various methods of cooking. • Learn basic hygiene and safety practices while handling kitchen tools and equipments.
	DSC 102	Basic Food & Beverage Service – I (TH)	<ul style="list-style-type: none"> • Familiarise with Food and Beverage service areas in the Hotel
			<ul style="list-style-type: none"> • Differentiate between various catering establishments
			<ul style="list-style-type: none"> • Understand different styles of service
			<ul style="list-style-type: none"> • Understand Food and Beverage personnel
			<ul style="list-style-type: none"> • Understand Operations of IRD
	DSC 102 A	Basic Food & Beverage Service I – (PR)	<ul style="list-style-type: none"> • Learn basic restaurant etiquettes and equipments
			<ul style="list-style-type: none"> • Understand Mise –en- scene, Mise –en- Place and order of service

			<ul style="list-style-type: none"> • Learn and Practice Napkin Folds, Table setups and Handling service gear
			<ul style="list-style-type: none"> • Understand and learn continental and Indian menu cover set up with service
	DSC 103	Basic Housekeeping operations (TH)	<ul style="list-style-type: none"> • Learn the Duties and responsibilities of Housekeeping department.
			<ul style="list-style-type: none"> • Understand the various categories of rooms in the hotel.
			<ul style="list-style-type: none"> • Know the Functions of housekeeping department.
			<ul style="list-style-type: none"> • Classify the cleaning equipments and cleaning agents used in housekeeping.
			<ul style="list-style-type: none"> • Describe the cleaning Routine of housekeeping department.
	DSC 103 A	Basic Housekeeping operations (PR)	<ul style="list-style-type: none"> • Know various sections of Housekeeping department.
			<ul style="list-style-type: none"> • Understand the use of various cleaning equipment and agents.
			<ul style="list-style-type: none"> • Know the standard procedure of cleaning and polishing various surfaces.
			<ul style="list-style-type: none"> • Understand the procedure of cleaning the guest room and making the bed
			<ul style="list-style-type: none"> • Know the contents of chamber maid's trolley.
			<ul style="list-style-type: none"> • Gain knowledge about cleaning routine of various areas in hotel.
	DSC 104	Basic Front Office Operations (TH)	<ul style="list-style-type: none"> • Understand the classification of hotels based on various categories like size, location, clientele, length of stay, facilities and ownership.
			<ul style="list-style-type: none"> • Learn the Standard Operating Procedures for handling Check-in and Check out.
			<ul style="list-style-type: none"> • Identify types of guests, types of guestroom, meal plans and room tariff.
	DSC 104 A	Basic Front Office Operations (PR)	<ul style="list-style-type: none"> • Learn the Telephone Etiquettes and mannerisms
			<ul style="list-style-type: none"> • Know the procedure of handling guest mail and messages.
			<ul style="list-style-type: none"> • Understand various systems of charging room tariff.
			<ul style="list-style-type: none"> • Know the standard procedures carried out at Bell Desk during arrival and departure.
			<ul style="list-style-type: none"> • Know the procedure of handling scanty baggage and left luggage at Bell Desk.
			<ul style="list-style-type: none"> • Learn to handle reservation enquiry and process the same.
	AEC 101	Food Commodities	<ul style="list-style-type: none"> • Identify the main food commodities like vegetables and fruits, cereal and pulses, Fats and oils , sugar, Raising agents, herbs spices and condiments, Colour, flavours, Gels and Gelling Agents, Preserves, Milk and milk products like cheese, cream, Butter, yoghurt various types of vegetables fruits, cereals

			and pulses, fats, oils, sugar, herbs, spices and condiments.
			<ul style="list-style-type: none"> Learn their Classification, composition and structure, Types, Sources and properties, manufacturing processes, forms available, instructions of use .
			<ul style="list-style-type: none"> Will be able to describe what to look for when buying, and storing commodities like dairy products including their use in food preparation, learn about the various types of cheeses and their uses in culinary.
			<ul style="list-style-type: none"> Will be able to list a variety of products made from different commodities
	LEE 101	Business Communication (TH)	<ul style="list-style-type: none"> Learn the importance of communication.
			<ul style="list-style-type: none"> Identify types of communication and its Barriers.
			<ul style="list-style-type: none"> Know the importance of Body language while communicating.
			<ul style="list-style-type: none"> Demonstrate proficiency in reading skills.
			<ul style="list-style-type: none"> Understand the importance of formal Communication.
	LEE101 A	Business Communication (PR)	<ul style="list-style-type: none"> Discuss different types of reports and their purposes.
			<ul style="list-style-type: none"> Identify key principles of effective speaking.
			<ul style="list-style-type: none"> Discuss the usefulness of visual aids and identify useful presentation tools.
			<ul style="list-style-type: none"> Create a presentation using power point.
			<ul style="list-style-type: none"> Discuss the key elements of successful interview.
	LEE 102	Basic French(TH)	<ul style="list-style-type: none"> Understand the basic knowledge of French language like Alphabet, conjugations of verb, Grammar and basic conversation skills in personal as well as professional life.
			<ul style="list-style-type: none"> Learn translations from French to English and English to French.
	LEE 102 A	Basic French(PR)	<ul style="list-style-type: none"> Develop basic French speaking and reading skills- Days of the week, seasons, weather, professional terms, family, time, hobbies and daily routine.
			<ul style="list-style-type: none"> Acquire correct pronunciation of French terminology.
SEM II	DSC 201	Basic Continental Food Production(TH)	<ul style="list-style-type: none"> Gain Knowledge in Classifying & preparations of Stocks, Sauces and soups.
			<ul style="list-style-type: none"> Understand various aspects of Egg and Fish Cookery.
			<ul style="list-style-type: none"> Learn about different types of Salads & Potato dishes served in Continental Cuisine
			<ul style="list-style-type: none"> Learn culinary terminology.

	DSC 201 A	Basic Continental Food Production(PR)	<ul style="list-style-type: none"> • Learn basic preparation of Stocks, Soups & Sauces.
			<ul style="list-style-type: none"> • Learn preparation of various potato dishes and vegetable side dishes served in continental cuisine.
			<ul style="list-style-type: none"> • Learn preparation of different types of salads served in hotels.
			<ul style="list-style-type: none"> • Learn preparation of egg variations.
			<ul style="list-style-type: none"> • Learn preparation of basic continental desserts.
	DSC 202	Basic Food & Beverage Service - II (TH)	<ul style="list-style-type: none"> • Gain understanding of types of KOT's , BOT's , Billing methods and feedback mechanism
			<ul style="list-style-type: none"> • Acquire knowledge about Menu , accompaniments , cover & service of classical dishes
			<ul style="list-style-type: none"> • Enhance the understanding of Control System , its objectives & purpose of Revenue Control System
	DSC 202 A	Basic Food & Beverage Service - II (PR)	<ul style="list-style-type: none"> • Learn mise-en place & mise-en scene procedure in restaurant
			<ul style="list-style-type: none"> • Learn to take orders , write KOT & sequence of service
			<ul style="list-style-type: none"> • Learn various types of breakfast & their service
			<ul style="list-style-type: none"> • Learn French Classical menu and its service procedure
	DSC 203	Managing Housekeeping Operations (TH)	<ul style="list-style-type: none"> • Understand the importance of supervision and know the Dirty Dozens in Housekeeping.
			<ul style="list-style-type: none"> • Learn the importance and functions of control desk.
			<ul style="list-style-type: none"> • Understand various types of lost and found articles and procedures.
			<ul style="list-style-type: none"> • Identify various functions of linen room and Laundry.
			<ul style="list-style-type: none"> • Identify fabrics used in hotel Industry & learn stain removal procedures.
	DSC 203 A	Managing Housekeeping Operations (PR)	<ul style="list-style-type: none"> • Understand the use of Inspection checklist.
			<ul style="list-style-type: none"> • Know the use of various registers and formats at control desk.
			<ul style="list-style-type: none"> • Understand the procedure of linen inventory.
			<ul style="list-style-type: none"> • Learn various techniques of mending and monogramming.
			<ul style="list-style-type: none"> • Understand and construct different weaves used in making the fabric.
			<ul style="list-style-type: none"> • Know various laundry and stain removal procedures

	DSC 204	Managing Front Office Operations (TH)	<ul style="list-style-type: none"> • Understand various procedures carried out at front desk like room change procedure.
			<ul style="list-style-type: none"> • Analyse the various forms and formats used at the time of Departure& methods of payment.
			<ul style="list-style-type: none"> • Handle Guest Complaints.
			<ul style="list-style-type: none"> • Understand various procedures carried out at the Hospitality Desk.
	DSC 204 A	Managing Front Office Operations (PR)	<ul style="list-style-type: none"> • Know the check-in procedures for different types of guests.
			<ul style="list-style-type: none"> • Understand the check-out procedures for different types of guests.
			<ul style="list-style-type: none"> • Gain knowledge about handling foreign currency.
			<ul style="list-style-type: none"> • Understand other procedures like room change carried out at front desk.
			<ul style="list-style-type: none"> • Know the SOP's to follow at front desk.
	SEC101	Personality Skills for Hospitality Industry (TH)	<ul style="list-style-type: none"> • Understand the components of personality and importance of verbal communication , non-verbal communication, body language and SWOT analysis.
			<ul style="list-style-type: none"> • Learn how to deal with stress and frustration.
			<ul style="list-style-type: none"> • Understand the importance of Technical skills, Organisational skills and Human skills for a successful career.
			<ul style="list-style-type: none"> • Learn the concept of time management and its techniques.
			<ul style="list-style-type: none"> • Enhance the presentation skills and listening skills.
	SEC101 A	Personality Skills for Hospitality Industry (PR)	<ul style="list-style-type: none"> • Understand the importance of grooming, and proficiency in communication.
			<ul style="list-style-type: none"> • Learn essential business manners and etiquettes.
			<ul style="list-style-type: none"> • Be confident in expressing their views through Debate, Group Discussion and Extempore.
			<ul style="list-style-type: none"> • Be able to do self-analysis with SWOT analysis.
			<ul style="list-style-type: none"> • Develop listening skills, presentation skills, time management and organisation skills.
			<ul style="list-style-type: none"> • Gain more knowledge through field visits and guest lectures.
SEM III	DSC 301	Quantity Food Production & Basic Baking (TH)	<ul style="list-style-type: none"> • Understand selection criteria, care, and maintenance of quantity kitchen equipments.

			<ul style="list-style-type: none"> Gain knowledge of layout, menu planning and operations of various catering establishments.
			<ul style="list-style-type: none"> Understand the importance of balance diet and healthful meals.
			<ul style="list-style-type: none"> Learn and understand the applications of elements of costing.
			<ul style="list-style-type: none"> Understand the role of ingredients used in bakery, basic principles of baking and make-up methods of breads, cakes and cookies.
	DSC 301 A	Quantity Food Production & Basic Baking (PR)	<ul style="list-style-type: none"> Improve speed of work, time management and gain experience with handling quantity cooking.
			<ul style="list-style-type: none"> Acquire the technical skills required for preparing breads, cakes and cookies.
			<ul style="list-style-type: none"> Identify and correct the faults in breads, cakes and cookies.
	DSC 302	Introduction to Beverage Service (TH)	<ul style="list-style-type: none"> Understand classification of Alcoholic beverages
			<ul style="list-style-type: none"> Differentiate between non-alcoholic beverages.
			<ul style="list-style-type: none"> Understand manufacturing process of liqueurs and bitters
	DSC 302 A	Introduction to Beverage Service(PR)	<ul style="list-style-type: none"> Identify types of glassware
			<ul style="list-style-type: none"> Acquire skills for service of Beer, Wine, Spirits, Liqueurs, Bitters, Cocktails and Cigars
			<ul style="list-style-type: none"> Implement the knowledge in wine and food pairing
	DSC 303	Allied Housekeeping Functions (TH)	<ul style="list-style-type: none"> Understand the concepts & principles of making different types of flower arrangements used in hotels.
			<ul style="list-style-type: none"> Determine various pests and understand the eradication and prevention techniques.
			<ul style="list-style-type: none"> Learn the concept, advantages and disadvantages of contract services in housekeeping department.
			<ul style="list-style-type: none"> Learn various types of safety and security measures used in hotel industry.
			<ul style="list-style-type: none"> Analyse purchase, storage and issue of housekeeping supplies, linen, cleaning agents and cleaning equipment.
	DSC 303 A	Allied Housekeeping Functions (PR)	<ul style="list-style-type: none"> Know the use and importance of inspection checklist.
			<ul style="list-style-type: none"> Understand the importance of pest control and horticulture in the hotels.
			<ul style="list-style-type: none"> Know the technique of making different types of flower arrangements used in

			hotels.
			<ul style="list-style-type: none"> • Understand the standard procedure of taking inventories of stock.
			<ul style="list-style-type: none"> • Understand the use of Material Management System with the help of software.
			<ul style="list-style-type: none"> • Understand the importance and use of Store requisition and other records used in housekeeping store.
			<ul style="list-style-type: none"> • Know the importance of Key Control and safety procedures.
	DSC 304	Front Office Accounting (TH)	<ul style="list-style-type: none"> • Learn Importance of the front office accounting system, Types of accounts, Vouchers, Folios & Ledger.
			<ul style="list-style-type: none"> • Enhance the knowledge of cash and credit handling through front office cashiering.
			<ul style="list-style-type: none"> • Understand the process of a Night Audit.
			<ul style="list-style-type: none"> • Learn various types of room rates and methods used to establish room rate.
			<ul style="list-style-type: none"> • Understand the importance of forecasting and various types of forecasting used in front office department.
			<ul style="list-style-type: none"> • Understand the Calculations of various statistical data using Formulae in front office.
	DSC 304 A	Front Office Accounting (PR)	<ul style="list-style-type: none"> • Know how to use software for accounting and preparing MIS at front desk.
			<ul style="list-style-type: none"> • Understand the importance and use of various vouchers at front desk.
			<ul style="list-style-type: none"> • Learn various techniques used for credit control at various stages of guest stay.
			<ul style="list-style-type: none"> • Gain knowledge about calculation of statistics of hotel performance and understand the procedure of Night Auditing.
			<ul style="list-style-type: none"> • Learn to prepare forecast of occupancy.
			<ul style="list-style-type: none"> • Know how to calculate room rate with the help of Hubbart's formula.
	LEC 101	Hotel French (TH)	<ul style="list-style-type: none"> • Understand the basic knowledge of French language like Alphabets, conjugation, Grammar
			<ul style="list-style-type: none"> • Acquire correct pronunciation of French terminology.
			<ul style="list-style-type: none"> • Learn conjugations of verbs- present tense, past tense and future tense.
			<ul style="list-style-type: none"> • Learn how to Translate the recipe from French to English.
			<ul style="list-style-type: none"> • Learn Vocabulary related to Food and Beverage Service, Kitchen, House Keeping and Front Office.

	LEC 101 A	Hotel French (PR)	<ul style="list-style-type: none"> • Develop basic speaking skills- • Learn standard phrases used in the hotel. • Read menu in French, wine label, translate recipes from French to English . • Develop basic conversation related to Food & beverage service, House Keeping and Front office
SEM IV	DSC 401	Industry Exposure	<ul style="list-style-type: none"> • gain practical understanding of the daily operations of the host organization (hospitality) • understand the inter departmental functions of the organization. • acquire knowledge, hands on experience and improve skills for effective performance. • know the desirable profile for the industry and help students prepare for it. make informed career choices.
SEM V	DSE 101	Larder [TH]	<ul style="list-style-type: none"> • Gain understanding of the functions, layout, equipments and measures of larder control. • Enhance understanding of Hors d'oeuvres & sandwiches. • Acquire knowledge of Charcutière and the process of curing and smoking. • Visualize and understand the cuts of meats and appropriate cooking methods of the same. • Learn about Custards, Puddings and frozen desserts.
	DSE 101 A	Larder [PR]	<ul style="list-style-type: none"> • Learn preparation of Hors d'oeuvres. • Learn preparation of Sandwiches. • Learn to prepare different puddings and custards. • Learn to set up a Cold buffet. • Learn to cook various meats along with appropriate methods. • Learn through demos of various cold cut preparations.
	DSE 102	Alcoholic Beverages I (TH)	<ul style="list-style-type: none"> • The classification of alcoholic beverages • Acquire knowledge of manufacturing process of wine & beer • Learn about the production process of Cigar & Cigarettes • Learn the classification of Bitter and its service.
	DSE 102 A	Alcoholic Beverages I	<ul style="list-style-type: none"> • Identify glassware , & equipments required for beverage service

		(PR)	
			<ul style="list-style-type: none"> • Serve wines, liqueurs, Aperitifs, bitters & Beers
			<ul style="list-style-type: none"> • Enhance knowledge on Menu planning with Food & Beverage Harmony
			<ul style="list-style-type: none"> • Learn the role of Sommelier & taking wine orders.
	DSE 103	Accommodation Operations (TH)	<ul style="list-style-type: none"> • Understand the elements of Interior designing, Refurbishing and Restoration.
			<ul style="list-style-type: none"> • Learn calculation of Par stock & Inventory.
			<ul style="list-style-type: none"> • Know the standard contents of a guest room in a hotel.
			<ul style="list-style-type: none"> • Learn Sales techniques and role of Sales in Marketing Departments.
			<ul style="list-style-type: none"> • Understand the importance of Hospitality and maintaining quality in delivery of services.
			<ul style="list-style-type: none"> • Know the use of latest technology in hotels.
	DSE 103 A	Accommodation Operations (PR)	<ul style="list-style-type: none"> • Know the different colour schemes used in interior decoration of guest rooms and public areas in hotel.
			<ul style="list-style-type: none"> • Understand the use of snag list.
			<ul style="list-style-type: none"> • Gain knowledge about various aspects of Interior Decoration.
			<ul style="list-style-type: none"> • Know the selling techniques like USP, up-selling and suggestive selling used at front desk.
			<ul style="list-style-type: none"> • Understand the importance of advertisement and repeat business.
			<ul style="list-style-type: none"> • Know the facilities offered to MICE clients.
	SEC 102	Accounting Skills for Hospitality	<ul style="list-style-type: none"> • Acquire basic knowledge of Accounting-Double entry system.
			<ul style="list-style-type: none"> • Learn the preparation of Trial Balance & Final Accounts of Small Hotels & Restaurants.
			<ul style="list-style-type: none"> • Learn Visitor Tabular Ledger & Guest weekly bill.
			<ul style="list-style-type: none"> • Learn Uniform System of Accounting.
	AEC 102	Researching for Hospitality & Tourism Management	<ul style="list-style-type: none"> • Understand the importance and significance of Research
			<ul style="list-style-type: none"> • Learn to identify research problem and design the title of Research.
			<ul style="list-style-type: none"> • Learn Data Collection Methods, various approaches of research.
			<ul style="list-style-type: none"> • Learn various Sampling types.

			<ul style="list-style-type: none"> • Understand the process of analysing data & steps in Report writing.
	AEC 103	Hospitality Law	<ul style="list-style-type: none"> • Understand the various laws and legislations pertaining to Hotel & Food Service.
			<ul style="list-style-type: none"> • Enable the students to understand the various Food Legislations under the FSSAI Act
			<ul style="list-style-type: none"> • Give an understanding to the students on the various licenses and permits required for Hotel and Catering establishment.
			<ul style="list-style-type: none"> • Understand the various legislation in regards to the Health, Safety and welfare of the employees.
	AEE 101	Catering Science	<ul style="list-style-type: none"> • Learn the importance of Hygiene and Sanitation.
			<ul style="list-style-type: none"> • Gain Knowledge about Food handling.
			<ul style="list-style-type: none"> • Know about Environmental sanitation.
			<ul style="list-style-type: none"> • To understand the concept of food contamination and food borne illness.
			<ul style="list-style-type: none"> • To know the beneficial effects of microorganisms.
	AEE 102	Dietetics & Nutrition	<ul style="list-style-type: none"> • Understand the importance of nutrition in our diet for good health.
			<ul style="list-style-type: none"> • Learn the composition, functions and sources of nutrients.
			<ul style="list-style-type: none"> • Understand the effects and deficiency of nutrients.
			<ul style="list-style-type: none"> • Understand the concept of balance diet and various food groups.
			<ul style="list-style-type: none"> • Understand the principles of diet therapy, modification of normal diet for therapeutic purposes.
			<ul style="list-style-type: none"> • Learn the various types of food additives, its functions and uses in food industry.
	AEE 103	Food & Beverage Controls	<ul style="list-style-type: none"> • Learn various cost and inventory concepts in food and beverage operation.
			<ul style="list-style-type: none"> • Understand the various techniques through which revenue can be increased and pilferage can be reduced.
			<ul style="list-style-type: none"> • Acquire knowledge on Management Information System
			<ul style="list-style-type: none"> • Understand Cost, Profit and sales concept of Food and beverage.
	AEE 104	Principles Of Management	<ul style="list-style-type: none"> • Learn about managers, nature of their work, leadership, entrepreneurship, and strategy, meaning and characteristics and scope of management, External and Internal factors affecting management.
			<ul style="list-style-type: none"> • Evolution of management theory- Scientific management and classical

			organization theory
			<ul style="list-style-type: none"> • Determine concepts and principles of organizational structure, dimensions of planning-organizing-leading-controlling, rational model of decision making
			<ul style="list-style-type: none"> • Describe the importance of organizational structure, understand meaning and features of organizational charts and manuals, various types of organization, importance of organizational culture
			<ul style="list-style-type: none"> • Understand importance of leadership, its styles and patterns, skills of leadership, decision making, role of direction, nature, principles and elements of direction, tools and techniques of directing the staff
			<ul style="list-style-type: none"> • Describe meaning, nature and types of motivation and coordination- need-problems associated and approaches, motivation theories , its pre-requisites ,methods, meaning and characteristics of management control, the steps and requirements of control
			<ul style="list-style-type: none"> • Understand the concept of Human skills.
	AEE 105	Organizational Behaviour	<ul style="list-style-type: none"> • Understand the various dynamics of organizational behaviour.
			<ul style="list-style-type: none"> • Understand the various elements of Organizational Behaviour.
			<ul style="list-style-type: none"> • Learn the development of the field of organizational behaviour
			<ul style="list-style-type: none"> • analyze and compare different models used to explain individual behaviour related to motivation and rewards
			<ul style="list-style-type: none"> • Learn the importance of effective communication in an organization.
			<ul style="list-style-type: none"> • explain group dynamics and demonstrate skills required for working in groups
			<ul style="list-style-type: none"> • identify the various leadership styles and the role of leaders in a decision-making process
			<ul style="list-style-type: none"> • Understand the organizational culture and describe its dimensions and to examine various organizational designs
	AEE 106	Hotel Economics	<ul style="list-style-type: none"> • Understand the nature and significance of Managerial Economics
			<ul style="list-style-type: none"> • Understand basic terms in Economics.
			<ul style="list-style-type: none"> • Develop understanding of concept of demand analysis, consumer demand, elasticity of demand
			<ul style="list-style-type: none"> • Develop understanding of concept of Production analysis, Supply analysis and types of market.

	AEE 107	Financial Management	<ul style="list-style-type: none"> Learn and understand the definition, scope and objectives of Financial Management.
			<ul style="list-style-type: none"> Understand different types of ratio analysis, Funds flow and Cash flow statements,
			<ul style="list-style-type: none"> Learn the concept of Working capital management and capital budgeting.
			<ul style="list-style-type: none"> Learn various types of budgets, budgetary controls, pricing and Value added Tax.
SEM VI	DSE 201	Regional Cuisines of India (TH)	<ul style="list-style-type: none"> Understand the religious food ethos followed in India.
			<ul style="list-style-type: none"> Understand the principles of ayurveda in food.
			<ul style="list-style-type: none"> Understand the role of spices & masalas used in Indian cooking.
			<ul style="list-style-type: none"> Learn the various regional cooking styles of India with reference to geographical locations, historical influence, availability of ingredients and staple diet.
	DSE 201 A	Regional Cuisines of India (PR)	<ul style="list-style-type: none"> Acquire specialised skills and techniques required for preparations of various regional Indian cuisines.
			<ul style="list-style-type: none"> Learn to prepare popular regional Indian dishes.
	DSE 202	Alcoholic Beverages II (TH)	<ul style="list-style-type: none"> Classify types and brands of spirits
			<ul style="list-style-type: none"> Learn production methods of liqueurs and bitters
			<ul style="list-style-type: none"> Understand methods of making cocktails
	DSE 202 A	Alcoholic Beverages II (PR)	<ul style="list-style-type: none"> Identify types of glassware used in a bar
			<ul style="list-style-type: none"> Acquire the skills for service of spirits and cocktails
			<ul style="list-style-type: none"> Develop the ability to compile a beverage list
	DSE 203	Trends in Housekeeping (TH)	<ul style="list-style-type: none"> Know various Trends in housekeeping.
			<ul style="list-style-type: none"> Understand the concept of ergonomics and Green Housekeeping.
			<ul style="list-style-type: none"> Understand the scope of facility management.
			<ul style="list-style-type: none"> Gain knowledge about Green practices like conservation of energy, water etc.
			<ul style="list-style-type: none"> Learn about the recent trends in Material Management in housekeeping.
	DSE 203 A	Trends in Housekeeping	<ul style="list-style-type: none"> Know the techniques of energy conservation in hotels.

		(PR)	
			<ul style="list-style-type: none"> • Calculate the energy consumption in various areas of hotel.
			<ul style="list-style-type: none"> • Understand the systems used for safety and security in hotel.
			<ul style="list-style-type: none"> • Understand the calculation of staff requirement, scheduling and maintaining performance records of the employees in the housekeeping department.
			<ul style="list-style-type: none"> • Be able to check the feasibility of outsourcing in housekeeping department.
			<ul style="list-style-type: none"> • Know the latest trends in uniforms.
			<ul style="list-style-type: none"> • Gain knowledge about reports generated in MIS in housekeeping department.
	SEC 103	Tourism Operations	<ul style="list-style-type: none"> • Gain knowledge of the constituents and infrastructure of tourism.
			<ul style="list-style-type: none"> • Gain knowledge on the operations and management of tour and travel segments of tourism industry including types and impacts of tourism.
			<ul style="list-style-type: none"> • Gain knowledge about the various active organisations involved in the active development of the travel and tour operations across the globe.
			<ul style="list-style-type: none"> • Gain knowledge and skills of tour operator's products which includes travel, transfer and accommodation planning.
			<ul style="list-style-type: none"> • Equip them with the skills of how to manage tour and travel related procedures and activities enabling them to become effective managers
			<ul style="list-style-type: none"> • Learn Itinerary planning.
			<ul style="list-style-type: none"> • Learn the use of ICT in the travel industry.
	DSCP	Project Work	<ul style="list-style-type: none"> • Learn Compilation of Data & Interpretation of Data
			<ul style="list-style-type: none"> • Learn the format of Project Report- Cover page, Title page, Introduction, Aims & Objectives, Recommendations, Conclusion, Bibliography & Appendix.
			<ul style="list-style-type: none"> • Presentation of Research.
	AEC 104	Hospitality Marketing	<ul style="list-style-type: none"> • gain awareness of the core concepts , orientations toward marketing and the current marketing environment.
			<ul style="list-style-type: none"> • understand the scope, differentiating characteristics of services and the challenges in marketing of services.
			<ul style="list-style-type: none"> • comprehend the concept of market segmentation - bases of segmentation and consumer behavior - factors influencing consumer behavior.
			<ul style="list-style-type: none"> • learn about the 4 Ps of marketing mix and their strategies.
	SEE 101	First Aid	<ul style="list-style-type: none"> • Understand the role and responsibility of a first aider.

			<ul style="list-style-type: none"> • Access and manage an emergency incident.
			<ul style="list-style-type: none"> • Manage and assist casualties’- choking, bleeding, resuscitation, shock, strangulation, asthma, and drowning, poisoning and minor injury.
	SEE 102	Hotel Maintenance	<ul style="list-style-type: none"> • Know the basic services of engineering in hotel industry.
			<ul style="list-style-type: none"> • Understand basic working of Refrigeration system and Air conditioning.
			<ul style="list-style-type: none"> • Learn basic fuels, electricity types, working of water systems and Fire and its prevention.
			<ul style="list-style-type: none"> • Understand energy conservation systems in the hotels, safety and security procedures in hotels and Pollution and its control systems.
			<ul style="list-style-type: none"> • Understand the functions of various machines.
			<ul style="list-style-type: none"> • Know about the safety & security in the hotel.
	SEE 103	Retail Management	<ul style="list-style-type: none"> • Learn about the concepts of Retail management and its types.
			<ul style="list-style-type: none"> • Learn about the Indian and Global scenario in Retail and the consumer behaviour.
			<ul style="list-style-type: none"> • Understand the Retail strategies,, its locations and basics of Retail merchandising.
			<ul style="list-style-type: none"> • Learn about the Retail Pricing, Retail Merchandising, and Retail store operations.
			<ul style="list-style-type: none"> • Understand the legal and ethical aspects of Retail business.
	SEE 104	Event Management	<ul style="list-style-type: none"> • Understand the concept of event management..
			<ul style="list-style-type: none"> • Learn the principles and steps in an event.
			<ul style="list-style-type: none"> • Understand the marketing tools like advertising, publicity and media, legal compliances, in managing events.
			<ul style="list-style-type: none"> • Plan venues, deal with vendors and understand pre and post event activities
	SEE 105	Entrepreneurship Development	<ul style="list-style-type: none"> • To develop the spirit of Entrepreneurship
			<ul style="list-style-type: none"> • To understand the attributes required to become a successful entrepreneur
			<ul style="list-style-type: none"> • To understand the techniques of ideation.
			<ul style="list-style-type: none"> • Learn about Modern trends in Entrepreneurship.
			<ul style="list-style-type: none"> • To enable the students to prepare a project report
			<ul style="list-style-type: none"> • To understand Market Feasibility studies

	SEE 106	Facility Planning	<ul style="list-style-type: none"> Learn the principles and fundamentals of planning and designing of different areas in hotels.
			<ul style="list-style-type: none"> Know the importance of various exterior facilities of the building.
			<ul style="list-style-type: none"> Learn how to plan the guest floors and guest rooms, food service areas, other operational areas like lobby and parking areas in hotels.
			<ul style="list-style-type: none"> Understand the process of starting up a new hotel property.
			<ul style="list-style-type: none"> Gain knowledge about designing various back of the house areas like kitchens, stores, employees locker rooms, recreational and dining facility for employees etc.
SEM VII	DSE 301	Advanced Food Production & Kitchen Management (TH)	<ul style="list-style-type: none"> Learn various International Cuisine-Geographical location, Historical background and influence on food, staple diet and ingredients.
			<ul style="list-style-type: none"> Learn Advanced bakery skills- Meringues, Chocolate decorations, Sugar work, Icings and toppings, Pastries & Recipe balancing.
			<ul style="list-style-type: none"> Learn New concepts in culinary- Vegan, Molecular Gastronomy & Organic foods.
	DSE 301 A	Advanced Food Production & Kitchen Management(PR)	<ul style="list-style-type: none"> Acquire professional skills and techniques required for various International cuisines. Detect and correct various faults in bakery and confectionery products.
	DSE 302	Food & Beverage Operations and Management (TH)	<ul style="list-style-type: none"> Understand the different layouts of Bar and their considerations
			<ul style="list-style-type: none"> Learn the Bar control procedures & concerned statutory requirements
			<ul style="list-style-type: none"> Acquire knowledge about Science of Mixology
			<ul style="list-style-type: none"> Learn the function catering procedure and types of buffets
			<ul style="list-style-type: none"> Enhance the knowledge about types of trolleys, service procedure & classical dishes made in Gueridon Service.
			<ul style="list-style-type: none"> Understand modern concepts of Menu Engineering & Customer relationship
	DSE - 302 A	Food & Beverage Operations and	<ul style="list-style-type: none"> To enhance the skills required for the service of spirits & cocktails

		Management (PR)	
			<ul style="list-style-type: none"> • To strengthen the managerial skills with hands on experience of Hospitality software
			<ul style="list-style-type: none"> • Students will be able to prepare innovative cocktails & mocktails
	DSE 303	Accommodation management (TH)	<ul style="list-style-type: none"> • Learn about Indian Chain Hotels & their growth.
			<ul style="list-style-type: none"> • Understand the concept of Budgeting, MIS and Revenue Management.
			<ul style="list-style-type: none"> • Know the aspect of Human Resource Management in rooms division.
			<ul style="list-style-type: none"> • Learn about preparations done before opening of a new property.
			<ul style="list-style-type: none"> • Understand the role of Housekeeping in allied sectors.
			<ul style="list-style-type: none"> • Understand the concept and importance of Customer Relationship.
	DSE 303 A	Accommodation management (PR)	<ul style="list-style-type: none"> • Be able to prepare budgets and calculate income and expenditure for rooms division.
			<ul style="list-style-type: none"> • Know how to maintain reports of guest consumable with the help of software.
			<ul style="list-style-type: none"> • Learn to calculate various statistical data of performance of rooms division.
			<ul style="list-style-type: none"> • Understand various aspects of human resource like manpower planning, scheduling, orientation and training, maintaining performance appraisal etc.
			<ul style="list-style-type: none"> • Know the importance and use of Time & Motion Study in housekeeping.
			<ul style="list-style-type: none"> • Be able to prepare a list of jobs to be done in a new property.
	SEC 104	Applications of computers in Hotels	<ul style="list-style-type: none"> • Understand the fundamentals of Computer.
			<ul style="list-style-type: none"> • Learn Windows, Ms Word, Ms Excel & Ms PowerPoint.
			<ul style="list-style-type: none"> • Learn Hospitality Software- Shawman.
			<ul style="list-style-type: none"> • Understand the fundamentals of Computer.
			<ul style="list-style-type: none"> • Understand the E – Commerce and ERP concept
			<ul style="list-style-type: none"> • Know the aspect of using ICT and utilized in Hospitality various department
	SEC 104 A	Applications of computers in Hotels (PR)	<ul style="list-style-type: none"> • Be able to prepare the payroll management system
			<ul style="list-style-type: none"> • To know how to utilize short cut keys.
			<ul style="list-style-type: none"> • Learn how to utilize the formula in excel sheet
			<ul style="list-style-type: none"> • Learn how to calculate Appraisal system

			<ul style="list-style-type: none"> • Learn how to read the computer language
	AEC105	Human Resource Management	<ul style="list-style-type: none"> • Understand the role, importance & Characteristics of Human Resource Management in modern Hospitality.
			<ul style="list-style-type: none"> • Learn the concept of Performance Appraisal and Job Evaluation.
			<ul style="list-style-type: none"> • Learn about Grievance mechanism and importance of Discipline.
			<ul style="list-style-type: none"> • Gain knowledge about types of Compensations and Incentives.
			<ul style="list-style-type: none"> • Understand the importance of Industrial Relations and role of Trade Unions.
			<ul style="list-style-type: none"> • Learn Grievances and Discipline.
	AEC 106	Total Quality Management	<ul style="list-style-type: none"> • Understand the importance of maintaining quality in service industry.
			<ul style="list-style-type: none"> • Learn the basic concepts and benefits of Quality Management.
			<ul style="list-style-type: none"> • Know different philosophies of Quality Management.
			<ul style="list-style-type: none"> • Gain knowledge about emerging quality standards and TQM program.
			<ul style="list-style-type: none"> • Understand the importance of CRM.
			<ul style="list-style-type: none"> • Learn the process, advantages and disadvantages of Benchmarking.
			<ul style="list-style-type: none"> • Know the difference between goods & services, importance of service quality in five star hotels and PZB model of service quality.
SEM VIII	DSC 401	Industry Exposure	<ul style="list-style-type: none"> • gain practical understanding of the daily operations of the host organization (hospitality)
			<ul style="list-style-type: none"> • understand the inter departmental functions of the organization.
			<ul style="list-style-type: none"> • acquire knowledge, hands on experience and improve skills for effective performance in the area of specialisation.
			<ul style="list-style-type: none"> • know the desirable profile for the industry and help students prepare for it. <ul style="list-style-type: none"> ○ make informed career choices.

Bachelor in Science (Hospitality & Hotel Administration) Bsc (H & HA)

https://ihmct.bharativedyapeeth.edu/media/pdf/COURSE_OUTCOMES_BSC_091120.pdf

Programme Objective:

The basic objective of the Bsc (H & HA) program is to provide to the hospitality industry a steady stream of competent young men and women with the necessary knowledge, skills, values and attitudes to occupy key operational positions.

PO1	Interpret and apply basic principles and concept of hospitality and tourism management functions.
PO2	Equip students with range of technical, social/human, conceptual and leadership skills required for the hospitality industry.
PO3	Develop Attitude, Skills & knowledge of students required for employability in hospitality and allied sectors.
PO4	Demonstrate professional etiquettes and competencies towards customer service.
PO5	Equip students with range of technical, social, conceptual and leadership skills required for the hospitality industry.
PO6	Develop ability to communicate effectively in oral and written communication.
PO7	Develop analytical and problem solving skills using appropriate management tools and techniques.
PO8	Equip students with entrepreneurial initiative in the field of hospitality and its allied sectors.
PO9	Industrial exposure enables students to identify the challenges and opportunities in the hospitality industry.
PO10	Learning and adapting to newer trends and technologies for better productivity.

The students are offered specialization in the core operational area in the programme and the outcome is:

PSO1 Food and Beverage Production	Develop culinary skills, technical and theoretical knowledge of culinary field for employability in the hospitality and its allied sectors.
PSO2 Food and Beverage Service	Develop hands-on skills in serving and handling guests needs, knowledge of national and international food and beverage trends and menu engineering.
PSO3 Accommodation management	Develop skills and attitude for effective Guest services management.

COURSE OUTCOMES OF BSc (H & HA) - 2018

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

SEM	COURSE CODE	COURSE NAME	COURSE OUTCOMES
SEM I	DSC 101	Basic Indian food Production (TH)	<ul style="list-style-type: none"> • Understand origin of culinary and its history.
			<ul style="list-style-type: none"> • Understand duties, responsibilities and professional standards of kitchen brigade.
			<ul style="list-style-type: none"> • Understand various ingredients, its local equivalence, pre preparation, mixing methods, various cooking methods and its effects on food.
			<ul style="list-style-type: none"> • Understand the importance of sanitation & safety in hospitality industry, types of tools and equipments and its handling, types of storage and hygiene and safe practices in food handling and its preparation.
			<ul style="list-style-type: none"> • Understand the concept of standard recipe and various Indian culinary terms.
	DSC 101 A	Basic Indian food Production (PR)	<ul style="list-style-type: none"> • Familiarise and identify various types and cuts of vegetables, and their culinary uses, tools & equipments used in cooking. • Learn basic pre-preparation, mixing and various methods of cooking. • Learn basic hygiene and safety practices while handling kitchen tools and equipments.
	DSC 102	Basic Food & Beverage Service – I (TH)	<ul style="list-style-type: none"> • Familiarise with Food and Beverage service areas in the Hotel
			<ul style="list-style-type: none"> • Differentiate between various catering establishments
			<ul style="list-style-type: none"> • Understand different styles of service
			<ul style="list-style-type: none"> • Understand Food and Beverage personnel
			<ul style="list-style-type: none"> • Understand Operations of IRD
	DSC 102 A	Basic Food & Beverage Service I – (PR)	<ul style="list-style-type: none"> • • Learn basic restaurant etiquettes and equipments
			<ul style="list-style-type: none"> • Understand Mise –en- scene, Mise –en- Place and order of service
			<ul style="list-style-type: none"> • Learn and Practice Napkin Folds, Table setups and Handling service gear

			<ul style="list-style-type: none"> • Understand and learn continental and Indian menu cover set up with service
	DSC 103	Basic Housekeeping Operations (TH)	<ul style="list-style-type: none"> • Learn the Duties and responsibilities of Housekeeping department.
			<ul style="list-style-type: none"> • Understand the various categories of rooms in the hotel.
			<ul style="list-style-type: none"> • Know the Functions of housekeeping department.
			<ul style="list-style-type: none"> • Classify the cleaning equipments and cleaning agents used in housekeeping.
			<ul style="list-style-type: none"> • Describe the cleaning Routine of housekeeping department.
	DSC 103 A	Basic Housekeeping Operations (PR)	<ul style="list-style-type: none"> • Know various sections of Housekeeping department.
			<ul style="list-style-type: none"> • Understand the use of various cleaning equipment and agents.
			<ul style="list-style-type: none"> • Know the standard procedure of cleaning and polishing various surfaces.
			<ul style="list-style-type: none"> • Understand the procedure of cleaning the guest room and making the bed
			<ul style="list-style-type: none"> • Know the contents of chamber maid's trolley.
			<ul style="list-style-type: none"> • Gain knowledge about cleaning routine of various areas in hotel.
	DSC 104	Basic Front Office Operations (TH)	<ul style="list-style-type: none"> • Classify the hotels based on various categories like size, location, clientele, length of stay, facilities and ownership.
			<ul style="list-style-type: none"> • Learn the Standard Operating Procedures for handling Check-in and Check out.
			<ul style="list-style-type: none"> • Identify types of guests, types of Guestroom, meal plans and room Tariff.
	DSC 104 A	Basic Front Office Operations (PR)	<ul style="list-style-type: none"> • Learn the Telephone Etiquettes and mannerisms
			<ul style="list-style-type: none"> • Know the procedure of handling guest mail and messages.
			<ul style="list-style-type: none"> • Understand various systems of charging room tariff.
			<ul style="list-style-type: none"> • Know the standard procedures carried out at Bell Desk during arrival and departure.
			<ul style="list-style-type: none"> • Know the procedure of handling scanty baggage and left luggage at Bell Desk.
			<ul style="list-style-type: none"> • Learn to handle reservation enquiry and process the same.
	AEC 101	Food Commodities	<ul style="list-style-type: none"> • Identify the main food commodities like vegetables and fruits, cereal and pulses, Fats and oils , sugar, Raising agents, herbs spices and condiments, Colour, flavours, Gels and Gelling Agents, Preserves, Milk and milk products like cheese, cream, Butter, yoghurt various types of vegetables fruits, cereals and pulses, fats, oils, sugar, herbs, spices and condiments.

			<ul style="list-style-type: none"> Learn their Classification , composition and structure, Types, Sources and properties, manufacturing processes , forms available, instructions of use .
			<ul style="list-style-type: none"> Will be able to describe what to look for when buying, and storing commodities like dairy products including their use in food preparation, , learn about the various types of cheeses and their uses in culinary.
			<ul style="list-style-type: none"> Will be able to list a variety of products made from different commodities.
	LEE 101	Business Communication	<ul style="list-style-type: none"> Learn the importance of communication.
			<ul style="list-style-type: none"> Identify types of communication and its Barriers.
			<ul style="list-style-type: none"> Know the importance of Body language while communicating.
			<ul style="list-style-type: none"> Demonstrate proficiency in reading skills.
			<ul style="list-style-type: none"> Understand the importance of Formal Communication.
	LEE 101 A	Business Communication (PR)	<ul style="list-style-type: none"> Discuss different types of Reports and their key purposes.
			<ul style="list-style-type: none"> Discuss the usefulness of visual aids and identify useful presentation tools.
			<ul style="list-style-type: none"> Identify key principles of effective speaking.
			<ul style="list-style-type: none"> Create a presentation using power point.
			<ul style="list-style-type: none"> Discuss the key elements of successful interview.
	LEE 102	Basic French(TH)	<ul style="list-style-type: none"> Understand the basic knowledge of French language like Alphabet, conjugations of verb, Grammar and basic conversation skills in personal as well as professional life.
			<ul style="list-style-type: none"> Learn translations from French to English and English to French.
	LEE 102 A	Basic French(PR)	<ul style="list-style-type: none"> Develop basic French speaking and reading skills- Days of the week, seasons, weather, professional terms, family, time, hobbies and daily routine.
			<ul style="list-style-type: none"> Acquire correct pronunciation of French terminology.
SEM II	DSC 201	Basic Continental Food Production(Th)	<ul style="list-style-type: none"> Gain Knowledge in Classifying & preparations of Stocks, Sauces and soups.
			<ul style="list-style-type: none"> Understand various aspects of Egg and Fish Cookery.
			<ul style="list-style-type: none"> Learn about different types of Salads & Potato dishes served in Continental Cuisine
			<ul style="list-style-type: none"> Learn culinary terminology.

	DSC 201 A	Basic Continental Food Production(PR)	<ul style="list-style-type: none"> • Learn basic preparation of Stocks, Soups & Sauces.
			<ul style="list-style-type: none"> • Learn preparation of various potato dishes and vegetable side dishes served in continental cuisine.
			<ul style="list-style-type: none"> • Learn preparation of different types of salads served in hotels.
			<ul style="list-style-type: none"> • Learn preparation of egg variations.
			<ul style="list-style-type: none"> • Learn preparation of basic continental desserts.
	DSC 202	Basic Food & Beverage Service - II [TH]	<ul style="list-style-type: none"> • Gain understanding of types of KOT's , BOT's , Billing methods and feedback mechanism
			<ul style="list-style-type: none"> • Acquire knowledge about Menu , accompaniments , cover & service of classical dishes
			<ul style="list-style-type: none"> • Enhance the understanding of Control System , its objectives & purpose of Revenue Control System
	DSC 202 – A	Basic Food & Beverage Service - II [PR]	<ul style="list-style-type: none"> • Learn mise en place & mise en scene procedure in restaurant
			<ul style="list-style-type: none"> • Learn to take orders , write KOT & sequence of service
			<ul style="list-style-type: none"> • Learn various types of breakfast & their service
			<ul style="list-style-type: none"> • Learn French Classical menu and its service procedure
	DSC 203	Managing Housekeeping Operations (TH)	<ul style="list-style-type: none"> • Understand the importance of supervision and know the Dirty Dozens in Housekeeping.
			<ul style="list-style-type: none"> • Learn the importance and functions of control desk.
			<ul style="list-style-type: none"> • Understand various types of lost and found articles and procedures.
			<ul style="list-style-type: none"> • Identify various functions of linen room and Laundry.
			<ul style="list-style-type: none"> • Identify fabrics used in hotel Industry & learn stain removal procedures.
	DSC 203 A	Managing Housekeeping Operations (PR)	<ul style="list-style-type: none"> • Understand the use of Inspection checklist.
			<ul style="list-style-type: none"> • Know the use of various registers and formats at control desk.

			<ul style="list-style-type: none"> • Understand the procedure of linen inventory.
			<ul style="list-style-type: none"> • Learn various techniques of mending and monogramming.
			<ul style="list-style-type: none"> • Understand and construct different weaves used in making the fabric.
			<ul style="list-style-type: none"> • Know various laundry and stain removal procedures
	DSC 204	Managing Front Office Operations (TH)	<ul style="list-style-type: none"> • Understand various procedures carried out at front desk like room change procedure.
			<ul style="list-style-type: none"> • Analyse the various forms and formats used at the time of Departure & methods of payment.
			<ul style="list-style-type: none"> • Handle Guest Complaints.
			<ul style="list-style-type: none"> • Understand various procedures carried out at the Hospitality Desk.
	DSC 204 A	Managing Front Office Operations (PR)	<ul style="list-style-type: none"> • Know the check-in procedures for different types of guests.
			<ul style="list-style-type: none"> • Understand the check-out procedures for different types of guests.
			<ul style="list-style-type: none"> • Gain knowledge about handling foreign currency.
			<ul style="list-style-type: none"> • Understand other procedures like room change carried out at front desk.
			<ul style="list-style-type: none"> • Know the SOP's to follow at front desk.
			<ul style="list-style-type: none"> •
	SEC 101	Personality Skills for Hospitality Industry (TH)	<ul style="list-style-type: none"> • Understand the components of personality and importance of verbal communication, non-verbal communication, body language and SWOT analysis.
			<ul style="list-style-type: none"> • Learn how to deal with stress and frustration.
			<ul style="list-style-type: none"> • Understand the importance of Technical skills, Organisational skills and Human skills for a successful career.
			<ul style="list-style-type: none"> • Learn the concept of time management and its techniques.
			<ul style="list-style-type: none"> • Enhance the presentation skills and listening skills.
	SEC 101 A	Personality Skills for Hospitality Industry (PR)	<ul style="list-style-type: none"> • Understand the importance of grooming, and proficiency in communication.
			<ul style="list-style-type: none"> • Learn essential business manners and etiquettes.

			<ul style="list-style-type: none"> • Be confident in expressing their views through Debate, Group Discussion and Extempore.
			<ul style="list-style-type: none"> • Be able to do self-analysis with SWOT analysis.
			<ul style="list-style-type: none"> • Develop listening skills, presentation skills, time management and organisation skills.
			<ul style="list-style-type: none"> • Gain more knowledge through field visits and guest lectures.
SEM III	DSC301	Industry Exposure & Report-I	<ul style="list-style-type: none"> • gain practical understanding of the daily operations of the host organization (hospitality)
			<ul style="list-style-type: none"> • understand the inter departmental functions of the organization.
			<ul style="list-style-type: none"> • acquire knowledge, hands on experience and improve skills for effective performance.
			<ul style="list-style-type: none"> • know the desirable profile for the industry and help students prepare for it. • make informed career choices.
	AEE 101	Catering Science	<ul style="list-style-type: none"> • Learn the importance of Hygiene and Sanitation.
			<ul style="list-style-type: none"> • Gain Knowledge about Food handling.
			<ul style="list-style-type: none"> • Know about Environmental sanitation.
			<ul style="list-style-type: none"> • To understand the concept of food contamination and food borne illness.
			<ul style="list-style-type: none"> • To know the beneficial effects of microorganisms.
	AEE 102	Dietetics & Nutrition	<ul style="list-style-type: none"> • Understand the importance of nutrition in our diet for good health.
			<ul style="list-style-type: none"> • Learn the composition, functions and sources of nutrients.
			<ul style="list-style-type: none"> • Understand the effects and deficiency of nutrients.
			<ul style="list-style-type: none"> • Understand the concept of balance diet and various food groups.
			<ul style="list-style-type: none"> • Understand the principles of diet therapy, modification of normal diet for therapeutic purposes.
			<ul style="list-style-type: none"> • Learn the various types of food additives, its functions and user in food industry.
	AEE 103	Food & Beverage Controls	<ul style="list-style-type: none"> • Learn various cost and inventory concepts in food and beverage operation.
			<ul style="list-style-type: none"> • Understand the various techniques through which revenue can be increased and pilferage can be reduced.
			<ul style="list-style-type: none"> • Acquire knowledge on Management Information System

			<ul style="list-style-type: none"> • Understand Cost, Profit and sales concept of Food and beverage.
			<ul style="list-style-type: none"> •
	AEE 104	Principles Of Management	<ul style="list-style-type: none"> • Learn about managers, nature of their work, leadership, entrepreneurship, and strategy, meaning and characteristics and scope of management, External and Internal factors affecting management.
			<ul style="list-style-type: none"> • Evolution of management theory- Scientific management and classical organization theory
			<ul style="list-style-type: none"> • Determine concepts and principles of organizational structure, dimensions of planning-organizing-leading-controlling, rational model of decision making
			<ul style="list-style-type: none"> • Describe the importance of organizational structure, understand meaning and features of organizational charts and manuals, various types of organization, importance of organizational culture
			<ul style="list-style-type: none"> • Understand importance of leadership, its styles and patterns, skills of leadership, decision making, role of direction, nature, principles and elements of direction, tools and techniques of directing the staff
			<ul style="list-style-type: none"> • Describe meaning, nature and types of motivation and coordination- need-problems associated and approaches, motivation theories , its pre-requisites ,methods, meaning and characteristics of management control, the steps and requirements of control
			<ul style="list-style-type: none"> • Understand the concept of Human skills.
	AEE 105	Organizational Behaviour	<ul style="list-style-type: none"> • Understand the various dynamics of organizational behaviour.
			<ul style="list-style-type: none"> • Understand the various elements of Organizational Behaviour.
			<ul style="list-style-type: none"> • Learn the development of the field of organizational behaviour
			<ul style="list-style-type: none"> • analyze and compare different models used to explain individual behaviour related to motivation and rewards
			<ul style="list-style-type: none"> • Learn the importance of effective communication in an organization.
			<ul style="list-style-type: none"> • explain group dynamics and demonstrate skills required for working in groups
			<ul style="list-style-type: none"> • identify the various leadership styles and the role of leaders in a decision-making process
			<ul style="list-style-type: none"> • Understand the organizational culture and describe its dimensions and to

			examine various organizational designs
	AEE 106	Hotel Economics	<ul style="list-style-type: none"> • Understand the nature and significance of Managerial Economics • Understand basic terms in Economics. • Develop understanding of concept of demand analysis, consumer demand, elasticity of demand • Develop understanding of concept of Production analysis, Supply analysis and types of market.
	AEE 107	Financial Management	<ul style="list-style-type: none"> • Learn and understand the definition, scope and objectives of Financial Management. • Understand different types of ratio analysis, Funds flow and Cash flow statements, • Learn the concept of Working capital management and capital budgeting. • Learn various types of budgets, budgetary controls, pricing and Value added Tax.
SEM IV	DSC 401	Larder & Basic Baking(TH)	<ul style="list-style-type: none"> • Develop knowledge and skills required in Garde Manger& preparation of frozen desserts. • Learn techniques of Curing & Smoking of Meat. • Learn Cuts of Meat – Lamb, beef, poultry, veal & pork. • Understand the role of ingredients used in bakery, basic principles of baking and make-up methods of breads, cakes and cookies.
	DSC 401 A	Larder & Basic Baking (PR)	<ul style="list-style-type: none"> • Learn preparation of Hors d’oeuvres. • Learn preparation of Sandwiches. • Learn to prepare different puddings and custards. • Learn to set up a Cold buffet. • Acquire the technical skills required for preparing breads, cakes and cookies. • Identify and correct the faults in breads, cakes and cookies.
	DSC 402	Alcoholic Beverages I [TH]	<ul style="list-style-type: none"> • The classification of alcoholic beverages • Acquire knowledge of manufacturing process of wine & beer

			<ul style="list-style-type: none"> • Learn about the production process of Cigar & Cigarettes
			<ul style="list-style-type: none"> • Learn the classification of Bitter and its service.
	DSC 402 A	Alcoholic Beverages I [PR]	<ul style="list-style-type: none"> • Identify glassware , & equipments required for beverage service
			<ul style="list-style-type: none"> • Serve wines, liqueurs, Aperitifs, bitters & Beers
			<ul style="list-style-type: none"> • Enhance knowledge on Menu planning with Food & Beverage Harmony
			<ul style="list-style-type: none"> • Learn the role of Sommelier & taking wine orders.
	DSC 403	Allied Housekeeping Functions (TH)	<ul style="list-style-type: none"> • Understand the concepts & principles of making different types of flower arrangements used in hotels.
			<ul style="list-style-type: none"> • Determine various pests and understand the eradication and prevention techniques.
			<ul style="list-style-type: none"> • Learn the concept, advantages and disadvantages of contract services in housekeeping department.
			<ul style="list-style-type: none"> • Learn various types of safety and security measures used in hotel industry.
			<ul style="list-style-type: none"> • Analyse purchase, storage and issue of housekeeping supplies, linen, cleaning agents and cleaning equipment.
	DSC 403 A	Allied Housekeeping Functions (PR)	<ul style="list-style-type: none"> • Know the use and importance of inspection checklist.
			<ul style="list-style-type: none"> • Understand the importance of pest control and horticulture in the hotels.
			<ul style="list-style-type: none"> • Know the technique of making different types of flower arrangements used in hotels.
			<ul style="list-style-type: none"> • Understand the standard procedure of taking inventories of stock.
			<ul style="list-style-type: none"> • Understand the use of Material Management System with the help of software.
			<ul style="list-style-type: none"> • Understand the importance and use of Store requisition and other records used in housekeeping store.
			<ul style="list-style-type: none"> • Know the importance of Key Control and safety procedures.
			<ul style="list-style-type: none"> •
	DSC 404	Front Office Accounting (TH)	<ul style="list-style-type: none"> • Learn Importance of the front office accounting system, Types of accounts, Vouchers, Folios & Ledger.
			<ul style="list-style-type: none"> • Enhance the knowledge of cash and credit handling through front office cashiering.

			<ul style="list-style-type: none"> • Understand the process of a Night Audit.
			<ul style="list-style-type: none"> • Learn various types of room rates and methods used to establish room rate.
			<ul style="list-style-type: none"> • Understand the importance of forecasting and various types of forecasting used in front office department.
			<ul style="list-style-type: none"> • Understand the Calculations of various statistical data using Formulae in front office.
	DSC 404 A	Front Office Accounting (PR)	<ul style="list-style-type: none"> • Know how to use software for accounting and preparing MIS at front desk.
			<ul style="list-style-type: none"> • Understand the importance and use of various vouchers at front desk.
			<ul style="list-style-type: none"> • Learn various techniques used for credit control at various stages of guest stay.
			<ul style="list-style-type: none"> • Gain knowledge about calculation of statistics of hotel performance and understand the procedure of Night Auditing.
			<ul style="list-style-type: none"> • Learn to prepare forecast of occupancy.
			<ul style="list-style-type: none"> • Know how to calculate room rate with the help of Hubbart's formula.
	LEC 101	Hotel French (TH)	<ul style="list-style-type: none"> • Understand the basic knowledge of French language like Alphabets, conjugation, Grammar
			<ul style="list-style-type: none"> • Acquire correct pronunciation of French terminology.
			<ul style="list-style-type: none"> • Learn conjugations of verbs- present tense, past tense and future tense.
			<ul style="list-style-type: none"> • Learn how to Translate the recipe from French to English.
			<ul style="list-style-type: none"> • Learn Vocabulary related to Food and Beverage Service, Kitchen< House Keeping and Front Office.
	LEC 101 A	Hotel French (PR)	<ul style="list-style-type: none"> • Develop basic speaking skills-
			<ul style="list-style-type: none"> • Learn standard phrases used in the hotel.
			<ul style="list-style-type: none"> • Read menu in French, wine label, translate recipes from French to English .
			<ul style="list-style-type: none"> • Develop basic conversation related to Food & beverage service, House Keeping and Front office
	SEE 101	First Aid	<ul style="list-style-type: none"> • Understand the role and responsibility of a first aider.
			<ul style="list-style-type: none"> • Assess and manage an emergency incident.
			<ul style="list-style-type: none"> • Manage and assist casualties'- choking, bleeding, resuscitation, shock, strangulation, asthma, and drowning, poisoning and minor injury.
	SEE 102	Hotel Maintenance	<ul style="list-style-type: none"> • Know the basic services of engineering in hotel industry.

			<ul style="list-style-type: none"> • Understand basic working of Refrigeration system and Air conditioning
			<ul style="list-style-type: none"> • Learn basic fuels, electricity types, working of water systems and Fire and its prevention.
			<ul style="list-style-type: none"> • Understand energy conservation systems in the hotels, safety and security procedures in hotels and Pollution and its control systems.
			<ul style="list-style-type: none"> • Understand the functions of various machines.
			<ul style="list-style-type: none"> • Know about the safety & security in the hotel.
	SEE 103	Retail Management	<ul style="list-style-type: none"> • Learn about the concepts of Retail management and its types.
			<ul style="list-style-type: none"> • Learn about the Indian and Global scenario in Retail and the consumer behaviour.
			<ul style="list-style-type: none"> • Understand the Retail strategies,, its locations and basics of Retail merchandising.
			<ul style="list-style-type: none"> • Learn about the Retail Pricing, Retail Merchandising, and Retail store operations.
			<ul style="list-style-type: none"> • Understand the legal and ethical aspects of Retail business.
	SEE 104	Event Management	<ul style="list-style-type: none"> • Understand the concept of event management.
			<ul style="list-style-type: none"> • Learn the principles and steps in an event.
			<ul style="list-style-type: none"> • Understand the marketing tools like advertising, publicity and media, legal compliances, in managing events.
			<ul style="list-style-type: none"> • Plan venues, deal with vendors and understand pre and post event activities
	SEE 105	Entrepreneurship Development	<ul style="list-style-type: none"> • To develop the spirit of Entrepreneurship
			<ul style="list-style-type: none"> • To understand the attributes required to become a successful entrepreneur
			<ul style="list-style-type: none"> • To understand the techniques of ideation.
			<ul style="list-style-type: none"> • Learn about Modern trends in Entrepreneurship.
			<ul style="list-style-type: none"> • To enable the students to prepare a project report
			<ul style="list-style-type: none"> • To understand Market Feasibility studies
	SEE 106	Facility Planning	<ul style="list-style-type: none"> • Learn the principles and fundamentals of planning and designing of different areas in hotels.
			<ul style="list-style-type: none"> • Know the importance of various exterior facilities of the building.
			<ul style="list-style-type: none"> • Learn how to plan the guest floors and guest rooms, food service areas, other

			operational areas like lobby and parking areas in hotels.
			<ul style="list-style-type: none"> • Understand the process of starting up a new hotel property.
			<ul style="list-style-type: none"> • Gain knowledge about designing various back of the house areas like kitchens, stores, employees locker rooms, recreational and dining facility for employees etc.
SEM V	DSE 101	Quantity & Indian Regional Food Production (TH)	<ul style="list-style-type: none"> • Understand selection criteria, care, and maintenance of quantity kitchen equipments.
			<ul style="list-style-type: none"> • Gain knowledge of layout, menu planning and operations of various catering establishments.
			<ul style="list-style-type: none"> • Understand the importance of balance diet and healthful meals.
			<ul style="list-style-type: none"> • Understand the role of spices & masalas used in Indian cooking.
			<ul style="list-style-type: none"> • Learn the various regional cooking styles of India with reference to geographical locations, historical influence, availability of ingredients and staple diet.
	DSE 101 A	Quantity & Indian Regional Food Production (PR)	<ul style="list-style-type: none"> • Improve speed of work, time management and gain experience with handling quantity cooking.
			<ul style="list-style-type: none"> • Acquire specialised skills and techniques required for preparations of various regional Indian cuisines.
			<ul style="list-style-type: none"> • Learn to prepare popular regional Indian dishes.
	DSE 202	Alcoholic Beverages II (TH)	<ul style="list-style-type: none"> • Classify types and brands of spirits
			<ul style="list-style-type: none"> • Learn production methods of spirits and liqueurs
			<ul style="list-style-type: none"> • Understand methods of making cocktails
	DSE 202 – A	Alcoholic Beverages II (PR)	<ul style="list-style-type: none"> • Identify types of glassware used in a bar
			<ul style="list-style-type: none"> • Acquire the skills for service of spirits and cocktails
			<ul style="list-style-type: none"> • Develop the ability to compile a beverage list
	DSE 103	Accommodation Operations (TH)	<ul style="list-style-type: none"> • Understand the elements of Interior designing, Refurbishing and Restoration.

			<ul style="list-style-type: none"> • Learn calculation of Par stock & Inventory.
			<ul style="list-style-type: none"> • Know the standard contents of a guest room in a hotel.
			<ul style="list-style-type: none"> • Learn Sales techniques and role of Sales in Marketing Departments.
			<ul style="list-style-type: none"> • Understand the importance of Hospitality and maintaining quality in delivery of services.
			<ul style="list-style-type: none"> • Know the use of latest technology in hotels.
	DSE 103 A	Accommodation Operations (PR)	<ul style="list-style-type: none"> • Know the different colour schemes used in interior decoration of guest rooms and public areas in hotel.
			<ul style="list-style-type: none"> • Understand the use of snag list.
			<ul style="list-style-type: none"> • Gain knowledge about various aspects of Interior Decoration.
			<ul style="list-style-type: none"> • Know the selling techniques like USP, up-selling and suggestive selling used at front desk.
			<ul style="list-style-type: none"> • Understand the importance of advertisement and repeat business.
			<ul style="list-style-type: none"> • Know the facilities offered to MICE clients.
			<ul style="list-style-type: none"> • Learn Par stock Calculation & Inventory.
	SEC 102	Accounting Skills for Hospitality	<ul style="list-style-type: none"> • Understand the basics concepts of Accounting and Uniform system of Accounting.
			<ul style="list-style-type: none"> • Acquire basic knowledge of Accounting-Journal, and special function books and Double entry system.
			<ul style="list-style-type: none"> • Learn the preparation of Trial Balance & Final Accounts of Small Hotels & Restaurants.
			<ul style="list-style-type: none"> • Understand terms-Allowances, discount, visitors paid out.
			<ul style="list-style-type: none"> • Learn the format of Guest weekly bill, Visitors tabular ledger.
	SEC 103	Tourism Operations	<ul style="list-style-type: none"> • Gain knowledge of the constituents and infrastructure of tourism.
			<ul style="list-style-type: none"> • Gain knowledge on the operations and management of tour and travel segments of tourism industry including types and impacts of tourism.
			<ul style="list-style-type: none"> • Gain knowledge about the various active organisations involved in the active development of the travel and tour operations across the globe.
			<ul style="list-style-type: none"> • Gain knowledge and skills of tour operator's products which includes travel, transfer and accommodation planning.
			<ul style="list-style-type: none"> • Equip them with the skills of how to manage tour and travel related procedures

			and activities enabling them to become effective managers
			<ul style="list-style-type: none"> • Learn Itinerary planning.
			<ul style="list-style-type: none"> • Learn the use of ICT in the travel industry.
	AEC 102	Hospitality Law	<ul style="list-style-type: none"> • Understand the various laws and legislations pertaining to Hotel & Food Service.
			<ul style="list-style-type: none"> • Enable the students to understand the various Food Legislations under the FSSAI Act
			<ul style="list-style-type: none"> • Give an understanding to the students on the various licenses and permits required for Hotel and Catering establishment.
			<ul style="list-style-type: none"> • Understand the various legislation in regards to the Health, Safety and welfare of the employees.
SEM VI	DSE 201	Advanced Food Production & Kitchen Management(TH)	<ul style="list-style-type: none"> • Understanding of technical as well as managerial skills for culinary professionals.
			<ul style="list-style-type: none"> • Understand the principles of Nouvelle Cuisine and techniques of food presentation & garnishes.
			<ul style="list-style-type: none"> • Learn various International Cuisine-Geographical location, Historical background and influence on food, staple diet and ingredients.
			<ul style="list-style-type: none"> • Learn advanced bakery skills- Meringues, Chocolate decorations, Sugar work, Icings and toppings, Pastries & Recipe balancing.
			<ul style="list-style-type: none"> • Learn New concepts in culinary- Vegan, Molecular Gastronomy & Organic foods.
	DSE 201 A	Advanced Food Production & Kitchen Management(PR)	<ul style="list-style-type: none"> • Acquire professional skills and techniques required for various International cuisines.
			<ul style="list-style-type: none"> • Detect and correct various faults in bakery and confectionery products
			<ul style="list-style-type: none"> • Understand the science of Mixology.
			○
	DSE 302	Food & Beverage Operations and Management (TH)	<ul style="list-style-type: none"> • Understand the different layouts of Bar and their considerations

			<ul style="list-style-type: none"> • Learn the Bar control procedures & concerned statutory requirements
			<ul style="list-style-type: none"> • Acquire knowledge about Science of Mixology
			<ul style="list-style-type: none"> • Learn the function catering procedure and types of buffets
			<ul style="list-style-type: none"> • Enhance the knowledge about types of trolleys, service procedure & classical dishes made in Gueridon Service.
			<ul style="list-style-type: none"> • Understand modern concepts of Menu Engineering & Customer relationship
	DSE 302 A	Food & Beverage Operations and Management (PR)	<ul style="list-style-type: none"> • To enhance the skills required for the service of spirits & cocktails
			<ul style="list-style-type: none"> • To strengthen the managerial skills with hands on experience of Hospitality software
			<ul style="list-style-type: none"> • Students will be able to prepare innovative cocktails & mocktails
			○
	DSE 203	Accommodation Management (TH)	<ul style="list-style-type: none"> • Learn about Indian Chain Hotels & their growth.
			<ul style="list-style-type: none"> • Understand the concept of Budgeting, MIS and Revenue Management.
			<ul style="list-style-type: none"> • Know the aspect of Human Resource Management in rooms division.
			<ul style="list-style-type: none"> • Learn about preparations done before opening of a new property.
			<ul style="list-style-type: none"> • Understand the role of Housekeeping in allied sectors.
			<ul style="list-style-type: none"> • Understand the concept and importance of Customer Relationship.
	DSE 203 A	Accommodation Management (PR)	<ul style="list-style-type: none"> • Be able to prepare budgets and calculate income and expenditure for rooms division.
			<ul style="list-style-type: none"> • Know how to maintain reports of guest consumable with the help of software.
			<ul style="list-style-type: none"> • Learn to calculate various statistical data of performance of rooms division.
			<ul style="list-style-type: none"> • Understand various aspects of human resource like manpower planning, scheduling, orientation and training, maintaining performance appraisal etc.
			<ul style="list-style-type: none"> • Know the importance and use of Time & Motion Study in housekeeping.
			<ul style="list-style-type: none"> • Be able to prepare a list of jobs to be done in a new property.
	SEC 104	Applications of computers in Hotels	<ul style="list-style-type: none"> • Understand the fundamentals of Computer.

			<ul style="list-style-type: none"> • Learn Windows, Ms Word, Ms Excel & Ms PowerPoint.
			<ul style="list-style-type: none"> • Learn Hospitality Software- Shawman.
			<ul style="list-style-type: none"> • Understand the E – Commerce and ERP concept
			<ul style="list-style-type: none"> • Know the aspect of using ICT and utilized in Hospitality various department
	SEC 104 A	Applications of computers in Hotels (PR)	<ul style="list-style-type: none"> • Be able to prepare the payroll management system
			<ul style="list-style-type: none"> • To know how to utilize short cut keys.
			<ul style="list-style-type: none"> • Learn how to utilize the formula in excel sheet
			<ul style="list-style-type: none"> • Learn how to calculate Appraisal system
			<ul style="list-style-type: none"> • Learn how to read the the computer language
	AEC 103	Hospitality Marketing	<ul style="list-style-type: none"> • gain awareness of the core concepts , orientations toward marketing and the current marketing environment.
			<ul style="list-style-type: none"> • understand the scope, differentiating characteristics of services and the challenges in marketing of services.
			<ul style="list-style-type: none"> • comprehend the concept of market segmentation - bases of segmentation and consumer behavior - factors influencing consumer behavior.
			<ul style="list-style-type: none"> • learn about the 4 Ps of marketing mix and their strategies.
	AEC 104	Human Resource Management	<ul style="list-style-type: none"> • Understand the role, importance & Characteristics of Human Resource Management in modern Hospitality.
			<ul style="list-style-type: none"> • Learn the concept of Performance Appraisal and Job Evaluation.
			<ul style="list-style-type: none"> • Learn about Grievance mechanism and importance of Discipline.
			<ul style="list-style-type: none"> • Gain knowledge about types of Compensations and Incentives.
			<ul style="list-style-type: none"> • Understand the importance of Industrial Relations and role of Trade Unions.



BHARATI VIDYAPEETH DEEMED UNIVERSITY
(Established u/s 3 of the UGC Act, 1956 of Govt. of India)

**INSTITUTE OF HOTEL MANAGEMENT
& CATERING TECHNOLOGY**



Founder-Chancellor :

Dr. Patangrao Kadam

M.A., LL.B., Ph.D.

Pune-Satara Road, Katraj, Pune 411 043.

Phone : 24372761 / 24372788

Website : www.bharativedyapeeth.edu/bvhm

E-mail : ihmct@bharativedyapeeth.edu, bvduihmct@gmail.com

• Accredited with 'A+' Grade (3rd cycle) by NAAC • 'A' Grade University Status by MHRD, Govt. of India

Principal :

Dr. L.S. Chirmulay

DHMCT, BTS, MA (TM), M.Phil, Ph.D.

Ref : BVDU/IHMCT/ 100 / 2021-22

Date : 03/08/2021

TO WHOMSOEVER IT MAY CONCERN

The following are the programmes conducted by the Institute:

Sr.No	Programme Code	Programmes Offered	Duration	Recognition
1	10123	Bachelor In Hotel Management And Catering Technology (CBCS – 2018 Course) -	4 Years	Recognized By AICTE
2	10124	Bachelor In Science (Hospitality And Hotel Administration) (CBCS – 2018course)	3 Years	Recognized By UGC
3	10104	Bachelor In Hotel Management And Catering Technology (CBCS – 2016 Course)-	4 Years	Recognized By AICTE
4	10105	Bachelor In Science (Hospitality And Hotel Administration) (CBCS – 2016course)	3 Years	Recognized By UGC

Dr.L.S.Chirmulay.

PRINCIPAL

Bharati Vidyapeeth

(Deemed to be University)

Pune, India

Institute of Hotel Management

& Catering Technology,

Pune - 411 043



**THE SEMESTER-WISE DETAILS OF COURSES/CREDITS ARE GIVEN BELOW:
LL.B. (3 Year Degree Programme)**

I	LL.B First Semester Examination	Credits
1.	Constitutional Law – I	4
2.	Law of Contract	4
3.	Law of Crimes	4
4.	Legal Language	4
5.	Law of Torts Including Motor Vehicle Accident and Consumer Protection Act	4
6.	Optional – I	4
	A. Business Law Group – Banking Law including Negotiable Instrument Act	
	B. Constitutional Law Group – Media and Law	
		Total = 24 Credits
II	LL.B Second Semester Examination	Credits
1.	Constitutional Law – II	4
2.	Special Contract	4
3.	ICT and Legal Research (Soft Skills)	4
4.	Practical Paper – I (Professional Ethics, Accountancy for Lawyers and Bar Bench Relations)	6
5.	Jurisprudence	4
6.	Optional – II	4
	A Business Law Group – Insurance Law	
	B. Constitutional Law Group – Health Law	
		Total =26 Credits
III	LL.B. Third Semester Examination	Credits
1.	Family Law – I (Marriage,Divorce and Matrimonial Disputes)	4
2.	Civil Procedure Code	4
3.	Interpretation of Statute	4
4.	Practical Paper – II (Drafting Pleading & Conveyancing)	6
5.	Company Law	4
6.	Optional – III	4
	A Business Law Group – Merger and Acquisition	
	B. Constitutional Law Group – Right to Information	
		Total =26 Credits
IV	LL.B. Fourth Semester Examination	Credits
1.	Family Law – II (Matrimonial Property, Guardianship And Adoption)	4
2.	Public International Law	4
3.	Criminal Procedure Code, Juvenile Justice Act & Probation of Offenders Act	4
4.	Law of Evidence	4
5.	Cyber Law	4
6.	Optional –IV	4
	A. Business Law Group – Competition Law and practice	
	B. Constitutional Law Group – Gender Justice and Feminist Jurisprudence	
		Total =24 Credits

V	LL.B. Fifth Semester Examination	Credits
1.	Intellectual Property Law	4
2.	Property Law Including Transfer of Property Act and Easement Act	4
3.	Administrative Law	4
4.	Practical Paper – III (Moot Court Pre-trial Preparations and Participation in Trial Proceedings)	6
5.	Court Management	4
6.	Optional – V	4
	A. Business Law Group – Direct Tax	
	B. Constitutional Law Group – Law on Education	

Total =26 Credits

VI	LL.B. Sixth Semester Examination	Credits
1.	Labour Law	4
2.	Environmental Law	4
3.	Law of Trusts, Equity and Fiduciary Relationship	4
4.	Practical Paper-IV (Arbitration, Conciliation and Alternative Dispute Resolution Systems)	6
5.	Law on Infrastructure Development	4
6.	Optional – VI	4
	A Business Law Group – Indirect Tax	
	B. Constitutional Law Group – Human Rights Law & Practice	

Total =26 Credits

Total Credit requirement for LL.B 3 Years Programme = 152 Credits


Dr. Ujwala Bendale
Dean, Principal I/C
New Law College



COURSE DESIGN OF LL.B 3 YEARS PROGRAMME

The Scope of the Subjects shall be as indicated in the prescribed syllabus.

Semester	Foundational/ Compulsory Courses	Practical papers	Electives/ Optional	Total number of Papers	Total Marks Allotted	Total Credits
I	5	-	1	6	600	24
II	4	1	1	6	600	26
III	4	1	1	6	600	26
IV	5	-	1	6	600	24
V	4	1	1	6	600	26
VI	4	1	1	6	600	26
Total Number of Compulsory / Foundational Courses = 26		Total Number of Practical Papers = 04	Total Number of Electives = 06	Total Number of papers = 36	Total Marks = 3600	Total number of Credits for LL.B 3 Years Programme = 152



Dr. Ujwala Bendale
Dean, Principal I/C
New Law College



**GUIDELINES FOR INTERNAL ASSESSMENT SYSTEM
(Rules & Regulations)**

1	Class/ Home Assignments & Research Paper	- 10 Marks
2	Unit Tests / Moot Courts/ Legal Aid	- 20 Marks
3	Tutorials Based On Case Studies & Legislative Analysis	- 05 Marks
4	Attendance	- 05 Marks

Total = 40 Marks

**GUIDELINES FOR INTERNAL ASSESSMENT SYSTEM
(Rules & Regulations)**

1. CLASS/ HOME ASSIGNMENTS & RESEARCH PAPER :-

Long Term Paper	- 05 Marks
2 research papers	- 05 Marks (2.5 Marks Each)

Total = 10 Marks

EXPLANATION:-

In the Class/Home Assignments, the students are required to prepare a compulsory **Long Term Paper**. Besides this, the students shall also submit a minimum of **two compulsory Research papers** on any of the themes relating to the subject. The Submissions must be **free from plagiarism** and must meet international standards of modes of citation (except at places where only Indian Citation applies).

2. UNIT TESTS:-

Unit test I	- 10 Marks
Unit test II	- 10 Marks

Total = 20 Marks

EXPLANATION:-

There shall be a minimum of two compulsory Unit written tests to be appeared by the students which shall consist of 10 Marks for each paper. The Topics for each paper shall be notified by the concerned subject teacher well in advance. Similarly, a student can participate in the moot court/ legal aid and related activities.

3. TUTORIALS BASED ON CASE STUDIES & LEGISLATIVE ANALYSIS:-

Tutorial 1 (Case Study-I)	- 02 Marks
Tutorial 2 (Case Study-II)	- 02 Marks
Tutorial 3 (Legislative Analysis)	- 01 Marks

Total = 05 Marks

EXPLANATION:-

There shall be a minimum number of 3 Tutorials out of which 2 tutorials shall be based on the recent case studies while 1 tutorial shall be based on analysis of recent or landmark legislation relating to the subject to be appeared by the students in the Class.

4. ATTENDANCE:-

Attendance = 05 Marks

EXPLANATION:-

As per the norms of Bar Council of India, it shall be compulsory for all students to have a minimum of 75% of attendance per semester.

SPECIAL CLAUSE:-

The students who participate at the following activities with the prior permission of the Principal may be exempted from the above rules as a Special case:

- a) *A Student Who participated at Various national and International Moot Court Competitions in India or abroad; or*
- b) *A Student Who participated in Mock Trials, Debate, Essay or any other kind of competitions*
- c) *A Student who participated in any Model United Nations, Model Parliamentary Debate Competitions in India or abroad; or*
- d) *A Student Who actively volunteered in the College organized or any national NSS activity or any other extra-curricular activities; or*
- e) *A Student Who participated in assisting NLC's Free Legal Aid Clinic or other legal aid services, Legal Awareness camps etc. ; or*
- f) *A Student who participated in any cultural or sports activities held at national or international level; or*
- g) *A Student who is suffering from prolonged illness duly certified by the Registered medical practitioner*

Provided, the students who participated in the abovementioned activities, have sought prior permission, in writing, of the Principal, Law College to represent the institute at national and international level. The exemption granted under this rule shall solely be subject to the discretion of the Principal, Law College and no Student can claim the exemption as a matter of his/her right.

SYSTEM OF EXAMINATION:

Each paper shall be of out of which 40 Marks shall be for Internal Assessment (IA) and 60 Marks shall be for University Examination (UE). Internal Assessment (IA) and University Examination (UE) shall be conducted by the University for each Paper.

THE CREDIT SYSTEM:

The credits specified for LL.B. 3 year programme describe the weightages of various courses of the programme. The number of credits along with grade points that the student has satisfactorily completed measures the performance of the student. Satisfactory progress of a student is subject to his/ her maintaining a minimum Cumulative Grade Point Average (CGPA), as well as minimum grades in different courses of the programme. A certain number of credits must be earned by the student to qualify for the degree. Description of credit distribution for core Courses, elective Courses, and language course has already been shown. There shall be a 10-Point Absolute Grading System for grading in each head of passing. The system shall have seven, the highest being 10. The performance indicators **O, A+, A, B+, B, and F** shall respectively mean:

O	Outstanding
A+	Excellent
A	Very Good
B+	Good
B	Satisfactory
F	Fail

THE GRADING SYSTEM UNDER CBCS

Point Scale for Grading

Marks Range of marks (Out of 100)	Grade Point	Grade
80 ≤ Marks ≤ 100	10	O
70 ≤ Marks ≤ 80	9	A+
60 ≤ Marks ≤ 70	8	A
55 ≤ Marks ≤ 60	7	B+
50 ≤ Marks ≤ 55	6	B
Marks below < 50	0	F

EVALUATION AND COMPUTATION OF THE GRADE POINT AVERAGES:

Cumulative performance indicators such as GPA, SGPA or CGPA shall be calculated as described and illustrated below.

- A) The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the Course/ Paper.
- B) The Weights for performance at UE and IA shall respectively be **60% and 40%**.
- C) The Grade Point Average (GPA) for a Course/ Paper shall be calculated by first finding the total marks out of 100 for the Course/ Paper.
- D) Two kinds of performance indicators, namely, the Semester Grade point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the Courses/ Paper in a particular Semester, while CGPA measures the cumulative performance in all courses/ papers since his/her enrollment. The CGPA of a learner when he/she completes the programme is the Final Result of the learner.

STANDARDS OF PASSING:

- A) In order to pass in a Semester, a Student must obtain a minimum grade point of 6.00 (50%) both at the UE and IA.
- B) A Student who passes in a Course/ Paper is said to have completed the Credits assigned to the Course/ Paper.
- C) A Student who completed the minimum Credits required for a programme will be declared to have completed the programme.
- D) **Minimum passing grade** shall be Grade 'B' for each course/ Paper.

RULES OF PROMOTION FOR LL.B 3 YEARS PROGRAMME:

The candidate, who has taken admission in LL.B 3 years Course, subject to the clearance of eligibility and after securing required credits as prescribed by the university, shall be automatically promoted to next year. However, a Student who has not put up sufficient credits shall not be promoted to next year. In order to take admission in the final year, the Candidate has to pass in all the papers of 1st year with minimum 6.00 Grade points at both University Examination and Internal Examination.

AWARD OF HONOURS:

A Student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The Final result will be in terms of letter grade only and is based on the CGPA of all Courses studied and passed. The Criteria for the award of honours is given below.

The Criteria for the award of Degree are given as follows:

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.50 < CGPA < 10.00	O	Outstanding	80 <Marks <100
9.00 < CGPA < 9.49	A+	Excellent	70 <Marks <80
8.00 < CGPA < 8.99	A	Very Good	60 <Marks <70
7.00 < CGPA < 7.99	B+	Good	55 <Marks <60
6.00 < CGPA < 6.99	B	Satisfactory	50 <Marks <55
CGPA Below 6.00	F	Fail	Marks below 50



Dr. Ujwala Bendale
Dean, Principal I/C
New Law College



B.A. LL.B. (5 Year Degree Programme-10 Semester Programme)

I. B.A LL.B First Semester	Credits
1. General English – I	5
2. Political Science – I	5
3. Sociology – I (General Principles)	5
4. Economics – I (General Principles)	5
5. Law of Torts including Motor Vehicle Accident and Consumer Protection Act	5
Total Credits= 25	
II. B.A LL.B Second Semester	Credits
1. General English – II	5
2. Political Science – II	5
3. Sociology – II (Sociology of India)	5
4. Economics – II (Indian Economics)	5
5. Law of Contract	5
6. International Human Rights	5
Total Credits= 30	
III. B.A Law Third Semester	Credits
1. General English – III (Including Legal Writing)	5
2. Political Science – III (Concepts & Ideology)	5
3. Sociology & Law – III	5
4. ICT & Legal Research (Soft Skills)	5
5. Constitutional Law – I	5
Total Credits= 25	
IV. B.A LL.B Fourth Semester	Credits
1. English – IV (Legal Language)	5
2. Political Science – IV (International Relations)	5
3. Economics and Law III	5
4. Family Law – I (Marriage, Divorce and Matrimonial Disputes)	5
5. Constitutional Law – II	5
6. Private International Law	5
Total Credits= 30	
V. B.A LL.B Fifth Semester	Credits
1. Political Science – V (Politics & Foreign Policy in India)	5
2. Law of Crimes	5
3. Jurisprudence	5
4. Family Law – II (Matrimonial Property, Guardianship & Adoption)	5
5. Optional – I	5
A. Business Law Group – Banking law including Negotiable Instrument Act	
B. Constitutional Law Group – Media and Law	
Total Credits= 25	

VI. B.A LL.B Sixth Semester	Credits
1. Political Science – VI (Public Administration)	5
2. Cyber Law	5
3. Special Contract	5
4. Practical Paper – I (Professional Ethics, Accountancy for Lawyers and Bar Bench Relations)	6
5. International Dispute Resolution Bodies	5
6. Optional – II	5
A Business Law Group – Insurance Law	
B. Constitutional Law Group – Health Law	
Total Credits=	31

VII. B.A LL.B Seventh Semester	Credits
1. Civil Procedure Code & Limitation Act	5
2. Interpretation of Statutes	5
3. Company Law	5
4. Property Law Including Transfer of Property Act and Easement Act	5
5. Optional – III	5
A Business Law Group – Merger and Acquisition	
B. Constitutional Law Group – Right to Information	
Total Credits=	25

VIII. B.A LL.B Eighth Semester	Credits
1. Labour Laws	5
2. Law of Evidence	5
3. Criminal Procedure Code, Juvenile Justice Act & Probation of Offenders Act	5
4. Practical Paper-II (Drafting, Pleading & Conveyancing)	6
5. Maritime Law	5
6. Optional –IV	5
A. Business Law Group – Competition Law & Practice	
B. Constitutional Law Group – Gender Justice and Feminist Jurisprudence	
Total Credits=	31

IX. B.A LL.B Ninth Semester	Credits
1. Administrative Law	5
2. Environmental Law	5
3. Law on Infrastructure Development	5
4. Practical Paper-III (Moot Court, Pre-trial Preparations and Participation in trial proceedings)	6
5. Optional – V	5
A. Business Law Group – Direct Tax	
B. Constitutional Law Group – Law on Education	
<hr/> Total Credits = 26	

X. B.A LL.B Tenth Semester	Credits
1. Public International Law	5
2. Intellectual Property Laws	5
3. Court Management	5
4. Practical Paper-IV (Arbitration, Conciliation and Alternative Dispute Resolution Systems)	7
5. International Environmental Law	5
6. Optional – VI	5
A Business Law Group – Indirect Tax	
B. Constitutional Law Group – Human Rights Law & Practice	
<hr/> Total Credits=32	

Total Requirement of Credits for B.A. LL.B 5 years Programme= 280 Credits



Dr. Ujwala Bendale
Dean, Principal I/C
New Law College



COURSE DESIGN OF B.A. LL.B 5 YEAR PROGRAMME

The Scope of the Subjects shall be as indicated in the prescribed syllabus.

Semester	Foundational/ Compulsory Courses	Practical Papers	Electives/ Optionals	Total number of Papers	Total Marks Allotted	Total Credits
I	5	-	-	5	500	25
II	6	-	-	6	600	30
III	5	-	-	5	500	25
IV	6	-	-	6	600	30
V	4	-	1	5	500	25
VI	4	1	1	6	600	31
VII	4	-	1	5	500	25
VIII	4	1	1	6	600	31
IX	3	1	1	5	500	26
X	4	1	1	6	600	32
Total Number of Compulsory / Foundational Courses =45		Total Practical papers = 04	Total Number of Electives = 06	Total Number of papers = 55	Total Marks = 5500	Total number of Credits for BA. LL.B 5 Years Programme = 280



Dr. Ujwala Bendale
Dean, Principal I/C
New Law College



GUIDELINES FOR INTERNAL ASSESSMENT SYSTEM

(Rules & Regulations)

- **Class/ Home Assignments & Research Paper** - 10 Marks
- **Unit Tests / Moot Courts/ Legal Aid** - 20 Marks
- **Tutorials Based On Case Studies & Legislative Analysis** - 05 Marks
- **Attendance** - 05 Marks

Total = 40 Marks

GUIDELINES FOR INTERNAL ASSESSMENT SYSTEM

(Rules & Regulations)

1. CLASS/ HOME ASSIGNMENTS & RESEARCH PAPER :-

- Long Term Paper - 05 Marks
- 2 research papers - 05 Marks (2.5 Marks Each)

Total = 10 Marks

EXPLANATION:-

In the Class/Home Assignments, the students are required to prepare a compulsory **Long Term Paper**. Besides this, the students shall also submit a minimum of **two compulsory Research papers** on any of the themes relating to the subject. The Submissions must be **free from plagiarism** and must meet international standards of modes of citation (except at places where only Indian Citation applies).

2. UNIT TESTS:-

- Unit test I - 10 Marks
- Unit test II - 10 Marks

Total = 20 Marks

EXPLANATION:-

There shall be a minimum of two compulsory Unit written tests to be appeared by the students which shall consist of 10 Marks for each paper. The Topics for each paper shall be notified by the concerned subject teacher well in advance. Similarly, a student can participate in the moot court/ legal aid and related activities.

3. TUTORIALS BASED ON CASE STUDIES & LEGISLATIVE ANALYSIS:-

Tutorial 1 (Case Study-I)	- 02 Marks
Tutorial 2 (Case Study-II)	- 02 Marks
Tutorial 3 (Legislative Analysis)	- 01 Marks

Total = 05 Marks

EXPLANATION:-

There shall be a minimum number of 3 Tutorials out of which 2 tutorials shall be based on the recent case studies while 1 tutorial shall be based on analysis of recent or landmark legislation relating to the subject to be appeared by the students in the Class.

4. ATTENDANCE:-

Attendance = 05 Marks

EXPLANATION:-

As per the norms of Bar Council of India, it shall be compulsory for all students to have a minimum of 75% of attendance per semester.

SPECIAL CLAUSE

The students who participate at the following activities with the prior permission of the Principal may be exempted from the above rules as a Special case:

- a) *A Student Who participated at Various national and International Moot Court Competitions in India or abroad; or*
- b) *A Student Who participated in Mock Trials, Debate, Essay or any other kind of competitions*
- c) *A Student who participated in any Model United Nations, Model Parliamentary Debate Competitions in India or abroad; or*
- d) *A Student Who actively volunteered in the College organized or any national NSS activity or any other extra-curricular activities; or*
- e) *A Student Who participated in assisting NLC's Free Legal Aid Clinic or other legal aid services, Legal Awareness camps etc. ; or*
- f) *A Student who participated in any cultural or sports activities held at national or international level; or*
- g) *A Student who is suffering from prolonged illness duly certified by the Registered medical practitioner*

Provided, the students who participated in the abovementioned activities, have sought prior permission, in writing, of the Principal, Law College to represent the institute at national and international level. The exemption granted under this rule shall solely be subject to the discretion of the Principal, Law College and no Student can claim the exemption as a matter of his/her right.

SYSTEM OF EXAMINATION

Each paper shall be of 100 Marks out of which 40 Marks shall be for Internal Assessment (IA) and 60 Marks shall be for University Examination (UE). Internal Assessment (IA) and University Examination (UE) shall be conducted by the University for each paper.

THE CREDIT SYSTEM:

The credits specified for B.A. LL.B. 5 years programme describe the weight ages of various courses of the programme. The number of credits along with grade points that the student has satisfactorily completed measures the performance of the student. Satisfactory progress of a student is subject to his/ her maintaining a minimum Cumulative Grade Point Average (CGPA), as well as minimum grades in different courses of the programme. A certain number of credits must be earned by the student to qualify for the degree. Description of credit distribution for core Courses, elective Courses, and language course has already been shown.

There shall be a 10-Point Absolute Grading System for grading in each head of passing. The system shall have seven, the highest being 10.

The performance indicators **O, A+, A, B+, B, and F** shall respectively mean:

O	Outstanding
A+	Excellent
A	Very Good
B+	Good
B	Satisfactory
F	Fail

THE GRADING SYSTEM UNDER CBCS

Point Scale for Grading

Marks Range of marks (Out of 100)	Grade Point	Grade
80 ≤ Marks ≤ 100	10	O
70 ≤ Marks ≤ 80	9	A+
60 ≤ Marks ≤ 70	8	A
55 ≤ Marks ≤ 60	7	B+
50 ≤ Marks ≤ 55	6	B
Marks below < 50	0	F

EVALUATION AND COMPUTATION OF THE GRADE POINT AVERAGES:

Cumulative performance indicators such as GPA, SGPA or CGPA shall be calculated as described and illustrated below.

- A) The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the Course/ Paper.
- B) The Weights for performance at UE and IA shall respectively be **60% and 40%**.
- C) The Grade Point Average (GPA) for a Course/ Paper shall be calculated by first finding the total marks out of 100 for the Course/ Paper.
- D) Two kinds of performance indicators, namely, the Semester Grade point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the Courses/ Paper in a particular Semester, while CGPA measures the cumulative performance in all courses/ papers since his/her enrollment. The CGPA of a learner when he/she completes the programme is the Final Result of the learner.

STANDARDS OF PASSING

- A) In order to pass in a Semester, a Student must obtain a minimum grade point of 6.00 (50%) both at the UE and IA.
- B) A Student who passes in a Course/ Paper is said to have completed the Credits assigned to the Course/ Paper.
- C) A Student who completed the minimum Credits required for a programme will be declared to have completed the programme.
- D) **Minimum passing grade** shall be Grade 'B' for each course/ Paper.

RULES OF PROMOTION FOR B.A LL.B 5 YEARS PROGRAMME

In a 5 year LL.B programme, a Student who is admitted in 1st year, subject to the clearance of eligibility and after securing required credits for that year, shall automatically be promoted to next year. However, a Candidate who has not put minimum credits shall not be promoted to next year of the programme. In order to get promotion in 3rd year, the Candidate has to pass in all the papers of 1st year with minimum 6.00 grade points in each paper at both University Examination and Internal Examination. Similarly, in order to get promotion to 4th Year, a Candidate has to pass in all the papers of 1st year and 2nd year. In order to get promotion in last year, a Candidate has to pass in all the papers of 1st year, 2nd year and 3rd year of the programme.

SINGLE DEGREE:

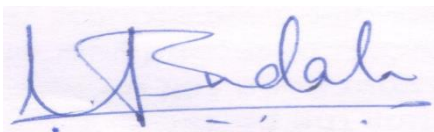
As per the UGC rules, a Candidate admitted in **B.A. LL.B 5 Years Programme** is entitled for Single Degree only (**B.A. LL.B**) that too after the successful completion of 5 years programme. They shall not be entitled for Dual Degree as the duration of the Programme is only five years.

AWARD OF HONOURS:

A Student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The Final result will be in terms of letter grade only and is based on the CGPA of all Courses studied and passed. The Criteria for the award of honours is given below.

The Criteria for the award of Degree are given as follows:

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.50 < CGPA < 10.00	O	Outstanding	80 <Marks <100
9.00 < CGPA < 9.49	A+	Excellent	70 <Marks <80
8.00 < CGPA < 8.99	A	Very Good	60 <Marks <70
7.00 < CGPA < 7.99	B+	Good	55 <Marks <60
6.00 < CGPA < 6.99	B	Satisfactory	50 <Marks <55
CGPA Below 6.00	F	Fail	Marks below 50



Dr. Ujwala Bendale
Dean, Principal I/C
New Law College



BB.A. LL.B (5 Year Degree Programme-10 Semester Programme)

I. BB.A LL.B First Semester	Credits
1. General English – I	5
2. Fundamentals of Management	5
3. Sociology – I (General Principles)	5
4. Economics – I (General Principles)	5
5. Law of Torts including Motor Vehicle Accident and Consumer Protection Act	5
Total Credits = 25	
II. BB.A LL.B Second Semester	Credits
1. General English – II	5
2. Human Resource Management	5
3. Sociology – II (Sociology of India)	5
4. Economics – II (Indian Economics)	5
5. Law of Contract	5
6. Business Organization	5
Total Credits =30	
III. BB.A LL.B Third Semester	Credits
1. General English – III (Including Legal Writing)	5
2. Business Ethics	5
3. Sociology & Law – III	5
4. ICT & Legal Research (Soft Skills)	5
5. Constitutional Law – I	5
Total Credits = 25	
IV. BB.A LL.B Fourth Semester	Credits
1. General English – IV (Legal Language)	5
2. Business Communication	5
3. Economics and Law III	5
4. Family Law – I (Marriage, Divorce And Matrimonial Disputes)	5
5. Constitutional Law – II	5
6. Financial & Management Accounting	5
Total Credits =30	
V. BB.A LL.B Fifth Semester	Credits
1. Business Environment	5
2. Law of Crimes	5
3. Jurisprudence	5
4. Family Law – II (Matrimonial Property, Guardianship & Adoption)	5
5. Optional – I	5
A. Business Law Group – Banking law including Negotiable Instrument Act	
B. Constitutional Law Group – Media and Law	

Total Credits = 25

VI. BB.A LL.B Sixth Semester	Credits
1. Marketing Management	5
2. Cyber Law	5
3. Special Contract	5
4. Practical Paper – I (Professional Ethics, Accountancy for Lawyers and Bar Bench Relations)	6
5. Financial Management	5
6. Optional – II	5
A Business Law Group – Insurance Law	
B. Constitutional Law Group – Health Law	

Total Credits =31

VII. BB.A LL.B Seventh Semester	Credits
1. Civil Procedure Code & Limitation Act	5
2. Interpretation of Statutes	5
3. Company Law	5
4. Property Law Including Transfer of Property Act and Easement Act	5
5. Optional – III	5
A Business Law Group – Merger and Acquisition	
B. Constitutional Law Group – Right to Information	

Total Credits =25

VIII. BB.A LL.B Eighth Semester	Credits
1. Labour Laws	5
2. Law of Evidence	5
3. Criminal Procedure Code, Juvenile Justice Act & Probation of Offenders Act	5
4. Practical Paper-II (Drafting, Pleading & Conveyancing)	6
5. International Business	5
6. Optional –IV	5
A. Business Law Group – Competition Law & Practice	
B. Constitutional Law Group – Gender Justice and Feminist Jurisprudence	

Total Credits =31

IX. BB.A LL.B Ninth Semester	Credits
1. Administrative Law	5
2. Environmental Law	5
3. Law on Infrastructure Development	5
4. Practical Paper-III (Moot Court. Pre-trial Preparations and Participation in trial proceedings)	6
5. Optional – V	5
A. Business Law Group – Direct Tax	
B. Constitutional Law Group – Law on Education	
<hr/> Total Credits =26	

X. BB.A LL.B Tenth Semester	Credits
1. Public International Law	5
2. Intellectual Property Laws	5
3. Court Management	5
4. Practical Paper-IV (Arbitration, Conciliation and Alternative Dispute Resolution Systems)	7
5. Important Documentation in Business	5
6. Optional – VI	5
A Business Law Group – Indirect Tax	
B. Constitutional Law Group – Human Rights Law & Practice	
<hr/> Total Credits =32	

Total Credits for BB.A LL.B 5 Years Programme = 280



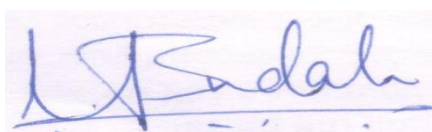
Dr. Ujwala Bendale
Dean, Principal I/C
New Law College



COURSE DESIGN OF BB.A. LL.B 5 YEAR PROGRAMME

The Scope of the Subjects shall be as indicated in the prescribed syllabus.

Semester	Foundational/ Compulsory Courses	Practical Papers	Electives/ Optional	total number of Papers	total Marks Allotted	total Credits
I	5	-	-	5	500	25
II	6	-	-	6	600	30
III	5	-	-	5	500	25
IV	6	-	-	6	600	30
V	4	-	1	5	500	25
VI	4	1	1	6	600	31
VII	4	-	1	5	500	25
VIII	4	1	1	6	600	31
IX	3	1	1	5	500	26
X	4	1	1	6	600	32
Total Number of Compulsory /Foundational Courses =45		Total Practical papers = 04	Total Number of Electives = 06	Total Number of papers = 55	Total Marks = 5500	Total number of Credits for BBA. LL.B 5 Years Programme = 280



Dr. Ujwala Bendale
Dean, Principal I/C
New Law College



GUIDELINES FOR INTERNAL ASSESSMENT SYSTEM

(Rules & Regulations)

- **Class/ Home Assignments & Research Paper** - 10 Marks
- **Unit Tests / Moot Courts/ Legal Aid** - 20 Marks
- **Tutorials Based On Case Studies & Legislative Analysis** - 05 Marks
- **Attendance** - 05 Marks

Total = 40 Marks

GUIDELINES FOR INTERNAL ASSESSMENT SYSTEM

(Rules & Regulations)

1. CLASS/ HOME ASSIGNMENTS & RESEARCH PAPER :-

- Long Term Paper - 05 Marks
- 2 research papers - 05 Marks (2.5 Marks Each)

Total = 10 Marks

EXPLANATION:-

In the Class/Home Assignments, the students are required to prepare a compulsory **Long Term Paper**. Besides this, the students shall also submit a minimum of **two compulsory Research papers** on any of the themes relating to the subject. The Submissions must be **free from plagiarism** and must meet international standards of modes of citation (except at places where only Indian Citation applies).

2. UNIT TESTS:-

- Unit test I - 10 Marks
- Unit test II - 10 Marks

Total = 20 Marks

EXPLANATION:-

There shall be a minimum of two compulsory Unit written tests to be appeared by the students which shall consist of 10 Marks for each paper. The topics for each paper shall be notified by the concerned subject teacher well in advance. Similarly, a student can participate in the moot court/ legal aid and related activities.

3. TUTORIALS BASED ON CASE STUDIES & LEGISLATIVE ANALYSIS:-

Tutorial 1 (Case Study-I)	- 02 Marks
Tutorial 2 (Case Study-II)	- 02 Marks
Tutorial 3 (Legislative Analysis)	- 01 Marks

Total = 05 Marks

EXPLANATION:-

There shall be a minimum number of 3 Tutorials out of which 2 tutorials shall be based on the recent case studies while 1 tutorial shall be based on analysis of recent or landmark legislation relating to the subject to be appeared by the students in the Class.

4. ATTENDANCE:-

Attendance = 05 Marks

EXPLANATION:-

As per the norms of Bar Council of India, it shall be compulsory for all students to have a minimum of 75% of attendance per semester.

SPECIAL CLAUSE

The students who participate at the following activities with the prior permission of the Principal may be exempted from the above rules as a Special case:

- a) *A Student Who participated at Various national and International Moot Court Competitions in India or abroad; or*
- b) *A Student Who participated in Mock Trials, Debate, Essay or any other kind of competitions*
- c) *A Student who participated in any Model United Nations, Model Parliamentary Debate Competitions in India or abroad; or*
- d) *A Student Who actively volunteered in the College organized or any national NSS activity or any other extra-curricular activities; or*
- e) *A Student Who participated in assisting NLC's Free Legal Aid Clinic or other legal aid services, Legal Awareness camps etc. ; or*
- f) *A Student who participated in any cultural or sports activities held at national or international level; or*
- g) *A Student who is suffering from prolonged illness duly certified by the Registered medical practitioner*

Provided, the students who participated in the abovementioned activities, have sought prior permission, in writing, of the Principal, Law College to represent the institute at national and international level. The exemption granted under this rule shall solely be subject to the discretion of the Principal, Law College and no Student can claim the exemption as a matter of his/her right.

SYSTEM OF EXAMINATION

Each paper shall be of out of which 40 Marks shall be for Internal Assessment (IA) and 60 Marks shall be for University Examination (UE). Internal Assessment (IA) and University Examination (UE) shall be conducted by the University for each paper.

THE CREDIT SYSTEM:

The credits specified for BB.A. LL.B. 5 years programme describe the weightages of various courses of the programme. The number of credits along with grade points that the student has satisfactorily completed measures the performance of the student. Satisfactory progress of a student is subject to his/ her maintaining a minimum Cumulative Grade Point Average (CGPA), as well as minimum grades in different courses of the programme. A certain number of credits must be earned by the student to qualify for the degree. Description of credit distribution for core Courses, elective Courses, and language course has already been shown.

There shall be a 10-Point Absolute Grading System for grading in each head of passing. The system shall have seven, the highest being 10.

The performance indicators **O, A+, A, B+, B, and F** shall respectively mean:

O	Outstanding
A+	Excellent
A	Very Good
B+	Good
B	Satisfactory
F	Fail

THE GRADING SYSTEM UNDER CBCS

Point Scale for Grading

Marks Range of marks (Out of 100)	Grade Point	Grade
80 ≤ Marks ≤ 100	10	O
70 ≤ Marks ≤ 80	9	A+
60 ≤ Marks ≤ 70	8	A
55 ≤ Marks ≤ 60	7	B+
50 ≤ Marks ≤ 55	6	B
Marks below < 50	0	F

EVALUATION AND COMPUTATION OF THE GRADE POINT AVERAGES:

Cumulative performance indicators such as GPA, SGPA or CGPA shall be calculated as described and illustrated below.

- A) The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the Course/ Paper.
- B) The Weights for performance at UE and IA shall respectively be **60% and 40%**.
- C) The Grade Point Average (GPA) for a Course/ Paper shall be calculated by first finding the total marks out of 100 for the Course/ Paper.
- D) Two kinds of performance indicators, namely, the Semester Grade point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the Courses/ Paper in a particular Semester, while CGPA measures the cumulative performance in all courses/ papers since his/her enrollment. The CGPA of a learner when he/she completes the programme is the Final Result of the learner.

STANDARDS OF PASSING

- A) In order to pass in a Semester, a Student must obtain a minimum grade point of 6.00 (50%) both at the UE and IA.
- B) A Student who passes in a Course/ Paper is said to have completed the Credits assigned to the Course/ Paper.
- C) A Student who completed the minimum Credits required for a programme will be declared to have completed the programme.
- D) **Minimum passing grade** shall be Grade 'B' for each course/ Paper.

RULES OF PROMOTION FOR BB.A LL.B 5 YEARS PROGRAMME

In a 5 year LL.B programme, a Student who is admitted in 1st year, subject to the clearance of eligibility and after securing required credits for that year, shall automatically be promoted to next year. However, a Candidate who has not put minimum credits shall not be promoted to next year of the programme. In order to get promotion in 3rd year, the Candidate has to pass in all the papers of 1st year with minimum 6.00 grade points in each paper at both University Examination and Internal Examination. Similarly, in order to get promotion to 4th Year, a Candidate has to pass in all the papers of 1st year and 2nd year. In order to get promotion in last year, a Candidate has to pass in all the papers of 1st year, 2nd year and 3rd year of the programme.

SINGLE DEGREE:

As per the UGC rules, a Candidate admitted in **BB.A. LL.B 5 Years Programme** is entitled for Single Degree only (**BB.A. LL.B**) that too after the successful completion of 5 years programme. They shall not be entitled for Dual Degree as the duration of the Programme is only five years.

AWARD OF HONOURS:

A Student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The Final result will be in terms of letter grade only and is based on the CGPA of all Courses studied and passed. The Criteria for the award of honours is given below.

The Criteria for the award of Degree are given as follows:

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.50 < CGPA < 10.00	O	Outstanding	80 < Marks < 100
9.00 < CGPA < 9.49	A+	Excellent	70 < Marks < 80
8.00 < CGPA < 8.99	A	Very Good	60 < Marks < 70
7.00 < CGPA < 7.99	B+	Good	55 < Marks < 60
6.00 < CGPA < 6.99	B	Satisfactory	50 < Marks < 55
CGPA Below 6.00	F	Fail	Marks below 50

Dr. Ujwala Bendale
Dean, Principal I/C
New Law College



**COURSE DESIGN OF LL.M (TWO YEAR PROGRAM)
(SEMESTER PATTERN)**

Semester	Core Course	Elective Course	Practical Paper	Open Course	General Course	Total No. of Papers	Total Marks	Total Credits
First Semester	02	02	01	NIL	NIL	05	500	30
Second Semester	02	02	01	NIL	NIL	05	500	30
Third Semester	NIL	02	01	02	01	06	600	30
Fourth Semester	Dissertation	NIL	NIL	NIL	NIL	01	200	30
Total						17	1800	120

1. Scheme of Examination: The examinations for two year LL.M. Program will be held in each Semester. The medium of instruction and the examination shall be in English. Every paper shall carry 100 marks out of which 60 marks are for written examination i.e. University Examination (UE) & 40 marks for Internal Assessment (IA). There shall be no written examination (i.e UE) for Practical Paper and Dissertation.

▪ **Internal Assessment (IA) will be as follows:**

- Unit Tests - 15 marks
- Home assignment - 10 marks
- Tutorial/Class Presentation - 10 marks
- Attendance - 5 marks

▪ **Practical Paper**

- The student has to appear for a Practical Paper in First, Second and Third Semester each respectively.
- The practical paper shall carry 100 marks each which shall be evaluated on the basis of the performance of the students under following headings:
 - Research Project (Doctrinal/Non-doctrinal)
 - Research publication
 - Clinical work
 - Law teaching

▪ **Dissertation**

- Dissertation shall carry 200 marks which shall be evaluated as follows:
 - Written work submission – 100 Marks
 - Research Publication – 50 Marks
(in Peer reviewed journal having ISSN No.)
 - Presentation and Viva voce – 50 marks

The student shall also have to submit two progress reports signed by their research guide highlighting the work carried out by the student during his research.

2. **Credit System:** Choice based credit system designed as per the University rules has been implemented for this program. The two year LL.M. program will have **120 credits**. Each credit is of 15 hours.
3. **Grading System:** The University has adopted a **10-point absolute grading system** for grading in each head of passing. The grading system shall be as shown in Table-1 below.

The Grading System under CBCS

Range of Marks (out of 100)	Grade Point	Grade
$80 \leq \text{Marks} \leq 100$	10	O
$70 \leq \text{Marks} < 80$	9	A+
$60 \leq \text{Marks} < 70$	8	A
$55 \leq \text{Marks} < 60$	7	B+
$50 \leq \text{Marks} < 55$	6	B
Marks < 50	0	D

The performance indicators O, A+, A, B+, B, and D shall respectively mean Outstanding, Excellent, Very Good, Good, Average, and Poor. It may be noted that entries in Table are meant for converting marks in individual courses to grade points. The respective grade points can also be computed from the following formulas given in Table-2.

The Formula to calculate the Grade Points (GP):

Suppose that 'Max' is the maximum marks assigned for an examination or evaluation based on which GP will be computed. In order to determine the GP, set $x = \text{Max}/10$ (since we have adapted 10-point system). Then GP is calculated by the formulas shown in Table-2. After computing the grade point the grade can be found from Table-1.

Table-2: Formula to Calculate Grade Point in Individual Evaluations

Range of Marks at the evaluation	Formula for the Grade Point
$8x < M < 10x$	10
$5.5x < M < 8x$	$\text{Truncate}(M / x) + 2$
$4x < M < 5.5x$	$\text{Truncate}(M/x) + 1$

4. Computation of Grade Point Averages: Cumulative performance indicators such as GPA, SGPA, or CGPA shall be calculated as described and illustrated below.

- I. The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. **The weights for performance at UE and IA shall respectively be 60% and 40%.**
- II. The grade point average (GPA) for a course shall be calculated by first finding the total marks **out of 100 for the course. The corresponding GP (as per the table in (2) above) shall be the GPA for the course.**
- III. Two kinds of performance indicators, namely, the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester, while the CGPA measures the cumulative performance in all courses since his/her enrolment. The CGPA of a learner when he/she completes the programme is the final result of the learner.

- IV. The SGPA is calculated by the formula
$$SGPA = \frac{\sum C_k \times GP_k}{\sum C_k}$$
, where C_k is the credit-value assigned to a course and GP_k is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study during the semester, including those in which he/she might have failed or those for which he/she remained absent. **The SGPA shall be calculated up to two decimal place accuracy.**

- V. The CGPA is calculated by the formula
$$CGPA = \frac{\sum C_k \times GP_k}{\sum C_k}$$
, where C_k is the credit-value assigned to a course and GP_k is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study from the time of his/her enrolment and also the during the semester for which CGPA is calculated, including those in which he/she might have failed or those for which he/she remained absent. **The CGPA shall be calculated up to two decimal place accuracy.**

- VI. The CGPA, calculated after the minimum credits specified for the programme are 'earned', will be the final result.

5. Standards of Passing

- For all courses, both UE and IE constitute separate heads-of-passing (HoP).
- In order to pass in such courses and to 'earn' the assigned credits the learner must obtain a minimum grade point of **6.0 (50% marks) at UE** and also a minimum grade point of **6.0 (50% marks) at IA**;
- The GPA for a course will be calculated only if the learner passes at the UE.
- A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the HoP.

- Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog candidate and clear the HoP.

6. Rules of Promotion: - The admission of students to the Two Year LL.M Program shall be on the yearly basis. A student admitted to the First Year of the course who complies with norms of the credit system and internal assessment with minimum 75% of attendance in the first year shall be automatically promoted to the Second year.

7. Award of Honours:

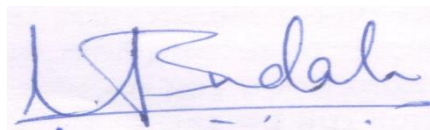
1. A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given in Table 4.

Table 4: Criteria for the Award of Honours at the End of the Programme

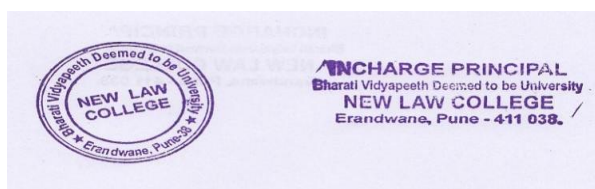
Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
$9.50 < CGPA < 10.00$	O	Outstanding	$80 < Marks \leq 100$
$9.00 < CGPA < 9.49$	A+	Excellent	$70 < Marks < 80$
$8.00 \leq CGPA \leq 8.99$	A	Very Good	$60 \leq Marks < 70$
$7.00 < CGPA < 7.99$	B+	Good	$55 < Marks < 60$
$6.00 < CGPA < 6.99$	B	Satisfactory	$50 < Marks < 55$
CGPA below 6.00	F	Fail	<i>Marks Below 50</i>

2. Formula to compute equivalent percentage marks for specified CGPA:

$$\%Marks(CGPA) = \begin{cases} 10 \times CGPA - 10, & \text{if } 5.00 \leq CGPA \leq 6.00 \\ 5 \times CGPA + 20, & \text{if } 6.00 \leq CGPA \leq 8.00 \\ 10 \times CGPA - 20, & \text{if } 8.00 \leq CGPA \leq 9.00 \\ 20 \times CGPA - 110, & \text{if } 9.00 \leq CGPA \leq 9.50 \\ 40 \times CGPA - 300, & \text{if } 9.50 \leq CGPA \leq 10.00 \end{cases}$$



Dr. Ujwala Bendale
Dean, Principal I/C
New Law College



COURSE STRUCTURE FOR LL.M (TWO YEAR PROGRAM) (SEMESTER PATTERN)

➤ Core courses

- Law and social transformation in India (5 credits)
- Indian constitutional law: The new challenges (5 credits)
- Judicial process (5 credits)
- Legal education and research methodology (5 credits)

➤ Elective Courses

▪ Business law

- Law of industrial and Intellectual property (5 credits)
- Legal regulation of economic enterprises (5 credits)
- Law of export import regulation (5 credits)
- Banking laws (5 credits)
- Insurance laws (5 credits)
- Corporate finance (5 credits)

▪ Human rights law

- Concept and development of human rights (5 credits)
- Human rights and international order (5 credits)
- Protection and enforcement of human rights in India (5 credits)
- Human rights of disadvantaged groups (5 credits)
- International humanitarian law and refugee law (5 credits)
- Science technology and human rights (5 credits)
- Dissertation (30 credits)

▪ Intellectual Property Law

- General Regime of Intellectual Property Rights (5 credits)
- Law Relating to Patents (5 credits)
- Law Relating to Trademarks (5 credits)
- Law Relating to Copyright (5 credits)
- Biotechnology and IPR (5 credits)
- Law of geographical indication and traditional knowledge (5 credits)

▪ Environment Law

- Environment and Development: Law and Policy (5 credits)
- Environment and international legal order (5 credits)
- Environment protection in India (5 credits)
- Environment protection and disaster management (5 credits)
- Climate change and legal order (5 credits)
- Biological diversity and legal order (5 credits)

➤ **Practical Paper**

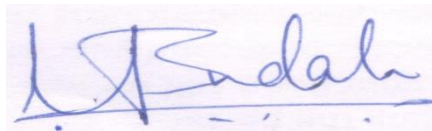
- Practical Paper I (10 Credits)
- Practical Paper II (10 Credits)
- Practical Paper III (10 Credits)

➤ **Interdisciplinary Courses**

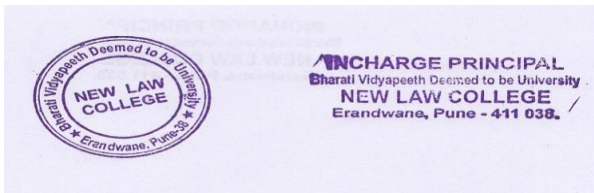
- Educational Technology and E-learning (3 credits)
- Computer Application and Legal research (3 credits)

➤ **Value Added Course**

- Soft skills and Personality Development (4 credits)



Dr. Ujwala Bendale
Dean, Principal I/C
New Law College



BHARATI VIDYAPEETH DEEMED UNIVERSITY
(Established u/s 3 of UGC Act 1956, vide notification no. F9. 15.U.3 of Govt. of India)

COLLEGE OF PHYSICAL EDUCATION

Dhankawadi, Pune-411 043 (Maharashtra), Tel.020-24373741

REACCREDITED 'A' GRADE BY NAAC



Bachelor of Physical Education

(B.P.Ed.)

(4 Semester Programme)

CURRICULUM FRAMEWORK

**GUIDELINES OF REGULATIONS AND SYLLABUS STRUCTURE FOR
B. P. ED. (FOUR SEMESTERS)
CHOICE BASED CREDIT SYSTEM (CBCS)**

Preamble: Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) B.P.Ed programme is a professional B.P.Ed programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII.

B. P. Ed. B.P.Ed programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The B.P.Ed programme comprises of compulsory and optional theory as well as practical courses and compulsory school internship.

Course Outcome

1. Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of Physical Education in classes VI to X and for conducting Physical Education and sports activities in classes XI and XII.
2. The course prepares the leaders in Physical Education who act as Mentors and Motivators for School children in inculcating healthy and hygienic habits.
3. To prepare the leaders who can work in Health and Fitness Industry as Fitness and Wellness experts.
4. To prepare Sports Experts in various capacities like Trainers, Physiotherapists, Rehabilitation Experts, Sports Counsellors, Game Officials, Scorers, Referees etc.
5. To prepares Experts who can work with various Sports Federations/Organisations/Leagues/Media Houses.

Intake, Eligibility and Admission Procedure:

The Intake, Eligibility and Admission Procedure are as per the NCTE norms and standards.

Eligibility

(a) Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter-College/Inter-Zonal/District/School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India. (Sports participation in last 05 years.)

Or

(b) Bachelor's degree in physical education with 45%marks.

Or

(c) Bachelor's degree in any discipline with 45%marks and studied physical education as compulsory/elective subject.

Or

(d) Bachelor's degree with 45%marks and having participated in national/Inter University/State competitions or secured 1st, 2nd or 3rd position in Inter College/Inter-Zonal/District/School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India. (Sports participation in last 05 years.)

Or

(e) Bachelor's degree with participation in International competition or secured 1st, 2nd or 3rd position in National/Inter-University competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India. (Sports participation in last 05 years.)

Or

(f) Graduation with 45%marks and at least three years of teaching experience (for deputed in-service candidates i.e. trained physical education teachers/coaches).

The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.

Age:-

For General category candidates the upper age limit is 32 years as on 1st July of the academic year. Age relaxation for SC, ST and OBC candidate will be given according to the rules and regulation of Bharati Vidyapeeth University and GOI

Number of seats:-

50 (Fifty) seats are approved by NCTE Bhopal for B.P.Ed. course.

Note:-

*Married girl is eligible for admission to B.P.Ed. programme. But, it is also compulsory for her to sign an undertaking that she will discontinue the B.P.Ed programme at once for at least one academic year, if she gets pregnant during the course of study. She can join back afresh from the beginning of the semester keeping the guidelines pertaining to the maximum duration of the course in mind.

*No differently-abled candidate is eligible for the admission in B.P.Ed. Course.

Admission procedure:-

Admission shall be made on merit on the basis of marks obtained in the entrance examination consisting of 100 marks based on the following.

a- Physical fitness test	50 marks
b- Written test	30 marks
c- Interview	10 marks
d- Sports achievement	10 marks

The total entrance test will be conducted in two days and could be extended, if needed and it will be conducted at Bharati Vidyapeeth Deemed University College of Physical Education

There shall be Physical Fitness Test (modified AAHPER/CNADIAN/OR ANYOTHER fitness test) of 50 marks will be conducted by Internal Examiners of Bharati Vidyapeeth Deemed University College of Physical Education

- (A) Theory Paper comprising of 30 multiple-choice questions of 30 minutes duration carrying 30 marks. Questions shall be based on Aptitude Test, Current Affairs and General Knowledge about sports.
- (B) Interview comprising of 10 marks will be conducted by Internal Examiners of Bharati Vidyapeeth Deemed University College of Physical Education
- (C) Sports Participation Weightage :- Candidate shall be given maximum 10 marks weightage on the basis of their sports participation in any one of the following level:

Participation	Marks
➤ International:	10
➤ Senior National championship/ National Games:	
1st Place :	10
2nd Place :	08
3rd Place :	07
Participation:	05
➤ All India Inter-Zonal Inter University Competitions:	
1st Place :	08
2nd Place :	07
3rd Place :	06
Participation:	05
➤ Zonal Inter University Competitions/Junior National Competitions:	
1st Place :	07
2nd Place :	06
3rd Place :	05
Participation:	04
➤ Senior State Championship/Rural national games/Woman Festival:	
1st Place :	05
2nd Place :	04
3rd Place :	03
Participation:	02

Note:-

*The marks will be given in only those games/sports, which are in the competition list of Association of Indian Universities (**AIU**) and/or School Games Federation of India (**SGFI**).

*The obtained position must be during last five academic sessions.

*The school state championship and inter collegiate championship participation shall be considered for eligibility criteria only; the candidate shall not get any marks for sports weightage.

Medical examination:-

Qualified candidates will have to submit medical certificate by CMO and blood group certificate to the concern office.

Course fee

The course fee Rs 80,000/- shall be deposited in Four installments ie.

Semester	Installment	Month	Amount
1 st	1 st	July- At the time of admission	Rs.20,000
2 nd	2 nd	December	Rs 20,000
3 rd	3 rd	June	Rs.20,000
4 th	4 th	December	Rs.20,000

The mode of **DD/Banker's cheque** in favor of the **The Pricipal ,Bharati Vidyapeeth (Deemed to be) University, College of Physical Education, or candidate can deposit cash in Bharati Bank in prescribed bank account of the college through Challan obtaining from College office .**

Duration: The B.P.Ed programme shall be of duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the B.P.Ed programme requirements within a maximum of three years from the date of admission to the programme.

The student, who discontinue the B.P.Ed programme after one year or more semesters due to extraordinary circumstances, are allowed to continue and complete the B.P.Ed programme with due approval from the principal .

SCHEME OF EXAMINATION FOR B.P.ED. (4 SEMESTERS)
(2015-2017)

Semester wise Distribution of Marks & Credits

		Sem-I	Sem-II	Sem-III	Sem-IV	Total
Part-A: Theory Courses	Marks	400	400	400	200	1500
	Credits	16	16	16	8	60
Part-B: Activity Courses (Games/Sports)	Marks	400	300	300	400	1300
	Credits	8	6	6	8	26
Part- C: Game/ Sport Specialization	Marks	100	100	100	100	400
	Credits	2	2	2	2	8
Part D -: Teaching Ability and Internship	Marks	--	100	100	300	400
	Credits	--	2	2	6	8
Grand Total	Marks	900	900	900	900	3600
	Credits	26	26	26	24	102

NOTES:

- Each Theory Course shall have 4 Units and 3 hrs. duration final examination except Sports Specialization which will have 3 units in each semester and 2-hour duration semester-end examination.
- The pattern of Semester-end question papers shall be:
 - 2.1. For papers having Max. Marks- 60 : [12+12+12+12+(4x3)=60 marks]**
For University examination each question paper shall consist of 9 questions (8 long answer questions from each unit and 1 combined question of 4 short notes from all 4 units). The candidate will attempt any one question from each unit (4 questions of 12 marks each from first 8 questions). The 9th question will be compulsory consisting 4 short notes of 3 marks each.
- For Internal Assessment of Theory Courses one Mid Semester Test of 30 marks for each course will be conducted by the college. For the mid semester test each question paper (of 30 marks) shall consist of 5 questions (4 long answer questions from first two unit and 1 combined question of 2 short notes from both units). The candidate will attempt any one question from each unit (2 questions of 12 marks each from first 4 questions). The 5th question will be compulsory consisting 2 short notes of 3 marks each. In addition, the teacher concerned shall conduct one open book examination consisting of 10 marks and submit the marks to the college exam department.

4. For Semester-end Examination in Activity Courses, the breaks-up of 100 Marks shall be as follows:

-	Skill proficiency/playing ability	:	80
-	Diary / Record book	:	20

5. For Specialization Sports Practice and Sports Training, the break-up of 100 Marks shall be as follows:

-	Skill proficiency/playing ability	:	60
-	Written Test	:	40

6. For internship, student needs to complete 150 hrs. as a physical education teacher in schools and also needs to prepare day to day lesson plan. Every day lesson plan will be evaluated and signed by School Administrator/Principal. Student needs to submit a report on his or her internship with the lesson plan duly signed by School Administrator/Principal. School Administrator/Principal will also be asked to give marks to the student according to his performance after the internship gets over. The break-up of 300 Marks shall be as follows

-	School Administrator Report	:	100 marks
-	Lesson Plan	:	100 marks
-	Viva-Voce	:	100 marks

CURRICULUM FRAMEWORK FOR B.P.ED.

(4 SEMESTERS 2015-2017)

B.P.Ed. I-Semester (July 2015 to November 2016)

PART-A: THEORY COURSES:

Subject Code	Courses	University Exam	Internal Assessment	Total	Lecture	Credits
BPEd/I/A/HC/01	Introduction & History of Physical Education	60	40	100	64	4
BPEd/I/A/HC/02	Anatomy, Physiology and Exercise Physiology	60	40	100	64	4
BPEd/I/A/HC/03	Computer Application & Communicative Skills in Physical Education	60	40	100	64	4
BPEd/I/A/SC/01 BPEd/I/A/SC/02	Select anyone of the following: *Development of Sports Movements *First Aid & Safety Education	60	40	100	64	4
Total		240	160	400	256	16

NOTE:HC- Hard Core/Compulsory Course; **SC-** Soft Core/Elective Course.

PART-B: PRACTICUM / ACTIVITY COURSES (GAMES & SPORTS):

Activity Code	Name of Activity	University Exam	Class	Credits
BPEd/I/B/HC/01	Conditioning	100	48	2
BPEd/I/B/HC/02	Track and Field (Running events)	100	48	2
BPEd/I/B/SC/01-04	Select anyone Activity/ Game/Sport from each Group* (B1 and B2 – the offer shall depend on administrative feasibility).	100X2	48X2	2X2
Total		400	--	08

****Groups of Activity/Game/Sport:** (Should be other than Sport Specialization).

Activity Group-B1		Activity Group-B2	
Activity Code	Activity	Activity Code	Activity
BPEd/I/B/SC/01	Basketball	BPEd/I/B/SC/03	Table Tennis
BPEd/I/B/SC/02	Volleyball	BPEd/I/B/SC/04	Tennis

PART-C: GAME/SPORT SPECIALIZATION: A student shall select/opt for any one Game/Sport from amongst: Basketball, Cricket, Football, Handball, Table Tennis, Tennis, Track & Field, Volleyball, Weight Lifting, Kho-Kho, Kabaddi and Yoga.

Activity Code	Name of Area	University Exam	Class	Credits
BPEd/I/D/SCC/01	Sports Practice and Sports Training (in selected/opted Game/Sport - sessional only)	100	48	2

NOTE: SCC- Soft Core Compulsory.

B.P.Ed. II-Semester (December 2015 to April 2016)

PART-A: THEORY COURSES:

Subject Code	Courses	University Exam	Internal Assessment	Total	Lecture	Credits
BPEd/II/A/HC/01	Educational & Sports Psychology	60	40	100	64	4
BPEd/II/A/HC/02	Methodology of Teaching in Physical Education	60	40	100	64	4
BPEd/II/A/HC/03	Sports Training	60	40	100	64	4
BPEd/II/A/SC/01	Select anyone of the following: *Fitness, Wellness and Sports Nutrition	60	40	100	64	4
BPEd/II/A/SC/02	*Adapted Physical Education					
	Total	240	160	400	256	16

PART-B: PRACTICUM / ACTIVITY COURSES (GAMES & SPORTS):

Activity Code	Name of Activity	University Exam	Class	Credits
BPEd/II/B/HC/01	Track & Field-I (Field Events)	100	48	2
BPEd/II/B/HC/03	Light Apparatus	100	48	2
BPEd/II/B/SC/01-04	Select anyone Activity/ Game/ Sport from Group-B3* (The offer shall depend on administrative feasibility).	100	48	2
	Total	300	144	06

*Group of Activity/Game/Sport: (Should be other than Sport Specialization).

Activity Group-B3			
Activity Code	Activity	Activity Code	Activity
BPEd/II/B/SC/01	Handball	BPEd/II/B/SC/03	Kho- Kho
BPEd/II/B/SC/02	Cricket	BPEd/II/B/SC/04	Weight Lifting

PART-C: GAME/SPORT SPECIALIZATION: (Continued from Semester-I)

Activity Code	Name of Area	University Exam	Class	Credits
BPEd/II/D/SCC/01	Sports Practice and Sports Training (in selected/opted Game/Sport)	100	48	2

PART-D: TEACHING ABILITY AND INTERNSHIP-I (ACTIVITY TEACHING):

Activity Code	Name of Area	University Exam	Class	Credits
BPEd/II/C/HC/01	Teaching Lessons (students shall conduct minimum 5 teaching lessons at the Institute itself in different activities like Marching, Calisthenics and Rhythmic Activities).	100	48	2

B.P.Ed. III-Semester (July 2016 to November 2016)

PART-A: THEORY COURSES:

Subject Code	Courses	University Exam	Internal Assessment	Total	Lecture	Credits
BPEd/III/A/HC/01	Measurement & Evaluation in Physical Education	60	40	100	64	4
BPEd/III/A/HC/02	Kinesiology & Biomechanics	60	40	100	64	4
BPEd/III/A/HC/03	Yoga and Health Education	60	40	100	64	4
BPEd/III/A/SC/01	Select anyone of the following: *Sports Entrepreneur, Marketing & Sports Management	60	40	100	64	4
BPEd/III/A/SC/02	*Professional Preparation in Physical Education					
	Total	240	160	400	256	16

PART-B: PRACTICUM / ACTIVITY COURSES (GAMES & SPORTS):

Activity Code	Name of Activity	University Exam	Class	Credits
BPEd/III/B/HC/01	Conditioning	100	48	2
BPEd/III/B/HC/02	Judo	100	48	2
BPEd/III/B/HC/03	Select anyone Activity/ Game/ Sport from Group-B4* (The offer shall depend on administrative feasibility).	100	48	2
	Total	300	94	6

*Group of Activity/Game/Sport: (Should be other than Sport Specialization).

Activity Group-B4			
Activity Code	Activity	Activity Code	Activity
BPEd/III/B/SC/01	Yoga	BPEd/II/B/SC/03	Aerobics

PART-C: GAME/SPORT SPECIALIZATION: (Different from Semester - I & II)

Activity Code	Name of Area	University Exam	Class	Credits
BPEd/III/D/SCC/01	Sports Practice and Sports Training (in selected/opted Game/Sport)	100	48	2

PART-D: TEACHING ABILITY AND INTERNSHIP-II (ACTIVITY TEACHING):

(Continued from Semester - II)

Activity Code	Name of Area	University Exam	Class	Credits
BPEd/III/C/HC/01	Teaching Practice	100	60	2

B.P.Ed. IV-Semester (December 2016 to April 2017)

PART-A: THEORY COURSES:

Subject Code	Courses	University Exam	Internal Assessment	Total	Lecture	Credits
BPEd/IV/A/HC/02	Sports Medicine, Physiotherapy and Rehabilitation	60	40	100	64	4
BPEd/IV/A/HC/03	Research and Statistics in Physical Education	60	40	100	64	4
	Total	120	80	200	128	8

PART-B: PRACTICUM / ACTIVITY COURSES (GAMES & SPORTS):

Activity Code	Name of Activity	University Exam	Class	Credits
BPEd/IV/B/HC/01	Kabaddi	100	48	2
BPEd/IV/B/HC/02	Weight Training	100	48	2
BPEd/IV/B/HC/03	Gymnastics	100	48	2
BPEd/IV/B/HC/03	Camping, Hiking and Tracking	100	48	2
	Total	400	192	8

PART-C: GAME/SPORT SPECIALIZATION: (Continued from Semester - III)

Activity Code	Name of Area	University Exam	Class	Credits
BPEd/III/D/SCC/01	Sports Practice and Sports Training (in selected/opted Game/Sport)	100	48	2

PART-D: TEACHING ABILITY AND INTERNSHIP (ACTIVITY TEACHING):

Activity Code	Name of Area	University Exam	Class	Credits
BPEd/III/C/HC/01	Internship	300	150	6

(Choice Based Credit System)

Standard of Passing:

For all courses, both UE and IA constitute separate heads of passing. In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0(40% of marks) at UE and also a minimum grade point of 5.0(40% marks) at IA.

If a student fails in IA, the learner passes in the course provided he/she obtains a minimum of 25% in IA and GPA for the course is at least 6.0 (50 % in aggregate). The GPA for a course will be calculated only if the learner passes at the UE.

A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog candidate and clear the head of passing.

The 10-point scale Grades and Grade Points according to the following table:

Range of Marks (Out of 100)	Grade	Grade Point
80 ≤ Marks ≤ 100	O	10
70 ≤ Marks ≤ 80	A+	9
60 ≤ Marks ≤ 70	A	8
55 ≤ Marks ≤ 60	B+	7
50 ≤ Marks ≤ 55	B	6
40 ≤ Marks ≤ 50	C	5
Marks ≤ 40	D	0

The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. The weights for performance at UE and IA shall respectively be 60% and 40%.

GPA is calculated by adding the UE marks of 60 and IA marks out of 40. The total marks out of 100 are converted to grade point, which will be the GPA.

Formula to calculate Grade Points (GP)

Suppose that Max is the maximum marks assigned for an examination or evaluation based on which GP will be computed. In order to determine the GP. Sex x -Max/10 (since we have adapted 10-point system). Then GP is calculated by the formulas shown as below.

Range of marks at the evaluation	Formula for the Grade Point
$8x \leq \text{Marks} \leq 10x$	10
$5.5x \leq \text{Marks} \leq 8x$	Truncate (Marks/x)+2
$4x \leq \text{Marks} \leq 5.5x$	Truncate (Marks/x)+1

particular semester. While the CGPA measures the cumulative performance in all courses since his/her enrolment. The CGPA of learner when he/she completes the B.P.Ed programme is the final result of the learner.

The Formula to compute equivalent percentage marks for specified CGPA:

% Marks (CGPA)	10x CGPA - 10	If $5.00 \leq \text{CGPA} \leq 6.00$
	5x CGPA + 20	If $6.00 \leq \text{CGPA} \leq 8.00$
	10x CGPA - 20	If $8.00 \leq \text{CGPA} \leq 9.00$
	20x CGPA - 110	If $9.00 \leq \text{CGPA} \leq 9.50$
	40x CGPA - 300	If $9.50 \leq \text{CGPA} \leq 10.00$

Award of Honours:

A student who has completed the minimum credits specified for the B.P.Ed programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
$9.50 \leq \text{CGPA} \leq 10.00$	O	Outstanding	$80 \leq \text{Marks} \leq 100$
$9.00 \leq \text{CGPA} \leq 9.49$	A+	Excellent	$70 \leq \text{Marks} \leq 80$
$8.00 \leq \text{CGPA} \leq 8.99$	A	Very Good	$60 \leq \text{Marks} \leq 70$
$7.00 \leq \text{CGPA} \leq 7.99$	B+	Good	$55 \leq \text{Marks} \leq 60$
$6.00 \leq \text{CGPA} \leq 6.99$	B	Average	$50 \leq \text{Marks} \leq 55$
$5.00 \leq \text{CGPA} \leq 5.99$	C	Satisfactory	$40 \leq \text{Marks} \leq 50$
CGPA Below 5.00	F	Fail	Marks Below 40

Educational Tour/Camp: In addition to the above rules the student must fulfill the following requirements to acquire the degree which is mandatory. Educational Tour or Leadership Camp organized by the College of Physical Education of at least 07 days. The students shall contribute separately for these activities.

B.P.Ed

Semester I

BPEd/I/A/HC/01: Introduction & History of Physical Education

Subject Outcome:-

1. Students will understand the concept of Philosophy and philosophy of physical education to acquaint student with the different Philosophies along with their implications in Physical education.
2. Students will understand the concept of Sociology and to acquaint student the implications of Physical education and sports in society.
3. Students will understand the concept of Education and Physical Education
4. Students will get acquainted with historical perspective as influence on physical education, Abroad and in India.
5. Students will get acquainted with different Issues, challenges and opportunities in Physical education & sports

Unit – 1: Introduction

Meaning, Definition and Scope of Physical Education
 Aims and Objective of Physical Education
 Importance of Physical Education in present era.
 Misconceptions about Physical Education.
 Relationship of Physical Education with General Education.
 Physical Education as an Art and Science.

Unit- II – Historical Development of Physical Education in India

Indus Valley Civilization Period. (3250 BC – 2500 BC)
 Vedic Period (2500 BC – 600 BC)
 Early Hindu Period (600 BC–320 AD) & Later Hindu Period (320AD-1000AD)
 Medieval Period (1000 AD – 1757 AD) British Period (Before 1947)
 Physical Education in India (After 1947)
 Contribution of Akhadas and Vyayamshalas
 Y.M.C.A. and its contributions.

Unit- III- Foundation of Physical Education

Philosophical foundation:
 Idealism, Pragmatism, Naturalism, Realism, Humanism,
 Existentialism and Indian Philosophy and Culture.
 Fitness and wellness movement in the contemporary perspectives
 Sports for all and its role in the maintenance and promotion of fitness.

Unit-IV- Principles of Physical Education

Biological, Growth and development, Age and gender characteristics, Body Types
 Anthropometric differences , Psychological, Learning types, learning curve Laws and principles of learning, Attitude, interest, cognition, emotions and sentiments. Sociological, Society and culture, Social acceptance and recognition, Leadership
 Social integration and cohesiveness

References:

- Bucher, C. A. (n.d.) *Foundation of Physical Education*. St. Louis: The C.V. Mosby Co.
- Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical Education.(Maharashtra)
- Mohan, V. M. (1969). *Principles of Physical Education*. Delhi: Metropolitan Book Dep.
- Nixon, E. E. & Cozen, F.W. (1969). *An introduction to Physical Education*. Philadelphia: W.B. Saunders Co.
- Obertuffer, Delbert(1970) *Physical Education*. New York: Harper & Brothers Publisher.

BPEd/I/A/HC/02: Anatomy, Physiology and Exercise Physiology

Subject Outcome:-

1. Students will understand the basic structure and function of the human body
2. Students will understand the effect of exercise on the different systems
3. Students will understand the normal movements of the body
4. Students will understand how body gets fuel for its working.

Unit – 1 Introduction

Brief introduction of Anatomy and Physiology
 Need and importance of anatomy and physiology
 Organization of Living organism
 Essential Properties of living cell

Unit – II Skeletal System, Digestive System and Respiratory system

Skeletal System

General structure of the bone, various kinds of bones, functions of the bones.
 Joints, their structure, and their movements

Digestive System

Organs and its function in digestive system
 Process of digestion in human body

Respiratory system

Organs and its function in respiratory system
 Types of respiration

Unit – III Cardiovascular System and Nervous system

Cardiovascular System

Heart, its location, structure and function.
 Mechanism of blood circulation.
 Blood pressure, cardiac output, cardiac cycle, heart rate, pulse rate and athletes heart.

Nervous system

Organs of nervous system
 Function of brain
 Function of spinal cords
 Types of nervous system

Unit – IV- Effect of Exercise on Various Systems

Cardio – respiratory system
 Skeletal system
 Muscular System
 Digestive and Excretory system
 Nervous system

References:

- D. (1979). A Christine, M. D., (1999). *Physiology of Sports and Exercise*. USA: Human Kinetics.
- Conley, M. (2000). *Bioenergetics of Exercise Training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
- Gupta, A. P. (2010). *Anatomy and Physiology*. Agra: Sumit Prakashan.
- Gupta, M. and Gupta, M. C. (1980). *Body and Anatomical Science*. Delhi: Swaran Printing Press.
- Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.

BPEd/I/A/HC/03: Computer Application & Communicative Skills in Physical Education

Learning Outcome

1. Understand concept of information and communication technology in physical education field
2. Analyse sporting data of various types via astute use of statistical packages.
3. Practice mathematics, statistics, information technology in sport technology related problems.
4. Offer Hands on Knowledge in information and communication Technology .

Unit I: Introduction of Computer

1. History, application, characteristics, types of computer (Analog, Digital, Hybrid) and generations of Computer.
2. Physical structure of computer.
3. Role of computer in various fields
4. Need of computer in Physical Education.

Unit-II Component of Computer System: An Introduction of Hardware and Software

1. Components of computer system
2. CPU (CU, ALU and Main memory)
3. Input devices (Keyboard, Mouse and Track Ball, Touchpad, Joysticks, Touch Sensitive Screens, Data Scanning Device, Bar Code Readers, Optical Mark Reader (OMR) and Magnetic Ink Character Reader (MICR)
4. Output Devices (Monitor, Printer, LCD)
5. Hardcopy Devices (Printers and Plotter)
6. UPS and types of UPS
7. Operating System Programme Languages translator.
8. Application program/package

UNIT III Effective Communication

A) The Seven C's of the Effective Communication

B) Communication: Its interpretation

- i)** Basics **ii).** Nonverbal Communication **iii).** Barriers to Communication

UNIT IV Business Communication and Writing

A) Business Communication at Work Place

- i)** Letter Components and Layouts **ii).** Planning a letter **iii).** Process of Letter writing **iv).** Email Communication **v).** Memo and Memo Reports **vi).** Employment Communication **vii).** Notice Agenda and Minutes of Meeting **vii).** Brochures

B) Report Writing

i). Effective Writing ii). Types of Business Reports iii). Structure of Reports iv). Gathering Information v). Organization of the Material vi). Writing Abstracts and Summaries vii) Writing Definitions viii). Visual Aids ix). User Instruction Manual

Reference

- Koneru Aruna, Professional Communication McGraw Hill Pub. 1998, New Delhi
- Murphy Herta, Herbert W Hilderbrandt, Jane P Thomas Effective Business Communication, 1997, McGraw Hill
- Petit Lesikkar, Business Communication, 1994, McGraw Hill
- Willey, Communication Skills Handbook, Summers Willey Pub. India
- Rai and Rai, Business Communication, 1999, Himalaya Publishing House, Mumbai.

BPEd/I/A/SC/01: Development of Sports Movements (Elective)**Subject Outcome:-**

1. Students will understand the concept of Philosophy and philosophy of physical education to acquaint student with the different Philosophies along with their implications in Physical education.
2. Students will understand the concept of Sociology and to acquaint student the implications of Physical education and sports in society.
3. Students will understand the concept of Education and Physical Education
4. Students will get acquainted with historical perspective as influence on physical education, Abroad and in India.
5. Students will get acquainted with different Issues, challenges and opportunities in Physical education & sports

UNIT - I A) Physical Education in Ancient Civilization with reference to

- I) India ii) Greece iii) Rome IV) Egypt.
- B) Development of Physical Education & sports during 20 Th Century with special reference to 1) U.S.A. ii) Sweden iii) Germany iv) Olympics v) Asian Games.

UNIT - II Physical Education in India during 20th century

- a) Physical Training for teacher working in school & college.
- b) Movement of Akhadas & Vyayam Shalas.
- c) Central Advisory Board of Physical Education.
- d) All India council of sports.
- e) SNIPES, NSNIS, LNIPE.
- f) Sports authority of India (sai)
- g) Nehru yuwak Kendra.
- h) Awards National & state level.

UNIT - III A Study of the development of Physical Education sports & Games in Maharashtra with reference to

- a) The present Organization set up in state.
- b) Important schemes and activities including indigenous activities.
- c) Role of Voluntary Physical Education & sports Bodies in state...

UNIT - IV Youth welfare & Youth Services:-

- a) Concept of youth welfare & Youth work.
- b) Youth organization in India
- c) Programmers under youth development
- d) Youth services such as secreting & guiding N.C.C. N.S.S., Civil defense & scout & Guide movement.

Reference

- 1) Manual of Physical Education of India - D.G. Wakharkar
- 2) A World History of Physical Education - Van Ten Micher
- 3) History of Physical Education C.W. Hyensmith
- 4) A Brief History of Physical Education - Emmel A Rice & John L Hutchinson
- 5) Physical Education in ancient India - Dr. S.H. Deshpande.

BPEd/I/A/SC/02: First Aid & Safety Education (Elective)**Subject Outcome:-**

1. Students will understand classification of sports injuries and its first aid and immediate management.
2. Students will know the basics of therapeutic modalities and its physiological effects.
3. Students will know the process of rehabilitation
4. Students will understand good and bad posture, postural deformities, its causes and management.
5. Students will understand nutrition and diet plan pre, during and post competition.
6. Students will know the general first aid.

UNIT - I

- a) Meaning and definition of first aids and its importance in sports
- b) Types of first aids and its objectives
- c) First aids box and its management
- d) Role and qualification of first aider

Unit-II

- a) Common sports injuries in different parts of body
- b) First aids for sports injuries
- c) Common causes of sports injuries and its prevention
- d) RICE & Bandage

UNIT - III

- a) Definition of safety education and its significant
- b) Aims and objectives of safety education
- c) Identify causes of accidents & List types and sources of accidents
- d) Safety measures at
 - Home
 - Road
 - School
 - Community

UNIT - IV

- a) Describe and demonstrate the management of the following:-
 - Stings and Snake bites
 - Fracture
 - Nose bleeding
 - Electric shocks and other shocks
- b) Fevers:-
 - Definition of fever
 - signs of fever
 - first Aid for fever
 - Management of fever.
- c) Fainting- Definition and causes of fainting, first aid for fainting
- d) Drowning/Near-drowning:- Definition of drowning, definition of near-drowning
- e) first aid for drowning/near drowning.

Reference :

- Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.
- Hunter, M. dictionary for physical educators. In H. M. Borrow & R. McGee, (Eds.), A Practical approach to measurement in Physical Education (pp. 573-74). Philadelphia: Lea & Febiger.

B.P.Ed

Semester II

BPEd/II/A/HC/01: Educational & Sports Psychology

Subject Outcome:-

1. Students will know about psychology and sports Psychology.
2. Students will understand Human behavior and learning patterns of individuals.
3. Students will know learning process and different theories based on learning
4. Students will acquire theoretical perspectives and develop understanding of stages of human development with special reference to Motor Development for Skill Learning in Sport and PE.
5. Students will be aware about different attributes affecting learning and development process.
6. Students will understand range of cognitive capacities in learners.
7. Students will understand the Cognitive and higher mental processes involved in learning in sports and Physical Education.
8. Students will understand the differences of personality among various types of sports and its importance for character building.

UNIT-I : Introduction of Sports Psychology

- 1.1 Meaning, Scope of Sports Psychology
- 1.2 Importance of Sports Psychology for Physical Education teacher and Coach
- 1.3 Human behavior, Urge and instincts.

UNIT-II: Cognitions Process and higher mental Processes in Physical Activities

- 2.1 Learning: Definitions, Meaning and Types (Primary, Associate & Concomitant)
- 2.2 Laws of Learning and Transfer of Training
- 2.3 Meaning of Sensation & Perception, Thinking and Attention. 2.4 Fatigue.

UNIT-III : Growth and Development and Personality

- 3.1 Meaning and Concept of Motor Development
- 3.2 Motor Development during Childhood, Adolescence
- 3.3 Concept of personality and Personality traits of sportsmen.
- 3.4 Adjustment and maladjustment and causes of maladjustment.

UNIT-IV : Individual Differences

- 4.1 Meaning of Individual differences.
- 4.2 Heredity and Personality and their role in individual differences.
- 4.3 Interaction of Heredity and Environment.
- 4.4 Various Status of an Individual
- 4.5 Other Causes of individual differences.

Reference

1. Kamlesh, M.L. (2006). Educational Sport Psychology. New Delhi: Friend's publication
2. Cox Richard. (1998) Sports Psychology (W.C.B.)
3. Gill, Diance L. Psychological Dynamics of Sports (Illinois: Human Kinetics Publishers,1986)
4. Silva, J.M. and Weinberg. (1984). Physiological Foundation of Sports. IL: Kinetics Publishers,
5. Suinn, Richard M. (1982) Psychology in Sports: Methods and Applications. New Delhi: Sujeet Publication.
6. Martens, Rainer. (1987). Coaches Guide to Sports Psychology. IL: Human Kinetics;
7. Roberts Glyn C. and et al. (1986). Learning Experiences in Sports Psychology. IL: Human Kinetics. 8. Alegaonkar, P.M. (1997). Sports Psychology Pune: Pune Vidyarthi Griha.

BPEd/II/A/HC/02: Methodology of Teaching in Education & Physical Education

Subject Outcome:-

1. To understand the place of Physical Education in school curriculum.
2. To acquaint the learner with different methods of teaching physical activities.
3. To acquaint the students with planning, objectives of different types of lessons.
4. To acquaint the learner with organizing and conducting various types of tournaments and athletic meet.
5. To acquaint the learner with the constructions and marking of track and field events

Unit -I Introduction

- I) Aims and Objectives of Physical Education.
- ii) Place of Physical Education in Curriculum.
- iii) Principles of Learning Process.
- iv) Principles of Teaching Process.

Unit -II Methods and importance of Teaching

Orientation, Demonstration, Imitation, Command, Exploration, Set Drill, Progressive Part, Observation, Verbal Explanation, Whole- Part- Whole, Formal informal.

Unit III Procedure of Teaching Presentation Technique -

- I) Personal Preparation
- ii) Technical Preparation.
- iii) Steps and characteristics of Presentation.
- iv) Principle of classes Management.
- v) Factors affecting class management.

Unit IV - Lesson Planning -

- i) Micro Teaching - importance and skills.
- ii) Types of lesson - General & Specific
- iii) Planning and importance of lesson.
- iv) Teaching Aids- Importance Types and uses.

References

- Capel, S. et al Editors (2006). A Practical Guide to Teaching Physical Education. Routledge Publishers, USA.

- Graham, G.M. (2009). Children Moving : A Reflective Approach to Teaching Physical Education. 8th Ed. McGraw Hill, USA
- Gupta R. (2010). SharirikShiksha Mein ShikhshanPradhyogiki. Friends Publication. New Delhi
- Gupta R. Kumar P. and Sharma D.P.S. (1999).Lesson Plan in Physical Education &Sports.R.D.P. Publication. New Delhi
- Gupta R. Kumar P. and Sharma D.P.S. (2004).SharirikShiksha Mein Path Yojna.SahyogPrakashan. New Delhi
- Kamlesh ML (2005). Methods in Physical Education.Friends. Delhi.

BPEd/II/ A/HC/03: Sports Training**Subject Outcome:-**

1. To understand the basic concept and principles of officiating and coaching of different games and sports.
2. To enable the students to understand the rules, regulations and officiating of different games and sports.
3. To acquaint the students with the duties and responsibilities of an officials and coaches.
4. To acquaint the students with dimensions and actual markings of different play fields, courts and arenas.
5. To understand the concept, principles and forms of sports training

UNIT – I Sports Training & Training Load

- 1.1 Sports Training, Definition, Meaning, Aim & Tasks.
- 1.2 Coaching, Meaning, Aim and Objectives.
- 1.3 Principles of Sports Training.
- 1.4 Load, Intensity, Density, Duration and Frequency.
- 1.5 Over Load, Fatigue causes, symptoms and remedial measures.

UNIT – II Development of Motor Components:

- 2.1 Strength: Definition, Importance & Classification, Methods of Development.
- 2.2 Endurance: Definition, Importance & Classification, Methods of Development.
- 2.3 Speed: Definition, Importance & Classification, and Methods of Development.
- 2.4 Flexibility: Definition, Importance & Classification, Methods of Development.
- 2.5 Coordinative Abilities: Definition, Importance & Classification, Methods of Development.

UNIT – III Technical & Tactical Preparation:

- 3.1 Technique: Meaning & Definition and Importance, Stage of technical Development, correction of faults.
- 3.2 Methods of Technique Training.
- 3.3 Strategy & Tactics: Meaning, Importance.
- 3.4 Methods of Tactical Training.
- 3.5 Principles of Attack & Defence.

UNIT – IV Planning and Periodisation:

- 4.1 Meaning and Importance.

4.2 Types of Plan: Short term, Medium term and long-term training Programme.

4.3 Periodisation: Meaning & Importance.

4.4 Types of Periodisation.

References:

1. Bunn, Johan D: The Art of Officiating Sports.
2. Lawther, J.D.: Psychology of Coaching.
3. Bunn, J, N.: Scientific Principles of Coaching.
4. Kamlesh, M.I. : Methods in Physical Education.
5. Singh, H.: Scientific Principles of Sports Training.

BPEd/II/A/SC/01 : Fitness, Wellness and Sports Nutrition (Elective Subject)

Subject Outcome:-

1. Students will understand the concept of physical activity, exercise, fitness, and wellness and will be able to recognize the long term benefits of maintaining a high level of wellness for living in today's world.
2. Students will know the dimensions of wellness and strategies to improve them
3. Students will know the physiological benefits of exercise, physical activity, physical fitness and wellness
4. Students will understand the concept of overweight, obesity & their management.

Unit I Physical Fitness

- a. Definition, meaning and concept of Physical fitness, Physical Activity and Exercise
- a. Components of HRPF, SRPF and Physical fitness
- b. Definition and concept of wellness and holistic health
- c. Factors affecting Physical Fitness and wellness

Unit II Doping and Nutrition

- a. Prevention and first-aid for common sports injuries
- b. Nutrition-components, balance diet and diet for athlete
- c. Meaning and definition of doping, ergogenic aids

Unit III Development of Fitness

- a. Benefits of physical fitness and exercise and principles of physical fitness
- b. Calculation of fitness index level 1-4
- c. Waist-hip ratio larger heart rate, BMI and types and principles of exercise (FITT)
- d. Methods of training – Continues, Interval, Circuit, Fartlek and Plyometric

Unit IV Wellness and Weight Management

- a. Concept, meaning and Components of wellness
- b. Manipulation of energy balance to Induce weight loss and weight gain
- c. Methods of Weight Management
- d. Concept, types and causes of obesity and its management

REFERENCES :

- 1 Alexandria, V. (1989). *Fitness for Life*. Virginia : Time Life book.

- 2 Anne, R. (1995). **Health & Social Care**. UK : Thomas Nelson & Sons Ltd.
- 3 Bates M. (2008). **Health Fitness Management** (2nd Ed.) USA : Human Kinetics.
- 4 Bean, Anita. (1999). **Food For Fitness**. London : A & C Black
- 5 Beashel P., & Taylor, J. (1996). **Advanced Studies in Physical Education and Sports**. UK : Thomas Nelson & Son Ltd.
- 6 Bouchard, C. M. & Robert, P.L. (1997). **Genetics of Fitness and Physical Performance**. USA : Human Kinetics.

BPed/II/A/SC/02 : Adapted Physical Education

Subject Outcome:-

1. To equip the students to understand the basic of skills acquisitions of sports performance.
2. To make them understand the basic of skills and selected sports movement pattern
3. To enable them to understand the link between motor skills, ability, learning and performance
4. To familiarize the students with various theories improving and affecting the sports skills performance

Unit 1: Introduction to Adapted Physical Education

- 1.1 Meaning, Need and Importance of Adapted Physical Education and Sports
- 1.2 Purpose, Aims and Objectives of Adapted Physical Education and Sports
- 1.3 Program organization of Adapted Physical Education and Sports
- 1.4 Adapted Sports- Para Olympics

Unit 2: Development of Individual Education Program (IEP)

- 2.1 The student with a disability
- 2.2 Components and Development of IEP.
- 2.3 Principles of Adapted Physical Education and Sports
- 2.4 Role of Physical Education teacher
- 2.5 Teaching style, method and approach in teaching Adapted Physical Education

Unit 3: Developmental Considerations of an Individual

- 3.1 Motor development
- 3.2 Perceptual Motor development
- 3.3 Early childhood and Adapted Physical Education

Unit 4: Individual with unique need and activities

- 4.1 Behavioral and Special learning disability
- 4.2 Visual Impaired and Deafness
- 4.3 Health Impaired students and Physical Education
- 4.4 HRPF and its development for Individual with unique need
- 4.5 Role of games and sports in Adapted Physical Education

Reference

1. Beverly, N. (1986). Moving and Learning. Times Mirror/Mosby College Publishing.
2. Cratty, B.J. Adapted Physical Education in the Mainstream. (4th Edition) Love Publishing Company.

3. Houner, L.D. Integrated Physical Education- A guide for the elementary classroom teacher.
4. Winnick, J. P. (2005). Adapted Physical Education and Sports. Human Kinetics (4th Edition).
5. Pangrazi, R.P. and Dauer, V. P. Dynamics Physical Education for Elementary School Children. (11th Edition). Allyn and Bacon Publishing.

B.P.Ed

Semester III

BPEd/III/A/HC/01: Measurement & Evaluation in Physical Education**Subject Outcome:-**

1. Students will understand the concept of Test, Measurement, Evaluation and Assessment Procedure in Physical Education and give examples of each
2. Students will differentiate formative and summative evaluation, Process and Product evaluation
3. Students will identify the purposes of measurement and Evaluation
4. Students will describe the features of Technical and administrative feasibility that should be considered when selecting test
5. Students will locate and select physical fitness and sports skill tests
6. Students will properly administer psychomotor tests.

Unit- I Introduction to Test & Measurement & Evaluation

Meaning of Test & Measurement & Evaluation in Physical Education

Need & Importance of Test & Measurement & Evaluation in Physical Education

Principles of Evaluation

Unit- II Criteria; Classification and Administration of test

Criteria of tests, scientific authenticity (reliability, objectivity, validity)

Type and classification of Test, Administration of test

Unit- III Physical Fitness Tests

AAHPER youth fitness test

National physical Fitness Test

Indiana Motor Fitness Test

JCR test

U.S Army Physical Fitness Test

Unit- IV Sports Skill Tests

Badminton Skill test

Basketball Skill test

Soccer Skill test

Volleyball Skill test

Hockey Skill test

REFERENCES:

1. Andrew and Jackson : Instructors manual, measurement, evaluation in Physical Education, Allanta Dullas, Geneva, 1981.
2. Banmgartner and Jackson : Measurement for Evaluation in Physical Education, Instructor's Manual, Houghton Mifflin Col. Boston, 1975.

3. Barrow and Rosemary Mc. Gee : Practical Approach to Measurement in Physical Education, Lea and Febiger, Philadelphia,1979.
4. Bosco J.S. and F.G. William : Measurement and Evaluation Fitness and Sports, Prentice Hall, New Jersey, Inc. 1983.
5. Clarke, Harison and Clark H. David : Application of Measurements in Physical Education, Prentice Hall, Englewood Cliff, New Jersey, 1987.
6. Eckert H.M. : Practical Measurement of Physical Performance, Lea and Febiger, Philadephic,1974.
7. Garretl, H. E. and Woodward : Statistics in Psychology and Education, Greenwood Press, Westport,1966.

BPEd/III/A/HC/02 : Kinesiology & Biomechanics

Subject Outcome:-

1. To understand the nature and scope of Biomechanics in Physical Education & Sports.
2. To understand the importance of movement analysis, kinesiological analysis and biomechanical Analysis.
3. To understand the knowledge regarding antagonistic and agonistic muscles in the movements.
4. To gain knowledge of the application of mechanical principles to fundamental skills and sports techniques.
5. To understand basic mathematical problems related to motion, force and levers.

Unit – I Introduction to Kinesiology and Sports Biomechanics

Meaning and Definition of Kinesiology and Sports Biomechanics
 Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.
 Terminology of Fundamental Movements
 Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity

Unit – II Fundamental Concept of Anatomy and Physiology

Classification of Joints and Muscles
 Types of Muscle Contractions
 Posture – Meaning, Types and Importance of good posture.
 Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal

Unit – III Mechanical Concepts

Force - Meaning, definition, types and its application to sports activities
 Lever - Meaning, definition, types and its application to human body.
 Newton's Laws of Motion – Meaning, definition & its application to sports activities.
 Projectile – Factors influencing projectile trajectory.

Unit – IV Kinematics and Kinetics of Human Movement

Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration
 Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
 Linear Kinetics – Inertia, Mass, Momentum, Friction.
 Angular Kinetics – Moment of inertia, Couple, Stability.

Reference:

- Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- Hay, J. G. & Reid, J. G. (1982). *The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
- Hay, J. G. & Reid, J. G. (1988). *Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
- Hay, J. G. (1970). *The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
- Simonian, C. (1911). *Fundamentals of sport biomechanics*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- Deshpande, S.H. (1995) *Manav Kriya Vigyan (Hindi)*, H.V.P. Mandal, Amravati.

BPEd/III/A/HC/03 : Yoga and Health Education

Subject Outcome:-

1. To understand the concept and nature of yoga along with its historical background.
2. To gain knowledge regarding the application of yoga to Physical Education and Sports.
3. To understand the anatomy and Physiology of Asanas and Pranayamas.
4. To acquire the skills needed to understand and to overcome environmental problems.
5. To gain knowledge regarding the effect of yogic practices on health aspects.

Unit – I Introduction of Yoga

Meaning and Definition of Yoga

Aims and Objectives of Yoga

Yoga in Early Upanisads

The Yoga Sutra: General Consideration

Need and Importance of Yoga in Physical Education and Sports

Unit - II: Foundation of Yoga

Yoga in the Bhagavadgita - Karma Yoga, Raj Yoga, Jnana Yoga and Bhakti Yoga

The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi

Effect of Asanas and Pranayama on various systems of the body

Unit – III Health Education

Concept, Dimensions, Spectrum and Determinants of Health

Definition of Health, Health Education, Health Instruction, Health Supervision

Aim, objective and Principles of Health Education

Health Service and guidance instruction in personal hygiene

Unit – IV Health Problems in India

Communicable and Non Communicable Diseases

Obesity, Malnutrition, Adulteration in food, Environmental sanitation,

Explosive Population,

Personal and Environmental Hygiene for schools

Objective of school health service, Role of health education in schools

Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

References:

- Brown, F. Y.(2000). *How to use yoga*. Delhi: Sports Publication.
- Gharote, M. L. & Ganguly, H. (1988). *Teaching methods for yogic practices*. Lonawala: Kaivalyadham.
 - Shankar, G.(1998). *Holistic approach of yoga*. New Delhi: Aditya Publishers.
 - Shekar, K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.
 - Agrawal, K.C. (2001). *Environmental Biology*. Bikaner: Nidhi publishers Ltd.
 - Frank, H. &Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.
 - Nemir, A. (n.d.). *The school health education*. New York: Harber and Brothers.
 - Odum, E.P. (1971). *Fundamental of Ecology*. U.S.A.: W.B. Saunders Co.

**BPEd/III/A/SC/01: Sports Entrepreneur, Marketing & Sports Management
(Elective)**

Subject Outcome:-

1. Identify the skills and knowledge base needed to foster entrepreneurial activity for individuals based on the experiences of successful sports entrepreneurs as well as assess and discuss the challenges they have faced.
2. Critically discuss ways in which entrepreneurial-minded individuals can thrive in large sports organizations despite the tendency of such organizations to resist innovation and to favor the status quo or only seek marginal gains.
3. Demonstrate an understanding of, and identify, new opportunities and translate them into viable business solutions or opportunities

Unit I: Introduction to Sports Entrepreneurship

Concept of entrepreneurship, innovation and knowledge management in sports.
Business Planning Process - The business plan as an entrepreneurial tool
Elements of Business Plan, Objectives, Market Analysis, Development of product / idea, Marketing, Finance, Organisation & Management, Ownership, Critical risk contingencies of the proposal, Scheduling and milestones, Value proposition, Business Model Canvas and Drafting Business Proposal for Funding Agency.

Unit II : Introduction to Sports Marketing

The Four Domains of Sports Marketing, Marketing Through Sports ,
Marketing concepts – traditional and modern; Selling vs. marketing; Marketing mix; Marketing environment.

Sponsorship: Introduction , Sponsorship: Developing and Selling the Proposal

Unit II. Management of Physical Education and sports

Meaning, Need and scope of management of Physical Education

Principles of Sports Management

Construction, marking and maintenance of play grounds, track & field, gymnasium, swimming pool and athletic track

Unit IV: Organization of co-curricular activities and Physical Education programmes.

Physical Education Budget : Need, Importance, procedure and principles of budget making,

Physical Education and sports programmes for - Primary, secondary and higher secondary School for sports awareness – demonstration, play days, sports rallies, sports exhibitions

Organization of National days (15th August & 26th January)., Organization of mass competition, sports day, hiking, trekking, Scout and Guide Camp and picnics

Ceremonies of competition – Opening, closing and victory

References:

- Sports Marketing By Melissa Jane Johnson Morgan Jane
- Small Business, Entrepreneurship and Enterprise Development. Harlow: Pearson Education.
- Broyles, F. J. & Robert, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
- Business-Model-Generation-Visionaries-Challengers
- Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.
- Earl, F. Z, & Gary, W. B. (1963). *Management competency development in sports and physical education*. Philadelphia: W. Lea and Febiger.
- Kozman, H.C. Cassidy, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B. Saunders Co.
- Pandey, L.K. (1977). *Methods in Physical Education*. Delhi: Metropolitan Book Depot

BPEd/III/A/SC/02: Professional Preparation in Physical Education (Elective)

Subject Outcome:-

1. Students will develop understanding of the profession of Physical Education.
2. Students will be able to deal with issues experienced by Physical Education teachers.
3. Students will recognize that learning to teach is a lifelong process.
4. Students will develop a comprehensive view of Physical Education from a global perspective.
5. Students will understand the domains & hidden dimensions of Physical Education.
6. Students will Demonstrate basic knowledge & awareness about inclusion, differently-abled students & describe steps to inclusion.

UNIT I: Foundation of Professional Preparation

- 1.1 Meaning of Professional
- 1.2 Components of Professional Preparation.
- 1.3 Contribution of physical education in attaining ideals of Indian democracy.
- 1.4 Forces and factors affecting educational policies and Programme.

UNIT-II Historical Perspective

- 2.1 Historical review of Professional Preparation in India.
- 2.2 Professional courses being offered in professional preparation colleges in India.
- 2.3 Professional Preparation in Physical Education in USA, USSR and UK.
- 2.4 Beginning of Professional Preparation in the world.

UNIT-III Under-Graduate preparation of professional personnel.

- 3.1 Purposes, Admission Requirements of Undergraduate preparation.
- 3.2 Theory, Teaching practice and practical.
- 3.3 Professional competencies to be developed.
- 3.4. Post-Graduate Preparation.
- 3.5 Purposes & Admission requirements.
- 3.6 Methods of instruction.
- 3.7 Professional relations.

UNIT-IV Teacher and Teaching

- 4.1 Teaching as a career.
- 4.2 Basic Qualities of a successful teacher.
- 4.3 Preparation of the specialized physical education teacher.
- 4.4 Types of teaching jobs.
- 4.5 Types of non-teaching jobs.

Reference

- 1) A Professional Career in Physical Education. (Englewood Cliffs, N.J. Prentice Hall, Inc. 1963.)

- 2) Jensen, R. Clayne, Administrative Management of Physical Education and Athletic Programmes. (Philadelphia Lea and Febiger, 1983.)
- 3) Snyder and Scott. Professional Preparation in Health, Physical Education and Recreation. (Connecticut, Greenwood press, Westport, 1971).
- 4) Bucher, C.A Foundations of Physical Education (Saint Louis) : The C.V. Mosby Company, 1975), Ed. 7.
- 5) Aahper publication: Professional Preparation in Dance, Physical Education Recreation Education Safety Education and School health Education, Washington, Aahper pub.1974
- 6) Borozne Joseph & Pechar Stanley: Administration & Supervision for Safety in sports, Washington,Aaphper pub. 1977.
- 7) Aahper pub: Profession preparation in Safety Education and School health Education, Washington Aahper Pub.1974.

B.P.Ed

Semester IV

BPEd/IV/ A/HCS/01: Sports Medicine, Physiotherapy and Rehabilitation

Subject Outcome:-

1. Students will understand classification of sports injuries and its first aid and immediate management.
2. Students will know the basics of therapeutic modalities and its physiological effects.
3. Students will know the process of rehabilitation
4. Students will understand good and bad posture, postural deformities, its causes and management.
5. Students will understand nutrition and diet plan pre, during and post competition.

Unit – I Sports Medicine

- Meaning and concept of sports medicine
- Aim and objective of sports medicine
- Role of Sports trainers and physician in team

Unit-II Common Sports injuries

- Types of sports injuries and their causes
- Common regional injuries and their management – shoulder, elbow, wrist, knee and ankle
- Low back problem cause, symptom and its management in sports
- First aid – meaning and its concepts
- Athletic bandage and massage – Its classification, indications & contra-indications, general principles of massage

Unit – III Athletic Care and Rehabilitation

- Meaning of Physiotherapy and Rehabilitation
- Diagnosis of injuries – signs and symptoms of injuries
- Different forms of Hydrotherapy and Thermotherapy – hot and cold packs, whirlpool, contrast bath, infrared, short wave diathermy and ultrasound

Unit – IV Drugs and Doping

- Meaning of drugs and doping
- Wada and Nada
- Types of doping and its advantage and disadvantage
- Types of dope test

References:

- D. (1979). A Christine, M. D., (1999). *Physiology of Sports and Exercise*. USA: Human Kinetics.

- Conley, M. (2000). *Bioenergetics of Exercise Training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
- David, R. M. (2005). *Drugs in Sports*, (4th Ed). Routledge Taylor and Francis Group.
- Gupta, A. P. (2010). *Anatomy and Physiology*. Agra: Sumit Prakashan.
- Gupta, M. and Gupta, M. C. (1980). *Body and Anatomical Science*. Delhi: Swaran Printing Press.
- Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.
- Hunter, M. *dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74). Philadelphia: Lea &Febiger.
- Karpovich, P. V. (n.d.). *Physiology of Muscular Activity*. London: W.B. Saunders Co.

BPEd/IV/A/HC/02: Research and Statistics in Physical Education

Learning outcomes

1. Identify the research problem in the field of physical Education and sports
2. Know to Summarize the various research literature
3. Understand and apply the basics of statistics in research
4. Organize the samples and sampling techniques which is relevant to the study.

Unit-I Introduction to Research

Definition of Research

Need and importance of Research in Physical Education and Sports.

Scope of Research in Physical Education & Sports.

Classification of Research

Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.

Unit-II Survey of Related Literature

Need for surveying related literature.

Literature Sources, Library Reading

Research Proposal, Meaning and Significance of Research Proposal.

Preparation of Research proposal / project.

Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment, programme evaluation, fitness status of the students, staff and other stakeholders etc. and submit the report to the institution.

Unit-III Basics of Statistical Analysis

Statistics: Meaning, Definition, Nature and Importance

Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables, Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram

Unit- IV Statistical Models in Physical Education and Sports

Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data

Measures of Variability: Meaning, importance, computing from group and ungroup data

Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

References:

- Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
- Bompa, T. O. & Haff, G. G. (2009). *Periodization: theory and methodology of training, 5th ed.* Champaign, IL: Human Kinetics.

- Brown, L. E., & Ferrigno, V. A. (2005). *Training for speed, agility and quickness*, 2nd ed. Champaign, IL: Human Kinetics.
- Brown, L.E. & Miller, J., (2005). *How the training work*. In: *Training Speed, Agility, and Quickness*. Brown, L.E. & Ferrigno, V.A & Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.
- Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
- Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

BHARATI VIDYAPEETH DEEMED UNIVERSITY

**(Established u/s 3 of UGC Act 1956, vide notification no. F9. 15.U.3 of
Govt. of India)**

COLLEGE OF PHYSICAL EDUCATION

Dhankawadi, Pune-411 043 (Maharashtra), Tel.020-24373741

REACCREDITED 'A' GRADE BY NAAC



**Bachelor of Physical Education & Sports
(B.P.E.S)-3Years**

(6 Semester Programme)

**CURRICULUM FRAMEWORK
2015-2018**

**GUIDELINES OF REGULATIONS AND SYLLABUS STRUCTURE FOR
[B.P.E.S -3 years] (Six SEMESTERS)
CHOICE BASED CREDIT SYSTEM (CBCS)**

Preamble: Bachelor of Physical Education and Sports i.e. B.P.E.S (Six Semesters Choice Based Credit System) for 3 year duration This is a professional programme meant for preparing basics to become teachers of physical education.

B.P.E.S programme shall be designed to integrate the study of physical activity in childhood, social context of Physical Education, historical development, subject knowledge of psychology, pedagogy, aim of Physical Education, communication language & skills etc. The B.P.E.S programme comprises of compulsory and optional theory papers as well as physical activity (practical courses).

Programme Outcome

1. Students will know and apply discipline specific scientific and theoretical concepts critical to development of physically educated person.
2. Students will plan, design and implement learning experiences that facilitate and enhance the growth of learners of diverse needs from varying backgrounds.
3. Students will use effective communication and pedagogical skills and strategies to enhance student engagement & learning.
4. Students will utilize assessments and reflection to foster student learning and to inform instructional decisions.
5. Students will inherit qualities essential to become effective professionals.
6. Students will understand the disciplinary content knowledge, application of content knowledge to teaching physical education.
7. Students will evaluate self and seek opportunities to grow professionally and humanistically.
8. Students will use appropriate technology to enhance teaching and learning and enhance personal and professional productivity.
9. Students will foster relationship with colleagues, parents, community and associated agencies to support student's growth & wellbeing.

Duration, Intake, Eligibility and Admission Procedure:

The Duration, Intake, Eligibility and Admission Procedure are as per the University norms and standards.

Duration: B.P.E.S programme shall be of duration of three academic years,

that is, Six semesters. However, the students shall be permitted to complete the B.P.E.S programme requirements within a maximum of Five years from the date of admission to the programme. However, if a student fails to complete the degree in 5 years he should take fresh admission.

Intake:-

50 seats are approved by University for B.P.E.S course.

*No differently-abled candidate is eligible for the admission in B.P.E.S Course.

Eligibility

Candidate should have passed the higher secondary (10+2 standard) or equivalent examination with 40% marks. Relaxation of 5% marks will be given to the candidates belonging to S.C. & S.T. and other notified categories as per Government Rules or for extraordinary sportsman.

Age:-

For General category candidates, the upper age limit is 25 years as on 1st July of the academic year. Age relaxation for SC, ST and OBC candidate will be given according to the rules and regulation of Bharati Vidyapeeth University and GOI

Admission procedure:-

Admission shall be made on merit on the basis of marks obtained in the entrance examination consisting of 100 marks based on the following.

a- Physical fitness test	50 marks
b- Written test	30 marks
c- Interview	10 marks
d- Sports achievement	10 marks

The total entrance test will be conducted in two days and could be extended, if needed and it will be conducted at Bharati Vidyapeeth Deemed University College of Physical Education

There shall be Physical Fitness Test (modified AAHPER/CNADIAN/OR ANYOTHER fitness test) of 50 marks will be conducted by Internal Examiners of Bharati Vidyapeeth Deemed University College of Physical Education

- (A)** Theory Paper comprising of 30 multiple-choice questions of 30 minutes duration carrying 30 marks. Questions shall be based on Aptitude Test, Current Affairs and General Knowledge about sports.

(B) Interview comprising of 10 marks will be conducted by Internal Examiners of Bharati Vidyapeeth Deemed University College of Physical Education

(C) Sports Participation **Weightage** :- Candidate shall be given maximum 10 marks *weight age* on the basis of their sports participation in any one of the following level:

Participation	Marks
<input type="checkbox"/> International:	10
<input type="checkbox"/> Senior National championship/ National Games:	
1st Place :	10
2nd Place :	08
3rd Place :	07
Participation:	05
<input type="checkbox"/> All India Inter-Zonal Inter University Competitions:	
1st Place :	08
2nd Place :	07
3rd Place :	06
Participation:	05
<input type="checkbox"/> Zonal Inter University Competitions/ Junior National Competitions:	
1st Place :	07
2nd Place :	06
3rd Place :	05
Participation:	04
<input type="checkbox"/> Senior State Championship/Rural national games/Woman Festival:	
1st Place :	05
2nd Place :	04

3rd Place :	03
Participation:	02

Note:-

*The marks will be given in only those games/sports, which are in the competition list of Association of Indian Universities (**AIU**) and/or School Games Federation of India (**SGFI**).

*The obtained position must be during last five academic sessions.

*The school state championship and inter collegiate championship participation shall be considered for eligibility criteria only; the candidate shall not get any marks for sports **weightage**.

Medical examination:-

Qualified candidates will have to submit medical certificate by CMO and blood group certificate to the concern office.

1. Rules of examination**(i) Eligibility for appearing at B. A. (Physical Education) examination:**

Students should have kept at least 80% attendance in each year for theory and practical.

He/ she must complete all the practical and other work according to the syllabus up to the satisfaction of the Principal. He/ she must obtain such a certificate from the Principal of the college. Unless and until the student obtains such a certificate, he will not be allowed to appear for university examination.

(ii) Annual Examination:**Theory**

An annual examination will be held at the end of each year which shall be called "Annual Examination". This is a 6 semester course in semester-wise distribution of theory marks for each annual examination will be as follows:

1 st Semester:	400
2 nd Semester:	400
3 rd Semester:	400
4 th Semester:	400
5 th Semester:	400
6 st Semester:	400

Practical:

There shall be practical examination to be conducted at the end of the completion of teaching every year. Year-wise distribution of practical marks for each annual examination will be as follows:

1 st Semester:	500
2 nd Semester:	500
3 rd Semester:	500
4 th Semester:	500
5 th Semester:	500
6 st Semester:	500

- N.B.-** (i) University Exam, internal assessment and practical will be done by a Panel of two examiners (One Internal And One External)appointed by University
- (ii) For the rationalization of internal marks, the **College shall appoint moderation committee** (keeping the Principal of the college or his nominee as Chairman). The Committee will take the review of the internal marks given by the college faculties and advice the college, if necessary. The college should take the appropriate action as per the advice of the committee and submit the internal marks to the University.

3. Standard of Passing

A candidate should obtain minimum 40% of marks in each theory paper and also he/she should get 40% marks to pass the subject including theory and **sessional**. Similarly, to pass the examination, the candidate should also obtain minimum 40% marks in practical examination.

4. A.T.K.T.

A candidate may be allowed to take admission in succeeding year of the course irrespective of number of papers/ practical events in which he/she fails. It is mandatory that the whole course shall be completed within a period of 5 years from the date of admission.

SCHEME OF EXAMINATION FOR B.P.E.S

(6SEMESTERS)

(2015-2018)

Semester wise Distribution of Marks & Credits

		Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-VI	Total
Part-A: Theory Courses	Marks	400	400	400	400	400	400	2400
	Credits	16	16	16	16	16	16	96
Part-B: Activity Courses (Games/Sports)	Marks	400	400	300	300	400	400	2200
	Credits	8	8	6	6	8	8	44
Part- C: Game/ Sport Specialization	Marks	100	100	100	100	100	100	600
	Credits	2	2	2	2	2	2	12
Part D -: Teaching Ability and Internship	Marks	--	--	100	100	--	--	200
	Credits	--	--	2	2	--	--	4
Grand Total	Marks	900	900	900	900	900	900	5400
	Credits	26	26	26	26	26	26	156

NOTES:

- Each Theory Course shall have 4 Units and 3 hrs. Duration final examination except Sports Specialization which will have 3 units in each semester and 2-hour duration semester-end examination.
- The pattern of Semester-end question papers shall be:

2.1. For papers having Max. Marks- 60: [12+12+12+12+(4x3)=60 marks]

1. For University examination each question paper shall consist of 9 questions (4 long answer questions from each unit and 1 combined question of 4 short notes from all 4 units).
2. The candidate will attempt any one question from each unit. The 5th question will be compulsory consisting 4 short notes of 3 marks each.
3. For Internal Assessment of Theory Courses one Mid Semester Test of 30 marks for each course will be conducted by the college. For the mid semester test each question paper (of 30 marks) shall consist of 5 questions (4 long answer questions from first two unit and 1 combined question of 2 short notes from both units). The candidate will attempt any one question from each unit (2 questions of 12 marks each from first 4 questions). The 5th question will be compulsory consisting 2 short notes of 3 marks each. In addition, the teacher concerned shall conduct one open book examination consisting of 10 marks and submit the marks to the college exam department.
4. For Semester-end Examination in Activity Courses, the breaks-up of 100 Marks shall be as follows:

- Skill proficiency/playing ability	:	80
- Diary / Record book	:	20
5. For Specialization Sports Practice and Sports Training, the break-up of 100 Marks shall be as follows:

- Skill proficiency/playing ability	:	50
- Written Test	:	50
6. For Lesson Plan, student needs to complete perform 10 ground lesson in 3rd and 4th Semester at college itself.

- Lesson Plan	:	100 marks
---------------	---	-----------

CURRICULUM FRAMEWORK FOR
B.P.E.S
(6 SEMESTERS (2015-2018))

B.P.E.S I-Semester (July 2015 to November 2015)

PART-A: THEORY COURSES:

Subject Code	Courses	University Exam	Internal Assessment	Total	Lectures	Credits
B.P.E.S /I/A/HC/01	Fundamental of Physical Education	60	40	100	64	4
B.P.E.S /I/A/HC/02	Anatomy	60	40	100	64	4
B.P.E.S /I/A/HC/03	English	60	40	100	64	4
B.P.E.S /I/A/SC/01 B.P.E.S /I/A/SC/02	<u>Select anyone of the following:</u> *Historical development of Sports Movements *First Aid	60	40	100	64	4
	Total	240	160	400	256	16

NOTE: **HC**- Hard Core/Compulsory Course; **SC**- Soft Core/Elective Course.

PART-B: PRACTICUM / ACTIVITY COURSES (GAMES & SPORTS):

Activity Code	Name of Activity	University Exam	Classes	Credits
B.P.E.S /1/B/HC/01	Conditioning	100	48	2
B.P.E.S /I /B/HC/02	Track and Field (Running events)	100	48	2
B.P.E.S /I/B/SC/01-04	<u>Select anyone Activity/Game/Sport from each</u>	100X2	48X2	2X2

	Group** (B1 and B2 – the offer shall depends as per the choice of students).			
	Total	400	--	08

****Groups of Activity/Game/Sport:**

Activity Group-B1		Activity Group-B2	
Activity Code	Activity	Activity Code	Activity
B.P.E.S /I /B/SC/01	Basketball	BPEd/I/B/SC/03	Table Tennis
B.P.E.S /I /B/SC/02	Volleyball	BPEd/I/B/SC/04	Tennis

PART-C: GAME/SPORT SPECIALIZATION:

Activity Code	Name of Area	University Exam	Clas s	Credits
B.P.E.S /I/D/SCC/01	Sports Practice and Sports Training (in selected/opted Game/Sport- seasonal only)	100	48	2

A student shall select/opt for any one Game/Sport from amongst: Basketball, Cricket, Football, Handball, Table Tennis, Tennis, Track & Field, Volleyball, Weight Lifting, Kho-Kho, Kabaddi and Yoga.

NOTE: SCC- Soft Core Compulsory.

B.P.E.S**II-Semester (December 2015 to April 2016)****PART-A: THEORY COURSES:**

Subject Code	Courses	University Exam	Internal Assessment	Total	Lecture	Credits
B.P.E.S /II/A/HC/01	Physiology of Exercise	60	40	100	64	4
B.P.E.S /II/A/HC/02	Information Technology	60	40	100	64	4
B.P.E.S /II/A/HC/03	Psychology of Sports	60	40	100	64	4
B.P.E.S /II/A/SC/01	Select anyone of the following: *Fitness and Wellness	60	40	100	64	4
B.P.E.S /II/A/SC/02	*Adapted Physical Education					
	Total	240	160	400	256	16

PART-B: PRACTICUM / ACTIVITY COURSES (GAMES & SPORTS):

Activity Code	Name of Activity	University Exam	Class	Credits
B.P.E.S /II/B/HC/01	Track & Field-I (Field)	100	48	2

	Events)			
B.P.E.S /II/B/HC/03	Light Apparatus	100	48	2
B.P.E.S /II/B/SC/01-04	Select anyone Activity/Game/Sport from Group-B3* and B4* (the offer shall depends as per the choice of students).	100X2	48X2	2X2
	Total	400	192	08

***Group of Activity/Game/Sport:**

Activity Group-B3		Activity Group-B4	
Activity Code	Activity Code	Activity Code	Activity
B.P.E.S /II/B/SC/01	Handball	B.P.E.S /II/B/SC/03	Kho- Kho
B.P.E.S /II/B/SC/02	Cricket	B.P.E.S /II/B/SC/04	Weight Lifting

PART-C: GAME/SPORT SPECIALIZATION:(Continued from Semester-I)

Activity Code	Name of Area	University Exam	Classes	Credits
B.P.E.S /II/D/SCC/01	Sports Practice and Sports Training (in selected/opted Game/Sport)	100	48	2

A student shall select/opt for any one Game/Sport from amongst: Basketball, Cricket, Football, Handball, Table Tennis, Tennis, Track & Field, Volleyball, Weight Lifting, Kho-Kho, Kabaddi and Yoga.

B.P.E.S
III-Semester (July 2016 to November 2016)

PART-A: THEORY COURSES:

Subject Code	Courses	University Exam	Internal Assessment	Total	Lecture	Credits
B.P.E.S /III/A/HC/01	Kinesiology	60	40	100	64	4
B.P.E.S /III/A/HC/02	Methods of Teaching in Physical Education	60	40	100	64	4
B.P.E.S /III/A/HC/03	Health Education	60	40	100	64	4
B.P.E.S /III/A/SC/01 B.P.E.S /III/A/SC/02	Select anyone of the following: *Sports Entrepreneur *Professional Preparation in Physical Education	60	40	100	64	4
	Total	240	160	400	256	16

PART-B: PRACTICUM / ACTIVITY COURSES (GAMES & SPORTS):

Activity Code	Name of Activity	University Exam	Class	Credits
B.P.E.S /III/B/HC/01	Conditioning	100	48	2
B.P.E.S /III/B/HC/02	Judo	100	48	2
B.P.E.S /III/B/HC/03	Select anyone Activity/Game/Sport from Group-B5& B6 (the offer shall depends as per the choice of students).	100	48	2
	Total	300	144	06

***Group of Activity/Game/Sport:**

Activity Group-B5		Activity Group-B6	
Activity Code	Activity Code	Activity Code	Activity
B.P.E.S /III/B/SC/01	Yoga	B.P.E.S /III/B/SC/02	Aerobics
B.P.E.S /III/B/SC/03	Boxing	B.P.E.S /II/B/SC/04	Taekwondo

PART-C: GAME/SPORT SPECIALIZATION:(continue from Semester - I &II)

Activity Code	Name of Area	University Exam	Classes	Credits
B.P.E.S /III/D/SCC/01	Sports Practice and Sports Training (in selected/opted Game/Sport)	100	48	2

A student shall select/opt for any one Game/Sport from amongst: Basketball, Cricket, Football, Handball, Table Tennis, Tennis, Track & Field, Volleyball, Weight Lifting, Kho-Kho, Kabaddi and Yoga.

PART-D: TEACHING ABILITY AND INTERNSHIP (ACTIVITY TEACHING):

Activity Code	Name of Area	University Exam	Class	Credits
B.P.E.S /III/C/HC/01	Teaching Practice	100	48	2

B.P.E.S IV-Semester (December 2016 to April 2017)**PART-A: THEORY COURSES:**

Subject Code	Courses	University Exam	Internal Assessment	Total	Lectures	Credits
B.P.E.S /IV/A/HC/01	Event Management	60	40	100	64	4
B.P.E.S /IV/A/HC/02	Sports Sociology	60	40	100	64	4
B.P.E.S /IV/A/HC/03	Environment Science	60	40	100	64	4
B.P.E.S / IV /A/SC/01 B.P.E.S / IV /A/SC/02	Select anyone of the following: <ul style="list-style-type: none"> • Fitness Instructor • Sports Industry 	60	40	100	64	4
	Total	240	160	400	256	16

PART-B: PRACTICUM / ACTIVITY COURSES (GAMES & SPORTS):

Activity Code	Name of Activity	University Exam	Classes	Credits
B.P.E.S /IV/B/HC/02	Weight Training	100	48	2
B.P.E.S /IV/B/HC/03	Gymnastics	100	48	2
B.P.E.S /IV/B/HC/03	Camping/ Hiking /Tracking	100	48	2
	Total	300	144	6

PART-C: GAME/SPORT SPECIALIZATION:(Different from Semester – I-II&III)

Activity Code	Name of Area	University Exam	Classes	Credits
B.P.E.S /IV/D/SCC/01	Sports Practice and Sports Training (in selected/opted Game/Sport)	100	48	2

A student shall select/opt for any one Game/Sport from amongst: Basketball, Cricket, Football, Handball, Table Tennis, Tennis, Track & Field, Volleyball, Weight Lifting, Kho-Kho, Kabaddi and Yoga.

PART-D: TEACHING ABILITY AND INTERNSHIP (ACTIVITY TEACHING):

Activity Code	Name of Area	University Exam	Class	Credits
B.P.E.S / IV /C/HC/01	Teaching Practice	100	48	2

B.P.E.S V-Semester (July 2017 to November 2017)

PART-A: THEORY COURSES:

Subject Code	Courses	University Exam	Internal Assessment	Total	Lecture	Credits
B.P.E.S /V/A/HC/01	Correctives in Physical Education	60	40	100	64	4
B.P.E.S /V/A/HC/02	Test measurement and Evaluation	60	40	100	64	4
B.P.E.S /V/A/HC/03	Yoga Education	60	40	100	64	4
B.P.E.S /V/A/SC/01 B.P.E.S/V/A/SC/02	Select anyone of the following: <ul style="list-style-type: none"> • Gym Management • Sports Journalism 	60	40	100	64	4
	Total	240	160	400	256	16

PART-B: PRACTICUM / ACTIVITY COURSES (GAMES & SPORTS):

Activity Code	Name of Activity	University Exam	Class	Credits
B.P.E.S /V/B/HC/01	Kabaddi	100	48	2
B.P.E.S /V/B/HC/02	Mallakhamb	100	48	2

B.P.E.S /V/B/HC/03	Wrestling	100	48	2
B.P.E.S /V/B/HC/04	Badminton	100	48	2
	Total	400	192	8

PART-C: SPECIALIZATION:(Continue from Semester –IVsemester)

Activity Code	Name of Area	University Exam	Class	Credits
B.P.E.S /V/D/SCC/01	<u>SPECIALIZATION</u>	100	48	2

A student shall select/opt for any one Game/Sport from amongst: Basketball, Cricket, Football, Handball, Table Tennis, Tennis, Track & Field, Volleyball, Weight Lifting, Kho-Kho, Kabaddi and Yoga.

B.P.E.S VI-Semester (December 2017 to April 2018)

Subject Code	Courses	University Exam	Internal Assessment	Total	Lecture	Credits
B.P.E.S /VI/A/HC/01	Basic of Sports Training	60	40	100	64	
B.P.E.S /VI/A/HC/02	Stress Management	60	40	100	64	4
B.P.E.S /VI/A/HC/03	Education Technology	60	40	100	64	4
B.P.E.S /VI/A/SC/01 B.P.E.S /VI/A/SC/02	<u>Select anyone of the following:</u> <ul style="list-style-type: none"> ● Recreation in Physical Education ● Art Of Daily Scheduling 	60	40	100	64	4

	Total	240	160	400	256	16
--	--------------	------------	------------	------------	------------	-----------

PART-A: THEORY COURSES:**PART-B: PRACTICUM / ACTIVITY COURSES (GAMES & SPORTS):**

Activity Code	Name of Activity	University Exam	Class	Credits
B.P.E.S /VI/B/HC/01	Softball	100	48	2
B.P.E.S /VI/B/HC/02	Hockey	100	48	2
B.P.E.S /VI/B/HC/03	Football	100	48	2
B.P.E.S /VI/B/HC/03	Swimming	100	48	2
	Total	400	192	8

PART-C: SPECIALIZATION :(continue from Semester –IV& V)

Activity Code	Name of Area	University Exam	Class	Credits
B.P.E.S /VI/D/SCC/01	<u>SPECIALIZATION</u>	100	48	2

A student shall select/opt for any one Game/Sport from amongst: Basketball, Cricket, Football, Handball, Table Tennis, Tennis, Track & Field, Volleyball, Weight Lifting, Kho-Kho, Kabaddi and Yoga.

(Choice Based Credit System)**Standard of Passing:**

For all courses, both UE and IA constitute separate heads of passing. In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0(40% of marks) at UE and also a minimum grade point of 5.0(40% marks) at IA.

If a student fails in IA, the learner passes in the course provided he/she obtains a minimum of 25% in IA and GPA for the course is at least 6.0 (50 % in aggregate). The GPA for a course will be calculated only if the learner passes at the UE.

A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog candidate and clear the head of passing.

The 10-point scale Grades and Grade Points according to the following table:

Range of Marks (Out of 100)	Grade	Grade Point
$80 \leq \text{Marks} \leq 100$	O	10
$70 \leq \text{Marks} \leq 80$	A+	9
$60 \leq \text{Marks} \leq 70$	A	8
$55 \leq \text{Marks} \leq 60$	B+	7
$50 \leq \text{Marks} \leq 55$	B	6
$40 \leq \text{Marks} \leq 50$	C	5
$\text{Marks} \leq 40$	D	0

The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. The weights for performance at UE and IA shall respectively be 60% and 40%.

GPA is calculated by adding the UE marks of 60 and IA marks out of 40. The total marks out of 100 are converted to grade point, which will be the GPA.

Formula to calculate Grade Points (GP)

Suppose that Max is the maximum marks assigned for an examination or evaluation based on which GP will be computed. In order to determine the GP. Sex x -Max/10 (since we have adapted 10-point system). Then GP is calculated by the formulas shown as below.

Range of marks at the evaluation	Formula for the Grade Point
$8x \leq \text{Marks} \leq 10x$	10
$5.5x \leq \text{Marks} \leq 8x$	Truncate (Marks/x)+2
$4x \leq \text{Marks} \leq 5.5x$	Truncate (Marks/x)+1

Two kinds of performance indicators, namely, the semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester. While the CGPA measures the cumulative performance in all courses since his/her enrolment. The CGPA of learner when he/she completes the B.P.E.S programme is the final result of the learner.

The Formula to compute equivalent percentage marks for specified CGPA:

% Marks (CGPA)	10x CGPA -10	If $5.00 \leq \text{CGPA} \leq 6.00$
	5x CGPA +20	If $6.00 \leq \text{CGPA} \leq 8.00$
	10x CGPA -20	If $8.00 \leq \text{CGPA} \leq 9.00$
	20x CGPA -110	If $9.00 \leq \text{CGPA} \leq 9.50$
	40x CGPA -300	If $9.50 \leq \text{CGPA} \leq 10.00$

Award of Honours:

A student who has completed the minimum credits specified for the B.P.E.S programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honors are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
$9.50 \leq \text{CGPA} \leq 10.00$	O	Outstanding	$80 \leq \text{Marks} \leq 100$
$9.00 \leq \text{CGPA} \leq 9.49$	A+	Excellent	$70 \leq \text{Marks} \leq 80$
$8.00 \leq \text{CGPA} \leq 8.99$	A	Very Good	$60 \leq \text{Marks} \leq 70$
$7.00 \leq \text{CGPA} \leq 7.99$	B+	Good	$55 \leq \text{Marks} \leq 60$
$6.00 \leq \text{CGPA} \leq 6.99$	B	Average	$50 \leq \text{Marks} \leq 55$
$5.00 \leq \text{CGPA} \leq 5.99$	C	Satisfactory	$40 \leq \text{Marks} \leq 50$
CGPA Below 5.00	F	Fail	Marks Below 40

Educational Tour/Camp: In addition to the above rules the student must fulfill the following requirements to acquire the degree which is mandatory. Educational Tour or Leadership Camp organized by the College of Physical Education of at least 07 days. The students shall contribute separately for these activities.

B.P.E.S

(Physical Education and Sports)

6 semester Credit system

Syllabus

Semester I

B.P.E.S /I/A/HC/01: **Fundamental of Physical Education**

Unit I: Introduction

- a. Meaning, Definition, Scope and Functions of Physical Education
- b. Different Interpretations of Physical Education
- c. Concept of Movement Education
- d. Physical Education an Integral Part of Education
- e. Life time Physical Education for Fitness

Unit II: Philosophical Foundations

- a. Meaning of Philosophy, Philosophical basis of Physical Education, Different Schools of Philosophy
- b. History of Physical Education
- c. Objectives of Preprimary, Primary and Secondary School Physical Education Programmes
- d. Concept of Physical Fitness
- e. Cultural aspect of sports and worthy use of Leisure time through Physical Education activities
- f. F) National and International understanding through Sports

Unit III: Contribution of Thinkers & Competitions.

- | | |
|-----------------------|---------------------|
| a. Swami Kuvalayanand | b. Baren'Dcaubertin |
| c. Shri. Aurobindo | d. Olympic Games |
| e. Asian Games | |

Unit IV: Recreations.

- a. Meaning, Definition, Scope & Functions of Recreations
- b. Recreation in Rural, Urban & Industrial Area
- c. Age-Wise Planning & leadership in recreation

Book Recommended

- i Principles of Education – R. M. Marathe, MoghePrakashan, Kolhapur
- ii Teacher and Education in Emerging Indian Society – NCERT, New Delhi.
- iii Human Values Education – S. P Rahela
- iv Foundation of Physical Education – Bucher Charles, WCB/McGraw Hill, 1999
- v The Principles of Physical Education – Willam J. E. W. B. Sounders Com. Philadelphia, 1964.

B.P.E.S /I/A/HC/02: Anatomy**UNIT-I Introduction**

- a. Introduction of Basic concepts of Anatomy
- b. Structure and functions of cell.
- c Tissues and their classification.
- d Basic introduction of body systems.

UNIT-II Skeleto Muscular Systems

- a. Classification of Skeletal system.
- b. Types and structure of bones.
- c. Different types of joints.
- d. Classification of Muscle
- e. . Types of Muscles

Unit III Respiratory and Digestive System

- a) Meaning and types of Respiration, Organs of Respiratory System.
- b) Functions of Respiratory System, Vital capacity and its measurement. Mechanism of Respiration.
- c) Meaning, importance and organs of Digestive System.
- d) Functions, processes, mechanism of Digestive System.

UNIT-IV

- a. Circulatory System and Nervous System
- b. Meaning of the Circulatory System.
- c. Heart, its structure, functions.
- d. Cardiac Cycle. Meaning, functions compositions of Blood,
- e. Maintenance of Blood supply

Books Recommended

1. Evelyn Pearce: Anatomy and Physiology for nurses. Culcutta, Oxford University press, 1992
2. Sedey Rod R.- Anatomy and Physiology
3. Stephens & Tate P. St. lous, Mosby, 1992
4. Tortora G. J. : Introduction to Human Body, Ed. 4th California, Addison, Wesley, 1996

B.P.E.S /I/A/HC/03: ENGLISH**UNIT-I : Vocabulary**

- 1.1 Synonyms
- 1.2 Antonyms
- 1.3 Common abbreviations in use
- 1.4 One word substitution
- 1.5 Words Commonly Misspel
- 1.6 Idiomatic Comparisons or Similes
- 1.7 Word Formation by Prefix and Suffix

UNIT-II : Common Errors & Transformations

- 2.1 Common errors in sentences especially regarding number, gender, Pronouns, prepositions, articles, degrees etc.
- 2.2 Punctuation
- 2.3 Kinds of sentences - Assertive, Interrogative, Exclamatory, Imperative, Optative
- 2.4 Transformation of sentences
- 2.5 Tenses

UNIT-III : Correspondence

- 3.1 Personal Letters
- 3.2 Applications for leave, scholarship etc.
- 3.3 Invitations- Formal and Informal with reply
- 3.4 Notice Writing

UNIT-IV :- Descriptive Writing

- 4.1 Paragraph writing (50 words)
- 4.2 Essay writing (250 words)
- 4.3 Comprehension of unseen passage
- 4.4 Summary Writing

REFERENCES

- ❖ High School English Grammar – Wren & Martin
- ❖ How to write & speak better English –John Elisson Kahn, D. Phil.
- ❖ Business Correspondence and Report Writing – R.C. Sharma, Krishna Mohan
- ❖ Macmillan the Student’s companion – Wilfred D. Best.
- ❖ A remedial English grammar for foreign students – F.T. wood
- ❖ English Vocabulary in use – Michael McCarthy, Felicily O’Dell.
- ❖ Advanced English Grammar – Martin Haurings.
- ❖ G.O.E. Lydall, A practical Guide to précis Writing & indexing, London: Macdonald & Evans Ltd. (1955)

B.P.E.S/I/A/SC/01: Historical Development of Sports Movements (Elective Subject)

UNIT -Introduction

- A. Physical Education in Ancient Civilization with reference to
i) India ii) Greece iii) Rome iv) Egypt.
- B. Development of Physical Education & sports during 20th Century with special reference to i) U.S.A. ii) Sweden iii) Germany iv) Olympics v) Asian Games.

UNIT - II Sports Bodies of India

- Physical Training for teacher working in school & college
- Movement of Akhadash & Vyayam Shalas.
- Central Advisory Board of Physical Education
- Sports authority of India (Sai)
- Awards National & state level.
- All India council of sports
- SNIPES, NSNIS, LNIPE.
- Nehru Yuwak Kendra

UNIT - III A Study of the development of Physical Education sports & Games in Maharashtra with reference to

- a) Pune International marathon
b) The present Organization set up in state.
c) Important schemes and activities including indigenous activities.
d) Role of Voluntary Physical Education & sports Bodies in state...

UNIT - IV Youth welfare & Youth Services:-

- a) Concept of youth welfare & Youth work.
b) Youth organization in India
c) Programmers under youth development
d) Youth services such as secreting & guiding N.C.C. N.S.S., Civil defense & scout & Guide movement.

Reference

1. Manual of Physical Education of India - D.G. Wakharkar
2. A World History of Physical Education - Van Ten Micher
3. History of Physical Education C.W. Hyensmith
4. A Brief History of Physical Education -Emmel A Rice & John L Hutchinson
5. Physical Education in ancient India - Dr. S.H. Deshpande.

B.P.E.S /I/A/SC/01: First Aid**UNIT -I**

- a) Meaning and definition of first aids and its importance in sports
- b) Types of first aids and its objectives
- c) First aids box and its management
- d) Role and qualification of first aider

Unit-II

- a) Common sports injuries in different parts of body
- b) First aids for sports injuries
- c) Common causes of sports injuries and its prevention
- d) RICE & Bandage

UNIT - III

- a) Definition of safety education and its significant
- b) Aims and objectives of safety education
- c) Identify causes of accidents & List types and sources of accidents
- d) Safety measures at
 - Home
 - Road
 - School
 - Community

UNIT – IV

- a) Describe and demonstrate the management of the following:-
 - Stings and Snake bites
 - Fracture
 - Nose bleeding
 - Electric shocks and other shocks
- b) Fevers:-
 - Definition of fever
 - signs of fever
 - first Aid for fever
 - Management of fever.
- c) Fainting- Definition and causes of fainting, first aid for fainting
- d) Drowning/Near-drowning:- Definition of drowning, definition of near-drowning
- e) first aid for drowning/near drowning.

Reference :

- Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.

- Hunter, M. dictionary for physical educators. In H. M. Borrow & R. McGee, (Eds.), A Practical approach to measurement in Physical Education (pp. 573-74). Philadelphia: Lea & Febiger.

Semester II

B.P.E.S /II/A/HC/01: **Physiology of Exercise**

UNIT-I Introduction

- a. Definition and importance of physiology and Exercise physiology
- b. Essential properties of living being.
- c. Effect of exercise on various system of the body.
 - a) Circulatory system
 - b) Respiratory system
 - c) Muscular system

UNIT-II

1. Cardiac functions and Blood

- a. Cardiac cycle and its function in human body.
- b. Control of cardiac function.
- c. Blood pressure and it's regulation in human body.

2. Kidney

- a) Role of kidney in human body
- b) Function of kidney

3. Physiology terminology

a) Second wing	b) Second wing
c) Second wing	d) oxygen debt
e) V_{O_2} max	f) Vital capacity
g) Athletic heart	

Unit III

1. Nervous system

- a) Definition of Nervous system, role of nerve fibers
- b) Parts of Brain & spinal cord its functions,
- c) Central nervous system and peripheral nervous system**

2. Endocrine system

a) Pituitary gland	b) Thyroid
c) Parathyroid	d) Adrenal
e) Sex organ	

3. Environment effect on the body

- a) High altitude
- b) Hot condition
- c) Cold condition

UNIT-IV

- a) Physical fitness and its components.
- b) Training, conditioning, and warm-up.
- c) Types of muscle contraction.
- d) Lactic acid and its influence on sports performance.
- e) First aids and sports injuries

Books Recommended

- Evelyn Pearce: Anatomy and Physiology for nurses. Culcutta, Oxford University press, 1992
- Sedey Rod R.- Anatomy and Physiology
- Stephens & Tate P. St. lous, Mosby, 1992
- Tortora G. J. : Introduction to Human Body, Ed. 4th California, Addison, Wesley, 1996
- MariefEsclaine N. Human Anatomy and Physiology Ed. 3rd California, The Benjanin Cumming Co. 1991
- Fox Edward – Sports Physiology W B Soundrs Co. 1994

B.P.E.S /II/A/HC/02: **Information Technology**

Unit I: Introduction of Computer

1. History, application, characteristics, types of computer (Analog, Digital, Hybrid) and generations of Computer.
2. Physical structure of computer.
3. Role of computer in various fields
4. Need of computer in Physical Education.

Unit-II Component of Computer System: An Introduction of Hardware and Soft ware

1. Components of computer system
2. CPU (CU, ALU and Main memory)
3. Input devices (Keyboard, Mouse and Track Ball, Touchpad, Joysticks, Touch Sensitive Screens, Data Scanning Device, Bar Code Readers, Optical Mark Reader (OMR) and Magnetic Ink Character Reader (MICR)
4. Output Devices (Monitor, Printer, LCD)
5. Hardcopy Devices (Printers and Plotter)
6. UPS and types of UPS
7. Operating System Programme Languages translator.
8. Application program/package

UNIT-III: USE OF COMPUTERS IN SCHOOLS

1. Functional knowledge of operating computers–on/off, word processing, use of power point, excel
2. Computer as a learning tool
3. Effective browsing of the internet for discerning and selecting relevant information
4. Survey of educational sites based in India
5. Downloading relevant material
6. Cross collating knowledge from varied sources
7. Competencies in developing original software

UNIT IV: VISUALISING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS

1. Preparation of learning schemes
2. Interactive use of audio-visual programme
3. Developing PPT slide show for classroom use
4. Use of available software or CDs with LCD projection for subject learning interactions
5. Generating subject-related demonstrations using computer software

B.P.E.S /II/A/HC/03: **Psychology of Sports**

UNIT- I Introduction to Sport Psychology

1. Meaning and scope, Importance, relationship with other sport sciences,
2. Development of sport psychology in India.
3. Scope of Sports Psychology

UNIT-II Concept and meaning of motor learning

1. Stages of learning transfer of training, assessment of learning and factors affecting of motor learning.
2. Growth & Development: Concept of growth & development,
3. Play and its Theories.

UNIT III Personality in Sport:

1. Concept and definition of Personality
2. Modern perspective, (trait, humanistic, social cognitive and biological),
3. Dynamics of personality in sport Anxiety in Sports

UNIT-IV Psychological Preparation and Competition:

1. Motivation and Techniques of Motivation
2. Phenomenon of competitive
3. Psychological preparation for competition (arousal regulation, imagery, self-confidence, goal setting, concentration.)
4. Short term psychological preparation (upcoming competition) Mind to muscle and muscle to mind relaxation techniques.

Reference

1. Kamlesh, M.L. (2006). Educational Sport Psychology. New Delhi: Friend's publication
2. Cox Richard. (1998) Sports Psychology (W.C.B.)
3. Gill, Diance L. Psychological Dynamics of Sports (Illinois: Human Kinetics Publishers, 1986)
4. Silva, J.M. and Weinberg.(1984). Physiological Foundation of Sports. IL: Kinetics Publishers,
5. Suinn, Richard M. (1982) Psychology in Sports: Methods and Applications. New Delhi: Sujeet Publication.
6. Martens, Rainer. (1987). Coaches Guide to Sports Psychology. IL: Human Kinetics;
7. Roberts Glyn C. and et al. (1986). Learning Experiences in Sports Psychology. IL: Human Kinetics.
8. Alegaonkar, P.M. (1997). Sports Psychology Pune: Pune VidyarthiGriha.

B.P.E.S /II/A/SC/01: **Fitness and Wellness (Elective Subject)**

FITNESS & WELLNESS

Unit-I

- Definition of fitness & wellness, Components of fitness & wellness,
- Benefits of exercise & health, Fitness & wellness strategy,
- Fitness potential for popular sports, Fitness & wellness activities,
- Role of parents & community for the maintenance of fitness & wellness

Unit-II –

- Selection of machines for various parameters of health & wellness,
- Fitness center, Safety in gymnasium & sports field,
- Clothing & accessories, Carriers in fitness & wellness

Unit-III –

- Test, measurements & evaluation of fitness components, Cardiovascular endurance, Muscular strength, Muscular endurance, flexibility, body composition, agility, balance, co-ordination, speed, power, reaction time

Unit-IV –

- Assessment prior to fitness & wellness prescription,
- Principles of training, Training methods
- Diet prescription, Exercise prescription, Prescription for life style changes, Weight management
- Prevention of diseases through fitness & wellness, Diabetes & exercise, Cardiovascular diseases and exercise, Ageing and exercise, Addiction management- sustains abuse controls
- Stress management, Spiritual management

Reference

- Dougherty NJ et al (2002), Sport, Physical Activity and the Law. Sagamore Pub. Champaign. IL.
- Driskell JA and Wolinsky I (2002). Nutritional Assessment of Athletes. CRC Press. Boca Raton. Fla.
- Greenberg JS Diutriman GB and Oakes BM (2004). Physical Fitness and Wellness: Changing the way you look, feel and perform. Human Kinetics. Champaign. IL.
- Hoeger WW & Hoeger S (2007). Fitness & Wellness. Thomson Wadsworth.
- Maughan RJ Burke LM and Coyle EF (2004). Food, Nutrition and Sports Performance II: The International Olympic Committee Consensus on Sports Nutrition. Routledge. New York.
- Siedentop D (2004). Introduction to physical education, Fitness and sports. McGraw Hill. Boston

B.P.E.S /II/A/SC/02: **Adapted Physical Education (Elective Subject)**

Unit 1: An Introduction to Adapted Physical Education

- a) Meaning, Need and Importance of Adapted Physical Education and Sports
- b) Purpose, Aims and Objectives of Adapted Physical Education and Sports
- c) Program organization of Adapted Physical Education and Sports
- d) Adapted Sports- Para Olympics

Unit 2: Development of Individual Education Program (IEP)

- a) The student with a disability
- b) Components and Development of IEP.
- c) Principles of Adapted Physical Education and Sports
- d) Role of Physical Education teacher
- e) Teaching style, method & approach in teaching Adapted Physical Education

Unit 3: Developmental Considerations of an Individual

- 3.1 Motor development
- 3.2 Perceptual Motor development
- 3.3 Early childhood and Adapted Physical Education

Unit 4: Individual with unique need and activities

- 4.1 Behavioral and Special learning disability
- 4.2 Visual Impaired and Deafness
- 4.3 Health Impaired students and Physical Education
- 4.4 HRPF and its development for Individual with unique need
- 4.5 Role of games and sports in Adapted Physical Education

Reference

1. Beverly, N. (1986). Moving and Learning. Times Mirror/Mosby College Publishing.
2. Cratty, B.J. Adapted Physical Education in the Mainstream. (4th Edition) Love Publishing Company.
3. Houner, L.D. Integrated Physical Education- A guide for the elementary classroom teacher.
4. Winnick, J. P. (2005). Adapted Physical Education and Sports. Human Kinetics (4th Edition).
5. Pangrazi, R.P. and Dauer, V. P. Dynamics Physical

Semester III

B.P.E.S /III/A/HC/01 :Kinesiology

Unit-I : Introduction To Kinesiology

1. Meaning, aim & objectives, importance of kinesiology for physical education and sports
2. Fundamental concepts: Centre of gravity, line of gravity, axis and planes of motion, fundamental starting positions,
3. terminology of fundamental movements, and classification of muscles

UNIT-II :Location& Action

1. Types of Joints
2. Location & Action of Muscles at Various Joints:- a) Upper extremity – shoulder girdle, shoulder joints, elbow joint b) Neck, trunk (Lumbothoracic region)
3. Lower extremity – Hip joint, knee joint, ankle joint
4. Muscular analysis of fundamental movements:- Walking, running, jumping, throwing, catching, pulling, pushing, striking, hanging

UNIT-III Laws of Motion

1. Define mass, weight, force, pressure work, power energy, impulse, moments, impact, friction,
2. Newton's laws of motion
3. Angular kinetics: moment of inertias, conservation of moments, transfer of moments, levers, equilibrium

UNIT-IV Motion

1. Meaning, aims, objectives and importance, types of motion, linear motion & angular motion
2. Linear kinematics: Speed, velocity acceleration uniform accelerated motion and projectile motion
3. Angular kinematics: Angular speed, angular velocity, angular acceleration and relationship between linear and angular motion

Reference

- Bartlett, R. (2007). Introduction to Sports Biomechanics. Routledge Publishers, USA.
- Blazevich, A. (2007). Sports Biomechanics. A& C Black Publishers, USA.
- Breer&Zarnicks (1979). Efficiency of human movement. W.B. Saunders Co. USA.
- Hamill, J. and Knutzen, K.M. (2003). Biomechanical Basis of Human Movement. Lippincott Williams and Wilkins, USA.
- Hay (1993). The biomechanics of sports techniques prentice hall in New Jersey

B.P.E.S/III/A/HC/02: **METHODS OF TEACHING IN PHYSICAL EDUCATION**

UNIT I : Introduction of Teaching

1. Meaning of teaching, coaching, officiating and as a career in Physical Education & Sports
2. Meaning and need for methods,
3. Factors effecting teaching method.

UNIT II Teaching methods

1. Teaching methods and its Types- command, demonstration, imitation, discussion, part- whole, whole- part-whole, explanation and recitation
2. Techniques of presentation: personal and technical preparation.

UNIT III Class management

1. Class management: techniques, formations, command (types and techniques)
2. factors effecting class management
3. Lesson Plan: Need, construction, Introduction development, skill/recreation

UNIT IV

1. Qualification and qualities of a coach,
2. Personnel in physical education/sports.
3. Teaching Aids: Need and Importance, Types of teaching aids.
4. Fundamental skills of athletics, aquatics, badminton, basketball, cricket, football, hockey, handball, kabaddi, KhoKho, volleyball and Judo, Yoga Assanas,

References

- Capel, S. et al Editors (2006). A Practical Guide to Teaching Physical Education. Routledge Publishers, USA.
- Graham, G.M. (2009). Children Moving : A Reflective Approach to Teaching Physical Education. 8th Ed. McGraw Hill, USA
- Gupta R. (2010). SharirikShiksha Mein ShikhshanPradhyogiki. Friends Publication. New Delhi
- Gupta R. Kumar P. and Sharma D.P.S. (1999).Lesson Plan in Physical Education &Sports.R.D.P. Publication. New Delhi
- Gupta R. Kumar P. and Sharma D.P.S. (2004).SharirikShiksha Mein Path Yojna.SahyogPrakashan. New Delhi
- Kamlesh ML (2005). Methods in Physical Education.Friends. Delhi.

B.P.E.S /III/A/HC/03: **Health Education**

Unit-I Health

1. Health-meaning, dimensions of health and their interrelationships,
2. Importance of health for individual, family, community and nation;
3. Factors influencing health,
4. Spectrum of health

Unit II Health Education

1. Health Education- meaning, scope
2. Aims and objectives of Health Education
3. Principles, methods and media used in health education
4. Hygiene- personal hygiene, food hygiene, environmental hygiene-meaning, need and importance; associated practices related to maintenance and promotion of health

Unit-II Foods and Nutrition-

1. Misconceptions about food, essential body nutrients- functions, food sources, balanced diet, diet prescription
2. Communicable and Non-communicable diseases- meaning, distinction between communicable and non-communicable diseases.
3. Communicable diseases- their mode of spread and prevention of diarrhea diseases, typhoid, malaria, STD Respiratory disease ; non-communicable diseases- causes and prevention of diabetes, CVD, cancers, renal diseases and respiratory diseases.

Unit-III Contemporary health problems of college youth-

1. Alcohol, drugs, use of tobacco (chewing, sniffing, smoking)- their harmful effects substance abuse management
2. National health programmes- components of existing national health programmes

Unit IV Health Agencies:

- 1 Introduction to Organizational and Administrative set-up of Health System in India
 - National level
 - State Level
 - District Leve
2. Steps of Planning of Health Education Programme
3. Internationals health agencies- WHO, UNICEF, Red Cross- their constitution and role in promoting health

Reference

- Anspaugh DJ Ezell G and Goodman KN (2006).
- Teaching Today's Health. Mosby Publishers. Chicago. USA

- Balayan D (2007). Swasthya Shiksha Evam Prathmik Chikitsa. Khel Sahitya. Delhi.

B.P.E.S /III/A/SC/01: **Sports Entrepreneur (Elective)**

Unit I: Introduction to Sports Entrepreneurship

1. Concept of entrepreneurship, innovation & knowledge management in sport
2. Business Planning Process - The business plan as an entrepreneurial tool
3. Elements of Business Plan, Objectives, Market Analysis, Development of product / idea, Marketing, Finance, Organisation & Management, Ownership, Critical risk contingencies of the proposal, Scheduling and milestones, Value proposition, Business Model Canvas and Drafting Business Proposal for Funding Agency.

Unit II : Introduction to Finance in Sports

1. The Four Domains of Sports Marketing, Marketing Through Sports
2. Finance, Organization & Management, Ownership, Critical risk contingencies of the proposal, Scheduling and milestones, Value proposition,
3. Business Model Canvas and Drafting Business Proposal for Funding Agency.

Unit II. Management of Physical Education and sports

1. Meaning, Need and scope of management of Physical Education
2. Principles of Sports Management
3. Construction, marking and maintenance of play grounds, track & field, gymnasium, swimming pool and athletic track

Unit IV: Organization of co-curricular activities and Physical Education programmes.

1. Physical Education Budget : Need, Importance, procedure and principles of budget making,
2. Physical Education and sports programmes for - Primary, secondary and higher secondary School for sports awareness – demonstration, play days, sports rallies, sports exhibitions
3. Organization of National days (15th August & 26th January)., Organization of mass competition, sports day, hiking, trekking, Scout and Guide Camp and picnics
4. Ceremonies of competition – Opening, closing and victory

References:

- Sports Marketing By Melissa Jane Johnson Morgan Jane

- Small Business, Entrepreneurship and Enterprise Development. Harlow: Pearson Education.

B.P.E.S/III/A/SC/02: Professional Preparation in Physical Education (Elective)

Unit I- Foundation OF Professional Preparation

- 1 Meaning of Professional
- 2 Components of Professional Preparation.
- 3 Contribution of physical education in attaining ideals of Indian democracy.
- 4 Forces and factors affecting educational policies and Programme.

UNIT-II Historical Perspective

1. Historical review of Professional Preparation in India.
2. Professional courses being offered in professional preparation colleges in India.
3. Professional Preparation in Physical Education in USA, USSR and UK.
4. Beginning of Professional Preparation in the world.

UNIT-III Under-Graduate preparation of professional personnel.

- 1 Purposes, Admission Requirements of Undergraduate preparation.
- 2 Theory, Teaching practice and practical.
- 3 Professional competencies to be developed.
- 4 Post-Graduate Preparation.
- 5 Methods of instruction.
- 6 Professional relations.

UNIT-IV Teacher and Teaching

- 1 Teaching as a career.
- 2 Basic Qualities of a successful teacher.
- 3 Preparation of the specialized physical education teacher.
- 4 Types of teaching jobs.
- 5 Types of non-teaching jobs.

Reference

1. A Professional Career in Physical Education. (Englewood Cliffs, N.J. Prentice Hall, Inc. 1963.)
2. Jensen, R. Clayne, Administrative Management of Physical Education and Athletic Programmes. (Philadelphia Lea and Febiger, 1983.)
3. Snyder and Scott. Professional Preparation in Health, Physical Education and Recreation. (Connecticut, Greenwood press, Westport, 1971).
4. Bucher, C.A Foundations of Physical Education (Saint Louis) : The C.V. Mosby Company, 1975), Ed. 7.

5. Aahper publication: Professional Preparation in Dance, Physical Education
Recreation Education Safety Education and School health
Education, Washington, Aahper pub. 1974 Borozne Joseph & Pechar Stanley

Semester IV

B.P.E.S /IV/A/HC/01: **EVENT MANAGEMENT**

Unit-1

Meaning of Events, classification of events, Event Management, Designing an Event- 5C"s (Conceptualization, Costing, Canvassing, Customization, Carrying out).

Key Elements of Events- (Event Infrastructure, Organizers, Clients, Target Audience, Media, and Venue).

Unit-II

Managing Sports Events- Planning, Organizing, Coordinating and Controlling Pre events,

During the Events & Post Events issues. Sponsors, Sports Management Companies, Spectators, Sports personalities, Media etc. Sports Management Companies- Introduction, Role, Scope of Work, Service rendered to the clients, Ways of Functioning- Team work, Departments etc.

Unit-III

Sources of funds available for sports: Broadcasting:- What is broadcasting, The basics of sports broadcasting rights, Media providers:-Who are the media providers, How do they fund sports

Sponsorship:-Meaning of sponsorship, Sports and sponsorship, Major sponsors in sports

Team sponsors and individual sponsors, Endorsement, Sports and celebrity endorsement

Unit-IV

Sports and advertisements Advertisement Suggested Readings

Advertisement and brand choice Aiming the right target, Top sports ad companies

Firms and their advertisement choices, Effects of advertisement, gate money

Budgetary Control in sports

Role of Mass Media in Event Promotion.- Introduction to different Sports Media (Television channels, Sports Magazines etc.) Popular Sports Channels Operating in India- ESPN STAR SPORTS, ZEE SPORTS, TEN SPORTS, DD SPORTS, and NEO SPORTS etc. Spectators control, Importance of Spectators for Sports & Games. Human resource management.

Reference

- Chakraborty S (1998). Sports Management. Sports Publications. Delhi.
- Kamlesh ML (2000). Management Concept in Physical Education and Sport. Metropolitan Book Co. Pvt. Ltd. New Delhi.
- Kilkenny, S. (2007). The Complete Guide to Successful Event Planning. Atlantic Publishing Co., USA.
- Roy SS (1995). Sports Management. Friends Publications. Delhi.

B.P.E.S /IV/A/HC/02 : **Sports Sociology**

1. Introduction to Social Science

- 1.1 Introduction & Meaning of Social Sciences.
- 1.2 Scope of Sociology and its relation with other subjects of Social Sciences.
- 1.3 Defining Society, Community, Association, Institutions, Customs;
- 1.4 Man as a Social animal;
- 1.4 Effect of various social forces on personality development;
- 1.5 Origin and growth of society & Culture.

2. Social Structure, Organization and Institutions :

- 2.1 Socialization, social codes and social control, groups (primary and secondary, crowds and public, family, kinship and marriage;
- 2.2 Social stratification, social class and caste, social mobility;
- 2.3 Economical and political institutes for society;
- 2.4 Cultural and religious institutions;
- 2.5 Concept, factors and process of socio-cultural changes.

3. Main Features of Indian Society and Rural Scene:

- 3.1 Demographic profile, social elements;
- 3.2 Religions pluralism – Hindu, Muslim, Christian and Tribal;
- 3.3 Linguistic Pluralism;
- 3.4 Indian policy – secularism, democracy, social justice;
- 3.5 Indian Rural Scene:
 - 3.5.1 Indian village, rural family, rural education;
 - 3.5.2 Indian village community, rural stratification;
 - 3.5.3 Community development projects and Panchayati-Raj;
 - 3.5.4 Trends in Rural change.

4. Sport and Society:

- 4.1 Meaning and definition of sport sociology;
- 4.2 Sport as a social occurrence;
- 4.3 Socialization through games and sports;
- 4.4 Relationship between family and sport participation;
- 4.5 Relationship between politics and sports;
- 4.6 Social Stratification and sports;
- 4.7 Sports as a social phenomenon.

Reference

- ❖ Iyec, Mac. R.M. and Page Charles H. Society (London : McMillan & C., 1974).
- ❖ Ogburn, William F. and Nimkoff, Meyer F., Hand Book of Sociology (New Delhi : Eurasia Publishing House Ltd., 1972).
- ❖ Loy, Lohn W. Dr. and Kenyon, Gerald S. Sports Culture and Society (Philadelphia : The MacMillan Co. 1969).

B.P.E.S / IV / A/ HC/03: Environment Science

1. **Introduction:**
 - 1.1 Multi – Disciplinary nature of environmental studies.
 - 1.2 Definition, Scope and Importance of environmental studies.
 - 1.3 Concept of environmental education.
 - 1.4 Historical Background of environmental education.
2. **Natural Resources and related environmental issues:**
 - 2.1 Forest Resources:
 - 2.1.1 Use and over exploitation, deforestation
 - 2.1.2 Timber extraction, mining, dams and their effects on forests and tribal people.
 - 2.2 Water Resources
 - 2.3 Flood Resources:
 - 2.3.1 World food problems
 - 2.3.2 Changes caused by agriculture and overgrazing
 - 2.3.3 Effects of modern agriculture
 - 2.3.4 Fertilizer-pesticide problems.
 - 2.4 Energy Resources:
 - 2.4.1 Growing energy needs
 - 2.4.2 Renewable and non-renewable energy sources
 - 2.4.3 Use of alternate energy sources.
 - 2.5 Land Resources:
 - 2.5.1 Land as a resource
 - 2.5.2 Land degradation
 - 2.5.3 Man induced Land Slides
 - 2.5.4 Soil erosion and desertification
 - 2.6 Role of an individual in conservation of Natural Resources.
- 3.1 **Ecosystem:**
 - 3.1.1 Concept, structure and function of an Ecosystem
 - 3.1.2 Producers, consumers and decomposers.
 - 3.1.3 Energy flow in the ecosystem
 - 3.1.4 Food chains, food Webs and ecological pyramids.

4.1 Environmental Pollution:

4.1.1 Definition, effects and control measure of:

- 4.1.1.1 Air Pollution
- 4.1.1.2 Water Pollution
- 4.1.1.3 Soil Pollution
- 4.1.1.4 Marine Pollution
- 4.1.1.5 Noise Pollution
- 4.1.1.6 Thermal Pollution
- 4.1.1.7 Nuclear Hazards

4.1.2 Solid Waste Management: causes, effects and control measures of urban and industrial wastes.

4.1.3 Role Disaster Management: Floods, earthquake, cyclone and Land slides.

REFERENCES

- ❖ Agrawal, K.C. Environmental Biology (Bikaner: Nidhi Publishers Ltd.) 2001.
- ❖ Cunningham, W.P., and others. Environmental Encyclopedia (Mumbai: Jaico Publishers Home) 2001.
- ❖ Hawkins, R.E. Encyclopedia of Indian Natural History (Bombay : Natural History Society)
- ❖ Heywood, V.H. and Watson V.M; Global biodiversity Assessment (U.K: Cambridge University Press), 1995.
- ❖ Jadhav, H. and Bhosale, V.M. Environmental Protection and Laws (Delhi:Himalaya Pub. House), 1995.
- ❖ Mc Kinney, M.L. and school, R.M Environmental Science system and solution (web enhanced Ed.) 1996.
- ❖ Miller T.G. Jr. Environmental Science (Wadsworth Publishing Co.)
- ❖ Odum, E.P. Fundamentals of Ecology (U.S.A: W.B Saunders Co.) 1971.
- ❖ Rao, M.N. &Datta, A.K. Waste Water Treatment (Oxford & IBH Publication Co. Pvt. Ltd.)1987
- ❖ Townsend C.and others, Essentials of Ecology (Black well Science).

B.P.E.S /IV/A/SC/01: **FITNESS INSTRUCTOR**

Unit-I Introduction to health and fitness

Health goals, fitness goals, performance goals, components of physical fitness and performance, behaviours that support fitness and performance, taking control of personal health and fitness, factors to consider prior to physical activity, exercise requirement for prevention of premature health problems, how to promote physical activity promotion of physical activity adherence

Unit-II Foundation to health fitness instructions:

Energy cost of physical activity, measurement of energy expenditure, significance of cardiovascular fitness, risks of testing cardio respiratory fitness, components of health related and fitness related fitness

Unit-III Healthy body composition

Measurement of body fat calculating target body weight, LBM and Body fat,

Muscular strength and endurance:- health fitness requirements, assessment of strength and muscular endurance

Flexibility: Importance of flexibility in health and fitness, factors affecting range of movement (ROM) spine and hip joint, flexibility and low back function

Unit-IV Exercise prescription: foundation of prescribing exercise, general guidelines for cardio-respiratory fitness programmes, determining intensity, general exercise testing, exercise programme selection, exercise prescription for body weight management

Muscular strength and endurance training: fundamental principles, types of strength training, muscular training modes, intensity and frequency. Overreaching and overtraining

Flexibility training: exercise considerations for improving flexibility, prophylactic exercise for improving low back function

Reference

- Anspaugh, D.J. and G. Exell (2004) Teaching To-day's Health, Pearson Benjamin Cummings. San Francisco. California.USA.
- Bishop JG (2005).Fitness through Aerobics Person- Benjamin Cummings. San Francisco. California.USA.
- Donatelle RJ (2006).Access to Health. Pearson Benjamin Cummings. San Francisco. California.USA.
- Hoeger WW and Hoeger S (2007).Fitness and Wellness.Thomson-Wadsworth, Belmont. California. USA.

B.P.E.S /IV/A/SC/02: **Sports Industry**

SPORTS INDUSTRY

Unit-I

Introduction, history in relation to „sports goods industry“ in India, Industrial relations in India, Peculiar characteristic, i.e. Hand Made Goods, Involving skilled workers-piece rated wages, Policy- five year plans for production, export strategy and potential

Unit-II

Sports Industry in Europe-USA, Canada and ASIA & other parts of the world, Major sports-World wide-Europe, ASIA & India including some local games, development of sports

Unit-III

Future need for mechanization to improve quality, Evaluation of management thought, planning-nature, objective, promises, strategies & tactical plan

Unit-IV

Organizations-Principles, structure, management, levels, quality control, Personnel management- recruitment selection, training, performance

Unit-V

Direction/controlling- production control, material control, quality control, sales distribution-government departments, whole sellers & retailers

Reference

- Field S. (2008). Managing Your Career in the Sports Industry. Checkmark Books. Belmont. California. U.S.A.
- Kaing NH and Sakai K (2001). New Patterns of Industrial Globalisation. OECD Publishers. U.S.A.
- Kraft JP (2009). Leisure Economy 1960-1985; Students in sports Industry & Society. Johns Hopkins University Press. U.S.A.
- Likert R (1961). New Patterns of Management. McGraw Hill. New York. U.S.A.

Semester V

B.P.E.S /V/A/HC/01: **Correctives in Physical Education**

Unit-I

1. Definition of Remedial, physiotherapy and corrective exercises.
2. Concept of posture, its meaning and characteristics of correct and incorrect posture.
3. Causes of incorrect posture
4. Necessity and importance of correct posture.
5. Principles of correct posture.
6. Tests for correct posture.

Unit-II

1. Classification of posture : a. Good Type b. Bantom Type c. Fatigue Type
2. Postural deformities and their causes : a. Kyphosis b. Lordosis c. Scoliosis d. Bow legs e. Knock knee f. Flat foot
3. Preventive and remedial measures for postural defects :
 - a. Psychological and habitual consideration in preventing and correcting postural defects.
 - b. Corrective exercises for various postural defects.
 - c. Physiotherapist treatment in correcting postural defects.

Unit-III

1. Massage: **a.** Meaning, definition and a brief history of massage.
b. Massage as means of relaxation and points to be considered while giving massage. **c.** General effects of massage.
2. Classification of the manipulation and movements in the massage :
3. Effleurage and stroking i. Petrissage ii. Percussion / Tapotement
iii. Vibration and shaking.
4. Effects of manipulation and movements on the different systems of human body.

Unit-IV

- Classification of positions : a. Fundamental positions b. Derived positions c. Modified positions
- Classification of exercises along with their practical instructions : a. Free mobility exercises b. Assisted exercise c. Resisted exercises

Reference Books:

1. Smith Lara K. and Others, "Srunnstrem's Clinical Kinesiology", Jaypee Brothers P.B. No- 7193 New Delhi 1998.
2. J.L. Rathoore, "Corrective Physical Education", Philadelphia W.B. Saunders Co. 1968.
3. P.G. Rasch and R.K. Burke, "Kinesiology and Applied Anatomy", Lee and Febriger, Philadelphia 1978.
4. Singh Ajmer et.al, "Essentials of Physical Education", Kalyani Publishers, Ludhiana, Second revised addition 2008.

B.P.E.S /V/A/HC/02 : **Test measurement and Evaluation**

UNIT-I

- Introduction to test, measurement and evaluation and their importance in the field of physical education
- Test constructions:- a) general consideration b) physical fitness/ efficiency test

UNIT – II

- Meaning and importance of statistics in the field of physical education, “population” and “sample” “random sampling”
- Meaning of data, kinds of data- continuous and discrete Frequency distribution, construction of frequency tables, mean, median and mode.

UNIT –III

- Measures of variability range, quartile, deviation, standard Deviation, co-efficient of variation
- Normal probability curve and meaning, uses its principles, Diagrammatic represent action

UNIT-IV

- Physical fitness testing: components of physical fitness
- Strength test: - Kraus Weber strength test, Muscular Endurance test: Cardiopulmonary test:
- Endurance Test, Harvard step test.
- Anthropometric Measurements:- Weight, height, sitting height, chest circumference, thigh circumference, calf circumference, skin fold biceps, triceps, sub scapular and supra iliac.
- Measurement of skills, games and sports-Johnson badminton test, Brady volleyball test, McDonald soccer test, Cornish Handball test, Hockey skill test- SAI hockey Test

Reference

- Acsm’s (2001) Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human kinetics USA.
- BalyanSunita (2006). Sharirk Shiksha main Parikshanevnmnmaapan. Khel Sahitya. Delhi.
- Barrow &Mc Gee s Practical Measurement and Assessment.
- Barrow H.M. and McGee R. (1979).A Practical Approach to Measurement in Physical Education.Lea&Febiger, Philadelphia. U.S.A.

B.P.E.S /V/A/HC/03: **Yoga Education**

UNIT- I

Origin of yoga, definition and scope of yoga, limitations and misconceptions, importance of yoga in physical education and other fields

UNIT- II

Historical development of yoga in India.

Types of Yoga:- Hatha yoga, laya yoga, mantra yoga, bhakti yoga, karma yoga, jnana yoga, raj yoga

UNIT- III

Patanjali yoga sutras- yama, niyama, asana, pranayama

Pratyahar- Benefits & utilities of these. Astanga yoga- Definition, objectives, dharna, dhyana, Samadhi & their psychological impact.

Shatkarm/cleansing process/ yogic methods and personal hygiene.

UNIT- IV

Asanas: Types, importance of asanas in special reference to Physical Education & Sports.

Differentiate between asanas and exercise.

Pranayama and importance of pranayama in special reference to Physiological effects

Bandhas, mudras and their physiological effects.

UNIT- V

Disease wise treatment through yoga therapy- Asthma, high & low B.P, diabetes, obesity, heart disease, insomania, arthritis, backache, female disease and importance of vegetarianism in yogic diet

SUGGESTED READINGS

- Day P. (1986). Yoga Illustrated Dictionary. Jaico Pub. House. New Delhi.
- Debnath M (2007). Basic Core Fitness Through Yoga And Naturopathy. Sports Publication. New Delhi.
- Kumar ER (1988). Heal Yourself With Yoga: Specific Disease. Taraporevala. Bombay.
- Shanti KY (1987).The Science of Yogic Breuthiay (Pranayana). D.B. Bombay.
- Sharma JP and Ganesh S (2007). Yog Kala Ek Prichya. Friends. New Delhi
- Sharma JP (2007).Manavjeevanevamyoga.Friends Pub. New Delhi.
- Sharma Jai Prakash AndSehgalMadhu (2006).Yog-Shiksha.Friends. Delhi.
- Singh MK And Jain P (2008). Yoga aurmanoranjan.KhelSahitya Kendra. New Delhi.

B.P.E.S /V/A/SC/01: **GYM MANAGEMENT**

UNIT-I

Concept of nutrition and health, balanced diet, dietary aids and gimmicks, Energy and activity, calculating calorie intake and expenditure

Obesity, anorexia and related health problems – measurements and management, Weight management programmes

UNIT-II

Understanding of various forms of aerobics- floor aerobics, step – aerobics, weight, Aerobics and aqua aerobics, Training effects of aerobic fitness on various physiological systems namely skeletal Muscular, circulatory and respiratory

Improvement of aerobic fitness, Aerobic fitness programme

UNIT-III

Location and Establishment of gym (Publicity, policy, reception, information, Registration, offer of programmes), Procurement, placement & maintenance of gym, Equipments , Marketing, clientage, Enrolments, record keeping, social activities, Public Relations, Individualized/group grooming programme, basic concepts of financial management

Gym-instructor – qualification, qualities, pay-roll, Performance – evaluation, grooming and presentation, Introduction to different exercise equipment, Gym management – Costing, Balance sheet, Promotional plans

UNIT-IV

Measurement of Weight and Height, Calculating BMI (Body Mass Index), Measurement of Fitness Components Flexibility (Sit and Reach Test, Hip Bend and Toe Touch), Strength (Sit-Ups, Leg-Raise for Minimal Strength), Cardiovascular Endurance (One-mile run, Physical Efficiency test, Harvard step test),

Self- evaluation –Personal Health and Well-being

UNIT-V

Exercise schedules – Aerobics, Fitness and Weight Management

Reference

- Carol K A. and Mary M. Y (2009).“Methods of Group Exercise Instruction” McGraw Hill. New York. U.S.A.
- Sheela K (2009).Fitness, Aerobics & Gym Operations.KhelSahitya Kendra. New Delhi.
- Taylor, D. and Nichols, D.S. (2010). The Brand Gym : A Practical Workout. Wiley Publishers, USA.
- Time Life Books..(2004).Gym Workout. London Times Life Books
- Wayne L Westcott (2007).“Strength Training”. Thomas R. Bachle. Benjamin Cummings. U.S.A.

B.P.E.S V/A/SC/02 :SPORTS JOURNALISM

UNIT-I

Meaning, scope and changing trends of journalism in sports

Historical development & role of print and electronic media in sports promotion

UNIT-II

Language – vocabulary, spellings, figure of speech , dialect, grammar, punctuation

Fundamentals of a sports story/ news

UNIT-III

Organizational set-up of a news paper- printing, process sequences of operations in the printing of a news paper/journals.

Introduction of various sports organization and agencies- Olympic Games, Asian games, commonwealth games, awards and trophies.

UNIT-IV

Theory and principles of advertising in sports

Public relations in sports, press release, conferences

Research tools for developing a sports story

Process of news paper publishing and management

Reference

- AamidorA (2003).Real Sports Reporting.Indiana University Press. Valparaiso. Indiana. U.S.A.
- Ahuja, B.N (1988).Theory and Practice of Journalism.Surjeet. Delhi.
- Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.
- Boyle R (2006). Sports Journalism: Context and Issues. Sage Publications Ltd.
- Kamath, MV (1980).Professional Journalism.K.S.K. New Delhi..
- Steen (2007). Sports Journalism: A Multimedia Primer (Paperback). Routledge. London
- Wilstein S (2001).Associated Press Sports Writing Handbook. McGraw-Hill.

Semester VI

B.P.E.S /VI/A/HC/01: **Basic of Sports Training**

UNIT I: Introduction

- Meaning and Definitions of Sports Training.
- Meaning of terms: Coaching, Teaching, Conditioning and Training.
- Aim and Tasks of Sports Training.
- Characteristics of Sports Training.
- Principles of Sports Training.
- Systematization of Sports Training.
 - Beginner
 - Intermediate.
 - High Performance.

UNIT-II: Training Load

- Definition and Types of Training Load.
- Features/Factors of Training Load
- Principles of Intensity and Volume of Stimulus.
- Over Load.
- Meaning and types of over load.
- Causes of over load.
- Symptoms of over load.
- Tackling of over load.
- Judgment of Training Load.

UNIT-III :- Strength

- Concept and types of Strength.
- Factors determining Strength.
- Methods of strength training.
- Management of strength training programme.

Endurance

- Concept and types of endurance.
- Factors determining endurance.
- Methods of endurance training.

Speed

- Concept and Classification of Speed.
- Factors determining speed.
- Methods of developing speed abilities.
- Reaction speed
- Speed of movement.
- Acceleration speed
- Sprinting speed.

- Speed endurance.

UNIT-IV : Technical Training

- Definition of Technique and Skill.
- Importance of Technique.
- Process of Skill Learning.
- Methods of Technique Training.

Tactical Training

- Concept of Tactics and Strategy.
- Methods of Tactical Training.

Planning

- Concept of Training Plan.
- Principles of Planning.
- Types of Training Plan.

Periodization

- Meaning and Importance of Periodization.
- Periods of Training Year.
- Aim and Contents of Periods.
- Types of Periodization.

REFERENCES

- ❖ Dick W. Frank, Sports Training Principles 4th ed. (London: A&C Black Ltd.), 2002.
- ❖ Harre, D. Principles of Sports Training (Berlin: Sport Veulag), 1982.
- ❖ Matveyev, L.P. Fundamentals of Sports Training (Moscow :Progress Publishers) 1977.
- ❖ Singh, Hardayal. Science of Sports Training (New Delhi: DVS Publications), 1991.
- ❖ Uppal, A.K. Principles of Sports Training (Delhi: Friends Publication) 2001.
- ❖ Tudor B. Bompa&Mihal C. Carera, Periodiation Training for Sports, Human Kinetics,2005 (IInd Edition)
- ❖ YograjThani, Sports Training, Sports Publication-2003
- ❖ K. Chandra Shekar, Sports Training, KhelSahitya Kendra -2004

B.P.E.S /VI/A/HC/01: **STRESS MANAGEMENT**

Unit-I

Definition of stress and anger, Causes of stress and anger, two main emotions of stress-fear and anger, Daily life stressors, Process of stress and anger- Psycho Physiology of stress

Unit-II

Adaptation to stress-Reframing of habitual stress resistance, Occupational stress, Peer stress (Students stress), Family stress, Stress & elderly

Unit-III

Stress & drug abuse

Stress related diseases- i) Sleep disorder, ii) Eating disorder, iii) Sexual and emotional disorder, iv) Other stress related diseases, v) Stress & Spirituality

Unit-IV

Self awareness and stress management, Muscular tension reduction, Emotional tension reduction, Stress free living, Stress free examination, Stress management through physical activity, Stress management through recreation

Unit-V

Anger management- Redford William's 12 steps of anger management

Stress management- behavior modification, time management, coping strategy

Relaxation technique- i) Diaphragmatic breathing, ii) Meditation, iii) Progressive muscle relaxation, iv) Yoga, v) Mental imagery, vi) Music therapy, vii) Massage therapy

SUGGESTED READINGS

- Adrain F & Herrick E. and Sharp P (1998). Anger Management. Routledge Publishing. Florence. Kentucky. U.S.A.
- Allen E (2008). Stress Management for Dummies. For Dummies Publishers. U.S.A.
- Davis M. et al (2008). The Relaxation and Stress Reduction workbook. Harbinger Publications, USA.
- Greenberg J.S. (2008). Comprehensive stress management. McGraw Hill, USA
- Hipp E. (2008). Fighting Invisible Tigers : Stress Management for Teens. Free Spirit Publishing, USA.
- Mac W. (2007). Anger and Stress Management. God's Way. Calvary Press, USA.
- Petee F (2006). Anger Management. Pentagon. Press. New York. U.S.A.
- Swate Y B (2009). Anger Management. Sage Publication. New Delhi.

B.P.E.S /VI/A/HC/01: EDUCATIONAL TECHNOLOGY**UNIT-I : Introduction to Educational Technology**

- 1.1 Definition
- 1.2 Educative Process
- 1.3 The Teacher of Yesterday & Today
- 1.4 An outline of Teaching method used then and now
- 1.5 Use of sensory organ in the process of learning and remembering
- 1.6 Communication:
 - 1.6.1 Types of Communication
 - 1.6.2 Communication Cycle
 - 1.6.3 Communication in the Class room

UNIT-II Teaching Aids:

- 2.1 Importance of Teaching Aids
- 2.2 Criteria for selecting Teaching Aids
- 2.3 Difference between Teaching Method and Teaching Aid
- 2.4 Broad classification of Teaching Aids
 - 2.4.1 Audio Aids
 - 2.4.2 Visual Aids
 - 2.4.3 Audio-Visual Aids
 - 2.4.4 Effectiveness of Edger Dale's cone classification
- 2.5 Advantage and suggestions for effective use of selected teaching Aids.
 - 2.5.1 Verbal
 - 2.5.2 Chock Board
 - 2.5.3 Charts
 - 2.5.4 Models
 - 2.5.5 Slide Projector
 - 2.5.6 Over Head Projector
 - 2.5.7 Motion Picture
 - 2.5.8 Self Experiment and Projects.

UNIT-III New Teaching Techniques and Innovations – I:

- 3.1 Art of questioning and answering
 - 3.1.1 Purpose of Questioning
 - 3.1.2 Classification of Questioning
 - 3.1.3 Techniques of asking questions
- 3.2 Programmed Learning
 - 3.2.1 Concept of Programmed learning
 - 3.2.2 Fundamental Principles of Programmed learning

3.2.3 Steps involved in preparation of Programme

3.3 Team Teaching

3.3.1 Meaning

3.3.2 Guiding principles of Team Teaching

3.3.3 Advantage of Team Teaching.

UNIT-IV **New Teaching Techniques and INNOVATIONS – II :**

4.1 Micro Teaching

4.1.1 Concept and Features of Micro Teaching

4.1.2 Micro Teaching Verses Traditional Teaching

4.1.3 Steps in Micro Teaching

4.1.4 Principles of Micro Teaching

4.1.5 Micro Teaching Skills

4.1.6 Limitation of Micro Teaching

4.2 Simulation Teaching

4.2.1 Meaning of Simulation

4.2.2 Types of activities in simulation

4.2.3 Steps in Simulation

4.2.4 Advantages of Simulation

4.2.5 Limitations of Simulation

REFERENCES

- ❖ K. Sampath, A. Pannirselvam and S. Santhanam. Introduction to Educational Technology (New Delhi: Sterling Publishers Pvt. Ltd.) : 1981.
- ❖ Bhatia and Bhatia. The Principles and Methods of Teaching (New Delhi :Doaba House), 1959.
- ❖ Walia, J.S. Principles and Methods of Education (Paul Publishers, Jullandhar), 1999.
- ❖ Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jullandhar, Sterling Publishers Pvt. Ltd.), 1982
- ❖ Kozman, Cassidy and kJackson. Methods in Physical Education (W.B. Saunders Company, Philadelphia and London), 1952.
- ❖ Singh, Ajmer and other. Modern Text Book of Physical Education, Health and Sports, (KalyaniPublishers,Ludhiana)2000.
- ❖ AmitaBhardwaj, New Media of Educational Planning".Sarup of Sons, New Delhi-2003
- ❖ Prof. Ramesh Chandra, DitelAneja,"Corporate Global Environment", Usha Books, Delhi 2004.
- ❖ MohitChakravarty,"Education in the 4 Century" KalpanPublication' Delhi2005.
- ❖ V.C. Pandey, Educational Technology" Usha Books Delhi -2005.
- ❖ Sarita, Monika Tomar,"Delhi, 2004
- ❖ JagannathMohanty, "Educational Technology" Deep & Deep Publication. Pvt. Ltd. New Delhi.2003

- ❖ Prof. RameshChandra, Technology in the preparation of Teachers,” Usha Books, Delhi 2004

B.P.E.S /VI/A/SC/01: **Recreation in Physical Education**

UNIT-I Introduction to Recreation

- 1.1 Meaning, Definitions and characteristics of Recreation
- 1.2 Importance of Recreation
- 1.3 Misconceptions about Recreation
- 1.4 Scope of Recreation

UNIT-II Influence of Recreation in Social Institutions.

- 2.1 Family
- 2.2 Educational institutions
- 2.3 Community/ Cultural
- 2.4 Religious organizations

UNIT-III Planning for Recreation

- 3.1 Planning criteria and objectives of Recreation facilities
- 3.2 Different types of indoor and outdoor Recreation for Urban and Rural population
- 3.3 Operation and maintenance of different Recreation area and facilities
- 3.4 Sources of funding of Recreational activities

UNIT-IV Programmes in Recreation

- 4.1 Criteria and principles of selecting a programme
- 4.2 Classification of Recreational activities:
 - 4.2.1 Indoor and outdoor activities
 - 4.2.2 Water activities
 - 4.2.3 Cultural activities
 - 4.2.4 Literary activities
 - 4.2.5 Nature and outing
 - 4.2.6 Social events
 - 4.2.7 Adventure activities
- 4.3 Hobbies – Introduction to hobbies and types of hobbies.
- 4.4 Agencies providing Recreation.
- Camping and leadership**
- 4.5 Aim, objectives and importance of Camping.
- 4.6 Organization and types of Camp.
 - Selection and layout of camp site.
 - Camping leadership.
- 4.7 Types and functions of Recreation leaders.
- 4.8 Qualification, Qualities and training & Recreation leaders.

REFERENCES

- ❖ Bright Charles K. and Herold C. Meyer. “Recreational test and readings”. Eaglewood cliff, New Jersey Prentice Hall, Inc. 1953.
- ❖ Ness wed, M.H. and New Meyer E.S. Leisure and Recreation, New York : Ronald Press.
- ❖ VannierMaryhalen, “Methods and Material in Recreation leadership: Philadelphia.” W.B. Sounders company, 1959.

B.P.E.S /VI/A/SC/02: **ART OF DAILY SCHEDULING**

Unit-I

Introduction:- Meaning and definition of Daily Schedule, art, science, management of time, shortage of time for daily activities

Types of daily activities: requirement of daily activities for various domains of personality, essential categories of daily activities, correct decision making to include all types of daily activities with in fixed 24 hours

Unit-II

Art of living, art of scheduling, art and science of principles of time management, acronym and daily prayers, methods of recalling and rechecking daily activities

Attitudes and art of daily schedules: right knowledge of daily activities, developing correct attitude by learning the art of behaviour change, transdental theory of behaviour changes, relation between attitude and behaviour change

Unit-III

Understanding the concept of perfection of nature, relation between nature known as superpower or god in religious terms, predisposing, enabling and reinforcing factors for strengthening the art of daily schedules

Cognition and daily schedules: necessity of right attitude and right information of essential components of daily schedules. Enlisting activities needed daily, relation between qualitative and quantitative balances

Unit-IV

Alternative daily schedule patterns: effect of culture, race, gender and age on daily schedules, fundamentals of art of daily schedules, listing alternative daily schedules for different categories of human being based on culture, race. Gender, age, and geographical locations

Factors helping adherence to daily schedule: self responsibility, knowledge to body requirements, important body systems requiring daily attention

Analysis of lifestyles: role of active lifestyle and wellness activities, factors helping to promote daily schedules

Barriers to daily schedules – peer pressures, careless environment of , firm no to harmful barriers like smoking, drugs, alcohol and irresponsible sex urge

Wellness and daily schedules: art of inclusion of all wellness parameters to daily schedules, namely meditation, foods, right physical activities, right hygienic habits, right environmental care, right injury preventing behaviours, right decision towards sex, entertainment recreation, rest, sleep

Reference

- Anspaugh DJ and Ezell G. (2003) Teaching To-day's Health. Allyn & Bacon Publishing. San Francisco. California. USA.
- Covey, F. (2008). Cornerstone Daily Format. Ring Bound. Franklin Covey Publishers, USA.
- Donatelle RJ (2006). Access to Health. Pearson Benjamin Cummings. San Francisco. California. USA.
- Ford, J. (2005). Right on Schedule : The Science of Health and Wellbeing. Mason Crest Publishers, USA.
- Gates, T.L. (2008). Daily Planning 50 Worksheets. Power Systems Inc., USA.
- Graham G (2001). Teaching Children Physical Education: Becoming a Master Teacher. Human Kinetics. Champaign. Illinois. USA.
- Hales D (2005). An Invitation to Health. Thomson Wadsworth Publishers. USA.
- Hoisington, J. (2009). Daily Schedule. McMillan Company, USA.
- Katz DL and Gonzalez MH (2002). The Way to Eat. Source book. Inc. Naperville. Illinois. USA
- Maxwell, S. (2001). A Practical Guide to Daily Scheduling. Communication Concepts Inc., USA.
- Moss, S., Schwartz, L. and Wertz, M. (2007). Where's my Stuff? The Ultimate Organizer. Orange Avenue Publishing, USA.
- Robbins G Power D and Burgess S (2002). A Wellness of Way. McGraw Hill Company. Inc. New York. USA.
- Scholastic, W.C. (2009). Daily Schedule. Teachers Friend Publications, USA.

BHARATI VIDYAPEETH DEEMED UNIVERSITY

(Established u/s 3 of UGC Act 1956, vide notification no. F9. 15.U.3 of Govt. of India)

COLLEGE OF PHYSICAL EDUCATION

Dhankawadi, Pune-411 043 (Maharashtra), Tel.020-24373741

REACCREDITED 'A' GRADE BY NAAC



Master of Philosophy (M. Phil.) In Physical Education

**CURRICULUM FRAMEWORK
(2009-2010)**

BHARATI VIDYAPEETH UNIVERSITY

Relevant Rules for Degree of Master of Philosophy (M. Phil.) In Physical Education

1. Status :

The M. Phil. Degree shall have the status of an intermediate Degree between the first Post-Graduate degree and Doctorate Degree. It will have both research and course components and will give the student adequate background for advanced research.

2. Learning Outcome

- i.** The course would equip students of Gujarat with necessary qualification for lecturer in a college/ secondary teacher or principal / higher secondary teacher or principal.
- ii.** Use online resources, libraries, databases etc.
- iii.** Create/prepare research papers for Sports and Physical Education
- iv.** Present and publish research papers in field of Sports and Physical Education.
- v.** Research scholar comes out with his/her original research or translation under the guidance of respected faculties in the second term. 9 Documentation skills.
- vi.** Knowledge of Sports Medicine, Sports Psychology, Sports Sociology and Sports Management.
- vii.** Organize and participate in seminar, workshop, symposia, conference etc.
- viii.** Participate in group discussions.

3. Eligibility and Admission :

An applicant seeking admission to the M. Phil. Course must have obtained a Master's Degree in Physical Education from this or any other recognized University.

Admission to the M.Phil. course shall be made on the basis of :

- 1) Satisfactory performance at the Masters Degree examination in Physical Education; and
- 2) The performance at a test conducted by the College / University concerned.

4. Duration of the M.Phil. course :

The M.Phil. Course can be done either on a full-time or on Vacational basis depending upon the availability of the programme in the College.

(a) Full-time course:

1. The duration of the full-time M.Phil. course shall be 12 months.
2. A full-time M.Phil. Student shall attend lectures, tutorials, practicals and seminars and must complete to the satisfaction of the institute.
3. Although the duration of a full-time M.Phil. Course shall be for 1 yr., which can be maximally extended up to 2½ yrs from the date of admission to complete dissertation and after which the admission shall stand cancelled. In such a case, the student has to take fresh admission.

(b) Vacational course :

- i. The vacational M.Phil. course shall extend over a period of 24 months (2 years). Such a Vacational M.Phil. student shall have to attend a minimum period of 4 months for his studies at the College / M.Phil. Centre. Like a regular student, a vacational student also may be permitted to complete his dissertation within the period of 2½ years from the date of admission. The facility of vacational M.Phil. course shall be restricted to teachers of any institutions.
- ii. A student of vacational M.Phil. Course must attend lectures, tutorials, practicals and seminars for at least two months in a year to the satisfaction of the institution.
- iii. The criteria for granting admission to the Vacational M.Phil. programme will be as follows :
 - a. First preference will be given to the lecturers who are working in Universities and Colleges as per the merit of previous examination.
 - b. Second preference will be lecturers of Junior College or School teachers.
- iv. The duration of a vacational M.Phil. Course shall be for 2 yrs., However it can be extended up to 2½ yrs with the prior permission of the University authorities.

4. Content: - This course shall be divided into two parts-

Part A - Theory Paper (3 papers i.e., 2 compulsory & 1 optional).

Part B - Research Project (Dissertation, Seminar & Viva-Voce).

5. Evaluation :

- i. The evaluation of the performance of the student will be a continuous process and performance will be evaluated by the concern guide.
- ii. The dissertation will be evaluated by the guide of the candidate and an external referee appointed by the University authorities on recommendation of the principal.
- iii. Seminar and Viva-voce will be based on the dissertation. The evaluation of the final seminar and the viva-voce test will be done by a **committee** consisting of the following :
 - a. One expert (who is a senior research guide for Ph.D. of this or any other university) to be nominated by the Head/Professor-in-charge of the Institute;
 - b. The dissertation supervisor;
 - c. The Head of the Institute, who will act as Chairman of this Committee.
- iv. The following grade will be awarded to a student on the basis of marks obtain by him in the final exam as follows:

Percentage of Total Marks	Grade
50% & above but less than 55 %	“C” Grade
55% & above but less than 60 %	“B” Grade
60% & above but less than 65 %	“B”+ Grade
65% & above but less than 70 %	“A” Grade
Above 70%	“O” Grade / Outstanding

- v. In case a student fails in dissertation by not getting required marks for passing. The same dissertation may be sent to second examiner for evaluation. Even after second time evaluation, if the student fail he/she may be asked to resubmit the dissertation

with the suggestions and modification given by the examiners. He can resubmit and appear for final examination.

- vi.** All interested persons can attend the seminar and the viva-voce examination which will constitute the defense of the dissertation and they shall have the right to ask questions and participate in discussion on the dissertation. The chairman of M.Phil. Evaluation committee shall exercise his/ her discretion to allow or not to allow a question. However, the members of the audience at the defense shall have no right to express their opinion on the suitability or otherwise of the dissertation for the award of the M. Phil. Degree.

M. Phil. Structure

(Regular Course:- 1 yr. / Vacational Course:- 2 yrs.)

Intake: - 30 Students for each course

Structure of M. Phil.:- This course shall be divided into two parts

Part A - Theory Paper

Part B - Research Project

Examination:

Part A: Structure of Theory Paper

Sr. No.	Paper Name	Optional / Compulsory	Theory / Practical	Marks	Min. Marks	Min.% of Passing
01	Research Processes in Physical Education	Compulsory	Theory	100 Marks	40 Marks	50%
02	Advanced Statistics & Computer Application to Physical Education	Compulsory	Theory	100 Marks	40 Marks	
03	Yoga and Sports Achievement	Optional	Theory	100 Marks	40 Marks	
	Training method and applied Mechanics	Optional	Theory	100 Marks	40 Marks	
	Measurement & Evaluation in Physical Education	Optional	Theory	100 Marks	40 Marks	
	Sports Medicine	Optional	Theory	100 Marks	40 Marks	
	Exercise Physiology	Optional	Theory	100 Marks	40 Marks	
	Sports Psychology	Optional	Theory	100 Marks	40 Marks	
				300 Marks	120 Marks	

Part B: Structure of Research Project

1. Dissertation / Thesis:-

Dissertation / Thesis shall be evaluated by both internal and external examiners for 100 Marks (i.e., Internal 50 Marks and External 50 Marks).

2. Seminar Presentation:-

Seminar Presentation shall be an open defense system, and will be evaluated by a three-member Committee which will consist of the Head of the Institute as Chairman of the committee, internal examiner and any one subject expert (Preferably a Ph.D. guide)

3. Viva Voce:-

Viva-voce shall be evaluated by a three-member Committee which will consist the Head of the Institute as Chairman of the committee, internal examiner and any one subject expert (Preferably a Ph.D. guide).

Structure of Research Project:-

Sr. No	Research Project	Internal	External	Full Marks	Min. Marks of Passing	Minimum % of Passing
01	Dissertation/Thesis	50 Marks	50 Marks	100 Marks	40 Marks	50%
02	Seminar Presentation	50 Marks	50 Marks	100 Marks	40 Marks	
03	Viva - Voce	50 Marks	50 Marks	100 Marks	40 Marks	
		150 Marks	150 Marks			
	Total			300 Marks	120 Marks	150 marks

STRUCTURE OF OVERALL MINIMUM PASSING MARKS:

Sr. No.	Name of Part	Total Marks	Minimum Passing Marks
01	Part "A"	300	150
02	Part "B"	300	150
Total		600	300

STANDARD OF PASSING:

- A student has to obtain minimum 40% Marks in each THEORY PAPER of Part-A and 50% marks in aggregate in Part-A total, also students has to obtain 40% marks in each a) Dissertation b) seminar & c) Viva-voce and 50% marks in aggregate in Part B
- If a student fails to get less than 50% marks in overall aggregate in theory, he / she may apply again in *one or more theory subject* to obtain 50% marks in Part-A.
- If any student fails to get 50% marks in Part-B (Dissertation / Seminar Presentation / Viva Voce), he / she has to reappear either in Seminar or Viva Voce or both to get 50% marks for passing in part-B.

AWARDS OF GRADE:

The following grade will be awarded to a student on the basis of marks obtain by him in the final exam as follows:

Percentage of Total Marks	Grade
50% & above but less than 55 %	“C” Grade
55% & above but less than 60 %	“B” Grade
60% & above but less than 65 %	“B”+ Grade
65% & above but less than 70 %	“A” Grade
Above 70%	“O” Grade / Outstanding

System of Dissertation / Thesis Submission:

The M. Phil. Course must be completed within 2½ years from the time of admission; otherwise the admission is treated as cancelled. In such a case, the student has to take fresh admission.

Students can submit their dissertation any time during the session. The dissertation will be sent to an expert for evaluation and Viva-voce will be conducted accordingly. After receiving the marks, the university will declare the final result.

**PATTERN OF QUESTION PAPER:
M. Phil. Question Paper Structure**

Subject: -

Day: -

Time:-

Date: -

Marks:- 100

N. B. 1. Attempt any 04 questions from Q. No. 01 to 06

2. Q. No. 07 is **COMPULSARY**

01.(20)

02.(20)

03.(20)

04.(20)

05.(20)

06.(20)

07. Write to Short Note (Any Four) (20)

a)

b)

c)

d)

e)

f)

Time Table of M. Phil. Examination

Paper No.	Subject	Full Marks	Day & Date	
			Regular Course	Vacational Course
Paper I (Compulsory)	Research Process in Physical Education	100	Monday 21 st June 2010	Monday 18 th June 2012
Paper II (Compulsory)	Advanced Statistics and Computer Application to Physical Education	100	Tuesday 22 nd June 2010	Tuesday 19 th June 2012
Paper III (Optional)	Yoga & Sports Achievement	100	Wednesday 23 rd June 2010	Wednesday 20 ^h June 2012
	Thesis/Dissertation (Submission)	100	Monday 03 rd May 2010	Monday 03 rd May 2012
	Final Seminar (Research Thesis)	100	7 th June 2010 To	4 th June 2012 To
	Viva-Voce (Research Thesis)	100	10 th June 2010	9 th June 2012
		600 Marks		

Syllabus For Master Of Philosophy (M. Phil.)

Compulsory paper – I: - Research Processes in physical education

Learning outcomes

1. Identify the research problem in the field of physical Education and sports
2. Know to Summarize the various research literature
3. Understand and apply the basics of statistics in research
4. Organize the samples and sampling techniques which is relevant to the study.
5. Apply the systematic methods in writing research thesis

Unit I: - Introduction

Meaning nature and scope of research importance of research in general and With special reference to physical education and sports Characteristics of research and research worker.

Unit II:-

Basic, Applied and action research-their relationship and difference.
Importance and methodology of research.

Unit III:-

Place of research in university, Historical perspective, relation to graduate study,
Organization & financing of research, problem of university sponsored research.

Unit IV:- The Problem

Located the problem – selection of problem
Developing problem statement
Meaning and significance of Hypothesis
Type of hypothesis

Unit V:- Non-Laboratory Research Techniques

Historical Research
Meaning and significance of Hypothesis

Examining validate of historical data

Principal of historical criticism

Pitfalls in historical Research

Unit VI:- Philosophical studies.

Meaning and significance.

Methodology of philosophical research.

Critical thinking continuum.

Unit VII : - Descriptive studies – Board survey

Questionnaire, Opinion ire and interview techniques.

Case studies and profiles.

Unit VIII:- Laboratory Research

Experimental designs.

Unit XI:- Experimental Methods

Control of Experiment Factors.

Principals of Experimental Enquiry (Mill's Canons)

Establishing a research Laboratory

Unit X:- Research Report

Deference between abstract, Research proposal & research reports.

Format of research reports

Table and Figures.

Footnote and Bibliography

Reference Books:

1. John w. Best Research Education (Fourth Ed.) New Delhi, prentice Hall of India.
2. M.L. Kamalesh- Methodology of research in physical education. New Delhi, 1994
3. R.H. Whitney, Techniques of research.
4. Good, Bar, Gatesw, Research in education.

5. Clark, David H. Clar. Harison H.: Research process in physical education.
6. Veit, Richard, Research – The students Guide. New York Macmillan publishing company, 1980.
7. Sadhu A.N., Sing Amarjit; Research Methodology In Social Sciences (Fourth Edition) Bombay Himalaya Publishing House-1998

Compulsory paper– II:- Advanced Statistics And Computer Application to physical Education

Learning Outcome

1. To equip the students to understand the basic of skills acquisitions of sports performance.
2. To make them understand the basic of skills and selected sports movement pattern
3. To enable them to understand the link between motor skills, ability, learning and performance
4. To familiarize the students with various theories improving and affecting the sports skills performance

Unit I :- Introduction to statistics

Meaning – importance and need of statistics parametric and non parametric statistic.

Unit II:- Measure of central tendency – specific characteristics and use of central tendency

Unit III: Percentiles and quartiles –

Meaning and importance – computation of percentiles and deciles.

Unit IV:- Measure of variability-

Quartile deviation, mean deviation and standard deviation – Specific Characteristic and uses.

Unit V: Normal probability curve – principles and properties of normal curve

Unit VI: Analysis of variance :

Need for analysis of variance – standard deviations of combined

Samples – one way analysis of variance – two way analysis of Variance post Hoc Tests of significance

Unit VII: Analysis of co-variance:-

Need for co-variance. Application of analysis of co-variance, control of covariates.

Unit VIII : Partial and multiple correlations :

Meaning of partial correlation, First order part correlation – computation of partial standard deviation.

Meaning of multiple correlation computation of multiple correlation – Difference between multiple correlation.

Unit IX : Prediction and Wherry – Doolittle method:

Meaning of predication – Two Variables regression equations – Multiple regression equations.

Unit X:- Wherry Doolittle method of multiple correlation.

Unit XI Special Co relational and parametric methods:

Chi-Square

Rank – Difference method of correlation. Biserial Correlation

Phi-Coefficient, Contingency coefficient, Curvilinear, relationship

Unit XII : Computer programmers with basic knowledge.**Reference Books:**

1. Ferguson, George A. Statistical Analysis in psychology and education (Fifth edi.) Singapore, Mc Graw-hill international Book Co.,1985.
2. Walpole Ronald E. Introduction to statistics (Third Edi) Macmillan publish co. Inc, New York 1982
3. Mendenhal, off Understanding statistics (Second Edi) Belmont california, Wadsworth publishing company Inc., 1976
4. Garrett, Henry E. Wood Worth R.S.; Statistic in psychology and education, Bombay, Vakil & sons Ltd. INDIA, 1981
5. Advance statistic by Clark & Clarke.
6. Steele Robert, and Torrid James A. Principles and procedure of statistics, New York, Mc Graw-hill Book CoM.,1960.
7. Garret, Harry E. and Wood worth R.S. statistic in psychology and education, Bombay, Allied Pacific Private Ltd. 1981

Optional Paper – Training Method and Applied Mechanics

Part – ‘A’ Training Methods

Learning outcome

1. Understand training as performance based science
2. Explain different means and methods of various training
3. Prepare training schedule for various sports and games
4. Appraise types of periodization for performance development
5. Create various training facilities and plans for novice to advance performers
6. Students will describe the features of Technical and administrative feasibility that should be considered when selecting test
7. Students will locate and select physical fitness and sports skill tests
8. Students will properly administer psychomotor tests

Unit I :- Principals of training and Conditioning

Type of training weight training, circuit training, interval, times

Running wind sprint, jogging miles, fartlek training.

Other factors: diet, sleep-rest musical ione and readiness

Unit II :- Fitness

Basic of physical fitness, basic physical characteristic fitness & training,

Emotional fitness and psychological training.

Unit II :- Strength Development:

Maximum strength, elastic strength, strength endurance, absolute and relative strength, external resistance and the athletes ability to express force, static muscular activity, dynamic muscular activity, strength development training

Unit IV: Speed Development :

Speed in Sports, Speed Development Training For Speed Development the Speed Barrier Endurance and Speed Training.

Unit V : Endurance Development

Training Method- Duratin-Repetirion Competition and Testing Endurance Sports.

Unit VI: Mobility Development

Mobility Classification Factors influencing Mobility Role of Mobility,
Mobility Training: Mobility Unit Construction- Mobility Derivation.

Unit VII: Physiological Effort of Training:

Unit VIII: Training Schedules – Seasons and Levels-Concept of Trainer System
Role of Trainer in Programmed Implementation.

Unit XI: Testing Processes & Tools Strength Speed- Endurance Vital Capacity
Blood Pressure- Pulse rate. Apparatus Spirometer Meter Spigonometer
Meter-Lig Dynamo Meter-Intruder Pulse Apparatus.

Unit X: The Effect of Drugs, Alcohol and Smoking on Performance.

Unit XI: Effect of climatic changes and High Altitude on Human Performance.

Part-B Applied Mechanics

Unit I: Nature and Scope of Applied Mechanics in Physical Education
Movement Mechanics in the Body

Unit II: a) Concepts of Application of Mechanics in Sports Static and Dynamic
Balance (Equilibrium).

Force-Movement of Force Centripetal and Centrifugal.

Force of Gravity, Spin and Friction, Impact -Levers, Newton's

Laws of Motion Velocity and Action-Reaction types of Motion -Rotary
and Linear Motion-Angular Kinetics, Linear Kinetics, Kinematics
Linear, Kinematics Center of Gravity Falling Bodies. Path of
Projection-Work Power and Energy.

B) Guiding Principles Derived From the Application of Above
Mechanical Concepts.

Unit III : Hydrodynamics constructions:

Concepts & Application of Mechanics in Sports in the Aquatic Media
Flotation. Buoyant Force-Specific Gravity Center of Buoyancy-Rotative
Motion Fluid Resistance-Gyro Scoping Action-Guiding Principles

Derived From the Application of the Above Mechanical Concepts in the Aqua Media.

Unit IV: Aero Dynamic Constructs :

Principal of Cinematographic Analysis-Application of Cinematographic & Video Analysis Motor Ideograms Avoidance of Errors of Measurements.

Unit IV: Analysis dynamic constructions:

Principal of cinematographic analysis – application of cinematographic & video analysis motor ideograms avoidance of errors of measurement

Reference Books:

1. Johnson C.R.Fisher, A.G.Scientific Basis of Athletic Conditioning. Philadelphia ,Lea Febiger1972.
2. Singh,H Sport Training General Theory and Method N.I.S., Patiala, 1984.
3. Singh, Hardayal,Science of Sports Trainig,New D.A.V Publications.
4. Fronce Wand Field,Dorothy Marking and John M.Cooper Track and Field fundamental for Girls & Women, London C.V.Mosby Company 70.
5. L. Matevan ,Sports Training U.S.S.R Publication, New Delhi.
6. Frank N. Dich. Sports Training Principles, London M Lepus Book Co.
7. Amol, Robert & Gaines, Charles Sport Talent New Zealand, Penguin Books.
8. Bunn, John W. Scientific Principal of Coaching Eagle wood Cliffs N.J. Prentice Hall.
9. Harre, Dierich Principles of Sports Training Berlin Sportverlag.

Optional Paper – Measurement And Evaluation In Physical Education

Learning outcome

1. Students will understand the concept of Test, Measurement, Evaluation and Assessment Procedure in Physical Education and give examples of each
2. Students will differentiate formative and summative evaluation, Process and Product evaluation
3. Students will identify the purposes of measurement and Evaluation
4. Students will describe the features of Technical and administrative feasibility that should be considered when selecting test
5. Students will locate and select physical fitness and sports skill tests
6. Students will properly administer psychomotor tests

Unit I: Meaning of the term Measurement and evaluation. Basic Principles & functions of measurements and evaluation – Brief history of Measurement in Physical Education –Place of measurement and evaluation in Phy.Edu.

Unit II: Critical of test selection – Scientific Authenticity, Reliability, Validity, Objectivity, Norms– Administrative feasibility & educational application

Unit III: Tests Classification – Standard test – Objective and Subjective tests. Construction of Tests: Knowledge tests (Written Tests) & Skill tests (Evaluation of knowledge test steps in constructions of knowledge & skill tests.)

Unit IV: Maturity, Nutrition Body Size and form _ Nutrition – Evaluating Nutrition, Nutritional test evaluation body Dimensions – Somato types – Posture, Values Test of Antero Posterior Posture, Lateral Deviation and Spine foot measurement.

Unit V: Determination of Center of Gravity of the human body – Graphic method, and Analytical rate, Respiratory Volume, Tidal Volume – Vital Capacity Audition & visual Reaction time, body fat, Grip Strength. Leg Strength & Flexibility.

Unit VI: Strength test – Kraus Weber Muscular Tests – Rogers Physical Fitness, Index Suggested Changes in the PFI test. Physiological fitness – Mc curdy Larson test of Organic efficiency cremation blood – piosis tests, Harvard step test, Kuper's 12 minutes continuous Run / Walk test.

Unit VII: Testing instrument– Expire Graph, Peak Flow meter chromatograph, Duckle method and Analytical method.

Unit VIII: Motor fitness – Oregon motor fitness test, California physical performance tests, revised AAHPER Youth fitness tests, Motor fitness tests of the armed forces. The JCR test, New York State Physical Fitness test, Purdue University Motor fitness test, Shafer Girl’s motor fitness test, Evaluation of motor Fitness test, sit-ups and chins. Inter relationship and self-scoring.

Unit IX: General motor Abilities – the concept of general motor Ability equating by specific activities, equating by general abilities, strength index – strength abilities of girls. MC Cloy’s General motor ability & Capacity test, Motor educability – LOWA Brace test. Explosive muscular vertical jump & standing broad jump.

Unit X: Measurement of social efficiency – MC Dolly’s behavior rating scale, Blascrchand’s scale, Cowell Social behavior trend index, social Acceptance Evaluation Socio metric Questionnaire. Measurement of general social Efficiency – Bell Adjustment Inventory, the Bereuter Personality Inventory. Cattails Sixteen personality Factor questionnaire & California psychological Inventory.

Unit XI: Measurement Programmes – Suggestions for administering tests. Test Personnel, time for testing – Economy of tables, Graphics exhibits Preparation of reports – Co-Operative measurement projects central New York State Projects, Oregon Pilot Physical fitness project.

Unit XII: Use of test in meeting the individual needs:

- a) Presentation, interpretation and use of test results.
- b) The teacher
- c) The student
- d) The parent
- e) The Administrator

Reference Book:

1. Clarke, Harrison, Application of measurement to physical Education, Englewood Cliffs, New Jersey: Prentice Hall’76

2. Mathews, Donald K. Measurement in physical Education Philadelphia, London W.B. Saunders co.'58.
3. Margaret H. Safrit, Evaluation in physical education Englewood cliffs, New Jersey: prentice Hall Inc. '81.
4. Barry L. Jonson and jack N. Nelson practical measurements for evaluation in physical education. Delhi: Surjeet Publication.

Optional Paper:- Sports Medicine

Learning Outcome

1. Perform and report on the exploratory analysis of data collected using sports technology
2. Analyze sporting data of various types via astute use of statistical packages.
3. Practice mathematics, statistics, information technology in sport technology related problems.
4. Support a conclusion based upon quantitative prediction, performance and analysis of a sporting team, code, or gaming environment

Unit I: - History of sports medicine – its definition aims and objective, nature and functional utility- preventive, curative and rehabilitative aspects.

Unit II:- Concept of physical fitness – specific fitness- definition and components of physical fitness.

Unit III:- Physiological, pathological and psychological problems of sportsmen before, during and after competition.

Unit IV:- Thermo-regulation and sports: Fluid balance, Climatic ant tomes and their possible effects on the physiological function – Heat Exhaustion, Heat camp, Heat stroke, Exposure, Mountain Sickness-High altitude & its effects on performance,

Unit V:- Nutrition and Hygiene : Athletic nutrition and malnutrition high calorie diets, Role of vitamins, Minerals, Salts Carballydrate protein, fat loading before tournament, Hygiene of sportsmen Athletes foot, ringworm etc. Importance and need of immunization

Unit VI:- Roll of Skills rule and regulation in the prevention of sports injuries and early rehabilitation.

Unit VII:- Regional and specific injuries in track and filels and ither major games and their management

Unit VIII:- Common injuries and their management

Unit IX:- Somato types, physique and performance.

Unit X:- Women in sorts: Special problem of female athlete.

Unit XI:- Aging and Sports

Unit XII :- Sports physiotherapy: History of massage, definition, Muscle relaxations an aid to massage factors to be considered in including relaxation – points to be considered in giving massage - classification, contra indication – effects & uses Hydrotherapy, sauna bath , Electrotherapy & exercise therapy – Sports therapy- Sports therapy.

Unit XIII: At tapping and supports – safety gadgets in sports and games.

Unit XIV: Drugs and doping: Ergogenic – Artificial aids, Anabolic substances its use and amuses in sports, its effects and dangers.

Unit XV: Evaluation in sports medicine – Biometrics – measurement analysis interpretation for evaluation & performance – selection – prediction.

Reference Books:

1. Peter G. Stroke A Guide to Sports Medicine Churchill Livingston. Edinburgh, London.79.
2. Armstrong and Trckter injuries and sports London stample press.
3. Dolon J.P. Treatment an prevention of Athletic injuries.
4. Johnson W.R. science and medicine of Exercise and sports, New York, Harper and Smither Publisher.
5. Encyclopedia of sports science and medicine London: Edward Arnold publish.

OPTIONAL PAPER – EXERCISE PHYSIOLOGY

Learning outcomes

1. Understand the basic principles of physiology and Exercise Physiology
2. Apply the knowledge in the field of physical education and movement activity.
3. Analyze the practical knowledge during the practical situation.
4. Remember and recall the definition of physiology and co-relate the principles of physiology.
5. Appraise the effects during the training and practical sessions

Unit I: Introduction and function of muscles:

Classification of muscles, structure of muscles tissues, various theories of Muscular contraction, Hypertrophy of muscles in relation to physical activity.

Unit II: Neuromuscular Physiology:

Neuron, motor units neuron muscular junction, Bio-electric Potential, Kinesthesia tone moisture and equilibrium.

Unit III: Bio-Energies:

Fule for muscular work, energy for muscular contraction, Aerobic & Anaerobic systems. Inter relationship of aerobic and Anaerobic system with special reference to different activities Anaerobic – Threshold training.

Unit IV: Operational Dynamic:

Physiological changes due to Exercise and training: Effect of exercise on various systems, - oxygen debt, second wind, micro circulation. Effect of Exercise and training on carbohydrates, Fat and protein metabolism- control of variables in training.

Unit V: Sports Ergonomics:

Works capacity under different environmental conditions such as hot, humid, cold and high altitude.

Unit VI: Sports Nutrition:

Physiological consideration of diet in relation components, quantities and significance, sports and diet, diet before during and after competition Glycogen boosting – calorie calculator. Determination of energy cost of various sports activities.

Unit VII: Sex differences and sports.

Unit VIII: Effect of smoking, drinking, drugs and athletic performance, Dope Testing.

Unit IX: Aging and Exercise, Basic principles and guidelines for construction of cardio respiratory endurance exercise for the aged.

Unit X: Physical conditioning:

General principles of physical training, development of muscular strength and local endurance, development of Aerobic & Anaerobic endurance.

Unit XI: Functional tests E.M.G. Instrumentation.

Unit XII: Physiology for the physically handicapped

- a) Neuro Muscular condition
- b) Skelete – Muscular condition.
- c) Cardio – Muscular condition

Reference Books:

1. Astrance: P.P. and K.Rodhal Text Book of work physiology, New York, MCGraw book company.
2. Berger, A.R. applied Exercise physiology, Philadelphia lea and Febiger.
3. Clarke, David N. Exercise physiology, Eaglewood cliffs, New Jersey, Prentice
4. Curbain T.K. The physiological Effects of Exercise programmed on Adults, springfield: Charles C. Thomas Publisher.
5. Da Vriv H.A. Physiotoy of exercise far physical education and Athletic, Staples press, condon,1976.
6. Karpovioh, P.V. and Siuning W.R. Physiology, New Delhi: Surjeet Publications.
7. Shaver L.G. Essentials of exercise physiology of muscular Activity.
8. Noble Bruce J. Physiology of exercise and sports, saint Louis: Time / Mirror / Mosby college publishing.
9. Sundarajan G.S. Sports Medical Lecturers, Madars, Rasha Publications.
10. Welsh R. Peter and Roy J. shafer (Eds) Current Therpy in Sports Medicine, Toronto: B.C. Becker Inc.

Optional Paper :- SPORTS PSYCHOLOGY

Learning outcomes

1. Understand the basic principles of physiology and Exercise Physiology
2. Apply the knowledge in the field of physical education and movement activity.
3. Analyze the practical knowledge during the practical situation.
4. Remember and recall the definition of physiology and co-relate the principles of physiology.
5. Appraise the effects during the training and practical sessions

Unit I: The History and Development of Sports Psychology.

Unit II: Psychology and play
Traditional theories of play
Twentieth Century theories of Play

Unit III: Psychology of motor learning.

Measuring of the term, perceptual motor learning the retention of motor skills transfer of skill, measurement of learning, and learning curve, Attention and its role in learning motor skills.

Unit IV: Children in Sports:

Early Psychological experience, motivation of children in sport emotions of Children in sport, child and coach, children and competitive sports.

Unit V: Women in sport – issues and controversies.

Unit VI: Physical activity and the psychological development of the handicapped.

Unit VII: Personality of sportsmen and coach:

Nature of personality, the issue of heredity in personality, personality traits of sportsmen, assessment of personality traits of the coach and his personality.

Unit VIII: Motivation in Sport:

Theories in/ or/ motivation, achievement motivation, level of aspiration and achievement, methods and assessing aspiration level, motivation and participation in physical activity dropouts in sports.

Unit IX: Socio psychological dimension of sport:

Sport performance in groups, team cohesion, socio metry in sport, leadership sport, sport audience and their effect on performance.

Unit X: Psychology of competition:

Psychological characteristics of pre-during and post competition (Anxiety, fear, frustration) Mental training, Psychological preparation for competition – Autogenic training.

Unit XI: Psycho Dynamics in sports:**Unit XII:**The Evaluation of the superior Athlete:

- a) Typology of Athletics activities based upon their Psychological demands.
- b) Personality assessment.
- c) Assessing the Athlete through field tests.
- d) Motivate of superior athletes.
- e) Psychological preparation of the superior athlete.

Unit XIII: Aggression and performance:

- a) Theories of aggression
- b) Aggression in Athletic competition
- c) Sex difference in Aggression
- d) Instruction in Aggression

Unit XIV: Activation:

- a) Basic research findings
- b) Activation in sports, research findings
- c) Method of adjusting activation levels of Athletes.

Reference Books:

1. Vanke Miroave: Bryant Cratty J. 'Psychology and the Superior Athletic' The Mamillian Co. London.
2. Craty Bryant, 'Psychology in Contemporary Leadership' Englewood cliffs: prentice – Hall Inc. New Jersey.
3. Bruin Richard, 'Psychology in sports methods and application' Collarada state University, Fort Williams, Colorado, Surjeet Publications, Delhi.
4. Lee Wakyn Tackh, Judy Al Bliner, 'Psychology of coaching,Theory and application' Florida International University, Miami Florida Reprinted by Surjeet Publications, New Delhi.
5. Gratty Bryant, 'Movement Behavior and Motor Learning' Philadelphia: Lea and Febiger, 1989.
6. Gratly Bryant J. Career Potential in Physical Activity. Englewood Cliffs, New Jersey's Prentice Hall Inc.

7. Gratly Bryant **Psychology in contemporary sports**. Englewood Cliffs, New Jersey, Prentice Hall Inc.
8. Singer Robert N. **Motor Learning and human performance**. New York Mc Graw Hill Company, 1975.
9. J.N. Schultz and W. Luther '**Autogenic Therapy**' Grune and Stration New York.
10. Cox Richard H. 'Sport Psychology conepts and application' MC Graw Hill, New York.

Optional Paper: Yoga and Sports Achievement:

Subject Outcome:-

1. To understand the concept and nature of yoga along with its historical background.
2. To gain knowledge regarding the application of yoga to Physical Education and Sports.
3. To understand the anatomy and Physiology of Asanas and Pranayamas.
4. To acquire the skills needed to understand and to overcome environmental problems.
5. To gain knowledge regarding the effect of yogic practices on health aspects.

Unit I: Understanding of Yoga:

- Yoga – Definition of Yoga – steps, Asana: Definition of objectives, aims.
- Pranayama – Definition, Aims & Objectives, Mechanism of Pranayama.
- Kriyas, Bandhas, Mudras.
- Ardinal Principles of Yoga practives.

Unit II: Philosophical Foundation of Yoga

- Yogic Texts & Yoga Philosophy
- Patanjali Yoga.
- Yoga, Mysticism & Cultural Synthesis.

Unit III: Scientific Foundation of Yoga

- Various physiological systems in the body.
- Deep Breathing, Normal breathing – pranayama breathing
- Scientific explanation of Asana & Exercises.
- Physiological implications of different yogic practices.

Unit IV: Yoga Psychology & Mental Health

- Meaning & nature
- Characteristics of mental health in western Psychology and Yoga.
- Interpretation of Psychological disturbance in terms of Yoga.
- Mechanism of Patanjala Yoga in controlling psychosomatic disorders.

Unit V: Yoga, Health & Fitness

- Health related fitness
- Role of yoga in health & fitness
- Non-slip dominance in relation to health, fitness and performance
- Injuries in yoga & remedies

Unit VI: Yoga Diet

- Philosophy of Yoga diet.
- Process of Eating
- Balance diet & concept of Ahara (Svattik, Rajasik, Tamasik)
- Diet & Behavior

Unit VII: Yoga Practical's (as suggested by Swami Kuvalayanada)

- Short course of Yoga
- Easy course of Yoga
- Full course of yoga

Unit VIII: Yoga Practicals

- Methods of Teaching & Learning
- Yoga Lesson Planning
- Practice Teaching (One Lesson)

Reference Book:

1. Pal Satya, 'Yogasana and sadhana' Pustak Mandal, Delhi.
2. Nagendra H.R. 'Yoga and Cancer' Swami Vivekananda Yoga Prakashan, Bangalore.
3. Narendran Shamanthakamani. 'Yoga for Pregnancy' Swami Vivekananda Yoga Prakashan, Bangalore.
4. Nagarathana R. 'Yoga for Arthritis' Swami Vivekananda Yoga Prakashan, Bangalore.
5. Nagarathana R. 'Yoga for Anxiety and Depression' Swami Vivekananda Yoga Prakashan, Bangalore.
6. Srikanta S.S. 'Yoga for Diabetes' Swami Vivekananda Yoga Prakashana, Bangalore.
7. Nagarthana R. 'Yoga for Digestive Disorders' Swami Vivekananda Yoga Prakashan, Bangalore.
8. Nagarthana R. 'Yoga for Hypertension and heart diseases' Swami Veknanda Yoga Prakashan, Bangalore.
9. Nagrthana R. 'Yoga for Asthama' Swami Vivekananda Yoga Prakashan, Bangalore.

10. B.K.S. 'Light on Pranayama pranayama Dipika' Harper Collins, New Delhi.

BHARATI VIDYAPEETH DEEMED UNIVERSITY
(Established u/s 3 of UGC Act 1956, vide notification no. F9. 15.U.3 of Govt. of India)

COLLEGE OF PHYSICAL EDUCATION
Dhankawadi, Pune-411 043 (Maharashtra),
Tel.020-24373741

REACCREDITED 'A' GRADE BY NAAC



Master of Physical Education
(M.P.Ed)-2Years

(4 Semester Programme)

Curriculum Framework & Syllabus

CURRICULUM FRAMEWORK

**GUIDELINES OF REGULATIONS AND SYLLABUS STRUCTURE FOR M.P.
ED. TWO YEARS PROGRAMME (FOUR SEMESTERS)
CHOICE BASED CREDIT SYSTEM (CBCS)**

Preamble: The Master of Physical Education (M.P.Ed.) two years (Four Semesters, Choice Based Credit System) programme is a professional programme meant for preparing Physical Education Teachers for senior secondary (Class XI and XII) level as well as Assistant Professor/Directors/Sports Officers in Colleges/Universities and teacher educators in College of Physical Education.

The M.P.Ed. programme is designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprise of compulsory and optional theory, Specialization and Teaching Practice

Programme Outcome

1. The Master of Physical Education (M.P. Ed.) two years (Four Semesters, Choice Based Credit System) programme is a professional programme meant for preparing Physical Education Teachers for senior secondary (Class XI and XII) level as well as Assistant Professor/Directors/Sports Officers in Colleges/Universities and teacher educators in College of Physical Education.
2. To prepare the leaders who can work in Health and Fitness Industry as Fitness and Wellness experts.
3. To prepare Sports Experts in various capacities like Trainers, Physiotherapists, Rehabilitation Experts, Sports Counsellors, Game Officials, Scorers, Referees etc.
4. To prepares Experts who can work with various Sports Federations/Organisations/Leagues/Media Houses.

Intake, Eligibility and Admission Procedure: The Intake, Eligibility and Admission Procedure are as per the NCTE norms and standards.

Eligibility

(a) Bachelor of physical education (B.P.Ed.) or equivalent with at least **50% marks.**

Or

(b) A candidate, who has passed any one of B.Ed (Phy.Edu), B.P.E. (4 yrs) or any other equivalent degree.

Number of seats: As approved by NCTE for M.P.Ed. Course.

Note:-

*Married girl is eligible for admission to M.P.Ed. programme. But, it is also compulsory for her to sign an undertaking that she will discontinue the programme at once for at least one academic year, if she gets pregnant during the course of study. She can join back afresh from the beginning of the semester keeping the guidelines pertaining to the maximum duration of the course in mind.

*No differently-abled candidate is eligible for the admission in M.P.Ed. programme.

Admission procedure: Admission shall be made on merit on the basis of marks obtained in the entrance examination consisting of 100 marks based on the following.

a- Written test	50 marks
b- Sports proficiency test	30 marks
c- Interview	10 marks
d- Sports achievement	10 marks

The total entrance test will be conducted in two days and could be extended, if needed and it will be conducted at College of Physical Education, Bharati Vidyapeeth University.

- (A) Theory Paper** comprising of 50 multiple-choice questions of one and half hours duration carrying 50 marks. Questions shall be based on B.P.Ed. course.
- (B)** There shall be **Physical Fitness** of 30 marks will be conducted by Internal Examiners of College of physical education.
- (C) Interview** comprising of 10 marks will be conducted by Internal Examiners of College of Physical Education

(D) Weightage :- Candidate shall be given maximum 10 marks weightage on the basis of their sports participation in any one of the following level:

Participation	Marks
➤ International:	10
➤ Senior National championship/ National Games:	
1st Place :	10
2nd Place :	08
3rd Place :	07
Participation:	05
➤ All India Inter-Zonal Inter University Competitions:	
1st Place :	08
2nd Place :	07
3rd Place :	06
Participation:	05
➤ Zonal Inter University Competitions/Junior National Competitions:	
1st Place :	07
2nd Place :	06
3rd Place :	05
Participation:	04
➤ Senior State Championship/Rural national games/Women festival:	
1st Place :	05
2nd Place :	04
3rd Place :	03
Participation:	02

Note:-

*The marks will be given in only those games/sports, which are in the competition list of Association of Indian Universities (AIU) and/or School Games Federation of India (SGFI).

*The obtained position must be during last five academic sessions.

*The school state championship and inter collegiate championship participation shall be considered for eligibility criteria only; candidate shall not get any marks for sports weightage.

Medical examination: Qualified candidates will have to submit medical certificate by CMO and blood group certificate to the concern College

Course fee: It has been decided by the B.O.S. that the convener of the B.O.S. is authorized to submit the proposal of the M.P.Ed Fees Structure to the University Authorities with consultation with the Internal members of B.O.S.

Duration: The M.P.Ed programme shall be of duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of 4 years from the date of admission to the programme.

The student, who discontinues the programme after one year or more semesters due to extraordinary circumstances, are allowed to continue and complete the programme with due approval from the Principal.

The CBCS System: M.P.Ed Programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

Course: The term course usually referred to, as 'papers' is a component of a M.P.Ed programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of the

Courses of Programme: The M.P.Ed. Programme consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the M.P.Ed. Programme.

a) Theory:

Core Course

Elective Course

b) Practicum:

c) Specialization

d) Teaching Practices:

Programme Outcome

1. The Master of Physical Education (M.P. Ed.) two years (Four Semesters, Choice Based Credit System) programme is a professional programme meant for preparing Physical Education Teachers for senior secondary (Class XI and XII) level as well as Assistant

Professor/Directors/Sports Officers in Colleges/Universities and teacher educators in College of Physical Education.

2. To prepare the leaders who can work in Health and Fitness Industry as Fitness and Wellness experts.
3. To prepare Sports Experts in various capacities like Trainers, Physiotherapists, Rehabilitation Experts, Sports Counsellors, Game Officials, Scorers, Referees etc.
4. To prepares Experts who can work with various Sports Federations/Organizations/Leagues/Media Houses

Semesters: An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from July to November/December and even semester from November / December to April/May.

Credits: The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a M.P.Ed. Programme is 90 credits and for each semester 20 credits. Total Number of hours required to earn 1 credit is 20-25 hrs in theory and 30 hrs in Practical.

Condonation: Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form along with the Medical Certificate or proof of participation in intercollege or inter university competitions. Students who have 64% to 50% of attendance shall apply for condonation in prescribed form along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

Provision of Bonus Credits Maximum 06 Credits in each Semester

S. No.	Special Credits for Extra Co-curricular Activities	Credit
1.	Sports Achievement at State level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International level Competition	4
2.	Inter Uni. Participation (Any one game)	2
3.	Inter College Participation (min. two game)	1
4.	National Cadet Corps / National Service Scheme	2
5.	Blood donation / Cleanliness drive / Community services	2
6.	Mountaineering - Basic Camp, Advance Camp / Adventure Activities	2
7.	Organization / Officiating - State / National level in any two game	2
8.	News Reposting / Article Writing / book writing / progress report writing	1
9.	Research Project by any funding agencies	4

Students can earn maximum **06 Bonus credits** in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. **This Bonus credit will be used only to compensate loss of credits in academic activities.**

Examinations:

- i. There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of April/May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in November/December or April/May.
- ii. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

Pattern of Question Papers:

A) For papers having Max. Marks- 60: [12+12+12+12+(4x3)=60 marks]

For University examination each question paper shall consist of 9 questions (2 long answer questions from each unit and 1 combined question of 4 short notes from all 4 units). The candidate will attempt any one question from each unit. The 5th question will be compulsory consisting 4 short notes of 3 marks each.

B) For Semester-end Examination in Activity Courses, the breaks-up of 100

Marks shall be as follows:

- Skill proficiency/playing ability : 60
- Diary / Record book : 40

C) For Specialization Sports Practice and Sports Training, the break-up of 100 Marks shall be as follows:

- P=(Practical) Skill proficiency : 60
- IA=(Internal Assessment)Written Test : 40

D) For Lesson Plan, student needs to complete perform lesson at college itself.-

Lesson Plan : 100 marks

- P=(Practical) Skill proficiency : 60
- IA=(Internal Assessment)Written Test : 40

Examiners: There will be one internal and one external examiner based on the Game specialization that is from **Athletics, badminton, basketball, cricket, football, handball, kabaddi, kho-kho, table-tennis, volleyball and yoga.**

Evaluation: The performance of a student in each course is evaluated through continuous internal assessment (CIA), one test of 20 marks and of one to two hours duration is to be conducted around 10-14 weeks of academic work from the start of each semester; evaluation is to be done in terms of percentage of marks with a provision for conversion to grade point. If, any student is not able to give the internal test due to Medical reason or participation in inter college or inter university competitions, the concerned course teacher must conduct the student examination within a month time (there is no provision for seeking improvement of internal assessment). The marks obtain in CIA is added with end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

Internal Test	20 Marks
Seminar / Lab Practical / presentations	5 Marks
Open Book Test	5 Marks
Attendance	10 Marks
Total	40 Marks

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

Attendance in Percentage	Marks
Above 95	10
95-90	8
89-85	6
84-80	4
79-75	2
Below 75	0

Minimum Passing Standard: The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e. 16 marks out of 40 marks and 24 marks out of 60 marks respectively for theory courses. The minimum passing for both CIA & external examination shall be 50%, i.e. 20 marks out of 40 and 30 marks out of 60 marks for the practical courses.

Grading: Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assessment) for each of the courses are available, both (CIA and SEA)

will be added. The marks thus obtained for each of the courses will then be graded as per details provided in **Letter Grades and Grade Points table** from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (**SGPA**). while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (**CGPA**). These two are calculated by the following formula:

(i) **SGPA(Si)** $S_i = \frac{\sum(C_i \times G_i)}{\sum C_i}$

where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

(ii) The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$

Where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

(iii) The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcript or certificate or marksheet.

Classification of Final Results: For the purpose of declaring a candidate to have qualified for the Degree of Master of Physical Education in the First class / Second class / Pass class or First class with Distinction, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

Award of the M.P.Ed. Degree: A candidate shall be eligible for the award of the degree of the M.P.Ed. Only if he/she has earned the minimum required credit including Bonus Credits of the programme prescribed above.

A.T.K.T.: A candidate may be allowed to take admission in succeeding year of the course irrespective of number of papers/ practical events in which he/she fails. It is mandatory that the whole course shall be completed within a period of 4 years from the date of admission. Failing which candidate name will be removed from college.

(Choice Based Credit System)

Standard of Passing:

For all courses, both UE and IA constitute separate heads of passing. In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0(40% of marks) at UE and also a minimum grade point of 5.0(40% marks) at IA.

If a student fails in IA, the learner passes in the course provided he/she obtains a minimum of 25% in IA and GPA for the course is at least 6.0 (50 % in aggregate). The GPA for a course will be calculated only if the learner passes at the UE.

A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog candidate and clear the head of passing.

The 10-point scale Grades and Grade Points according to the following table:

Range of Marks (Out of 100)	Grade	Grade Point
80 ≤ Marks ≤ 100	O	10
70 ≤ Marks ≤ 80	A+	9
60 ≤ Marks ≤ 70	A	8
55 ≤ Marks ≤ 60	B+	7
50 ≤ Marks ≤ 55	B	6
40 ≤ Marks ≤ 50	C	5
Marks ≤ 40	D	0

The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. The weights for performance at UE and IA shall respectively be 60% and 40%.

GPA is calculated by adding the UE marks of 60 and IA marks out of 40. The total marks out of 100 are converted to grade point, which will be the GPA.

Formula to calculate Grade Points (GP)

Suppose that Max is the maximum marks assigned for an examination or evaluation based on which GP will be computed. In order to determine the GP. Sex x -Max/10 (since we have adapted 10-point system). Then GP is calculated by the formulas shown as below.

Range of marks at the evaluation	Formula for the Grade Point
$8x \leq \text{Marks} \leq 10x$	10
$5.5x \leq \text{Marks} \leq 8x$	Truncate (Marks/ x)+2
$4x \leq \text{Marks} \leq 5.5x$	Truncate (Marks/ x)+1

Two kinds of performance indicators, namely, the semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester. While the CGPA measures the cumulative performance in all courses since his/her enrolment. The CGPA of learner when he/she completes the B.P.E.S programme is the final result of the learner.

The Formula to compute equivalent percentage marks for specified CGPA:

% Marks (CGPA)	10x CGPA -10	If $5.00 \leq \text{CGPA} \leq 6.00$
	5x CGPA +20	If $6.00 \leq \text{CGPA} \leq 8.00$
	10x CGPA -20	If $8.00 \leq \text{CGPA} \leq 9.00$
	20x CGPA -110	If $9.00 \leq \text{CGPA} \leq 9.50$
	40x CGPA -300	If $9.50 \leq \text{CGPA} \leq 10.00$

Award of Honors:

A student who has completed the minimum credits specified for the M.P.Ed programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honors are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
$9.50 \leq \text{CGPA} \leq 10.00$	O	Outstanding	$80 \leq \text{Marks} \leq 100$
$9.00 \leq \text{CGPA} \leq 9.49$	A+	Excellent	$70 \leq \text{Marks} \leq 80$
$8.00 \leq \text{CGPA} \leq 8.99$	A	Very Good	$60 \leq \text{Marks} \leq 70$
$7.00 \leq \text{CGPA} \leq 7.99$	B+	Good	$55 \leq \text{Marks} \leq 60$
$6.00 \leq \text{CGPA} \leq 6.99$	B	Average	$50 \leq \text{Marks} \leq 55$
$5.00 \leq \text{CGPA} \leq 5.99$	C	Satisfactory	$40 \leq \text{Marks} \leq 50$
CGPA Below 5.00	F	Fail	Marks Below 40

Note:

1. SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.
2. CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.
3. The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.
4. For the award of the class, CGPA shall be calculated on the basis of:
 - Marks of each Semester End Assessment and
 - Marks of each Semester Continuous Internal Assessment for each course.
5. The final Class for M.P.Ed. Degree shall be awarded on the basis of last CGPA (grade) from all the one to four semester examinations.

Grievance Redressal Committee: The college/department shall form a Grievance Redressal Committee for each course in each college/department with the course teacher / Principal / Director and the HOD of the faculty as the members. This Committee shall solve all grievances of the students.

Revision of Syllabi: Syllabi of every course should be revised according to the NCTE.

- Revised Syllabi of each semester should be implemented in a sequential way.
- In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
- All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
- During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
- In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

Miscellaneous:

1. The procedural details may be given by the university from time to time.
2. Any unforeseen problems/difficulties may be resolved by Vice Chancellor, whose decision in the matter shall be final.
3. The provision of any order, rules or regulation in force shall be inapplicable to

the extent of its inconsistency with these regulations.

Semester-I

Part- A Theoretical Course						
Course Code	Title of the papers	Total No of Class	Credits	Internal Assessment	University Exam	Total
Core Course						
SOE/PE/C-501	Research Method in Physical Education	64	4	40	60	100
SOE/PE/C-502	Physiology of Exercise & Sports	64	4	40	60	100
SOE/PE/C-503	Psychology of Sports	64	4	40	60	100
Elective course(Anyone)						
SOE/PE/E-501	Sports technology/	64	4	40	60	100
SOE/PE/E-502	Adapted Physical Education					
Part - B Practical Course						
SOE/PE/P -501	Conditioning	96	4	40	60	100
SOE/PE/P -502	Lab Practical (Sports Psychology, Biomechanics & Kinesiology, Test & Measurement	96	4	40	60	100
Part - C Specialization						
SOE/PE/S -501	Games Specialization	96	4	40	60	100
Part - D Teaching Practices						
SOE/PE/T -501	Game Specialization Teaching Lesson theory Sports	96	4	40	60	100
	Total	40	32	320	480	800

Semester-II

Part- A Theoretical Course						
Course Code	Title of the papers	Total no of Class	Credits	Internal Assessment	University Exam	Total
Core Course						
SOE/PE/C -601	Statistics for Research in Physical Education	64	4	40	60	100
SOE/PE/C -602	Kinesiology & Biomechanics	64	4	40	60	100
SOE/PE/C-603	Science of Sports Training & Advanced Coaching	64	4	40	60	100
Elective course (Anyone)						
SOE/PE/E-601	Athletic care and Rehabilitation	64	4	40	60	100
SOE/PE/E -602	Sports Journalism & Mass Media					
Part - B Practical Course						
SOE/PE/P-601	Pilot Study	96	4	40	60	100
SOE/PE/P -602	Measurement & Evaluation	96	4	40	60	100
Part - C Specialization						
SOE/PE/S-601	Games Specialization	96	4	40	60	100
Part - D Teaching Practices						
SOE/PE/T -601	Game Specialization Practical Lesson Plan (5 Lesson)	96	4	40	60	100
	Total		32	320	480	800

Semester-III

Part- A Theoretical Course						
Course Code	Title of the papers	Total no of Class	Credits	Internal Assessment	University Exam	Total
Core Course						
SOE/PE/C-701	Professional preparation	64	4	40	60	100
SOE/PE/C -702	Management in PE & Sports	64	4	40	60	100
SOE/PE/C -703	Measurements and Evaluation in Physical Education	64	4	40	60	100
Elective Course (Anyone)						
SOE/PE/E-701	Information and communication technology in physical education	64	4	40	60	100
SOE/PE/E-702	Health Education and Sports Nutrition					
Part - B Practical Course						
SOE/PE/P -701	Conditioning	96	4	40	60	100
SOE/PE/P -703	Lab Practical (Sports Psychology, Biomechanics & Kinesiology, Test and Measurement)	96	4	40	60	100
Part - C Teaching Practices						
SOE/PE/T -701	Teaching Lesson theory	96	4	40	60	100

Semester-IV

Part- A Theoretical Course						
Course Code	Title of the papers	Total no of Class	Credits	Internal Assessment	University Exam	Total
Core Course						
SOE/PE/C-801	Sports Medicine	64	4	40	60	100
SOE/PE/C-802	Pedagogy of Physical Education	64	4	40	60	100
SOE/PE/C-803	Sports Entrepreneur	64	4	40	60	100
Elective Course (Anyone)						
SOE/PE/E-801	Dissertation					
SOE/PE/E-802	Exercise Prescription & Fitness Management	64	4	40	60	100

Note:-

- 1. Games specialization will be given in following Games and sports: Athletics, basketball, cricket, football, handball, hockey, kabaddi, kho-kho, table-tennis, volleyball and yoga. Student will select One Game specialization for I and II semester**
2. Teaching theory lesson plan will consist of 5 lessons from theory subject of Master degree which will be taken on college students itself.

SCHEME OF EXAMINATION FOR M.P.ED
(4 SEMESTERS)

Semester wise Distribution of Marks & Credits

		Sem-I	Sem-II	Sem-III	Sem-IV	Total
Part-A: Theory Courses	Marks	400	400	400	400	1600
	Credits	16	16	16	16	64
Part-B: Practical (Games/Sports)	Marks	200	200	200		600
	Credits	8	8	8		24
Part-C: Game/Sport Specialization	Marks	100	100			200
	Credits	4	4			8
Part D -: Teaching Ability	Marks	100	100	100		300
	Credits	4	4	4		12
Grand Total	Marks	800	800	700	400	2700
	Credits	32	32	28	16	108

Semester I

SOE/PE/C-501: Research Process In Physical Education

Learning outcomes

1. Identify the research problem in the field of physical Education and sports
2. Know to Summarize the various research literature
3. Understand and apply the basics of statistics in research
4. Organize the samples and sampling techniques which is relevant to the study.
5. Apply the systematic methods in writing research thesis

UNIT I - Introduction

Meaning and Definition of Research - Need, Nature and Scope of research in Physical Education. Classification of Research, Location of Research Problem, Criteria for selection of a problem, Qualities of a good researcher.

UNIT II - Methods of Research

Descriptive Methods of Research; Survey Study, Case study, Introduction of Historical Research, Steps in Historical Research, Sources of Historical Research: Primary Data and Secondary Data, Historical Criticism: Internal Criticism and External Criticism.

UNIT III - Experimental Research

Experimental Research - Meaning, Nature and Importance, Meaning of Variable, Types of Variables. Experimental Design - Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design, Factorial Design.

UNIT IV - Sampling

Meaning and Definition of Sample and Population. Types of Sampling; Probability Methods; Systematic Sampling, Cluster sampling, Stratified Sampling. Area Sampling - Multistage Sampling. Non- Probability Methods; Convenience Sample, Judgement Sampling, Quota Sampling.

Research Proposal and Report

Cauterization of Thesis / Dissertation, Front Materials, Body of Thesis - Back materials. Method of Writing Research proposal, Thesis / Dissertation; Method of writing abstract and full paper for presenting in a conference and to publish in journals ,Mechanics of writing Research Report, Footnote and Bibliography writing.

Reference:

- Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc
Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.
Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illinois;

Human Kinetics;

Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports

Rothstein, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc

Subramanian, R, Thirumalai Kumar S & Arumugam C (2010) Research Methods in Health, Physical Education and Sports, New Delhi; Friends Publication

SOE/PE/C-502: PHYSIOLOGY OF EXERCISE AND SPORTS

Learning outcomes

1. Understand the basic principles of physiology and Exercise Physiology
2. Apply the knowledge in the field of physical education and movement activity.
3. Analyze the practical knowledge during the practical situation.
4. Remember and recall the definition of physiology and co-relate the principles of physiology.
5. Appraise the effects during the training and practical sessions

UNIT I – Skeletal Muscles and Exercise

Macro & Micro Structure of the Skeletal Muscle, Chemical Composition, Sliding Filament theory of Muscular Contraction. Types of Muscle fiber Muscle Tone, Chemistry of Muscular Contraction – Heat Production in the Muscle, Effect of exercises and training on the muscular system.

UNIT II – Cardiovascular System and Exercise

Heart Valves and Direction of the Blood Flow – Conduction System of the Heart – Blood Supply to the Heart – Cardiac Cycle – Stroke Volume – Cardiac Output – Heart Rate – Factors Affecting Heart Rate – Cardiac Hypertrophy – Effect of exercises and training on the Cardio vascular system.

UNIT III – Respiratory System and Exercise

Mechanics of Breathing – Respiratory Muscles, Minute Ventilation – Ventilation at Rest and During Exercise. Diffusion of Gases – Exchange of Gases in the Lungs –Exchange of Gases in the Tissues – Control of Ventilation – Ventilation and the Anaerobic Threshold. Oxygen Debt – Lung Volumes and Capacities – Effect of exercises and training on the respiratory system.

UNIT IV – Metabolism and Energy Transfer

Metabolism – ATP – PC- Anaerobic Metabolism – Aerobic Metabolism – Aerobic and Anaerobic Systems during Rest and Exercise. Short Duration High Intensity Exercises – High Intensity Exercise Lasting Several Minutes – Long Duration Exercises.

Climatic conditions and sports performance and ergogenic aids

Variation in Temperature and Humidity – Thermoregulation – Sports performance in hot climate, Cool Climate, high altitude. Influence of: Amphetamine, Anabolic steroids, Androstenedione, Beta Blocker, Choline, Creatine, Human growth hormone on sports performance. Narcotic, Stimulants: Amphetamines, Caffeine, Ephedrine, Sympathomimetic amines. Stimulants and sports performance.

Reference:

Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras:

PoompugarPathipagam.

BeotraAlka, (2000) Drug Education Handbook on Drug Abuse in Sports: Sports Authority of India Delhi.

Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.

David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.

Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.

Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co.

Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.

SOE/PE/C-503: SPORTS PSYCHOLOGY

Learning outcomes

1. Explain group mechanisms and group psychology in a sports context
2. Reflect upon motivational psychology as applied to sports activities
3. Formulate relevant constructs of exercise psychology
4. Demonstrate the ability to discuss sociological theories, concepts, and ideas in large and small groups and to express empirically as well as theoretically-based opinions.
5. To apply core sociological theories to specific social problems in order to analyse social problems

UNIT I - Introduction

Meaning, Definition, History, Need and Importance of Sports Psychology. Present Status of Sports Psychology in India. Motor Learning: Basic Considerations in Motor Learning- Motor Perception - Factors Affecting Perception - Perceptual Mechanism. Personality: Meaning, Definition, Structure - Measuring Personality Traits. Effects of Personality on Sports Performance.

UNIT II - Motivation

Meaning & Definition, Types of Motivation: Intrinsic, Extrinsic. Achievement Motivation: Meaning, Measuring of Achievement Motivation. Anxiety: Meaning and Definition, Nature, Causes, Method of Measuring Anxiety. Competitive Anxiety and Sports Performance. Stress: Meaning and Definition, Causes. Stress and Sports Performance. Aggression: Meaning and Definition, Method of Measurement. Aggression and Sports Performance. Self-Concept: Meaning and Definition, Method of Measurement.

UNIT III - Goal Setting

Meaning and Definition, Process of Goal Setting in Physical Education and Sports. Relaxation: Meaning and Definition, types and methods of psychological relaxation. Psychological Tests: Types of Psychological Test: Instrument based tests: Pass-along test - Tachistoscope - Reaction timer - Finger dexterity board - Depth perception box - Kinesthesiometer board. Questionnaire: Sports Achievement Motivation, Sports Competition Anxiety.

UNIT IV - Sports Sociology

Meaning and Definition - Sports and Socialization of Individual Sports as Social Institution. National Integration through Sports. Fans and Spectators: Meaning and definition, Advantages and disadvantages on Sports Performance. Leadership: Meaning, Definition, types. Leadership and Sports Performance.

Group Cohesion

Group: Definition and Meaning, Group Size, Groups on Composition, Group Cohesion,

Group Interaction, Group Dynamics. Current Problems in Sports and Future Directions - Sports Social Crisis Management - Women in Sports: Sports Women in our Society, Participation pattern among Women, Gender inequalities in Sports.

References:

Jain. (2002), Sports Sociology, Heal Sahety Kendre Publishers.

Jay Coakley. (2001) Sports in Society - Issues and Controversies in International Education, Mc-Craw Seventh Edn.

John D Lauther (2000) Psychology of Coaching. New Jersy: Prenticce Hall Inc.

John D. Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.

Miroslaw Vauks& Bryant Cratty (1999).Psychology and the Superior Athlete. London: The Macmillan Co.

Richard, J. Crisp. (2000). Essential Social Psychology. Sage Publications.

SOE/PE/E-501: SPORTS TECHNOLOGY

Learning Objectives:

1. To enable students to learn the fundamental of sports technology.
2. To equip the students to learn the technology used in sports.
3. To understand the different types of playfield surfaces, sports equipment's and its advantages.
4. To familiarize the students with the latest technology involved in sports and games.

Unit I - Sports Technology

Meaning, definition, purpose, advantages and applications, General Principles and purpose of instrumentation in sports, Workflow of instrumentation and business aspects, Technological impacts on sports.

Unit II - Science of Sports Materials

Adhesives- Nano glue, nanomoulding technology, Nano turf. Foot wear production, Factors and application in sports, constraints. Foams- Polyurethane, Polystyrene, Styrofoam, closed-cell and open-cell foams, Neoprene, Foam. Smart Materials - Shape Memory Alloy (SMA), Thermo chromic film, High-density modeling foam.

Unit III - Surfaces of Playfields

Modern surfaces for playfields, construction and installation of sports surfaces. Types of materials - synthetic, wood, polyurethane Artificial turf. Modern technology in the construction of indoor and outdoor facilities. Technology in manufacture of modern play equipments. Use of computer and software in Match Analysis and Coaching.

Unit IV - Modern equipment

Playing Equipments: Balls: Types, Materials and Advantages, Bat/Stick/ Racquets: Types, Materials and Advantages. Clothing and shoes: Types, Materials and Advantages. Measuring equipments: Throwing and Jumping Events. Protective equipments: Types, Materials and Advantages. Sports equipment with nano technology, Advantages.

Training Gadgets

Basketball: Ball Feeder, Mechanism and Advantages. Cricket: Bowling Machine, Mechanism and Advantages, Tennis: Serving Machine, Mechanism and Advantages, Volleyball: Serving Machine Mechanism and Advantages. Lighting Facilities: Method of erecting Flood Light and measuring luminous. Video Coverage: Types, Size, Capacity, Place and Position of Camera in Live coverage of sporting events.

References:

- Charles J.A. Crane, F.A.A. and Furness, J.A.G. (1987) "Selection of Engineering Materials" UK: Butterworth Heiremann.
- Finn, R.A. and Trojan P.K. (1999) "Engineering Materials and their Applications" UK: Jaico

Publisher.

John Mongilo, (2001) "Nano Technology 101 "New York: Green wood publishing.

Walia, J.S. Principles and Methods of Education (Paul Publishers, Jullandhar), 1999.

Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jullandhar, Sterling Publishers Pvt. Ltd.), 1982

SOE/PE/E-502: ADAPTED PHYSICAL EDUCATION

Learning outcome

1. To equip the students to understand the basic of skills acquisitions of sports performance.
2. To make them understand the basic of skills and selected sports movement pattern
3. To enable them to understand the link between motor skills, ability, learning and performance
4. To familiarize the students with various theories improving and affecting the sports skills performance

Unit 1: An Introduction to Adapted Physical Education

- 1.1 Meaning, Need & Importance of Adapted Physical Education and Sports
- 1.2 Purpose, Aims and Objectives of Adapted Physical Education and Sports
- 1.3 Program organization of Adapted Physical Education and Sports
- 1.4 Adapted Sports- Para Olympics

Unit 2: Development of Individual Education Program (IEP)

- 2.1 The student with a disability
- 2.2 Components and Development of IEP.
- 2.3 Principles of Adapted Physical Education and Sports
- 2.4 Role of Physical Education teacher
- 2.5 Teaching style, method & approach in teaching Adapted Physical Education

Unit 3: Developmental Considerations of an Individual

- 3.1 Motor development
- 3.2 Perceptual Motor development
- 3.3 Early childhood and Adapted Physical Education

Unit 4: Individual with unique need and activities

- 4.1 Behavioral and Special learning disability
- 4.2 Visual Impaired and Deafness
- 4.3 Health Impaired students and Physical Education
- 4.4 HRPF and its development for Individual with unique need

4.5 Role of games and sports in Adapted Physical Education

Reference

1. Beverly, N. (1986). *Moving and Learning*. Times Mirror/Mosby College Publishing.
2. Cratty, B.J. *Adapted Physical Education in the Mainstream*. (4th Edition) Love Publishing Company.
3. Houser, L.D. *Integrated Physical Education- A guide for the elementary classroom teacher*.
4. Winnick, J. P. (2005). *Adapted Physical Education and Sports*. Human Kinetics (4th Edition).
5. Pangrazi, R.P. and Dauer, V. P. *Dynamics Physical*

Semester II

SOE/PE/C-601: STATISTICS FOR RESEARCH IN PHYSICAL EDUCATION

Learning Outcome

1. To equip the students to understand the basic of skills acquisitions of sports performance.
2. To make them understand the basic of skills and selected sports movement pattern
3. To enable them to understand the link between motor skills, ability, learning and performance
4. To familiarize the students with various theories improving and affecting the sports skills performance

UNIT I - Introduction

Meaning and Definition of Statistics. Function, need and importance of Statistics. Types of Statistics. Meaning of the terms, Population, Sample, Data, types of data. Variables; Discrete, Continuous. Parametric and non-parametric statistics.

UNIT II - Data Classification, Tabulation and Measures of Central Tendency

Meaning, uses and construction of frequency table. Meaning, Purpose, Calculation and advantages of Measures of central tendency - Mean, median and mode.

UNIT III - Measures of Dispersions and Scales

Meaning, Purpose, Calculation and advances of Range, Quartile, Deviation, Mean Deviation, Standard Deviation, Probable Error. Meaning, Purpose, Calculation and advantages of scoring scales; Sigma scale, Z Scale, Hull scale

UNIT IV - Probability Distributions and Graphs

Normal Curve, Meaning of probability- Principles of normal curve - Properties of normal curve. Divergence form normality - Skewness and Kurtosis. Graphical Representation in Statistics; Line diagram, Bar diagram, Histogram, Frequency Polygon, O give Curve.

Inferential and Comparative Statistics

Tests of significance; Independent "t" test, Dependent "t" test - chi - square test, level of confidence and interpretation of data. Meaning of correlation - co-efficient of correlation - calculation of co- efficient of correlation by the product moment method and rank difference method. Concept of ANOVA and ANCOVA.

References:

Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc

Clark D.H. (1999) Research Problem in Physical Education 2nd edition, Eaglewood Cliffs, Prentice Hall, Inc.

Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illinois; Human Kinetics;

Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi

Rothstain A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc

Sivaramakrishnan. S. (2006) Statistics for Physical Education, Delhi; Friends Publication

SOE/PE/C-602: KINSESIOLGY AND BIOMECHANICS

Learning Outcomes

1. Analyze and explain the mechanisms underlying biomechanical, physiological, and psychological changes that occur during after acute and chronic exercise.
2. Understand mechanical principles can be applied to the analysis of human movement to assess and improve performance and reduce risk of injury.
3. Know effectiveness of human movement using mechanical principles.

UNIT I - Introduction

Meaning, nature, role and scope of applied kinesiology and Sports Biomechanics. Meaning of Axis and Planes, Dynamics, Kinematics, Kinetics, Statics Centre of gravity -Line of gravity plane of the body and axis of motion, Vectors and Scalars.

UNIT II - Muscle Action

Origin, Insertion and action of muscles: Pectoralis major and minor, Deltoid, Biceps, Triceps (Anterior and Posterior), Trapezius, serratus, Sartorius, Rectus femoris, Abdominis, Quadriceps, Hamstring, Gastrocnemius.

UNIT III - Motion and Force

Meaning and definition of Motion. Types of Motion: Linear motion, angular motion, circular motion, uniform motion. Principles related to the law of Inertia, Law of acceleration, and law of counter force. Meaning and definition of force- Sources of force - Force components .Force applied at an angle - pressure -friction -Buoyancy, Spin - Centripetal force - Centrifugal force.

UNIT IV - Projectile and Lever

Freely falling bodies - Projectiles -Equation of projectiles stability Factors influencing equilibrium - Guiding principles for stability -static and dynamic stability. Meaning of work, power, energy, kinetic energy and potential energy. Leverage -classes of lever - practical application. Water resistance - Air resistance -Aerodynamics.

Movement Analysis: Analysis of Movement, Equipment's used for Analysis, Methods of analysis - Qualitative, Quantitative, Predictive,

References:

Deshpande S.H. (2002). Manav Kriya Vigyan - Kinesiology (Hindi Edition) Amravati :Hanuman Vyayam Prasarak Mandal.

Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication Inc. 2005

Thomas. (2001). Manual of structural Kinesiology, New York: McGraw Hill.

Uppal, A (2004), Kinesiology in Physical Education and Exercise Science, Delhi Friends publications.

Williams M (1982) Biomechanics of Human Motion, Philadelphia; Saunders Co.

SOE/PE/C-603: SCIENCE OF SPORTS TRAINING AND ADVANCED COACHING

Learning Outcomes

1. Understand training as performance based science
2. Explain different means and methods of various training
3. Prepare training schedule for various sports and games
4. Appraise types of periodization for performance development
5. Create various training facilities and plans for novice to advance performers

UNIT I

Introduction Sports training: Definition – Aim, Characteristics, Principles of Sports Training, Meaning of Coaching, Definition, Aim Characteristics, Principles of coaching, Over Load: Definition, Causes of Over Load, Symptoms of Overload, How to tackle over load, Judgement of Training load

UNIT II

Sports Training, various Sports Training Methods: Continuous Training Method, Interval Training Method, Repetition Method, Circuit Training Method, Fartlek Training Method, Weight Training Method, and Plyometric Training Method. Components of Physical Fitness, Development of Physical fitness. Endurance, Strength, speed, flexibility, Co-ordinative Abilities

UNIT III

Preparing for Competitions-Build-up competitions, Main Competition, Competition Frequency & Psychological Preparation, Training Plan: Macro Cycle, Meso-Cycle. Short Term Plan and Long Term Plans - Periodisation: Meaning, Single, Double and Multiple Periodisation, Preparatory Period, Competition Period and Transition Period.

UNIT IV

Preparing lesson Plan, significance of lesson plan, Types of lesson plan, principles of lesson plan, contents in lesson plan, time allotment

Definition of Doping – Side effects of drugs – Dietary supplements – IOC list of doping classes and methods. Blood Doping – The use of erythropoietin in blood boosting – Blood doping control – The testing programmes – Problems in drug detection – Blood testing in doping control – Problems with the supply of medicines Subject to IOC regulations : over-

the- counter drugs (OTC) – prescription only medicines (POMs) – Controlled drugs (CDs).
Reporting test results – Education

References:

Bunn, J.N. (1998) *Scientific Principles of Coaching*, New Jersey Engle Wood Cliffs, Prentice Hall Inc.

Cart, E. Klafs & Daniel, D. Arnheim (1999) *Modern Principles of Athletic Training* St. Louis C. V. Mosphy Company

Daniel, D. Arnheim (1991) *Principles of Athletic Training*, St. Luis, Mosby Year Book

David R. Mottram (1996) *Drugs in Sport*, School of Pharmacy, Liverpool: John Moore University

Hardayal Singh (1991) *Science of Sports Training*, New Delhi, DVS Publications

Jensen, C.R. & Fisher A.G. (2000) *Scientific Basic of Athletic Conditioning*, Philadelphia

SOE/PE/E-601: ATHLETIC CARE AND REHABILITATION

Learning outcomes

1. Understand the primary responsibilities the sports trainer has in preventing sports injuries and providing initial care for injured athletes.
2. Demonstrate the basics of sport first aid during and after game situation.
3. Recognize and appropriately treat common sports injuries and conditions from onset through rehabilitation.
4. Identify and apply knowledge of anatomy to the design and execution of research studies.

Unit I – Corrective Physical Education

Definition and objectives of corrective physical Education. Posture and body mechanics, Standards of Standing Posture. Value of good posture, Drawbacks and causes of bad posture. Posture test – Examination of the spine.

Unit II – Posture

Normal curve of the spine and its utility, Deviations in posture: Kyphosis, lordosis, flat back, Scoliosis, round shoulders, Knock Knee, Bow leg, Flat foot. Causes for deviations and treatment including exercises.

Unit III – Rehabilitation Exercises

Passive, Active, Assisted

Resisted exercise for Rehabilitation

Stretching, PNF techniques and principles.

Unit IV – Massage

Brief history of massage – Massage as an aid for relaxation – Points to be considered in giving massage – Physiological, Chemical, Psychological effects of massage – Indication / Contra indication of Massage – Classification of the manipulation used massage and their specific uses in the human body – Stroking manipulation: Effleurage – Pressure manipulation: Petrissage Kneading (Finger, Kneading, Circular) ironing Skin Rolling – Percussion manipulation: Tapotement, Hacking, Clapping, Beating, Pounding, Slapping, Cupping, Poking, Shaking Manipulation, Deep massage.

Sports Injuries Care, Treatment and Support

Principles pertaining to the prevention of Sports injuries – care and treatment of exposed and unexposed injuries in sports – Principles of apply cold and heat, infrared rays – Ultrasonic, Therapy – Short wave diathermy therapy. Principles and techniques of Strapping and

Bandages.

References:

Doherty. J. Meno. Wetb, Moder D (2000) Track & Field, Englewood Cliffs, Prentice Hal Inc.

Lace, M. V. (1951) Massage and Medical Gymnastics, London: J & A Churchill Ltd.

McOoyand Young (1954) Tests and Measurement, New York: Appleton Century.

SOE/PE/E-602: SPORTS JOURNALISM AND MASS MEDIA

Learning Outcome

1. Know how to seek accreditation to sporting events and to report on such events.
2. Demonstrate analytic skills in relation to reporting sporting events
3. Produce a number of assignments that demonstrate their own style and perception of events

UNIT I - Introduction

Meaning and Definition of Journalism, Ethics of Journalism – Canons of journalism- Sports Ethics and Sportsmanship – Reporting Sports Events. National and International Sports News Agencies.

UNIT II - Sports Bulletin

Concept of Sports Bulletin: Journalism and sports education – Structure of sports bulletin – Compiling a bulletin – Types of bulletin – Role of Journalism in the Field of Physical Education: Sports as an integral part of Physical Education – Sports organization and sports journalism – General news reporting and sports reporting.

UNIT III - Mass Media

Mass Media in Journalism: Radio and T.V. Commentary – Running commentary on the radio – Sports expert's comments. Role of Advertisement in Journalism. Sports Photography: Equipment- Editing – Publishing.

UNIT IV - Report Writing on Sports

Brief review of Olympic Games, Asian Games, Common Wealth Games World Cup, National Games and Indian Traditional Games. Preparing report of an Annual Sports Meet for Publication in Newspaper. Organization of Press Meet.

Sports organization and Sports Journalism – General news reporting and sports reporting. Methods of editing a Sports report. Evaluation of Reported News. Interview with and elite Player and Coach.

Reference:

Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi :Surjeet Publications

Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication

Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication
Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.
MohitChakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka
Publication.

Semester III

SOE/PE/C-701: PROFESSIONAL PREPARATION

Learning outcome

- 1 Students will develop understanding of the profession of Physical Education.
2. Students will be able to deal with issues experienced by Physical Education teachers.
3. Students will recognize that learning to teach is a lifelong process.
4. Students will develop a comprehensive view of Physical Education from a global perspective.
5. Students will understand the domains & hidden dimensions of Physical Education.
6. Students will Demonstrate basic knowledge & awareness about inclusion, differently-abled students & describe steps to inclusion

Unit 1: The profession

- 1.1 Meaning, criteria & evaluation of profession
- 1.2 A professional & professionalism in Physical Education & sports
- 1.3 Physical Education as a profession
- 1.4 Legal regulation of profession

Unit 2: Professional Preparation

- 2.1 Historical perspectives
- 2.2 Policy perspectives
- 2.3 Theoretical perspectives
- 2.4 Nature & content of professional preparation programs

Unit 3: Professional Development

- 3.1 Meaning & process
- 3.2 Growth on the job- in service concept
- 3.3 Self appraisal & parameter influencing self appraisal
- 3.4 Guiding principles & professional relations
- 3.5 Qualifications & duties, responsibilities & job profiles of school Phy. Edu. teachers, directors of Physical Education in colleges & university

Unit 4: Curriculum

- 4.1 Meaning, importance & fundamental principles of curriculum planning
- 4.2 Writing the curriculum guide
- 4.3 Physical Education curriculum models
- 4.4 Implementing the Physical Education curriculum

Suggested Reading:

1. Kiran Sandhu (2004). Professional preparation and career development in Physical Education and sports. New Delhi: Friends publication.
2. Kiran Sandhu (2004). Trends and developments in Professional preparation in Physical Education and sports. New Delhi: Friends publication.

3. Barrow, H.M. (1983). *Man & movement* (3rd Ed.). Philadelphia: Lea & Febiger.
4. Buchor, C. A. & Wuest, D. A. (1987). *Foundations of Physical Education and sports*. St. Louis: Times mirror / Mosby college publication.
5. Kelly, L. E. & Melograno, V. J. (2004). *Developing the Physical Education curriculum*. Champaign: Human Kinetics.
6. Pangrazi, R.P. & Dauer, V. P. (1995). *Dynamic Physical Education for elementary school children* (11th Ed.). Boston: Allyn and Bacon.
7. Pangrazi, R.P. & Dauer, V.P. (1985). *Dynamic Physical Education curriculum & instruction for secondary school student*. Minnesota: Burgess publishing company.
8. Lombardo, B. & Wuest, D. (1994). *Curriculum & instruction the secondary school Physical Education experience*. St. Louis: Mosby
9. Kasat, G. & Karmarkar, A. K. (1996). *Professional preparation in Physical Education and sports*. Amravati: Kasat

SOE/PE/C-702: MANAGEMENT IN PHYSICAL EDUCATION AND SPORTS

1. Students will know the basic concept of management of Physical Education and Sports in the school.
2. Students will know the basic methods and technique and its principles to manage the programme of competitions, intramurals the basic level of competitions.
3. Students will know the duties and responsibilities of manager
4. Students will know the budget management, school programme of Phy. Edu. and sports.

UNIT I

Introduction, Definition of Sports Management, Need & Importance. Basic Principles and Procedures of Sports Management. Functions of Sports Management, Scope of Sports Management

UNIT II

Introduction, Organisation at school level, Organisation at University level, Organisation at National level, basic guiding Principles for organizing physical education and sports Programmes in the Institutions, Intramurals need and importance, Organisation and Administration of Intramural Activities, Extra murals- General Objectives, Policies for Organisation and management of Extra mural Programmes, Management of Personnel.

UNIT III

Introduction , Importance, types and need of Sports Equipments, Procurement of Equipment, Principles of Purchase Procedure, Quotations and tenders, Principles of Equipment Purchase, Important considerations in Selecting sports Equipment, Receiving, Stock Taking and Storing Equipment, Disposal of Equipment.

UNIT IV

Introduction, Planning the Facilities, administrative Principles for Planning a Facility, General Principles for Planning the Facilities, Types of Facilities, Principles for planning the Indoor facility, Outdoor facilities, facility requirements, Planning, Construction and Management of sports infrastructure, guidelines for layout of sports infrastructure, Surface, Fencing, Drainage, lighting, Beautification, Management, Gymnasium,

Swimming Pool, Management of Indoor facilities, Management in Care and Maintenance of the facility.

Reference:

Aggarwal, J.C (1990). Curriculum Reform in India - World overviews, Doaba World Education Series - 3 Delhi: Doaba House, Book seller and Publisher.

Carl, E, Willgoose. (1982. Curriculum in Physical Education, London: Prentice Hall.

Chakraborty&Samiran. (1998) .Sports Management. New Delhi: Sports Publication.

John, E, Nixon & Ann, E, Jewett. (1964). Physical Education Curriculum, New York: The Ronald Press Company.

McKernan, James (2007) Curriculum and Imagination: Process, Theory, Pedagogy and Action Research,. U.K. Routledge

SOE/PE/C-703: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Learning outcome

1. Students will understand the concept of Test, Measurement, Evaluation and Assessment Procedure in Physical Education and give examples of each
2. Students will differentiate formative and summative evaluation, Process and Product evaluation
3. Students will identify the purposes of measurement and Evaluation
4. Students will describe the features of Technical and administrative feasibility that should be considered when selecting test
5. Students will locate and select physical fitness and sports skill tests
6. Students will properly administer psychomotor tests

Unit1: Basics of Measurement & Evaluation

- 1.1 Concept Test, measurement, evaluation & assessment & its importance
- 1.2 Classification of test in Physical Education
- 1.3 Different tools of evaluation in Physical Education
- 1.4 Trends in evaluation in Physical Education
- 1.5 Criteria of test selection

Unit2: Construction & Standardization of tools

- 2.1 Methods for testing Validity, Reliability & Objectivity
- 2.2 Construction of psychomotor test
- 2.3 Construction of Questionnaire and Opinionnaire
- 2.4 Administration of psychomotor test.
- 2.5 Concept, importance, construction & administrative concern of Rating scales

Unit3: Measuring fitness & sports skills

- 3.1 Measurement of HRPF, SRPF, GMA & Motor educability.
- 3.2 Measurement of skills of various sports & games: Soccer, Handball, Tennis, Basketball, volleyball.
- 3.3 Testing of psychological variable.
- 3.4 Fitness assessment Tests for SCoursecial Population & older adults

Unit4: Test batteries & norms for evaluation

- 4.1 Meaning & characteristics of Test batteries: AAHCOURSERD youth Fitness test, JCR, FITNESS GRAM & ACSM Fitness test
- 4.2 Factors affecting measurement in Physical Education.
- 4.3 Anthropometric measurement & somatoty Course.
- 4.4 Norm referenced tests & criterion referenced tests

Reference :

1. Miller, David. K. (2002). Measurement by the Physical Educator. New York: McGraw Hill companies.
2. John & Nelson (1998). Practical Measurements for Evaluation in Physical Education. Delhi: Surjit Publication.
3. Barrow, H.M.(1979).Practical Approach to Measurement in Physical Education. Ed.(3rd Ed.). Philadelphia: Lee & Febigeer,
4. Clarke, H. (1987). Application of Measurement in Health & Physical Education. Ed. (6th Ed.). New Jersey Prentic Hall,Inc 1987.
5. Kansal, D.K. (1996). Test & Measurement in Sports & Physical Education. New Delhi:.D.V.S.Publications
6. Acsm's (2001) Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human kinetics USA.
7. BalyanSunita (2006). SharirkShiksha main Parikshanevnmnaapan. Khel Sahitya. Delhi.
8. Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea &Febiger, Philadelphia. U.S.A.

SOE/PE/E-701: INFORMATION AND COMMUNICATION TECHNOLOGY IN PHYSICAL EDUCATION

Learning outcome

1. Understand concept of information and communication technology in physical education field
2. Analyse sporting data of various types via astute use of statistical packages.
3. Practice mathematics, statistics, information technology in sport technology related problems.
4. Offer Hands on Knowledge in information and communication Technology

Unit I – Communication & Classroom Interaction

Concept, Elements, Process & Types of Communication, Communication Barriers & Facilitators of communication
Importance of ICT Need of ICT in Education
Scope of ICT: Teaching Learning Process, Publication Evaluation, Research and Administration, Challenges in Integrating ICT in Physical Education

Unit II – Fundamentals of Computers

Characteristics, Types & Applications of Computers Hardware of Computer: Input, Output & Storage Devices Software of Computer: Concept & Types
Computer Memory: Concept & Types Viruses & its Management
Concept, Types & Functions of Computer Networks Internet and its Applications Web Browsers & Search Engines Legal & Ethical Issues

Unit III – MS Office Applications

MS Word: Main Features & its Uses in Physical Education
MS Excel: Main Features & its Applications in Physical Education MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables and its Uses in Physical Education
MS Power Point: Preparation of Slides with Multimedia Effects MS Publisher: Newsletter & Brochure

Unit IV – ICT Integration in Teaching Learning Process

Approaches to Integrating ICT in Teaching Learning Process
Project Based Learning (PBL)
Co-Operative Learning
Collaborative Learning
ICT and Constructivism: A Pedagogical Dimension
E-Learning & Web Based Learning
E-Learning

Web Based Learning
Visual Classroom

References:

Douglas E. Comer, The Internet Book, Purdue University, West Lafayette in 2005.

Heidi Steel Low price Edition, Microsoft Office Word 2003- 2004.

Pradeep K. Sinha&Priti; Sinha, Foundations computing BPB Publications -2006. Rebecca Bridges Altman Peach pit Press, Power point for window, 1999.

Sanjay Saxena, Vikas Publication House, Pvt. Ltd. Microsoft Office for ever one, Second Edition-2006.

SOE/PE/E-702: HEALTH EDUCATION AND SPORTS NURTITION

Learning Outcomes

1. Understand the basic principles of Anatomy, Physiology and Health Education
2. Apply the knowledge in the field of physical education and movement activity.
3. Analyze the practical knowledge during the practical situation. .
4. Remember and recall the definition of anatomy and physiology and co-relate the principles of physiology.
5. Appraise the effects of health condition during the training and practical sessions

Unit - I Health Education

Concept, Dimensions, Spectrum and Determinants of Health

Definition of Health, Health Education, Health Instruction, Health Supervision, Aim, objective and Principles of Health Education

Health Service and guidance instruction in personal hygiene

Unit - II Health Problems in India

Communicable and Non Communicable Diseases

Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive, Population,

Personal and Environmental Hygiene for schools

Objective of school health service, Role of health education in schools

Health Services - Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

Unit- III - Hygiene and Health

Meaning of Hygiene, Type of Hygiene, dental Hygiene, Effect of Alcohol on Health, Effect of Tobacco on Health, Life Style Management, Management of Hypertension, Management of Obesity, Management of Stress

Unit - IV- Introduction to Sports Nutrition

Meaning and Definition of Sports Nutrition, Role of nutrition in sports, Basic Nutrition guidelines, Nutrients: Ingestion to energy metabolism (Carbohydrate, Protein and Fat), Role of carbohydrates, Fat and protein during exercise.

Nutrition and Weight Management

Concept of BMI (Body mass index), Obesity and its hazard, Dieting versus exercise for weight control Maintaining a Healthy Lifestyle, Weight management program for sporty child, Role of diet and exercise in weight management, Design diet plan and exercise schedule for weight gain and loss.

References:

Bucher, Charles A. "Administration of Health and Physical Education Programme". Delbert, Oberteuffer, et. al." The School Health Education".
Ghosh, B.N. "Treaties of Hygiene and Public Health".
Hanlon, John J. "Principles of Public Health Administration" 2003.
Moss "Health Education" (National Education Association of U.T.A.)
Nemir A. "The School Health Education" (Harber and Brothers, New York). Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc.

Semester IV

SOE/PE/C-801: SPORTS MEDICINE

Learning Outcome

1. Perform and report on the exploratory analysis of data collected using sports technology
2. Analyze sporting data of various types via astute use of statistical packages.
3. Practice mathematics, statistics, information technology in sport technology related problems.
4. Support a conclusion based upon quantitative prediction, performance and analysis of a sporting team, code, or gaming environment

UNIT I - Introduction

Meaning, definition and importance of Sports Medicine, Definition and Principles of therapeutic exercises. Coordination exercise, Balance training exercise, Strengthening exercise, Mobilization exercise, Gait training, Gym ball exercise Injuries: acute, sub-acute, chronic. Advantages and Disadvantages of PRICE, PRINCE therapy, Aquatic therapy.

UNIT II - Basic Rehabilitation

Basic Rehabilitation: Strapping/Tapping: Definition, Principles Precautions Contraindications. Proprioceptive neuromuscular facilitation: Definition hold, relax, repeated contractions. Show reversal technique exercises. Isotonic, Isokinetic, isometric stretching. Definition. Types of stretching, Advantages, dangers of stretching, Manual muscle grading.

UNIT III - Spine Injuries and Exercise

Head, Neck and Spine injuries: Causes, Presentational of Spinal anomalies, Flexion, Compression, Hyperextension, Rotation injuries. Spinal range of motion. Free hand exercises, stretching and strengthening exercise for head neck, spine. Supporting and aiding techniques and equipment for Head, Neck and Spine injuries.

UNIT IV - Upper Extremity Injuries and Exercise

Upper Limb and Thorax Injuries: Shoulder: Sprain, Strain, Dislocation, and Strapping. Elbow: Sprain, Strain, Strapping. Wrist and Fingers: Sprain Strain, Strapping. Thorax, Rib fracture. Breathing exercises, Relaxation techniques, Free hand exercise, Stretching and strengthening exercise for shoulder, Elbow, Wrist and Hand. Supporting and aiding techniques and equipment for Upper Limb and Thorax Injuries.

Lower Extremity Injuries and Exercise

Lower Limb and Abdomen Injuries: Hip: Adductor strain, Dislocation, Strapping. Knee: Sprain, Strain, Strain, Strapping. Ankle: Sprain, Strain, Strapping. Abdomen: Abdominal wall, Contusion, Abdominal muscle strain. Free exercises - Stretching and strengthening exercise for Hip, knee, ankle and Foot. Supporting and aiding techniques and equipment for

Lower limb and Abdomen injures.

References:

- Christopher M. Norris. (1993). Sports Injures Diagnosis and Management for Physiotherapists. East Kilbride: Thomson Litho Ltd.
- James, A. Gould & George J. Davies.(1985). Physical Physical Therapy. Toronto: C.V. Mosby Company.
- Morris B. Million (1984) Sports Injuries and Athletic Problem. New Delhi: Surjeet Publication.
- Pande.(1998). Sports Medicine. New Delhi: Khel Shitya Kendra
- The Encyclopedia of Sports Medicine. (1998). The Olympic Book of Sports Medicine, Australia: Tittel Blackwell Scientific publications.

SOE/PE/C-802: PEDAGOGY OF PHYSICAL EDUCATION

Learning outcome

1. Students will use effective communication and pedagogical skills and strategies to enhance student engagement & learning.
2. Students will utilize assessments and reflection to foster student learning and to inform instructional decisions.
3. Students will inherit qualities essential to become effective professionals.
4. Students will understand the discipline

Unit 1: Systematic improvement in teaching skills

- 1.1 Science & Art of teaching – Teaching, Learning, & Pedagogy, appropriate practices-goals & feedback
- 1.2 Stages of skill development in teaching, sources of help, expert PE teacher
- 1.3 Effective teacher- how are they identified? Active teachers, contextual variations of active teaching
- 1.4 What teachers do in PE? What students do in PE? Effective PE teaching

Unit 2: Assessing and improving teaching

- 2.1 Assessment model, on-site assessment of teaching, steps in assessment process
- 2.2 Task system- ecology of PE, important concepts in ecological framework
- 2.3 Interpersonal skills in PE teaching – teacher-student interaction skills, effective communication skills
- 2.4 Legal, ethical & moral issues in teaching, promoting self growth in PE
- 2.5 Strategies for content development- factors affecting program level planning, differing visions of good in PE

Unit 3: Developing effective units of instructions

- 3.1 Determining entry & exit levels, end of unit objectives, practical factors related to unit planning, constructing unit plan, writing instructional objectives
- 3.2 Generic instructional strategies- guided practice, independent practice, monitoring student performance
- 3.3 Instructional format- active teaching, task teaching, teaching through questioning, peer teaching, cooperative learning
- 3.4 Self-instructional formats- contracts, PSI, providing effective instruction for mainstream students

Unit 4: Measuring teaching & its outcomes

- 4.1 Traditional methods for assessing teaching- intuitive judgment, eyeballing, anecdotal records, checklists, rating scale

4.2 Systematic observation records- event recording, duration recording, interval recording, group time sampling, self recording

4.3 Combining observation techniques, important decisions in developing observation strategies, building observation system

4.4 What to observe, training observers, calculating reliability of observation data, examples of observation system

Suggested Readings:

1. Siedentop, D. (1991). Developing teaching skills in Physical Education. Ca: Mayfield Publishing company

2. Mosston, M., Ashworth, S. (1994). Teaching Physical Education (4th Ed). NY: Macmillan College Publishing Company

3. Kelly, L.E., Nelogano, V.J. (2004). Developing the Physical Education curriculum. Champaign, IL: Human Kinetics

4. Hopple, C.J. (2005). Elementary Physical Education teaching & assessment- A practical guide. Champaign IL: Human Kinetic

SOE/PE/C-803: SPORTS ENTREPRENEUR

Learning outcomes

- Identify the skills and knowledge base needed to foster entrepreneurial activity for individuals based on the experiences of successful sports entrepreneurs as well as assess and discuss the challenges they have faced.
- Critically discuss ways in which entrepreneurial-minded individuals can thrive in large sports organizations despite the tendency of such organizations to resist innovation and to favor the status quo or only seek marginal gains.
- demonstrate an understanding of, and identify, new opportunities and translate them into viable business solutions or opportunities

Unit I: Introduction to Sports Entrepreneurship

1. Concept of entrepreneurship, innovation & knowledge management in sports
2. Business Planning Process - The business plan as an entrepreneurial tool
3. Elements of Business Plan, Objectives, Market Analysis, Development of product / idea, Marketing, Finance, Organisation & Management, Ownership, Critical risk contingencies of the proposal, Scheduling and milestones, Value proposition, Business Model Canvas and Drafting Business Proposal for Funding Agency.

Unit II : Introduction to Finance in Sports

1. The Four Domains of Sports Marketing, Marketing Through Sports
2. Finance, Organisation & Management, Ownership, Critical risk contingencies of the proposal, Scheduling & milestones, Value proposition,
3. Business Model Canvas & Drafting Business Proposal for Funding Agency.

Unit II. Management of Physical Education and sports

1. Meaning, Need and scope of management of Physical Education
2. Principles of Sports Management
3. Construction, marking and maintenance of play grounds, track & field, gymnasium, swimming pool and athletic track

Unit IV: Organization of co-curricular activities & Physical Education programmes

1. Physical Education Budget : Need, Importance, procedure and principles of budget making,

2. Physical Education and sports programmes for - Primary, secondary and higher secondary School for sports awareness - demonstration, play days, sports rallies, sports exhibitions
3. Organization of National days (15th August & 26th January)., Organization of mass competition, sports day, hiking, trekking, Scout and Guide Camp and picnics
4. Ceremonies of competition - Opening, closing and victory

References:

- Sports Marketing By Melissa Jane Johnson Morgan Jane
- Small Business, Entrepreneurship and Enterprise Development. Harlow: Pearson Education.

SOE/PE/E-801: DISSERTATION

Learning Outcome

1. Students will have basic knowledge of Research in Physical Education, Fitness & Sports to Student
2. Students will know the fundamentals of research
3. Students will be able to select research problem & know the steps of developing it
4. Students will understand methodology & research procedure
5. Students will know different sampling techniques & data collection tools
6. Students will know basic statistics & statistical techniques
7. Students will apply & interpret descriptive statistics
8. Students will recognize appropriate inferential statistical tool as per research method
9. Students will understand data processing

SOE/PE/E-802: EXERCISE PRESCRIPTION & FITNESS MANAGEMENT

Learning objectives:

- 1. To make the students understand the concepts of fitness**
 - 2. To equip the students to learn the tests to measure each component of fitness**
 - 3. To acquire the skills of pre exercise screening**
 - 4. To learn the principles of training**
 - 5. To equip the students to prescribe the exercise to the clients**
 - 6. To understand the fitness norms and prepare fitness report of the clients**
- Learning objectives:**

Unit 1: Basic Principles of Physical Fitness

- 1.1. How much physical activity is enough? Benefits of physical activity
- 1.2. Health related components of physical fitness, skill related components of fitness
- 1.3. Principles of physical training: Specificity, progressive overload (FITT), Reversibility, individual difference
- 1.4. Designing your exercise program- guidelines for training, choosing activities for a balanced program

Unit 2: Developing fitness, improving quality of life

- 2.2. Benefits of aerobic exercises, monitoring heart rate
- 2.3. Developing aerobic exercise program- setting goals, applying FITT, building & maintaining aerobic fitness
- 2.4. Benefits of muscular strength & endurance, assessing muscular strength & endurance, creating a successful strength training program
- 2.5. Applying FITT principle, weight machines versus free weights, weight training safety
- 2.6. Determinants of flexibility, benefits & additional potential benefits of flexibility & stretching exercises, Flexibility improvement- FITT principle

Unit 3: Developing a personal fitness plan

- 3.1. Guidelines for personal fitness plan- set goals, select activity, set target, system of mini goals & rewards, lifestyle activity, monitoring, commitment
- 3.2. Putting plan into action, maintaining fitness program for life
- 3.3. Exercise guidelines for people with special concerns- arthritis, asthma, diabetes, heart disease, hypertension, obesity, and osteoporosis
- 3.4. Exercise guidelines for life stages- children & adolescents, pregnant women, older adults

Unit 4: Behavior change & fitness management

- 4.1. Psychosocial factors to consider, Behavioral change theories & exercise
- 4.2. Strategies to achieve fitness goals & maintaining fitness programs
- 4.3. Trends in weight loss, weight gain
- 4.4. Causes of obesity, implications of overweight & obesity
- 4.5. Underweight conditions & eating disorders

Suggested Readings:

1. Fahey, Insel, Roth (2004) Fit & well (6thEd.) Boston: McGraw Hill co. Greenberg
2. Dintiman, Oakes. (2004). Physical fitness & wellness (3rd Ed.). IL: Human Kinetics
3. Howley& Franks (1997). Health fitness instructor's Handbook (3rd Ed.)IL: Human kinetics
4. ACSM (1998) ACSM's resource manual for guidelines for exercise testing & Prescription (3rd Ed.) Lippincott, Williams & Wilkins
5. Destine& Moore (2003) ACSM's exercise management for person's with chronic diseases & disabilities (2nd Ed.) IL: Human Kinetics

Bharati Vidyapeeth
Deemed University, Pune (India)

‘A’ Grade University Status by MHRD, Govt. of India
Accredited & Reaccredited with ‘A’ Grade by NAAC
and A+ in 2016

MASTER OF SOCIAL WORK PROGRAMME
(MSW)

Structure of the Programme under Semester and
Choice Based Credit Pattern
(To be effective from 2019-20)

Social Science Centre

Paud Road, Erandwane, Pune – 411038

Ph. 020 25448520 or 25431891

Email: mstpune@bharativedyapeeth.edu

drgrrs@gmail.com

BHARATI VIDYAPEETH DEEMED UNIVERSITY, PUNE.
MASTER OF SOCIAL WORK (MSW)
(Structure of the Programme under Semester and Choice Based Credit Pattern 2019-20)

CONTENTS

Preface

About Bharati Vidyapeeth

Bharati Vidyapeeth Deemed University

Social Science Center

Course Structure

Syllabus

Guidelines for Research Project

Rules and Regulations

GLOSSARY OF ABBREVIATIONS

CC	CoreCourses
FCD	Family and Child Development
URCD	Urban and Rural Community Development
HRM&LW	Human Resource Management and Labour Welfare
AE	Ability Enhancement
SE	Skill Enhancement
FW	Field Work
OV	Orientation Visits
RP	Research Project
CVV	Comprehensive Viva-Voce
Lect	Lectures
Tut	Tutorials
UE	University Examinations
CIA	Continuous Internal Assessment
EoTE	End of Term
ST	Study Tour
BPT	Block Placement

PREFACE

As per the changing needs of the society we have revised the syllabus of the MSW programme offered by the Bharati Vidyapeeth Deemed University, Pune that has been implemented from the academic year 2019-20. The present syllabus is of semester and choice based credit pattern. The curriculum is designed under the guidelines given by the UGC. The entire syllabus is very much innovative and need based.

It also contains the brief information of the Bharati Vidyapeeth Deemed University and Social Sciences Centre. For the information of the students, the rules and guidelines of the MSW programme regarding the field work, project report, orientation visits, study tour, attendance, NSS camp, assignments, etc. are described. The students are required to go through the details and follow the rules and regulations accordingly.

Dr. G. R. Rathod

Director

BHARATI VIDYAPEETH

Bharati Vidyapeeth, the parent body of Bharati Vidyapeeth University, was established on 10th May, 1964 by Hon. Dr. Patangrao Kadam with the objective of bringing about intellectual awakening and all sided development of the people of our country through education. Bharati Vidyapeeth is now a leading educational institute in the country, which has created a history by establishing, within a span of 52 years, 180 educational institutions imparting education from pre-primary to post graduate level. Our colleges and institutions of higher education impart education in different discipline including Medicine, Dentistry, Ayurved, Homoeopathy, Nursing, Arts, Science, Commerce, Engineering, Pharmacy, Management, Social Sciences, Law, Environmental Science, Architecture, Hotel Management and Catering Technology, Physical Education, Computer Science, Library Science, Information Technology, Biotechnology & Agriculture.

These educational institutions which have achieved an acclaimed academic excellence cater to the educational needs of thousands of students coming from different parts of India and also abroad. Our teaching faculty includes highly qualified, experienced, dedicated and student-caring teachers. These educational institutions are located at various places viz. Pune, Navi Mumbai, Kolhapur, Solapur, Sangli, Karad, Panchagani, Jawhar and New Delhi. The spectacular success achieved by Vidyapeeth is mainly a creation of unusual foresight, exceptionally dynamic leadership and able guidance of the founder of Vidyapeeth, Hon. Dr. Patangrao Kadam. It has been our constant endeavour to impart high quality education and training to our students and so, no wonder that our institutions have become nationally known for their academic excellence. In recognition of the academic merit achieved by these institutions and potential for development, Government of India and the University Grants Commission of India have accorded the status of university to Bharati Vidyapeeth with its thirty two constituent units.

Besides these 180 educational institutions, Bharati Vidyapeeth has also been successfully running a Co-operative Bank, Co- operative Consumer Stores, a Cooperative Poultry, a Co-operative Sugar Factory, Charitable Hospital and Medical Research Center and the like.

Bharati Vidyapeeth Deemed University, Pune

Bharati Vidyapeeth, the parent organization of this University is one of the largest educational organizations in the country. It has 180 educational units under its umbrella including 67 Colleges and Institutes of conventional and professional disciplines.

The Department of Human Resource Development, Government of India on the recommendations of the University Grants Commission accorded the status of "Deemed to be University" initially to a cluster of 12 units of Bharati Vidyapeeth. Subsequently, 18 additional colleges / institutes were brought within the ambit of Bharati Vidyapeeth University wide various - notifications of the Government of India. Bharati Vidyapeeth University commenced its functioning on 26th April, 1996.

Constituent Units of Bharati Vidyapeeth University

1. BVDU Medical College, Pune.
2. BVDU Dental College Hospital, Pune
3. BVDU College of Ayurved, Pune
4. BVDU Homoeopathic Medical College, Pune
5. BVDU College of Nursing, Pune
6. BVDU Yashwantrao Mohite College of Arts, Science & Commerce, Pune.
7. BVDU New Law College, Pune.
8. BVDU Social Sciences Centre (M.S.W.), Pune
9. BVDU Yashwantrao Chavan Institute of Social Science Studies & Research, Pune.
10. BVDU Centre for Research S Development in Pharmaceutical Sciences S Applied Chemistry, Pune
11. BVDU College of Physical Education, Pune.
12. BVDU Institute of Environment Education & Research, Pune.
13. BVDU Institute of Managements Entrepreneurship Development, Pune.
14. BVDU Poona College of Pharmacy, Pune.
15. BVDU College of Engineering, Pune
16. BVDU Interactive Research School in Health Affairs (IRSHA), Pune.
17. BVDU Rajiv Gandhi Institute of Information Technology & Biotechnology, Pune
18. BVDU College of Architecture, Pune
19. BVDU Abhijit Kadam Institute of Managements Social Sciences, Solapur.
20. BVDU Institute of Management, Kolhapur

21. BVVDU Institute of Managements Rural Development administration, Sangli.
22. BVVDU Institute of Managements Research, New Delhi
23. BVVDU Institute of Hotel Managements Catering Technology, Pune
24. BVVDU Yashwantrao Mohite Institute of Management, Malakapur-Karad.
25. BVVDU Medical College & Hospital, Sangli
26. BVVDU Dental College & Hospital, Mumbai
27. BVVDU Dental College & Hospital, Sangli
28. BVVDU College of Nursing, Sangli.
29. BVVDU College of Nursing, Navi Mumbai
30. BVVDU College of Engineering New Delhi.

The status of University was given to a cluster of these Colleges and Institutes in appreciation of the high level of their academic excellence and for their potential for further growth.

During the last 22 years or so, the University has achieved still higher pinnacles of academic excellence and has established its reputation to such an extent that it attracts students not only from various parts of India but also from abroad. According to a survey conducted by Association of Indian Universities, this University is one among the top ten Universities in the country preferred by the overseas students for admissions. At present, there are more than 817 overseas students from 67 countries on the rolls of constituent units of this University.

During the last 20 years, there has been tremendous academic expansion of the University. It now conducts in all 250 plus programmes in its constituent units which includes Post Graduate, Under Graduate and Diploma level courses. All the professional courses which the University conducts such as those of Medicine, Dentistry, Engineering etc., have approval of the respective Statutory Councils, viz., Medical Council of India, Dental Council of India, All India Council for Technical Education etc.

The University is a throbbing center of research activities and has launched Ph.D. programmes in 72 subjects. It has also introduced quite a few innovative academic programmes such as Masters in Clinical Optometry, M.Tech. in Nano Technology.

The University's performance and achievements were assessed by the "National Assessment and Accreditation Council" and it was accredited with a prestigious "A" grade in 2004. Quite a few programmes of the constituent units such as College of Engineering at Pune, Management Institute in Delhi and others have also been accredited by "National Board of Accreditation". Three constituent

units of Bharati Vidyapeeth Deemed University are also the recipients of ISO 9001-2001 certifications.

Reaccreditation with 'A' Grade in 2011 and A+ 2016.

BHARATI VIDYAPEETH DEEMED UNIVERSITY, PUNE.

MASTER OF SOCIAL WORK (MSW)

Programme Structure under Semester and Choice Based Credit Pattern

Introduction: The degree of Master of Social Work is a professional Post-Graduate degree approved by Department of Social Justice, Govt. of Maharashtra. The graduates have potentiality to professionally seek employment and make career in various positions in governmental, non governmental and UN agencies such as UNO, UNICEF, ILO, WHO, UNDP, World Bank etc. The various areas for job placement are in Rural development, Urban development, Tribal development, Women and Child Development, Welfare of specially challenged persons, Correctional organizations, Corporate social responsibility, Family Courts, Hospital settings etc. The Master's degree programme equips trainees to work as agents of change from grassroots level to policy levels.

Bharati Vidyapeeth Deemed University, Pune offers three specialization courses of eight papers each divided over four semesters. Currently the following specializations are approved by the University.

The following Specialization Courses are offered by the University

1. Family and Child Development (FCD)
2. Urban and Rural Community Development (URCD)
3. Human Resource Management and Labour Welfare (HRM&LW)

- 1. MSW Programme Structure. :** The MSW degree will be awarded to students who complete a total of 100 credits in minimum of two years of four semesters. The student shall opt total 24 Courses in four semester which includes; 12 Core Courses, 08 Electives Courses (student shall select any one specialization and minimum two courses out of three in each semester) and 02 ability and 02 skill enhancement Courses. Student shall opt six courses per semester; Field Work and Viva-Voce. The student has to complete Orientation Visits as a part of field work in first semester, Research Project (Dissertation) in third Semester. Study Tour and Block placement in fourth semester.
- 2. Intake:** The intake for MSW Programme is 60 + 6 (Pune) and 30 + 03 (Solapur).
- 3. Admission Procedure:** Admission to MSW Programme is open to graduate of any Indian or Foreign recognised University. Candidates who have appeared for the qualifying examination (Bachelor's degrees exam.) in the respective year and awaiting results are also eligible for admission to first year M.S.W. Programme. However, the admission of such students will be confirmed only after producing the original passing certificate.
- 4. Reservation Rules:** The Reservation rules of the Dept. of Social Welfare, Govt. of Maharashtra is applicable for the admission to M.S.W. Programme but the GOI

scholarship is not applicable to the backward community students.Hence, the admission will be granted as per the following Reservation Schedule:

Category	Percentage	No. of Seats
Open	48	29
S.C.	13	08
S.T.	07	04
O.B.C.	19	11
V.J.N.T.	11	07
S.B.C.	02	01
Total	100	60

5. Duration: The duration of the Programme shall be of two academic years, in case the student fails in MSW programme he or she has to complete this programme within a maximum period of four years.

6. Eligibility:

Admission to MSW Programme is open to graduate (12+3) of any Indian or Foreign recognized University. Candidates who have appeared for the qualifying examination (Bachelor's degrees exam.) in the respective year and a waiting for the result are also eligible for admission to first year M.S.W. Programme. However, the admission of such students will be confirmed only after producing the original passing certificates such as Marksheet, Leaving / Transfer certificate, Migration etc. within 30 days from the date of admission. In any case the student has to clear his / her eligibility before 30th August of the respective academic year. If the student fails to clear his / her eligibility within the said period he / she will not be allowed for appearing the University examinations.

7. Medium of Instruction:

The medium of instruction shall be English. However, the student can write their theory examination, field work reports, and project reports in Marathi.

8. Programme Pattern: The MSW programmeshall have a Choice Based Credit System.

8.1 The total marks at University Examinations for each theory courses shall have 100 marks. Out of 100 marks, 60 marks theory examination will be conducted by university and 40 marks for internal assignments.

8.2 Internal examination consists Paper presentations /Assignments/Term papers/ Class test/ Case-study presentations/Review of Articles or Books/Preparing bibliography/ Field based tasks.

8.3 Internal assessments marks out of 40 and corresponding Grade Points shall be given by the subject teacher and shall be submitted by the Head of the Institute to the University.

8.4 The Grade Points of University examination and Internal Assessment shall be combined with Weightages of 60 and 40 marks respectively.

9. Field Work:

9.1 The field work in the three semesters will include concurrent field work in the NGOs, Industries, Government Offices, undertakings and other agencies. Orientation visits shall be part of Field work of Sem I.

9.2. Field Work shall be of 100 marks for each semesters (Sem I, Sem II, Sem III).

9.3. Field work shall be conducted two days (fifteen clock hours) in every week.

9.4. Field work shall be conducted at social work agencies/organizations recognized by the training Institution. Every student shall be supervised by an experienced/professional social worker from the agency and a faculty member from the Institute.

9.5. A weekly individual conference of at least 30 minutes, related to field work of every student, shall be conducted by the field work supervisor. Field work shall be evaluated internally by the assigned Field Work Supervisor.

9.6. 100% attendance at Field work is compulsory .

9.7. A student failing in field work in any semester will not be permitted to appear for theory courses of the respective semester.

9.8. In any case, there is no provision of revaluation or moderation of field work marks, at university level.

9.9. Field Work Components:

a. Semester- I

- Concurrent Field Work
- Individual/Group Conference
- Seminar/ Presentation.

b. Semester- II

- Concurrent Field Work
- Individual/Group Conference
- Seminar/ Presentation.

c. Semester- III

- Concurrent Field Work
- Individual/Group Conference
- Seminar/ Presentation.

10. Comprehensive Viva Voce Examination:

10.1 Viva – Voce shall be of 100 marks each semester.

- 10.2** A comprehensive Viva-Voce examination shall be conducted by a Panel of Examiners appointed by the University at the end of Semesters I, II, III & IV, based on theory knowledge, professional development and field work practicum. The Semester-III, Viva-Voce Examination will also include the Research component.
- 10.3** A student failing in Viva-Voce in any semester shall be called again for the Viva - Voce within one month from the date of declaration of the respective Semester Examination results. Only one repeat Viva-Voce is permissible to be conducted during each semester. However a student failing in Viva-Voce Examination shall be eligible for admission to the subsequent Semester.
- 10.4** A student failing in Viva-Voce (Semester-IV) shall be called again for a repeat Viva-Voce within one month from the date of declaration of the Fourth Semester Examination results.
- 11. Research Project**
- 11.1** The Research Project shall be of 100 marks.
- 11.2** Every MSW student is required to select an appropriate topic for his/her research project during the second semester and complete the Project Report and submit it to the Institute, 15 days before appearing the third semester examination.
- 11.3** There shall be only one Project Report at MSW and it shall be submitted to the University through the Head of the Institution, recommended for submission after Certification and approval of the concerned Research Guide.
- 11.4** The research project report shall be evaluated externally by the University Examiners.
- 11.5** A candidate failing in research project will have to re-write and submit the revised project report in the fourth semester.
- 11.6** The topic of Research must be related to the area of Social Work.
- 11.7** The candidate must follow the scientific process and method of Social Work Research or Social Science Research.
- 12.0 Orientation Visits :** The orientation visit shall be as a part of Fieldwork of Sem I
- 12.1** Every student is required to visit various NGOs, Industries, Government Organisation and other agencies in the first semester. If the student remains absent for Orientation Visits, he/she should revisit to the allotted agencies in first semester only. The student has to submit a brief report on the Orientation Visits to the Institute.
- 12.2.** 100% attendance for Orientation Visits is compulsory.

- 12.3.** Orientation Visits shall be evaluated internally by the Coordinator/Field Work Supervisor.
- 13. Study Tour:** Study Tour shall be of 100 marks.
- 13.1** The study tours will be organized separately as per the specializations. The duration of the study tour will be 7 to 10 days. The students are required to submit the study tour reports in the typed format to the institute (i.e. study tour co-ordinator).
- 13.2** The study tour will be compulsory for all the M.S.W. Second year students. If the Student remains absent for the Study Tour, he/she has to complete the Study Tour in the same semester.
- 13.3** The Study Tour will be internally evaluated by the respective Study Tour Coordinator.
- 14. Block Placement:**
- 14.1** Block Placement shall be of 100 marks.
- 14.2** The Block Placement of 30 days duration is compulsory for the MSW Second year students. The same will be arranged by the institute immediately after the III semester examinations. The students are required to submit the detail report of the block placement in the typed form. They will also submit the certificate of completion of Block Placement duly certified by the organization in the prescribed form.
- 14.3** The Block Placement will be internally evaluated by the respective Field Work Supervisor/Coordinator.
- 15 Heads of passing:**
- 15.1** The following shall be the independent heads of passing:
1. Written theory courses
 2. Field work
 3. Study Tour
 4. Research Project
 5. Comprehensive Viva Voce
 6. Block Placement

16 Standard of Passing:

For the MSW courses, both UE and IA constitute separate heads of passing. In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

If a student fails in IA, the learner passes in the course provided he/she obtains a minimum of 25% in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the learner passes at the UE.

A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog candidate and clear the head of passing.

The 10-point scale Grades and Grade Points according to the following table.

Range of Marks (Out of 100)	Grade	Grade Point
$80 \leq \text{Marks} \leq 100$	O	10
$70 \leq \text{Marks} < 80$	A+	9
$60 \leq \text{Marks} < 70$	A	8
$55 \leq \text{Marks} < 60$	B+	7
$50 \leq \text{Marks} < 55$	B	6
$40 \leq \text{Marks} < 50$	C	5
Marks < 40	D	0

The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. The weights for performance at UE and IA shall respectively be 60 and 40.

GPA is calculated by adding the UE marks out of 60 and IA marks out of 40. The total marks out of 100 are converted to grade point, which will be the GPA

Formula to calculate Grade Points (GP)

Suppose that '*Max*' is the maximum marks assigned for an examination or evaluation based on which GP will be computed. In order to determine the GP, Set $x = \text{Max} / 10$ (since we have adapted 10-point system). Then GP is calculated by the formulas shown as below.

Range of Marks at the evaluation	Formula for the Grade Point
$8x < \text{Marks} < 10x$	10
$5.5x < \text{Marks} < 8x$	Truncate (Marks / x) + 2
$4x < \text{Marks} < 5.5x$	Truncate (Marks / x) + 1

Two kinds of performance indicators, namely, the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester, while the CGPA measures the

cumulative performance in all courses since his/her enrolment. The CGPA of learner when he/she completes the programme is the final result of the learner.

The SGPA is calculated by the formula $SGPA = \frac{\sum C_k \times GP_k}{\sum C_k}$, where C_k is the credit value assigned to a course and GP_k is the GPA by the learner in the course, in the above, the sum is taken over all the courses that the learner has undertaken for the study during the semester, including those in which he/she might have failed or those for which he/she remained absent. **The SGPA shall be calculated up to two decimal place accuracy.**

The CGPA is calculated by the formula $CGPA = \frac{\sum C_k \times GP_k}{\sum C_k}$ is the credit-value assigned to a course and GP_k is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study from the time of his/her enrolment and also the during the semester for which CGPA is calculated, including those in which he/she might have failed or those for which he/she remained absent. **The CGPA shall be calculated up to two decimal place accuracy.**

The Formula to compute equivalent percentage marks for specified CGPA:

% Marks (CGPA) =	10 x CGPA - 10	if $5.00 \leq CGPA \leq 6.00$
	5 x CGPA + 20	if $6.00 \leq CGPA \leq 8.00$
	10 x CGPA - 20	if $8.00 \leq CGPA \leq 9.00$
	20 x CGPA - 110	if $9.00 \leq CGPA \leq 9.50$
	40 x CGPA - 300	if $9.50 \leq CGPA \leq 10.00$

Award of Honours :

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
$9.50 \leq CGPA \leq 10.00$	O	Outstanding	$80 \leq \text{Marks} \leq 100$
$9.00 \leq CGPA \leq 9.49$	A+	Excellent	$70 \leq \text{Marks} < 80$
$8.00 \leq CGPA \leq 8.99$	A	Very Good	$60 \leq \text{Marks} < 70$
$7.00 \leq CGPA \leq 7.99$	B+	Good	$55 \leq \text{Marks} < 60$
$6.00 \leq CGPA \leq 6.99$	B	Average	$50 \leq \text{Marks} < 55$
$5.00 \leq CGPA \leq 5.99$	C	Satisfactory	$40 \leq \text{Marks} < 50$
CGPA Below 5.00	F	Fail	Marks Below 40

17 **Rules of Promotion:**

- 17.1 A Student is allowed to keep term from Semester – I to Semester – II, if he/she fails in any number of theory papers in Semester – I.
- 17.2 If the student fails either in internal examinations or University examination, he / she declared fail in the respective subjects, then a student is allowed to keep term for Semester – III, if he/she has cleared minimum 8 courses out of total 12 courses of Semester – I and Semester – II together.
- 17.3 A student failing in field work in any Semester will not be permitted to appear for theory courses of the respective semester. The student will not be eligible to continue with the subsequent Semesters unless he/she satisfactorily clears Field Work and Theory papers of the Semester.

18. Field work and Dissertation (Project Report) will be evaluated as per the evaluation criteria and standards framed by the respective training Institute and the University, from time to time.

19. Results will be declared for each semester and the final examination result will give grade and grade points average.

20. **Structure of Question Papers at University Examination**

20.1 Each theory course is of 60 marks and 3 hours duration. Question paper will consist 2 sections of total 6 questions:

20.2 A) Section No. 1 will consist 3 questions. Question No. 1 will be compulsory and will have 3 short notes, out of which any 2 may be attempted (5 marks x 2 = 10 marks). Question no. 2 and question no. 3 will have internal options and carry 10 marks each (10 marks x 2 = 30 Marks)

B) Section No. II will consist 3 questions. Question No. 4 will be compulsory and will have 3 short notes, out of which any 2 may be attempted (5 marks x 2 = 10 marks). Question no. 5 and question no. 6 will have internal options and carry 10 marks each (10 marks x 2 = 30 Marks)

21. **Grant of terms:** 100 per cent attendance is expected at the orientation programme, orientation visits, and field work. Minimum 75% attendance is required for class room lectures. Leave is ordinarily not granted. In very exceptional circumstances leave with prior permission of the Head of the Institution must be obtained. The Head of the Institution reserves the right to grant terms. Every student will have to give an undertaking in relation to compliance of all rules and regulations of the training institution. The decision of the Head of the Institution shall be final and binding in all matters pertaining to discipline and professional behavior.

22. Programme Structure: Details

Programme structure shall be as under:	Credits
1. Written theory courses 3 per semester x 4 Semesters: 12 courses x 03 credits	36 Credits
2. Written theory courses 2 per semester x 4 Semesters: 8 courses x 02 credits	16 Credits
3. Ability and Skill Enhancement Courses 1 per semester x 4 courses X 2 credits	08 Credits
4. Field work: 08 credits per semester 03x08 credits	24 Credits
5. Research Dissertation (Project Report) shall submit in Semester III	03 Credits
6. Study Tour in fourth semester	01 Credits
7. Block Placement after third semester examination	08 Credits
8. Comprehensive Viva Voce: 01 credit per semester 04 x 01 credit	04 Credits
Total	100 Credits

23. Theory Courses:

Class	Semester	Credits
MSW – I	Sem - I	
	Core Compulsory Courses 03x03 credits	09
	Elective Courses 02x02 credits	04
	Ability Enhancement 01x02 credits	02
	Sem – II	
	Core Compulsory Courses 03x03 credits	09
	Elective Courses 02x02 credits	04
	Skill Enhancement 01x02 credits	02
	MSW – II	Sem – III
Core Compulsory Courses 03x03 credits		09
Elective Courses 02x02 credits		04
Ability Enhancement 01x02 credits		02
Sem - IV		
Core Compulsory Courses 03x03 credits		09
Elective Courses 02x02 credits		04
Skill Enhancement 01x02 credits		02
Total		60

24. **Field Work Practicum :**

Class	Semester	Credits
M.S.W. – I	Semester – I	08
	Semester – II	08
M.S.W. – II	Semester – III	08
Total		24 credits

25. **Block Placement:**

Class	Semester	Credits
M.S.W. II	Sem. IV	08

26. **Study Tour:**

Class	Semester	Credits
M.S.W. II	Sem. IV	01

27. **Research Project Report :**

Class	Semester	Credits
M.S.W. II	Sem. II and III	03

28. **Comprehensive Viva – Voce :**

Class	Semester	Credits
M.S.W. I	Semester – I	1
	Semester – II	1
M.S.W. - II	Semester – III	1
	Semester – IV	1
Total		4

MSW Regular CBCS 2019-20 Patterns

The MSW Programme is of 100 credits which is to be completed in a minimum of two years.

The distribution of Credits over the Semesters is given below:

SEMESTER – I

Course Number	Course Title	Credit Value	#Lect.	#Tut.	Weightage for UE/CIA (%)	EoTE
Core Course – Compulsory Courses						
CC-1	Social work: history and ideology	03	30	30	60/40	Uni.
CC-2	Methods of social work practice: work with individuals and groups	03	30	30	60/40	Uni.
CC-3	Social Work Research	03	30	30	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Family & Child Development						
FCD-1	Family Dynamics and Working with Families	02	20	20	60/40	Uni.
FCD-2	Child Development and Socialization	02	20	20	60/40	Uni.
FCD-3	Education and social work intervention	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Urban And Rural Community Development						
URCD-1	Urban Development	02	20	20	60/40	Uni.
URCD-2	Rural Development	02	20	20	60/40	Uni.
URCD-3	Community planning for development	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Human Resource and Labour Welfare						
HRM&LW-1	Organisational Behaviour	02	20	20	60/40	Uni.
HRM&LW-2	Trade Unions in India	02	20	20	60/40	Uni.
HRM&LW-3	Labour Economics	02	20	20	60/40	Uni.
Ability Enhancement Course						
AE-1	Corporate Social responsibility	02	20	20	60/40	Uni.
Field Work & Viva-voce						
FW-1	Field Work-I	08	-	-	100 marks Internal assessment	IA.
CVV-1	Comprehensive Viva-Voce-I	01	-	-	100 marks	Uni.

SEMESTER – II

Course Number	Course Title	Credit Value	#Lect.	#Tut.	Weightage for UE/CIA	EoTE
Core Course – Compulsory Courses						
CC-4	Psychology for Social Workers	03	30	30	60/40	Uni.
CC-5	Methods of Social Work Practice – Work with Community & Social Action	03	30	30	60/40	Uni.
CC-6	Statistics and Computer Applications in Social Work Research	03	30	30	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Family & Child Development						
FCD-4	Family Life and Population Education	02	20	20	60/40	Uni.
FCD-5	Women Empowerment	02	20	20	60/40	Uni.
FCD-6	Feminist Social work Practice	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Urban & Rural Community Development						
URCD-4	Tribes in India	02	20	20	60/40	Uni.
URCD-5	Panchayat Raj System	02	20	20	60/40	Uni.
URCD-6	Community Development Models and Approaches	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Human Resource Management and Labour Welfare						
HRM&LW-4	Labour Legislation	02	20	20	60/40	Uni.
HRM&LW-5	Human Resource Management	02	20	20	60/40	Uni.
HRM&LW-6	Business Communication and Presentation Skills	02	20	20	60/40	Uni.
Skill Enhancement Course						
SE - 1	Social Work and Skill development	02	20	20	60/40	Uni.
Field Work & Viva-voce						
FW-2	Field Work-II	08	-	-	100 marks Internal assessment	IA.
CVV-2	Comprehensive Viva-Voce-II	01	-	-	100 marks	Uni.

SEMESTER – III

Course Number	Course Title	Credit Value	#Lect.	#Tut.	Weightage for UE/CIA	EoTE
Core Course – Compulsory Courses						
CC-7	Introduction to Sociology and Indian Social Problem	03	30	30	60/40	Uni.
CC-8	Social Legislations	03	30	30	60/40	Uni.
CC-9	Social Policy and Planning	03	30	30	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Family & Child Development						
FCD-7	Programmes and Services for Children	02	20	20	60/40	Uni.
FCD-8	Youth Development	02	20	20	60/40	Uni.
FCD-9	Development communication for Social Workers	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Urban & Rural Community Development						
URCD-7	Urban Planning and Governance	02	20	20	60/40	Uni.
URCD-8	Natural Resource Management and Livelihood Resource	02	20	20	60/40	Uni.
URCD-9	Cooperative Practices in Rural Development	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Human Resource Management and Labour Welfare						
HRM&LW -7	Social Security and Laws related to Wages.	02	20	20	60/40	Uni.
HRM&LW -8	Public relations and Corporate Communications	02	20	20	60/40	Uni.
HRM&LW -9	Personnel Management	02	20	20	60/40	Uni.
Ability Enhancement Course						
AE-2	Environmental Issues and Disaster management	02	20	20	60/40	Uni.
Field Work & Viva-voce						
FW-3	Field Work-III	08	-	-	100 marks Internal assessment	IA.
CVV-3	Comprehensive Viva-Voce-III	01	-	-	100 marks	Uni.
RP	Research Project	03	-	-	-	Uni.

SEMESTER – IV

Course Number	Course Title	Credit Value	#Lect.	#Tut.	Weightage for UE/CIA	EoTE
Core Course – Compulsory Courses						
CC-10	Counselling in Social Work	03	30	30	60/40	Uni.
CC-11	Introduction to Constitution and Human Rights	03	30	30	60/40	Uni.
CC-12	Community Health and Health Care System.	03	30	30	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Family & Child Development						
FCD-10	Family Counselling	02	20	20	60/40	Uni.
FCD-11	Gender Studies	02	20	20	60/40	Uni.
FCD-12	Introduction to Gerontology	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Urban & Rural Community Development						
URCD-10	Sustainable development	02	20	20	60/40	Uni.
URCD-11	Community Participation and Management	02	20	20	60/40	Uni.
URCD-12	Tribal Development	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Human Resource Management and Labour Welfare						
HRM&LW -10	Labour Welfare	02	20	20	60/40	Uni.
HRM&LW -11	Industrial Relations and Case Studies	02	20	20	60/40	Uni.
HRM&LW -12	Performance Management	02	20	20	60/40	Uni.
Skill Enhancement Course						
SE -2	Media and Development	02	20	20	60/40	Uni.
Field Work, Viva-voce & Research						
CVV-4	Comprehensive Viva-Voce-IV	01	-	-	-	Uni.
Field Work	Field Work-III	08	-	-	100 marks Internal assessment	IA.
ST	Study Tour	01	-	-	Internal assessment	Inst.
BPT	Block Placement	08	-	-	Internal assessment	Inst.

MSW Regular (CBCS 2019-20 pattern)
CC-1: SOCIAL WORK: HISTORY AND IDEOLOGY

Section – I

Unit – I: Indian History of Ideologies for Social Change – I

- Concept of ideology
- Lokayat/Charvak
- Vedic and Vedant
- Jainism and Buddhism

Unit – II: Indian History of Ideologies for Social Change – II

- Hindu Reform Movement
- Dalit Movement
- OBC / VJNT Movements

Unit –III: Western History of Ideologies

- Rationalism
- Liberalism
- Utilitarianism
- Welfarism
- Socialism

Section – II

Unit –IV: Contemporary Ideologies

- Neo-liberalism
- Post-Modernism
- Globalization
- Ideology of Sustainable Development

Unit – V: History of Social Work Profession in India

- Social work education in India
- Goals of social work education
- Social work as a Profession

Unit –VI: Values and Ethics of Professional Social Work

- Concept of values and ethics
- Code of ethics for social workers
- Spirituality and social work

REFERENCES:

- 1 Kirtiraj D. C. (2010), 'Globalization: Buddhist Perspective', Rajat Publications, New Delhi.
- 2 Social work History and Ideology Dr.Kirtiraj D.C.and Dr. B.T.Lawani- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 3 Dr. Lawani B. T., (2002), Social Work Education & Field Instructions, Publication Wing, Centre for Social Research and Development, Pune.
- 4 Banks, S. 1995, Ethics and Values in Social Work : Practical Social Work Series, London : Macmillan Press Ltd.
5. Brandon, D. 1976, Zen in the Art of Helping, London : Routledge and Kegan Paul
6. Congress, E.P. 1998, Social Work Values and Ethics, Chaicago: Nelson _ Hall Publishers.
7. Desai, M. 2000, Curriculum Development on History of Ideologies for Social Change and Social Work, Mumbai: Social Work Education and Practice Cell.
8. Kothari, S. and Sethi, H. (Eds.) 1991, Rethinking Human Rights, New Delhi : Lokayan.
9. Pereira, W. 1997, Inhuman Rights: The Western System and Global Human Rights Abuse, Mapusa, Goa: The Other India Press.
10. Reamer, F.G. 1995, Social Work Values and Ethics, New York: Columbia University Press.
11. Tata Institute of Social Sciences, Social Work Educators Forum (TISSWEF) 1997, Declaration of Ethics for Professional Social Workers, The Indian Journal of Social Work, 58(2), 335-341.
12. United Nations 1992, Human Rights: Teaching and Learning About Human Rights. UN: New York.
13. Borgatta, E.F. 1992, Encyclopedia of Sociology, New York : MacMillan.
15. Encyclopaedia of Social, 1987, Encyclopaedia of Social Work. Silver Spring. Maryland: National Association of Social Workers.
16. Pascual Gisbert, S.J., Fundamentals of Sociology, Orient Longman Limited, 1973.
17. Michael Haralambos, Sociology, Oxford University Press, New Delhi.
18. Ramnath Sharma, Indian Society, Media Promoters & Private Ltd., Bombay
19. K. Singh, Indian Sociology, Prakashan Kendra, Lucknow, 1985.
20. H.R. Mukhi, History of Social Thought, Sarjeet Book Depot, Delhi, 1980.
21. K. Singh, Principles of Sociology, Prakashan Kendra, Lucknow, 1986.
22. Ghanshyam Shah, Social Movements in India, Fourth Printing, Sage Publications, New Delhi, 1998.
23. Ram Ahuja, Indian Social System, Rawat Publications, Jaipur and New Delhi, 1997.
- 24 M. Hiriganna, Outlines of Indian Philosophy, Motilal Banarsidass Publishers Private Ltd., Delhi.

CC- 2: METHODS OF SOCIAL WORK PRACTICE: WORK WITH INDIVIDUALS AND GROUPS

Unit -I: Introduction to Case Work as a Method of Social Work

- Concept and definitions of case work
- History of case work in India
- Assumptions in case work
- Ethics and Values in case work

Unit-II: Components of Case Work-

- Person
- Problem
- Place
- Process

Unit-III: Principles and Process of Case Work

- Principles of case work
- Process of case work - Study, diagnosis, treatment, evaluation, termination and follow up.
- Tools and Techniques in case work

Section –II

Unit – IV: Introduction to Group Work

- Concept, meaning and definition of Social Group work
- Characteristics of social group work
- Principles of social group work
- Group work in various settings – hospital, school, correctional setting

Unit – V: Process of Social Group Work

- Orientation phase,
- Assessing and establishing objectives,
- Preparation of plan,
- Group formation phase,
- Rapport establishment phase
- Programme implementation
- Evaluation phase,
- Termination phase

Unit – VI: Recording in Social Group Work

- Significance of Recording in group work
- Principles of recording
- Types of recording- narrative, process and summary
- Techniques of recording –observation, fish-bowl, sociogram.

REFERENCES:

1. Methods of Social work Practice :Work with Individual and Groups, Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Youth Development Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Methods of Professional Social Work, Published by Tilak Maharashtra Vidyapeeth, Deemed University (2002) – A Text book of Bachelor of Social Work Degree Course..
4. Banerjee, G.R. 1967, “Concept of Being and Becoming in the Practice of Social Work”, Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
5. Banerjee, G.R. 1971, “Some Thoughts on Professional Self in Social Work”, Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
6. Barba, J.G., 1991, Beyond Case Work, London: Macmillan.
7. Bernard Davies, Routledge & Krgan Paul, The Use of Groups in Social Work Practice.
8. Brandler S. and Roman, CP. 1991, Group Work, Skills and Strategies for Effective Interventions, New York: The Haworth Press.
9. Crace Mathew, An Introduction To Social Case Work, Tata Institute of Social Work, Bombay.
10. Fischer, Joel, 1978, Effective Case Work Practice: An Eclectic Approach, New York: McGraw Hill Book Co.
11. Friedlander, W.A. 1978, Concepts and Methods of Social Work, Englewood Cliffs. Prentice Hall.
12. Garland, J.A. (Ed.) 1992, Group Work Reaching Out: People, Places and Power, New York: The Haworth Press.
13. Glsele Konopka, Social Group Work, Prentice Hall Inc., Englewood Cliffs., New Jersey.
14. Hajira Kumar, Theories in Social Work Practice, Friends Publication (India)
15. Introduction to Sociology Dr.S.I.Kumbhar and Dr.Vishal Jadhav, - (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
16. Heap Ken, Group Theory for Social Work, Group Work 1975, Krn Heap.
17. Social work History and Ideology Dr.Kirtiraj D.C.and Dr. B.T.Lawani- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
18. Konopka, G. 1963, Social Group Work: A Helping Process; Englewood Cliff. NJ Prentice Hall, Inc.
19. Kukarni V. V., (2002), Methods of Professional Social Work, Published by Tilak Maharashtra Vidyapeeth, Deemed University – A Text book of Bachelor of Social Work Degree Course. Pages 85.

CC- 3: SOCIAL WORK RESEARCH

Section – I

Unit – I: Introduction to Social Work Research

- Concept and Definitions of Social Work Research
- Goals of Research
- Scientific Methods

Unit – II: Elements of Research

- Concept and construct
- Hypothesis
- Objectives
- Variables: Dependent and Independent

Unit III: Stages in Research

- Selection of Topic
- Problem Formulation
- Formulation of Hypothesis and Objectives
- Formulation of Research Design
- Designing various Tools of Data collection
- Data Processing – Scrutiny, Editing, Coding, Data Analysis and Interpretation
- Report writing

Section – II

Unit – IV: Types of Research and Research Designs

- Types of research: Qualitative research and Quantitative research
- Action Research and Participatory research,
- Experimental and Intervention research
- Research Design
- Descriptive and Exploratory
- Evaluative

Unit – V: Research Methodology Sampling Methods

- Universe of study
- Sampling methods
- Probability sampling: Random sampling- simple, stratified and systematic
- Non probability sampling: Purposive, Quota, convenience, Snow-ball

Unit – VI: Data Collection

- Sources -Primary and Secondary
- Methods- Observation, Interview, Focused Group Discussion
- Tools - Questionnaire, Interview schedule and interview guide, standardised scales

REFERENCES:

- 1 Social Analysis and Social Development, Kulkarni Vijay and Dr. (Prof.) M.P.Kanaskar, (2014), - Published by Current Publications, Agra.
- 2 Social Analysis Methodology Dr.V.V.Kulkarni Dr. M.P.Kanaskar,(2014), - Published by Current Publications, Agra.
3. Qualitative research Dr. M.P.Kanasker and Dr. V.V.Kulkarni, (2019) Published by Current Publications, Agra.
4. Quantitative research Dr. M.P.Kanasker and Dr. V.V.Kulkarni, (2019) Published by Current Publications, Agra
5. Action Research Dr. M.P.Kanasker and Dr. V.V.Kulkarni, (2019) Published by Current Publications, Agra
6. Kumar, (1997)Social Research Methods, Amol Publications Pvt. Ltd., N Delhi .
7. A.S. Kohli, (1996) Social Siluation of the Aged in India, Amol Publications Pvt. Ltd., New Delhi, 1996.
8. Ajay Verma, 2002 Research Methods and Techniques in Social Sciences, Commonwealth Publishers,.
- 9 Anderson, J. et al. 1970, Thesis and Assignment Writing, New Delhi : Wiley Eastern Limited.
- 10 Britha Mikkelsen,(1995)Methods for Development Work and Research, A Guide for Practitioner, Sage Publications India Pvt. Ltd.,.
- 11 C.R. Kothari,(1989) Research Methodology – Methods & Technics, Willey Eastern Ltd., Aug.
- 12 Dr. B.D. Kulkarni,(2002) Research Methodology, Everest Publishing House,.
- 13 Dr. Vatsayan, (1988)Methods & Techniques of Social Survey & Research, Kedar Nath Ram Nath,.
14. Frederick L. Wolidge, Statistics A Gentle Introduction, Sage Publications, 2000.
- 15 Ian Diamond and Julie Jefferies, Begining Statistics, Sage Publications, 2001.
- 16 Jefferies, J. and Diamons, I. 2000, Beginning Statistics : An Introduction for Social Scientists, New Delhi : Sage Publications
- 14 D.K. Lal Das, Practice of Social Research, Rawat Publications, 2000.
- 15 Ram Ahuja, Research Methods, Prem Rawat for Rawat Publications, 2001.
16. Sadhu Singh, Research Methodology in Social Sciences, Himalaya Publishing House, 1999.
17. Introduction to Sociology Dr.S.I.Kumbhar and Dr.Vishal Jadhav, - (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

FCD – 1 : FAMILY DYNAMICS AND WORKING WITH FAMILIES

Section - 1

Unit – 1: Family as a Social Institution

- Origin, meaning & definition of family
- Evolution of family as a social institution.
- Types and functions of family.

Unit – 2: Changing Family Structure

- Re-constituted families
- Child-less families
- Live-in relationships
- Single parenthood

Unit – 3: Factors affecting Family

- Urbanisation,
- Modernisation
- Globalisation

Section -II

Unit – 4: Issues affecting the Family

- Desertion, separation
- Divorce
- Familial violence and abuse

Unit – 5: Issues of Marginalized families

- Nomadic family
- Tribal family
- Caste / Class Issues

Unit – 6: Services for the Family

1. An overview of family laws
2. Family support programmes- Institutional
3. Non- institutional

REFERENCES:

1. Women Empowerment Dr.Usha Verghese and Dr.Kirtiraj D.C.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Child Development and socialization Dr.Usha Verghese and Dr.Nisha Waghmare.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Methods of Social work Practice :Work with Individual and Groups, Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Community work , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
6. Introduction to Psychology, Dr. Bharati Chavan, Tanuja Kher 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
7. Family and Intervention – Some Case Studies, TISS – Family Studies Unit, 1994.
8. N.K. Kadetotad, Family and Marriage, New Prints, Delhi, 1982.
9. Hari Mohan Mathur, The Family Welfare Programme in India, Vikas Publishing House, 1995.
10. I.A. Saiyed, Family Law, Himalaya Publishing House, 2000.
11. Man Singh Das, Panos D. Bardis, The Family in Asia, 1986.
12. Manuals for Counsellors in Family Courts, Association of Marriage Counsellors, Maharashtra.
13. K. Singh, Rural Sociology, Prakashan Kendra, 1989.
14. H.R. Mukhi, Urban Sociology, R.B. Publications, 1990.
15. Ram Ahuja, Society in India, Rawat Publications, 2002.
16. Ram Ahuja, Indian Social System, Rawat Publications, 1994.
17. N. Jayapalan, Indian Society and Social Institutions – Vol. II, Atlantic Publishers, 2000.
18. G.R. Madan, Indian Social Problems – Vol. I, Allied Publishers, 2002.
19. Ram Ahuja, Social Problems in India, Rawat Publications, 1992.
20. Bharat S. Family Socialisation of the Indian Child, Trends in Social Science Research (1997).
21. Bharat S. – Research on Family with Problems in India, Vol. I, Mumbai: TISS (1991)
22. Bharat S. and Desai M. Indian Bibliography of the Family, Mumbai: TISS (1995).
23. Gore M.S. – Urbanisation and Family Change in India; Bombay. Popular Prakashan (1968).
24. Seymour S.C. Women, Family and Child Care in India: A World in Transition, Cambridge University Press (1999).
25. Kolenda, P. Regional differences in family structure in India, Jaipur, Rawat. (1987)
26. Madan, T.N. Family and Kinship, Oxford University Press. (1989).
- 27.

FCD- 2: CHILD DEVELOPMENT AND SOCIALIZATION

SECTION-I

Unit-1: Conceptual Framework

- Definition of child
- Demographic profile of children –Indian and Global
- Overview of situation of children in India

Unit-2: Child Development

- Concept of Child Development
- Principles of Child Development
- Areas of Development- Physical , Emotional, Social, Intellectual

Unit – 3 : Stages in the life-span (up to Adolescence)

- Prenatal
- Neo-natal
- Post natal- Infancy ,Toddlerhood, Early Childhood , Late Childhood ,Adolescence

Section – II

Unit – 4: Developmental Hazards in Childhood

- Infant Mortality
- Common Childhood Diseases
- Behavioural Problems

Unit – 5: Child Socialization

- Meaning ,Concept and Definition of Socialization
- Process and goals of Socialization
- Socialization of Children in Institutional Settings

Unit – 6: Agencies of Socialization

- Family
- School
- Mass-Media

REFERENCES:

1. Child Development and socialization Dr.Usha Verghese and Dr.Nisha Waghmare.- (2018)
Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Gore M.S. Changes in the family and the process of socialization in India.
3. Balles P.B. Life Span Development and Behaviour; New York, Academic Press.
4. Maier M.W., Three Theories of Child Development: , New York, Mac Milan Publishing.
5. Anthony E.J. and Colette C. : The Child in His Family.
6. Kakar S. Indian Childhood, Cultural Ideals and Social Reality, Delhi, Oxford University Press.
7. R.K. Tandon, Child Psychology.
8. Berk – Child Development.
9. S.V. Kale – Child Psychology and Child Guidance.
10. R. Kumar, Child Development in India, Vol. II, Ashish Publishing House, New Delhi. (1988).
11. Child Development – Elizabeth B. Hurlock.

FCD–3 EDUCATION AND SOCIAL WORK INTERVENTION

Section – I

Unit – I: Conceptual Framework

- Concept and Definition of Education
- Objectives of Education
- Factors affecting access to Education

Unit – II: Non-Formal Education

- Definition ,Relevance and Scope of non-formal education
- Objectives and Characteristics of non-formal education
- Non-formal education as a methodology in formal education

Unit – III: Lifelong Education

- Concept and meaning of lifelong education
- Government policies and programmes for lifelong Education
- NGO initiatives for lifelong Education

Section – II

Unit – IV: Pre-requisites for Education

- Socio-economic background of adults and children affecting learning process
- Role of facilitator and facilitation in learning environment
- Psychological aspects of Education

Unit – V: Contents in Education

- Basic principles of curriculum development
- Techniques in Education: Formal – lectures, presentations, symposium, seminar, discussion, Role play, Street play,
- Importance of Mass-media education

Unit- VI: Training in Education

- Concept and Importance of training
- Content of training
- Types of training

REFERENCES:

1. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Methods of Social work Practice :Work with Individual and Groups, Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Community work , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Field Work Practicum Dr.V.V.Kulkarni, (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Interventions to save the girl child Vol. I -(2015)- Punjab, Haryana and Delhi Published by Laxmi Book Publications, Solapur.
6. Dr. Lawani B. T., (2008),Social Work Education and Field Instructions (2nd Edition) , Current Publications, Agra, ISBN: 81-89065-11-4
7. O.P. Dahama, O.P. Bhatnagar – Education and Communication for Development.
8. Sindevani L. Lall – Some thoughts of Social Education.
9. Mehar C. Nanavatty – Social Education.
10. N.R. Roy – Social Education.
11. Sohan Singh – Social Education.
12. Interventions to Save the Girl Child Vol. II -(2015)Punjab Published by Laxmi Book Publications, Solapur.
13. Interventions to Save the Girl Child in Vol. III -(2015) Haryana, Published by Laxmi Book Publications, Solapur.
14. Interventions to Save the Girl Child in, Vol. IV -(2015) Delhi Published by Laxmi Book Publications, Solapur.
15. Social work History and Ideology, Dr.Kirtiraj D.C.and Dr. B.T.Lawani- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

URCD – 1: URBAN DEVELOPMENT

Section – I

Unit – I: Basic Concepts in Urban Development

- Meaning and concept of Urban Development
- Characteristics of urban development.
- Need for Urban Development

Unit – II: Urban Development Policies

- Slum Rehabilitation policy
- Urban Housing Policy

Unit – III: Basic Services and infrastructure in Urban areas

- Basic services: City transport, Internal roads, public toilets, electricity, etc.
- Sanitation and Water supply
- Health and education

Section – II

Unit – IV: Urban Development and Slums

- Growth of slum areas
- Issues in slums
- Impact of slums on urban development

Unit – V: Problems and issues in Urban Development -I

- Migration
- Solid waste management
- Crime in cities

Unit – VI: Problems and issues in Urban Development -II

- Environmental Protection
- Housing
- Urban Poverty
- Social inclusion and slum development

REFERENCES:

1. Urbanization in India Ramanath Jha and Dr. V.V.Kulkarni (2018) Published by Current Publications, Agra
2. Urban Development Ramanath Jha and Dr. V.V.Kulkarni (2018) Published by Current Publications, Agra
3. Dimensions of Community Work (2014) -Dr.V.V.Kulkarni , Published by Current Publications, Agra.
4. Dynamics of community organization and Social Work (2014)-Dr.V.V.Kulkarni, Published by Current Publications, Agra.
5. Urban Governance , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
6. Bhargava, Gopal (ed.) (1981). "Urban Problems and Policy Perspectives", New Delhi: Abhinav Publications.
7. Flanagan, Willians G. (1990). "Urban Sociology: Images and Structures". Boston: Allyn and Bacon.
8. Gill, Rajesh (1997). "Issues and Perspectives on Urban Poverty: The Indian Experience" in Urban India, Vol. XVII, Jan.-June/July-Dec. Nos. 1&2.
9. Harpham, T. and Tanner Marcel (eds) (1995). Urban Health in Developing Countries. London: Earthscan Publication Ltd.
10. Mills, E. S. and Becker, C.M. (1986). "Studies in Indian Urban Development. New Delhi: Oxford University Press.
11. Rakodi, Carole and Lloyd John T. (eds.) (2002). Urban Livelihood: A People Centred Approach to Reducing Poverty. London: Earthscan Publication Ltd.
12. Report of National Commission on Urbanization (1988). Government of India, Vols 1&2.
13. Sundaram, K. V. (1997). Urban and Regional in India. New Delhi: Vikas Publishing House Pvt. Ltd.
14. Open Course , Dr. Bharati Chavan, Dr. Lokindar Tyagi, Dr, Brotho Bhardwaj 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

URCD – 2: RURAL DEVELOPMENT

Section – I

Unit-I: Introduction to Rural Development

- Concept and meaning of Rural development
- Need of Rural development
- Significance of Rural development

Unit – II: Rural Development theories

- Economic Development theory,
- Social Change theory
- Infrastructure Development theory

Unit-III: Rural Development Policies

- Rural Infrastructure development policy
- Agriculture development policy
- Rural Employment policies
- Challenges in rural Development

Section – II

Unit-IV: Rural Development Programmes

- Mahatma Gandhi National Rural Employment Guarantee Scheme
- National Rural Livelihood Mission (NRLM)
- Swachhabharat Yojana
- DeenDayal Upadhyaya Gramin Kaushalya Yojana
- Pradhanmantri Awas Yojana Gramin
- National Social Assistance Programme
- Antodaya Yojana

Unit-V: Role of NGO's and Corporate's in Rural Development

- Poverty alleviation and Employment Generation
- Education, Health and Women Empowerment
- Environment protection and Disaster management

Unit-VI: Globalization and its impact on Rural Development

- Globalization and its impact on rural community
- Globalization and Rural Economy – Agriculture, Marketing, etc.
- Globalization and Rural Employment

REFERENCES:

1. Social Work and Community Organization (2014)- Dr.V.V.Kulkarni, Published by Current Publications, Agra.
2. Dimensions of Community Work (2014) -Dr.V.V.Kulkarni , Published by Current Publications, Agra.
3. Dynamics of community organization and Social Work (2014)-Dr.V.V.Kulkarni, Published by Current Publications, Agra.
4. Community Organization Process and social work (2014)- Dr.V.V.Kulkarni, Published by Current Publications, Agra
5. – Status of Panchayat Raj in the States and Union Territories of India, George Mathew 2000, Institute of Social Sciences, New Delhi.
6. New Panchayat Raj System, Local-Self-Govt. in Community Development, V. Sudhakar Mangal Deep Publications, Jaipur.
7. Rural Development through Democratic decentralisation, Rajesh Shalini –Deep and Deep Publications, New Delhi.
8. The Maharashtra Zilla Parishad and Panchayat Samiti’s Act, 1961, Choudhary D.H. – Choudhary Law Publication, Jalgaon.
9. Participation of Women in the Panchayati Raj System, Mehta G.S. – Kanishka Publishers, Distributors, New Delhi.
10. Decentralised Planning and Panchayati Raj Malcolm Adiseshiah – Concept Publishing, New Delhi.
11. Rural Leadership and Panchayat, R.S. Mehta – Bahri Publications Private Ltd.
12. Panchayati Raj System Dr.V.V.Kulkarni, (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
13. Open Course , Dr. Bharati Chavan, Dr. Lokindar Tyagi, Dr, Brotho Bhardwaj 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

URCD 3 Community Planning for Development

Unit I: Community planning

- Need and Objectives of Community planning
- Principles and Dimensions
- Planning methods and tools

Unit II : Community Development

- Areas of Community development
- Holistic approach in Community development
- Application of Social work methods in Community planning

Unit III Relationship of Community planning with:

- Community organization
- Social Development
- Sustainable development

Section II

Unit IV Community planning process

- Developing Community Vision
- Community Need assessment
- Forming planning Committees
- Participatory planning

Unit V Community planning types

- Integrated community planning
- Strategic community planning
- Comprehensive community planning

Unit VI Community planning skills

- Community organization
- Resource mobilization
- Group facilitation
- Reporting and Documentation

References

1. Community planning and development (2019) Dr.V.V.Kulkarni Dr. M.P.Kanaskar Published by Current Publications, Agra.
2. Social Analysis and Social Development, (2014) - Dr.V.V.Kulkarni Dr. M.P.Kanaskar Published by Current Publications, Agra.
3. Social Analysis Methodology(2014) - Dr.V.V.Kulkarni Dr. M.P.Kanaskar Published by Current Publications, Agra.
4. Dynamics of community organization and Social Work(2014) -Dr.V.V.Kulkarni, Published by Current Publications, Agra.
5. Community Organization Process and social work-(2014) Dr.V.V.Kulkarni, Published by Current Publications, Agra.
6. Fawcett, S. B. "Some lessons on community organization and change". In J. Rothman Ed., Reflections on community organization., Enduring themes and critical issues. Itasca, IL., F. E. Peacock Publishers. 1999.
7. Rothman, J., Erlich, J. L., & Tropman, J. E. Eds.. "Strategies of community intervention". Itasca, IL., F. E. Peacock Publishers. 1995.
8. Rothman, Jack., "Approaches to community intervention". In Rothman, J., Erlich, J.L., and Tropman, J.E., Strategies of Community Intervention 6th edn.. Itasca, IL., F.E. Peacock, 2001, pp. 27-64.
9. Jha, S.N. and Mathur, P.C. (1999), *Decentralization and Local Politics*, Sage Publications, New Delhi.
10. Mathew George (1994), *Panchayati Raj: From Legislation to Movement*, Concept Publishers, New Delhi.
11. Mathew George ed (2000), *Status of Panchayati Raj in the States in India*, Concept Publishing House, New Delhi.
12. *Government of India (1978)*, Report of the Working Group on Block Level Planning, Niti Ayog, New Delhi.
13. AVARD (1980), *Block Level Planning*, AVARD Publications, Hyderabad
14. Sarkaria Commission (1988), *Commission on Centre-State Relations Report*, Government of India Press, New Delhi.
15. Smock, Kristina., "Democracy in Action: Community organizing and Urban Change". New York., Columbia University Press.2004.
16. Tropman, John E., John L. Erlich, and Jack L. Rothman, Eds. "Tactics and Techniques of community work" 2001.

HRM&LW – 1: ORGANISATIONAL BEHAVIOUR

Section – I

Unit - I: Organizational Behaviour

- Definition and Scope of Organizational Behaviour
- Importance of Organizational Behaviour
- Models of Organizational Behaviour

Unit -II: Human Behaviour at Work

- Human Needs
- Attitudes – Their formation, measurement and change
- Job satisfaction

Unit – III: Motivation

- Theories of motivation
- Industrial morale
- Stress and Management

Section – II

Unit –IV: Industrial Conflicts

- Concept and causes of Industrial conflicts
- Types of conflicts
- Conflict Management

Unit-V: Human Problems in Industry

- Nature and Types of Human Problems
- Management Initiatives
- Social Work interventions

Unit – VI: Factory as a Social Organization

- Formal and Informal Groups
- Group Dynamics

REFERENCE:

1. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Media and Developemnt Dr. G.R.Rathod and Dr. Garima Diyama , 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
6. T.N. Bhagolowala (1995: Economic of Labour and Industrial Relations.
7. V.V. Giri: Indian Labour Problems
8. C.B. Mamoria: Personnel Management,
9. Dr. B.P. Tyagi: Labour Economics and Social Welfare
10. Punekar and Deodhar: Labour Welfare, Trade Unions and I.R.
11. Ramaswamy: Industry and Labour
12. Report of National Commission on Labour: Govt. of India Publication, Simla
13. Robbins, IIIrd Edition : Orginizational Behaviour
14. Sekaram : Orginizational Behaviour
15. Varma and Agarwal : Orginizational Behaviour
16. Dynamics of Behaviour at Work : R. S. Dwivedi
17. Stephen P Robbins (7th Edition) : Orginizational Behaviour
18. Keith Devis : Orginizational Behaviour

HRM&LW – 2: TRADE UNIONS IN INDIA

Section – I

Unit – I: Trade Unions

- Definitions of Trade Union
- Types of Trade unions
- Functions of Trade unions

Unit –II: Trade Union Movement in India

- Factors responsible for the Growth of Trade Union Movement
- Stages of Trade Union Development
- Future of Trade Unionism in India

Unit –III: Registration and Recognition of Trade Unions

- The India Trade Unions Act, 1926
- Status of Recognized Union

Section – II

Unit – IV: Problems of Trade Unions

- Problems of Leadership in Public, Co-operative and Private Sectors
- Post-Globalisation Issues

Unit – V: Central Trade Unions in India

- All Indian Trade Union Congress
- Bharatiya Mazdoor Sangh
- Hind Mazdoor Sabha
- All India Railwaymen's Federations

Unit – VI: Role of Trade Unions

- Labour Welfare
- Job Security and Wage Determination
- Labour Productivity and Standard of living

REFERENCE:

1. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. V.B. Karnik, Indian Trade Unions - Popular Prakashan, Bombay.
6. J.S. Raolar, Labour Welfare, Trade Unionism & Industrial Relations – Sheth Publishers, Bombay.
7. Pramod Verma, Surya Mookherjee, Trade Unions in India –Oxford & IBM, Publishing Co.
8. Punekar – Deodhar, Labour Welfare, Trade Unionism & Industrial Relations – Himalaya Publishing House, Bombay.
9. Srikant Mishra, Dynamics of Industrial Relations, Trade Unionism & Labour Welfare in India –Saha Publishers and Distributers, Sambalpur (Orissa)

HRM&LW – 3: LABOUR ECONOMICS

Section – I

Unit – I: Labour Economics

- Definitions of Labour Economics
- Scope of Labour Economics
- Characteristics of Labour

Unit – II: Employment

- Theories Of Employment
- Full Employment
- Unemployment & Under Employment

Unit – III: Wages

- Meaning And Definitions of Wages
- Wage Policy For Developing Economy

Section – II

Unit – IV: Theories of Wages

- Subsistence Theory of Wages
- Marginal Productivity Theory of Wages
- Demand And Supply Theory of Wages

Unit –V: Methods of Wage Payment

- Time Rate System
- Piece Rate System
- Balance Method System
- Performance Based System

Unit – VI: Labour Productivity

- Definition of Labour Productivity
- Labour Efficiency and Productivity
- Factors of Productivity

REFERENCE:

1. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Charles Myer, Industrial Relations in India
5. Davar & Dale Yoder Personnel Management and Industrial Relations in India
6. Dr. C.B. Memoria, Dynamics of Industrial Relations
7. S.L. Agarwal, Labour Relations Law in India
8. V.P. Michael, Industrial Relations in India and Workers Involvement Management
9. Dr. C.B. Mamoria, Dynamic of Industrial Relations
10. Dr. R.M. Shah, Case Studies in Indian Management, Jaico Publishing House.
11. Agarwal, Labour Relation Law, Macmillan and Co. India.
12. M.K. Shukla and Y. Ramaswamy, Cases in Industrial Relations, Popular Prakashan, Bombay
13. S.P. Jain, Industrial Law
14. Labour Gazathe
15. Arun Monappa, Industrial Relations
16. K.K. Ahuja, Industrial Relations Theory & Practice
17. Kukarni V. V.,(2006), Macro Economics and Economic Policy Analysis – Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

AE-1: CORPORATE SOCIAL RESPONSIBILITY

Section – I

Unit – I: Introduction

- Concept, meaning and definitions of CSR
- Objectives and Scope of CSR
- Development of CSR
- Functions of CSR
- Scope for Social Work in CSR Activities

Unit – II: Fields of Corporate Social Responsibility

- Education
- Health and Sanitation
- Gender Empowerment
- Infrastructure development
- Rural Development
- Environment

Unit – III: Essentials of Corporate Social Responsibility

- Identifying Priorities of the Community
- Community Investment and Employee Volunteering
- Partnership and Stakeholder Dialogue
- Managing CSR Along with Supply Chains

Section – II

Unit – IV: Aspects of Corporate Social Responsibility

- Social Aspects
- Economical Aspects
- Environment Aspects
- Role of Social Worker in CSR activities

Unit – V: Corporate Social Responsibility Policy and Programmes

- Policies and Programmes of CSR
- CSR programmes for employees
- Networking with Stakeholders

Unit – VI: Corporate Social Responsibility Strategic Planning and Management

- Non-financial Risk Assessment and Management
- Aligning CSR Strategies with Financial Performance
- CSR Investment for Poverty Alleviation
- Long Term Development and Commitment

REFERENCES:

1. The Skeptical Environmentalist: Measuring the real estate of the World, Bjorn Lomborg, Cambridge University Press, 2001
2. Natural Capitalism: Creating the next Industrial Revolution, Paul Hawken, Amory Lovins & L. Hunter Lovins, 1999
3. What is a Business for? Charles Handy, Harvard Business Review, December 2002
4. Green and Competitive: Ending the Stalemate, Michael E Porter and Class van der Linde, Harvard Business Review, pp 120-133, September-October 1995
5. What Matters Most: Corporate Values and Social Responsibility, Jeffrey Hollender, California management Review, pp 111-119, Volume 46(4), 2004
- 6 Urban Governance , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 11 Open Course , Dr. Bharati Chavan, Dr. Lokindar Tyagi, Dr, Brotho Bhardwaj 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 12 Corporate Social Responsibility: Whether or How? N. Craig Smith, California Management Review, pp 52-76, Volume 45(4), Summer 2003
- 13 The Discipline of building character, Joseph L. Badaracco Jr., Harvard Business Review, pp 115-124, March – April 1998
- 14 Accounting Fraud at Worldcom, Robert S Kaplan and David Kiron, Harvard Business School Case study 9-104-071, May 2005, Management Lessons from Enron, B. Bowonder, TMTTC, 2006
- 15 Social Analysis and Social Development, (2014) - Dr.V.V.Kulkarni Dr. M.P.Kanaskar Published by Current Publications, Agra.
- 16 Social Analysis Methodology (2014)- Dr.V.V.Kulkarni Dr. M.P.Kanaskar Published by Current Publications, Agra.
- 17 Social Work and Community Organization (2014)- Dr.V.V.Kulkarni, Published by Current Publications, Agra.
- 18 Dimensions of Community Work (2014) -Dr.V.V.Kulkarni , Published by Current Publications, Agra.

Semester II

CC – 4: PSYCHOLOGY FOR SOCIAL WORKERS

Section – I

Unit – I: Nature and Scope of Psychology

- Concept and definitions of Psychology
- Areas of Application of Psychology
- Scientific Methods in Psychology

Unit – II: Human Development and Human Behaviour

- Concept of Human Growth, Human Development and Human Behaviour
- Environmental Factors affecting Human Behaviour and Development
- Social Factors affecting Human Behaviour and Development

Unit – III: Theories of Human Development and Behaviour

- Freud's Psycho-sexual Theory,
- Erickson's Psycho-social Theory
- Jean Piaget's Cognitive Theory

Section – II

Unit – IV: Developmental Stages in Life Span

- Life span Approach to the understanding of Human Development
- Principles of Human Growth and Development
- Stages of Human Development-from conception to Old Age

Unit – V: Biological Factors in Human Development and Behaviour

- Heredity-Concept, mechanisms
- Influence of Heredity on Human Development and Behaviour
- Role of Endocrine Glands

Unit – VI: Psycho-social Factors in Human Development

- Motivation
- Conflict among Motives
- Coping and Defense Mechanisms

REFERENCES:

1. Women Empowerment Dr.Usha Verghese and Dr.Kirtiraj D.C.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Child Development and socialization Dr.Usha Verghese and Dr.Nisha Waghmare.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE.
3. Introduction to Psychology, Dr. Bharati Chavan, Tanuja Kher 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Bronfenbrenner, U. 1979. The Ecology of Human Development, Cambridge : Harvard University Press.
3. Chowdary, D.P. 1992. Aging and the aged, New Delhi : Inter-India Publications.
4. Clarke – Stewart, A.Friedman, S. and Koch. J. 1985. Child Development : A Tropical Approach (For Unit I).
5. Garg, P. and Parikh, I. 1970. Indian Youth at the Cross-roads : Profiles in Identity.
6. Gore, M.S. 1978. Changes in the family and the process of socialization in India in Anthony, E.J. & Colette, C. (Eds.). The Child in his Family, Wiley, 365-374.
7. Gore, M.S. 1992. Aging and the future of the human being. The Indian journal of Social Work, 53(2), 210-219.
8. Anthony, E.J. & Colette, C. (Eds.) . The Child in his Family Wiley, 365 – 374.
9. Kail, R.V. and Cavanagh, J.C. 1996. Human Development, Pacific Grove, CA : Brooks / Core Publishing Company.
10. Kakar, S. 1979. Indian Childhood, Cultural Ideals and Social Reality, Delhi : Oxford University Press.
11. Kakar, S. 1982. Identity and Adulthood, Delhi : Oxford University Press.
12. Kakar, S. 1970. Conflict & Choice - Indian youth in a Changing Society, Bombay : Somaiya Publications.
13. Kakar, Sudhir, 1978. Images of the Life Cycle and Adulthood in India, in Anthony, E.G. and Colette, C. (Eds.) The Child in his Family Wiley, 319 – 332.
14. Kaplan, P.S. 1988. The Human Odyssey : Life-Span Development, St. Paul, West Publishing Company
15. Kapur, M. 1955. Mental Health of Indian Children, Delhi : Sage Publications.
16. Le Francois, G.R. 1990. The Life Span, Third Edition, University of Alberta
17. Human Development : An International Perspectives, New York : Academic Press.
20. Sharma, N. 1990. Adolescent Girl Child in India, News Bulletin of the Indian Council of Child Welfare
23. Sinha, D. et. al. 1982. Deprivation : Its Social Roots and Psychological Consequences, New Delhi : Concept Publications.
24. Smolack, L. 1993. Adult Development, New Jersey : Prentice Hall.

CC-5 : METHODS OF SOCIAL WORK PRACTICE – WORK WITH COMMUNITY AND SOCIAL ACTION

Section – I

Unit - I: Community Organization

- Concept and Definition of Community Organization
- Values of Community Organization
- Principles of Community Organization
- Steps in community Organization Process

Unit -II: Models and techniques in Community Organization Practice

- Models of Community Organization- Locality development model, Social Planning model, Social Action model, Rothman’s Model
- Techniques in Community Organizations –
 - Participatory Rural Appraisal
 - Rapid Rural Appraisal techniques

Unit – III: Role and Skills of Community Organizer

- Role of Community Organizer – Guide, Enabler, Expert and Social therapist.
- Skills in community organization practice: interaction skills, documentation skill, organizing skills, resource mobilizing (internal and external) skills and conflict resolution skills.

Section – II

Unit –IV: Community Organization Practice

- Community Organization Practices in
- Tribal, Rural and Urban / Slum settings
- Areas of community organization – health, education, natural resources management , livelihood resources

Unit-V: Social Action

- Concept and definition of social action
- Rights based approach
- Forms of Protest
- Strategies for Social Action

Unit – VI: Social Advocacy

- Concept and Definition of Social Advocacy
- Strategies for advocacy; campaigning, lobbying, use of media.
- Public opinion building in advocacy
- Coalition and Network building.

REFERENCE:

1. Methods of Social work Practice :Work with Individual and Groups, Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Youth Development Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Community work , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Introduction to Sociology Dr.S.I.Kumbhar and Dr.Vishal Jadhav, - (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Methods of Professional Social Work, Published by Tilak Maharashtra Vidyapeeth, Deemed University (2002) – A Text book of Bachelor of Social Work Degree Course..
6. Social Analysis and Social Development, (2014) - Dr.V.V.Kulkarni Dr. M.P.Kanaskar Published by Current Publications, Agra.
7. Social Analysis Methodology (2014)- Dr.V.V.Kulkarni Dr. M.P.Kanaskar Published by Current Publications, Agra.
8. Social Work and Community Organization (2014)- Dr.V.V.Kulkarni, Published by Current Publications, Agra.
9. Dimensions of Community Work (2014) -Dr.V.V.Kulkarni , Published by Current Publications, Agra.
10. Dynamics of community organization and Social Work (2014)-Dr.V.V.Kulkarni, Published by Current Publications, Agra.
11. Community Organization Process and social work (2014)- Dr.V.V.Kulkarni, Published by Current Publications, Agra.
12. Media and Developemnt Dr. G.R.Rathod and Dr. Garima Diyama , 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
13. Social work History and Ideology, Dr.Kirtiraj D.C.and Dr. B.T.Lawani- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
14. Community Organisation in India, Gangrade K.D. – Popular Prakashan, Bombay, 1971.
15. Community Organisation, Dr. Banmala – Indian Institute of Youth Welfare Nagpur.
16. Community Organisation for Social Welfare, McMillen W. – University of Chicago Press.
17. Community Organisation Ross Murry – – Theory, Principles and Practice – Harper and Row, New York.
18. Working with Communities. An introduction to Community Work, Siddiqui H.Y. – Hira Publications, New Delhi.
19. Peoples Participation and Voluntary Action Rana Kranti.

CC –6: STATISTICS AND COMPUTER APPLICATIONS IN SOCIAL WORK RESEARCH

Section – I

Unit – I: Statistics

- Concept, Meaning, Definition of Statistics
- Characteristics and Functions of Statistics
- Social Statistics, Source of Statistics
- Problems in obtaining Social data

Unit – II: Measurements in Social Research

- Levels of Measurement-Nominal, Ordinal and Ratio
- Scaling Techniques- Likert's, Thurston, Guttman's Scales
- Problems in test of Reliability and Validity of scales
- Quantification of Qualitative data.

Unit – III: Statistical Techniques

- Measures of Central Tendency for Grouped and Ungrouped Data
- Measures of Dispersion - Range, Deviation, Standard Deviation, Mean Deviation and Variation
- Test of Association: Chi. Square Test, T- Test

Section – II

Unit – IV: Report writing

- Writing research proposal
- Data analysis and Interpretation
- Presentation and Use of graphs
- Writing research Report

Unit – V: Use and Applications of Computer in Social Research.

- Introduction to Windows Operating System
- MS-WORD - Word processing, File operations, Formatting documents, working with various tools

Unit – VI: Computer Softwares in Social Research

- MS-EXCEL - Introduction to Excel applications, Working with Spreadsheets, Type of Data entries, Basic statistical functions & Formulas, Graphical presentations, Handling of Database operations.
- Data Analysis with SPSS package.

REFERENCES:

1. Social Analysis and Social Development, 2014, V.V Kulkarni and Dr. (Prof.) M.P.Kanaskar, - Published by Current Publications, Agra. ISBN 978-81-89065-80-5
2. Social Analysis Methodology 2014, V.V.Kulkarni Dr. M.P.Kanaskar Social - Published by Current Publications, Agra. ISBN – 978-81-89065-80-5
3. Social Work Research, Dr.V.V.Kulkarni, (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Qualitative research Dr. M.P.Kanasker and Dr. V.V.Kulkarni, (2019) Published by Current Publications, Agra
5. Quantitative research Dr. M.P.Kanasker and Dr. V.V.Kulkarni, (2019) Published by Current Publications, Agra
6. Action Research Dr. M.P.Kanasker and Dr. V.V.Kulkarni, (2019) Published by Current Publications, Agra
7. Social Research Methods 1997A. Kumar, , Amol Publications Pvt. Ltd., New Delhi – 2,.
8. Social Siluation of the Aged in India 1996.A.S. Kohli, , Amol Publications Pvt. Ltd., New Delhi,
9. Research Methods and Techniques in Social Sciences 2002.Ajay Verma, , Commonwealth Publishers,
10. Thesis and Assignment Writing 1970 Anderson, J. et al., , New Delhi : Wiley Eastern Limited.
11. Methods for Development Work and Research 1995Britha Mikkelsen, , A Guide for Practitioner, Sage Publications India Pvt. Ltd.,.
12. Research Methodology – Methods & Technics 1989.C.R. Kothari, , Willey Eastern Ltd.,
Research Methodology 2002 Dr. B.D. Kulkarni, , Everest Publishing House,.
13. Methods & Techniques of Social Survey & Research, 1988 Dr. Vatsayan, Kedar Nath Ram Nath,
14. Statistics A Gentle Introduction 2000.Frederick L. Wolidge, , Sage Publications,
15. Begining Statistics 2001Ian Diamond and Julie Jefferies, , Sage Publications,.
16. An Introduction for Social Scientists, 2000Jefferies, J. and Diamons, I., Beginning Statistics :
New Delhi : Sage Publications
17. Practice of Social Research 2000D.K. Lal Das, , Rawat Publications,.
18. Research Methods 2001Ram Ahuja, , Prem Rawat for Rawat Publications,.
19. Social Survey & Research Methods & Techniques 2005 S. Kumar, , R.B. Publications.
20. Research Methodology in Social Sciences 1999.Sadhu Singh, , Himalaya Publishing House,

FCD – 4 : FAMILY LIFE AND POPULATION EDUCATION

SECTION-I

\

Unit – 1: Family Life Education

- Concept and meaning of family life education
- Significance of family life education
- Objectives of family life education

Unit-2 Areas of family life education

- Adolescent Life Skill Training
- Premarital And Marital Preparation
- Planned Parenthood
- Home Management,

Unit-3 :Agencies in family life education

- Family
- School
- Mass Media

SECTION-II

Unit – 4: Family life Cycle

- Concept of Family Life Cycle
- Definitions of Family Life Cycle
- Developmental stages in the Family Life Cycle

Unit – 5: Human Sexuality

- Concept of Human Sexuality
- Myths and Misconceptions regarding Sexuality
- Sexually Transmitted Diseases (STD's)

Unit – 6: Sexuality Education

- Concept of Sexuality Education
- Objectives and Significance of Sexuality Education
- Sexuality Counseling

REFERENCES:

1. Women Empowerment Dr.Usha Verghese and Dr.Kirtiraj D.C.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Child Development and socialization Dr.Usha Verghese and Dr.Nisha Waghmare.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Introduction to Psychology, Dr. Bharati Chavan, Tanuja Kher 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Youth Development Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Interventions to save the girl child Vol. I -(2015)- Punjab, Haryana and Delhi Published by Laxmi Book Publications, Solapur.
6. Interventions to Save the Girl Child Vol. II -(2015)Punjab Published by Laxmi Book Publications, Solapur.
7. Interventions to Save the Girl Child in Vol. III -(2015) Haryana, Published by Laxmi Book Publications, Solapur.
8. Interventions to Save the Girl Child in, Vol. IV -(2015) Delhi Published by Laxmi Book Publications, Solapur.
9. P.K. Chaubey, Population Policy for India (Perspectives, Issues & Challenges), Kanishka Publishers, New Delhi – 2.
10. Dr. C.B. Memoria, India's Population Problem, KitabMahal, Allahabad.
11. K.R. Salkar, Population Education for Developing Countries, Sterling Publishers, New Delhi 16.
12. Hans Raj, Population Studies, Surjeet Publications, Delhi – 9.
13. Asha A. Bhende& Tara Kanitkar, Principles of Population Studies, Himalaya Publishing House.
14. R.S. Tripathi& R.P. Tiwari, Population Growth & Development in India, APH Publishing Corporation, New Delhi.
15. S.N. Agarwala, India's Population Problems (IInd Edition), Tata McGraw, Hill Publishing Company Ltd., New Delhi.
16. Kanwaljt Kaur Gill, Population Growth, Family Size & Economic Development, Deep & Deep Publications, New Delhi.
17. M.M. Krishna Reddy, An Introduction to Demographic Behaviour in India, Kanishka publishers, New Delhi – 02.
18. Prof. M. Laxshmi Pathi Raju, Family Counselling, The Dept. of Social Work, Tirupati.
19. R.D. Naik, Some Structural Aspects of Urban Family, Somaiya Publications, Bombay.
20. Mathur, The Family Welfare Programme in India, Vikas Publishing House Pvt. Ltd.
21. BadshahBindu (2006) Senses and Soul, New Delhi : SakshiBhatlavande, Prakash,
22. Dyalchand, A., Khale M., Kapadia N. Kurdu, (2000) Life Skills for Adolescent girls (Volume 1 & 2), Pachod : Institute of Health Management

FCD- 5: WOMEN EMPOWERMENT

Unit-1: Status of women : Historical Review

- Vedic and Pre-Vedic Period
- Buddhist Period
- British Period
- Post Independence Period

Unit-2 :Issues Related To Women

- Religion
- Politics
- Domestic Violence

Unit-3 : Women Empowerment

- Concept, meaning and definition of Empowerment
- Indicators of Empowerment
- Factors affecting Empowerment

Section II

Unit-4:History of Women Empowerment

- Global context
- Indian context

Unit-5: Empowerment of Women

- Role of the Government
- Role of International Agencies- UN and UNESCO
- Role of People's Movements

Unit-6: Women's Movements

- Women's Movement in India (19th and early 20th century)
- International Women's Movement
- Dimensions of Women's Movements

REFERENCES:

1. Women Empowerment Dr.Usha Verghese and Dr.Kirtiraj D.C.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Child Development and socialization Dr.Usha Verghese and Dr.Nisha Waghmare.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Sunit Gupta and Mukta Mittal, Status of Women & Children in India, Publication :Amol Publication Pvt. Ltd., New Delhi. (1995)
4. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. ShobhaSaxena, Crime Against Women & Protective Laws, Publication – Deep & Deep Publication, F – 159, RajouriGarden, New Delhi – 110 027.
6. GeetaChaturvedi, Women Administrators of India, Publication: R B S A Publishers, Jaipur – 302 003
7. G.K. Lielen, Women Migrants & Tribals: Survival Strategies in Asia, Olga Nieuwenhuys, Loes Schenk – Sandbergen
8. AgarwalSushila, Status of Women, Publication: Printwell Publishers, Jaipur – 1988.
9. Health Status of Indian Women, Tata Institute of Social Sciences, Bombay – 1988
10. Jain Shashi, Status and Role Perception of Middle Class Women, Pooja Publisher, New Delhi (1988)
11. Kumar Ram, Women Health Development & Administration, Vol. I & II, Publication: Deep & Deep Publishers, New Delhi (1990)
12. SinhaPushpa, Role conflict among working women, Publication: Amol Publication, New Delhi (1987)
13. Upadhyaya H.C., Status of Women in India, Publication: Amol Publication, New Delhi.
14. Chaudhary D. Paul, Women Welfare & Development, Publication: M.C. Mittal, Inter India Publication (1992)
15. DevendraKiran, Changing States of Women in India, Vikas Publishing House Pvt. Ltd. (1994).
16. Mukherjee Prabhati, Hindu Woman, Orient Longman Ltd. (1978)
17. Pant Niranjana, Status of Girl, Child and Women in India, APH Publishing Corporation (1995)
18. Reddy G.B., Women and Law, Gogia Law Agency, (1999)
19. Jain D.C. & Jain Shashi, Scheduled Caste Women, Rawat Publications, Jaipur & New Delhi (1992)
20. MitraJoyati, Women and Society, Kanishka Publishers, New Delhi (1997).
21. AleemShamim, Women's Development, APH Publishing Corporation, New Delhi (1996)
22. RamasabbanRadhika and JejeobhayShireon, Women's Reproductive Health in India, Rawat Publications, Jaipur & New Delhi (2000).
23. RanganathanSarala, Women and Social Order, New Delhi (1998)
24. Mittal Mukta, Women Power in India, Anmol Publications Pvt. Ltd., New Delhi (1998)
25. GopalanSarala, Women and Employment, Haranand Publications, New Delhi (1995).

FCD – 6: FEMINIST SOCIAL WORK PRACTICE

Section – I

Unit – I: Feminism: Conceptual Framework

- Concept and Meaning of Feminism
- Types of Feminism
- Importance of Feminism in Social Work

Unit – II: Feministic Understanding of Power

- Patriarchal Structure and Ideology
- Social Construction of Gender
- Cultural Perspectives

Unit – III: Relating Feminism to Social Work

- Gender and Social Work Practice
- Gender and Development
- Gender Analysis of Poverty

Section – II

Unit – IV: Applications of Feminist Theories to Practice

- Liberal
- Socialist
- Cultural

Unit – V: Practice Methods and Intervention Strategies

- Working with Men on Women's Issues
- Working with Gender based Violence

Unit – VI: Feminist Social Work Practice With

- Individual
- Couple
- Families

REFERENCES:

1. Lena Dominelli (2002). *Feminist Social Work Theory and practice*. Houndmills, Basingstoke, Hampshire RG21 6XS and 175 Fifth Avenue, New York, N.Y. 10010.
2. *Women Empowerment* Dr.Usha Verghese and Dr.Kirtiraj D.C.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Dominelli, Lena, "Working with Children and Families", *Feminist Social Work Theory and Practice*.
4. Andersen. M. (1983). *Thinking about women: Sociological and feminist perspectives*. New York: MacMillan Publishing Co.
5. Brandwein, R. (1986) 'A Feminist Approach to Social Policy', in N. Van Den Berg and L. Cooper (eds) *Feminist Visions for Social Work* (Silver Spring, MD.: NASW).
6. Brook, E. and Davis, A. (1985) *Women, the Family and Social Work* (London: Tavistock).
7. *Introduction to Psychology*, Dr. Bharati Chavan, Tanuja Kher 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
8. *Psychology for Social Workers*, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

URCD – 4: TRIBES IN INDIA

Section – I

Unit – I: Tribal Communities in India

- Meaning and definition of tribe
- Origins of tribes– India and Worldwide
- Characteristics of tribes

Unit – II: Typology of Tribes

- Primitive Tribes
- Schedule Tribe (ST),
- Particularly Vulnerable Tribal Groups (PVTG) and
- Nomadic Tribes (NT)

Unit III: Identity of Tribals

- Spatial distribution of tribals in India
- Tribes in Maharashtra
- Tribal Culture
- Tribal habitat and its characteristics

Section II

Unit IV:Demography of Tribals

- Trends of tribal population
- Key demographic indicators (sex ratio, high IMR and MMR, etc)
- Government Interventions

Unit V Issues of Tribal community

- Social Exclusion
- Indebtedness
- Forced Migration
- Vulnerability to calamities

Unit VI: Institutional Mechanisms and Interventions for Tribal Development

- Panchayat Extension Scheduled Area (PESA),
- Forest Rights Act (FRA),
- Tribal Sub Plan(TSP)
- Initiatives of non-government organizations and through CSR

REFERENCES:

1. Tribal Education Dr. Sonal Shivgunde and Dr. V.V.Kulkarni, (2019) Published by Current Publications, Agra
2. Tribes in India – Dr. M.P.Kanasker and Dr. V.V.Kulkarni, (2018) Published by Current Publications, Agra
3. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. The Scheduled Tribes - K.S. Singh, Oxford India.
5. Tribal Administration and Development – S.G. Deogaonkar; Concept Publishing, New Delhi.
6. Tripathy S.N.–Glimpses on Tribal Development–Discovery Publishing House, New Delhi– 2.
7. Singh A.K. – Tribals in India – Har-Anand Publication; New Delhi.
8. Vohra Gautam – Tribals, Development and Environment; Har-Anand Publication, New Delhi.
9. Jairh M.S. – Tribal Economy and Society –Mittal Publications; New Delhi.
10. Nadeem Hasnain – Tribal India - Palaka Prakashan, Delhi.
11. K. Rani Gopal – Tribals and their Health Status, A.P.H. Publishing Corpn., Delhi.
12. Ghosh G.K. – Tribals and Their Culture – Ashish Publishing House, Delhi.
13. Deshmukh B.A. – Tribal Education, Sonali Publications, New Delhi.
14. Govt. of India Report on Tribal Development, 2004, New Delhi.
15. Policy Document, Tribal Welfare, Govt. of India and Govt. of Maharashtra.

URCD – 5: PANCHAYAT RAJ SYSTEM

Section – I

Unit – I: Panchayat Raj System

- Meaning, Concept of Panchayat Raj System
- Objectives of Panchayat Raj System
- Historical development and committees on Panchayati Raj

Unit – II: Panchayati Raj in Operation

- Concept of democratic decentralization
- Organizational and administrative structure of Panchayati Raj
- Panchayati Raj functionaries at village, block and district level with reference to Maharashtra

Unit – III: Aspects of Panchayat Raj Administration

- Functions of Panchayati Raj institutions
- Gram Sabha and Mahila Sabha– organization, strengths and limitations
- State control over Panchayati Raj bodies
- Financial resources to PRIs- Central and State and **Own Self Resources**

Section – II

Unit – IV: Laws related to Panchayat Raj

- The Constitution 73rd Amendment Act, 1992
- Panchayat Raj Act, 1993
- Panchayats Extension to Scheduled Areas Act (PESA) 1996.

Unit – V: Rural development and PRIs

- NGOs and Peoples participation in PRI
- Social Justice through PRI
- Politics in Panchayat Raj
- **Women Empowerment through PRIs**

Unit – VI: Challenges in Panchayat Raj System

- Community dynamics and Panchayati Raj
- Social inclusion and Panchayati Raj
- Globalisation and Panchayati Raj

REFERENCES:

- Panchayat Raj System Dr.V.V.Kulkarni, (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- Social Work and Community Organization (2014)- Dr.V.V.Kulkarni, Published by Current Publications, Agra.
- Dimensions of Community Work (2014) -Dr.V.V.Kulkarni , Published by Current Publications, Agra.
- Dynamics of community organization and Social Work (2014)-Dr.V.V.Kulkarni, Published by Current Publications, Agra.
- Community Organization Process and social work (2014)- Dr.V.V.Kulkarni, Published by Current Publications, Agra.
- Media and Developemnt Dr. G.R.Rathod and Dr. Garima Diyama , 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- Community work , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- George Mathew – Status of Panchayat Raj in the States and Union Territories of India, 2000, Institute of Social Sciences, New Delhi.
- V. Sudhakar – New Panchayat Raj System, Local-Self-Govt. in Community Development, Mangal Deep Publications, Jaipur.
- Rajesh Shalini –Rural Development through Democratic decentralisation, Deep and Deep Publications, New Delhi.
- Sugan Chand Jain – Community Development and Panchayat Raj in India.
- Choudhary D.H. – The Maharashtra Zilla Parishad and Panchayat Samiti’s Act, 1961, Choudhary Law Publication, Jalgaon.
- Mehta G.S. – Participation of Women in the Panchayati Raj System, Kanishka Publishers, Distributors, New Delhi.
- Malcolm Adiseshiah – Decentralised Planning and Panchayati Raj – Concept Publishing, New Delhi.
- R.S. Mehta – Rural Leadership and Panchayat, Bahri Publications Private Ltd.
- Niraja Gopal Jayal / Sudha Pai – Democratic Governance in India, Sage Publications, Delhi.
- Choudhary D.H. – Mumbai Gram Panchayat Act, 1958.

URCD – 6: Community Development Models and Approaches

Section – I:

Unit – I: Introduction

- Concept, meaning and definition of community development
- Process of community development
- Issues in community development
- Community development Administration

Unit – II: Models of Community Development

- Rothman’s Model
- Locality Development Model
- Social Planning Model
- Social Action Model
- Life cycle model

Unit – III: Community Development Approaches

- Technical Assistance approach,,
- Self-Help Approach
- Field approach
- Integrated approach

Section – II:

Unit – IV: Community Resource Management

- Resource management – Concept, meaning, importance and elements
- Types of resources - Human, material and financial resources
- Role of Government in resource management

Unit – V: Sustainable Community Development

- Concept, significance and implications
- Areas of sustainable development – Agriculture, Health, Infrastructure and Environment.
- Problems in sustainable community development

Unit – VI: Community Development Project

- Process of project Planning
- Project formulation
- Project implementation
- Monitoring and evaluation of project
- Management Information Systems (MIS) in community development

REFERENCES:

1. Dr.V.V.Kulkarni, (2014), "Social Work and Community Organization", Published by Current Publications, Agra. ISBN – 978-81-89065-80-5
2. Dr.V.V.Kulkarni, (2014),Dimensions of Community Work, Published by Current Publications, Agra. ISBN – 978-81-89065-80-5
3. Dr.V.V.Kulkarni, (2014), Dynamics of community organization and Social Work, Published by Current Publications, Agra. ISBN – 978-81-89065-80-5
4. Dr.V.V.Kulkarni, (2014), Community Organization Process and social work, Published by Current Publications, Agra. ISBN – 978-81-89065-80-5Sharma Aruna – Planning for Rural Development Administration, Rawat Publications, Delhi.
5. Community work , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
6. Katar Singh – Rural Development, Principles, Policies and Management, Sage Publications, New Delhi.
7. Bhoose S.G.R., NGO's and Rural Development – Concept Publishing, Ndw Delhi.
8. Jain Gopal, Management of Rural Development and Resources; Mangal Deep Publications, Jaipur.
9. Tripathy S.N. – Rural Development, Discovery Publishing House, New Delhi.
10. Debendra Das – Dynamics of Rural Development, deep and Deep Publishers, New Delhi.
11. Kuttan Mahaderan – Participatory Experiment in Holistic Rapid Development, B.R. Publishing, New Delhi.
12. Chaudhary D. Paul – New Partnership in Rural Development.
13. Thingalaya N.K. – Rural India – Real India, Himalaya Publishing.

HRM&LW – 4: LABOUR LEGISLATION

Section – I

Unit – I: Labour Legislation in India

- Concept and Meaning of Labour Legislation
- Objectives and Importance of Labour Laws
- Development of Labour Laws

Unit – II: The Factories Act, 1948

- Conceptual framework
- Health, Safety and welfare provisions
- Leave provisions

Unit – III: A) The Bombay Shops and Establishment Act, 1948 B) Contract Labour (Regulation and Abolition) Act, 1970

Section – II

Unit – IV: A) The Plantations Act, 1951 B) Mines Acts, 1952

Unit – V: A) The Bombay Industrial Relations Act, 1946 B) The Industrial Employment (Standing Orders) Act, 1946

Unit – VI: The Industrial Disputes Act, 1947

- Definition of Industrial Dispute
- Machinery for settlement
- Machinery for prevention

References

1. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Employer's Guide to Labour Laws, S.R. Samant, Seventh Edition.
5. Publication – S.L. Dwivedi, Labour Law Agency, 1-A, Arun Chambers, Tardeo Road, Mumbai – 34.
6. Industrial and Labour Laws of India, Dr. H.K. Saharay (Fourth Edition), New Central Book Agency (P) Ltd., 8/1 Chintamani Lane, Calcutta – 700009.
7. Handbook of Labour Laws – B.K. Bhar. Academic Publishers, Calcutta.
8. Industrial and Labour Laws, S.P. Jain, J.C. Kanpur for Dhanpat Rai and sons, Delhi.
9. Labour Laws – Zabwale.
10. Labour Law Series – Agrawal.
11. Labour Law – BARE Acts.
12. Hand Book of Labour Laws – V.P. Shintre.
- 19 Chakrabarti, B. K. (1974) Labour Laws of India, Calcutta : International Law Book Centre
- 20 Goswami, V. G. (1986) Labour & Industrial Law, Allahabad : Central Law Agency
11. Jain, S. P. & Agrawal, Simmi (1997) Industrial & Labour Law, Delhi : Dhanpat Rai & Co.Pvt; Ltd.
12. Kumar, H. L. (1996) Employers rights under Labour Laws, Delhi : Universal Law Publishing Co. Pvt; Ltd.
13. Malik P. L. (1992) Industrial Law, Lucknow : Eastern Book com.
14. Saiyed, I. A. (2001) Labour Laws, Mumbai : Himalaya Publishing House
15. Sarma, A. M. (1996) Industrial Jurisprudence and Labour Legislation, Mumbai : Himalaya Publishing House
16. Trivedi. P R: Pollution Management in Industries.
17. Trivedi. R K :Hand book on environmental laws guidelines compliance of standards – Volume 1 and 2.
18. Arora, R. (2000) Labour Laws, Mumbai : Himalaya Publishing House
19. Balchandani, K. R. (1977) Labour & Industrial Laws, Mumbai : Jeevan deep Prakashan

Section – I

Unit – I: Human Resources Management

- Definitions and Scope of H.R.M.
- Objectives of H.R.M.
- Functions of H.R Manager

Unit – II: Human Resources Management Sub-System

- Career Planning and Development
- Performance Appraisal
- Organizational Development

Unit – III: Training and Development

- Need and Importance of Training and Development
- Types and Methods of Training
- Executive Development Programmes

Section – II

Unit – IV: Wage and Salary Administration

- Definitions and Types of Wages
- Principle of Wage and Salary Administration
- Executive Compensation Plans

Unit – V: Total Quality Management

- Concept and Principles of Total Quality Management
- Quality Management Process
- Productivity and Quality Management

Unit -VI: Professional Management and Skill Development

- Managerial Levels and Skills
- Institution Building : Skills of Top Executive
- Tasks of a Professional Manager

REFERENCES:

1. Ahuja K.K., Human Resource Management, Kalyani Publishers, Ludhiana.
2. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Media and Developemnt Dr. G.R.Rathod and Dr. Garima Diyama , 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
6. Aswathappa, K (2001) Human Resource Management, Text & Cases, New Delhi : Tata McGraw-Hill Edition
7. Batia, S. K. (2006) Human Resource Management, New Delhi : Deep & Deep Publication
8. Botton, Trevor (2001) An Introduction to Human Resource Management, New Delhi : Infinity Books
9. Dale, B. G. etc. (2001) Managing Quality and Human Resources, New Delhi : Infinity Books
10. Dalmar Fisher, Communication in Organizations, Jaico Publishing House, Mumbai.
11. Jucius, Michel (1997) Personnel Management; Mumbai : Oxford University Press
12. Kumar, Prem and Ghosh, Asit, K. Ed (1991) Personnel Management and IR, New Delhi : Anmol Publications
13. Mamoria, C. B. (1994) Personnel Management Ed. 12, Mumbai : Himalaya Pub. House
14. Miraza S.S., Human Resources Management, Tata McGraw – Hill Publication Co., New Delhi.
15. Moorthy, M. V. (1992) Human Resource Management, Bangalore : R & M Associates
16. Pattanayak, Biswajeet (2002) Human Resource Management, New Delhi : Prentice- Hall of India
17. R. Subburaj, ISO 9000 path to TQM, Allied Publishers Ltd., New Delhi.
18. Rao, P. Subba (1999) Essentials of Human Resource Management & I. R; Mumbai : Himalaya Pub.
19. Raymond V.L. & John D.P., Business Communication, All India Traveller Book Seller, Delhi.
20. Rudra Basavaraj, Dynamics of Personnel Administration, Himalaya Publishing House, Bombay.
21. Saiyadain, Mirza S. (1988) Human Resource Management; New Delhi : Tata McGraw – Hill Publication Com. Ltd.
22. Sarma, A. M. (1998) Personnel & Human Resource Management; Mumbai : Himalaya Publication House
23. Sehgal, Seema (2006) Handbook on Competency Mapping, New Delhi : Sage Publication
24. Sigh, M. K. and Bhattacharya, A. Ed. (1990) Personnel Management, New Delhi : Discovery Publishing House
25. Tripathi, P. C. (1978) Personnel Management; Theory & Practice; New Delhi : Sultan Chand & Sons

Section – I

Unit – I: Concept and Nature of Communication

- Process and Objectives of Communication.
- Barriers to Communication.
- Seven Cs of effective communication

Unit – II: Verbal and Non-Verbal Communication

- Meaning of Verbal and Non-Verbal Communication
- Essentials of effective communication,
- Professional dressing and body language.

Unit – III: Types of Speeches

- Managerial speeches
- Presentations and Extempore speech
- Speech of thanks,
- Theme speech.

Section – II

Unit – IV: Effective Presentations:

- Organising Presentation
- Principles of Effective Presentations,
- Qualities of skillful Presenter

Unit –V: Interview Skills:

- Mastering the art of giving interviews in:
 - Selection or placement interviews,
 - Appraisal interviews,
 - Exit interviews,
 - Web /video conferencing,
 - Skype Interview
 - Tele-meeting

Unit – VI: Report Writing:

- Report Planning and outline,
- Types of reports
- Logical Sequencing, Graphs and Charts,
- Executive Summary

REFERENCES:

1. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Media and Developemnt Dr. G.R.Rathod and Dr. Garima Diyama , 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Urmila Rai and S. M Rai , Effective Communication (Himalaya Publishing House)
5. Doctor and Doctor , Business Communication (Sheth Publishers Pvt. Ltd.)
6. Shirley Taylor, Communication for Business, Pearson Education, New Delhi
7. Raymond Lesikar, Marie E Flatley, Basic Business Communication –(Tata McGraw –Hill)
8. Essentials of Business Communication by Rajendra Pal & J.S. Korlahalli, Sultan Chand & Sons, 8th Edition
9. Business Communication by Meenakshi Raman & Prakash Singh, Oxford, 2006
10. Basic Business Communication Skills for Empowering the Internet Generation by Lesikar, R.V. & Flatley, M.E., TMGH , New Delhi.
11. The Essence of Effective Communications by Ludlow, R. & Panton, F. Prentice Hall of India Pvt. Ltd.
12. Communication by C. S. Rayadu, HPH, 8th Revised Edition, 2007
13. Business Correspondence & Report Writing by R. C. Sharma & Krishna Mohan, Tata McGraw Hill, 4th Edition, 2011
14. Developing Communication Skills by Macmillan, 2nd Edition
15. Professional Presentations by Malcolm Goodale, Cambridge University Press, South Asian Edition
16. Business Communcation - Urmila Rai
17. Business Communcation – Vishwanathan
18. Business Communication - Harvard Business Essentials Series, HBS Press
19. Effective Communication by Adair, J. , Pan Macmillan

SE-1-: SOCIAL WORK AND SKILL DEVELOPMENT

Section – I

Unit – I: Self Awareness and Development

- Self-concept and Factors affecting Self-concept
- Concept and meaning of Self-Development
- Significance of Self Development for Social Workers

Unit – II: Sensitivity

- Meaning of Sensitivity
- Gender Sensitivity
- Sensitivity regarding Special- Needs

Unit – III: Perception

- Understanding Perception
- Distortions in Perception
- Understanding Stereotypes

Section – II

Unit – IV: Communication

- Concept of Communication
- Communication Process
- Barriers in Communication
- Use of Audio-Visual Media

Unit – V: Skills for Social Work Methods

- Skills for working with Individuals
- Skills for working with Groups
- Simulation Games
- Role Play and Street Plays

Unit – VI: Career and Work

- Models of career choice and development: Holland and Super
- Work life balance: Work holism, family roles, recreation

REFERENCES:

1. Karve Institute of Social Services, 2010. Skill training for Social Workers (A Manual for Trainee Social Workers)
2. Gore, M.S. 1978. Changes in the family and the process of socialization in India in Anthony, E.J. & Colette, C. (Eds.). *The Child in his Family*, Wiley, 365-374.
3. Kail, R.V. and Cavanagh, J.C. 1996
4. Kakar, S. 1979. *Indian Childhood, Cultural Ideals and Social Reality*, Delhi : Oxford University Press.
5. Kakar, S. 1982. *Identity and Adulthood*, Delhi : Oxford University Press.
6. Kapur, M. 1955. *Mental Health of Indian Children*, Delhi : Sage Publications.
7. Magnesson, D and Allen. *Human Development : An International Perspectives*, New York : Academic Press. Chapters 1, 5, 6, 11, 14, 16, 19, 21.
8. Maier, H.W. 1965. *Three Theories of Child Development*, N.Y. : L MacMillan Publishing
9. Sheehy G. 1976. *Passages : Predictable Crisis of Adult Life*, New York : Bantam Books.
10. Sinha, D. et. al. 1982. *Deprivation : Its Social Roots and Psychological Consequences*, New Delhi : Concept Publications.
11. Brannon, L. and Feist, J. (2007). *Introduction to health psychology*. India ed. N.D.:
12. Marks, D.; Murray, M.; Evans, B.; Willig, C.; Woodall, C. and Sykes, C. (2005). 2nd ed. *Health psychology: Theory, research and practice*. N.D.: Sage Pub.
13. Taylor, S.E. (1999). *Health Psychology*. 4th ed. Singapore: McGraw-Hill Book Co.

Semester III

CC-7: INTRODUCTION TO SOCIOLOGY AND INDIAN SOCIAL PROBLEMS

Section – I

Unit – I: Introduction

- Definition and scope of Sociology
- Basic Concepts of Sociology –Society ,Groups, Community, Culture and Norms
- Importance of sociology and its relevance to social work practice

Unit – II: Indian Society

- Meaning ,Concept and definitions of Society
- Characteristics of Indian Society
- Social Classification: Tribal, Rural & Urban
- Social Stratification: Caste & Class

Unit – III: Society and Culture

- Culture,
- Customs ,
- Traditions,
- Values,
- Norms,
- Folkways and
- Mores

Section – II

Unit – IV: Indian Social Problems-1

- Population explosion
- Corruption
- Terrorism
- Naxalism

Unit – V: Indian Social Problems-2

- Casticism
- Problems of elderly
- Crime and juvenile delinquency
- addiction

Unit – VI: Social Change

- Meaning and Characteristics of Social Change
- Factors Inducing Social Change
- Social disorganization

REFERENCES:

1. Introduction to Sociology Dr.S.I.Kumbhar and Dr.Vishal Jadhav, - (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Women Empowerment Dr.Usha Verghese and Dr.Kirtiraj D.C.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Child Development and socialization Dr.Usha Verghese and Dr.Nisha Waghmare.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Introduction to Psychology, Dr. Bharati Chavan, Tanuja Kher 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
6. An Introduction To Sociology, Vidya Bhushan and D.R. Sachdeva, Kitab Mahal, (1999) Thirty Second Edition, Allahabad –1,
7. M. Haralambos with R.M. Herald, Sociology Themes and Perspectives (2002) Twenty Fourth Impression, Oxford University Press.
8. Kenneth J. Newbeck, Davita Silfen Glasberg, Sociology - A Critical Approach (1996) McGraw – Hill Inc.
9. K. Kumar, Principles of Sociology (1982), Neelam Sales Corporation, Agra.
10. James M. Henslin, Down To Earth Sociology (1995) The Free Press, New York.
11. T.B. Bottomore, Sociology (New edition – 1971) Blackie & Son (India) Ltd., Bombay.
12. William Ogburu & Meyer Nimkoff, A Handbook of Sociology (1979) Second Indian reprint, Eurasia Publishing House Pvt. Ltd., New Delhi – 55.
13. Dr. Hans Raj, General Sociology (1992), SBD Publishers Distributors, Delhi.
14. K.E. Verghese, General Sociology (1992), Macmillan India Ltd., Delhi.
15. K. Singh, Problems of Sociology (1997), Prakashan Kendra, Lucknow.
16. M. Francis Abraham, Modern Sociological Theory An Introduction, Oxford University Press (1982).
17. K. Singh, Religion And Society (1986), Prakash Kendra, Lucknow – 7.
18. K. Singh, Indian Society and Social Institutions, (1981), Prakash Kendra, Lucknow 7.
19. N. Jayapalan, Indian Society and Social Institutions (2001), Atlantic Publishers, New Delhi.
20. Ram Ahuja, Indian Social System (1997), Rawat Publications, Jaipur and New Delhi.
21. Ram Ahuja, Society in India (2002), Rawat Publications, Jaipur and New Delhi.
22. Kingsley Davis, Human Society (1981), Surjeet Publications, Delhi – 7.
23. C.B. Memoria, Social Problems and Social Disorganisation in India.
24. Ram Ahuja, Social Problems in India.
25. Rajendra Pandey, Social Problems of Contemporary India.
26. Social Problems and Welfare – Dr. Vatsyan – Kedan Nath Ram Nath & Co. Meerut
27. Indian Social Problems – Volume 1 – G.R. Madam – Sixth Edition, Allied Publishers Pvt. Ltd., Mumbai.

CC – 8: SOCIAL LEGISLATIONS

Section – I

Unit – I: Introduction to Social Laws

- Nature and Scope of Social Legislation
- Objectives of Social Legislation
- Role of the Social Worker in Promoting Social Legislations

Unit – II: Laws Related to Marriage

- The Hindu Marriage Act, 1955
- The Child Marriage Restraint Act. 1929

Unit – III: Laws Related to Children

- Juvenile Justice Act (Care and Protection), 2015
- Right to Education Act, 2009
- Protection of children from sexual offences Act 2013

Section – II

Unit – IV: Laws Related to Women

- The Family Court Act 1984
- The Dowry Prohibition Act, 1961

Unit – V: Protective Laws

- The Sexual Harassment of Women at Work Place (prevention , prohibition and redressal) Act, 2013
- Protection of Women from Domestic Violence Act 2005
- The Pre-conception and Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act ,1994

Unit – VI: General Laws

- Right to Information Act, 2005.
- The Scheduled Castes and Scheduled Tribes (Prevention and Atrocities) Act 1989
- Maintenance and Welfare of Parents, Senior Citizens Act, 2007

REFERENCES:

1. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Introduction to Psychology, Dr. Bharati Chavan, Tanuja Kher 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Bhanti, R., Social policy & development in Rajasthan, Udaipur Himanshu publications
5. Bulmer, M., The Goals of social policy, London: Unwin Hyman.
6. Dimitto, D. M., Social welfare : politics & public policy, New Jersey : Prentice Hall
7. Ganapathy, R. S., Public policy & policy analysis in India, Delhi Sage publications
8. Hebsur, R. K., Social intervention for justice, Bombay : TISS
9. Huttman, E. D., Introduction to social policy, New york : Mcgraw Hill
10. Kulkarni, P. D., Social Policy & Social Development in India, Madras : Association of Schools of social work in India
11. Mathur, K. Bjorkman, Top Policy Makers in India New Delhi : Concept publishing Co.
12. Mundle, S., Policies, Paradigms & Development Debate at the close of Twentieth Century, Economic & political Weekly
13. Mishra, R., Society & Social Policy, London : Macmillan Ltd.
14. Rao V., Social policy : The means & Ends Question” Indian Journal of public Administration,
15. Rao V. & Mander, H., An Agenda for Caring : Interventions for the Marginalised,
16. Rastogi, P. N., Policy Analysis & Problem- Solving for social Systems,
17. Weimer, D. L. & Vining, A. R., Policy Analysis : Concepts & Practice, New Jersey : Prentice Hall
18. Bandyopadhyay, D., People,s participation in planning kerala Experiment” Economic & Political weekly sept. 24, 2450-54
19. Chakraborty, S., Development planning – Indian Experience, Oxford : Clarendon Press
20. Dandekar, V. M., Role of Economic planning in India in the 1990s & Beyond” Economic & political Weekly vol xxix, no. 24

CC-9: SOCIAL POLICY AND PLANNING

Section – I

Unit – I: Social Policy

- Concept and definitions of Social Policy and Social Welfare Policy
- Relationship between Social Policy, Social Welfare Policy and Social Development
- Values underlying Social Policy based on the Constitutional Provisions

Unit – II: Approaches to Social Policy

- Unified Approach
- Integrated Approach
- Sectoral Approach

Unit – III: Sectoral Social Policies

- Women's Policy
- Backward Class Policy
- Youth Policy
- Family Policy

Section – II

Unit – IV: Social Planning

- Concept of Social and Developmental Planning
- Scope of Social Planning
- Planning as an Instrument and Source of Policy
- The Constitutional status for Planning

Unit – V: The Machinery of Social Planning.

- Niti Aayog of India – The Legal Status, Structure and Functions
- State Niti Aayog
- District Planning Committee

Unit – VI: Process of Planning in India

- Role of Central Government
- Role of State Government
- Role of Panchayat Raj Institution

REFERENCES:

1. Kulkarni V.V. and Dr. (Prof.) M.P.Kanaskar, (2014), Social Analysis and Social Development, - Published by Current Publications, Agra. ISBN 978-81-89065-80-5
2. Kulkarni V.V. Dr. M.P.Kanaskar,(2014), Social Analysis Methodology - Published by Current Publications, Agra. ISBN – 978-81-89065-80-5
3. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Urban Governance , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Ganapathy, R. S., Public policy & policy analysis in India, Delhi Sage publications
6. Hebsur, R. K., Social intervention for justice, Bombay : TISS
7. International Labour Office, Multinational Enterprises & Social policy, Geneva,I.L. O.
8. Kahn, A. E., Social policy & Social services, New York: Random House.
9. Kulkarni, P. D., Social Policy & Social Development in India, Madras : Association of Schools of social work in India
10. Kulkarni P. D., Social Policy in India, New York : McGraw Hill Book Company
11. Mathur, K. Bjorkman, Top Policy Makers in India New Delhi : Concept publishing Co.
12. Mundle, S., Policies, Paradigms & Development Debate at the close of Twentieth Century, Economic & political Weekly
13. Mishra, R., Society & Social Policy, London : Macmillan Ltd.
14. Mullard, M. & Spicker, Social Policy in a Changing Society, London: Routledge.
15. Rao V., Social policy : The means & Ends Question” Indian Journal of public Administration,
16. Rao V. & Mander, H., An Agenda for Caring : Interventions for the Marginalised,

FCD – 7: PROGRAMMES AND SERVICES FOR CHILDREN

Section – I

Unit – I: Child Welfare

- Concept and Goals of Child Welfare
- Constitutional Provisions for Children in India
- Juvenile Justice (Care and Protection of Children) Act 2015

Unit – II: Special Initiatives for Children

- UN Convention on Rights of Children (CRC)
- National Policy for Children

Unit – III: Family based Programmes / Non- Institutional Services

- Adoption ,
- Foster Care,
- Sponsorship

Section – II

Unit – IV: Institutional Services For Children

- Observation Homes
- Juvenile Homes
- Special Homes
- SOS Children's Village

Unit – V: Family Strengthening Programmes (FSP) –

- Integrated Child Development Services (ICDS),
- Child Guidance Clinic,
- Crèches

Unit – VI: Factors Affecting Child Welfare Services

- Social Factors
- Political factors
- Economic factors

REFERENCES:

1. Prof. Usha Nayar and V. V. Kulkarni, (2013), Interventions to save the girl child in Punjab, Haryana and Delhi Vol. I ISBN No.– 978-1-329-70943-0 Published by, Lulu Publication 3101 Hillsborough St, Raleigh, NC 27607, United States of America
2. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Prof. Usha Nayar and V. V. Kulkarni, (2013), Interventions to Save the Girl Child in Punjab Vol. II ISBN – 978-1-329-70944-7, Published by, Lulu Publication 3101 Hillsborough St, Raleigh, NC 27607,
3. Prof. Usha Nayar and V. V. Kulkarni, (2013), Interventions to Save the Girl Child in Delhi, Vol. III ISBN – 978-1-329-70946-1 Published by, Lulu Publication 3101 Hillsborough St, Raleigh, NC 27607, United States of America
4. Prof. Usha Nayar and V. V. Kulkarni, (2013), Interventions to Save the Girl Child in Haryana, Vol. IV ISBN – 978-1-329-70948-5 Published by Lulu Publication 3101 Hillsborough St, Raleigh, NC 27607, United States of America
5. R. Kumar, Child Development in India, Vol. II, Ashish Publishing House, New Delhi. (1988)
6. G.S. Kewalramani, Child Abuse, Rawat Publications, New Delhi (1992).
7. George IVY, Child Labour and Child Work, Ashish Publishing House, New Delhi (1990)
8. Ramesh Knabargi, Child Labour in the Indian Subcontinent. (Dimensions and implication), Sage Publications, New Delhi. (1991)
9. Jayshree Biswas, Children of the prejudiced parents, Har Anand Publications, New Delhi (1991)
10. R.N. Patil, Rehabilitation of Child Labour in India, Ashish Publishing House, New Delhi (1991)
11. Shipra Lavania, Juvenile Delinquency, Rawat Publications, 1993.
12. Rashmi Agrawal, Street Children, Shipra Publications, New Delhi, 1999.
13. Khanna S.K., Children and Human Rights, Commonwealth Publishers (1998).
14. Misra R.N. "Child Labour in Hazaldous Sectors", Discovery Publishing House, New Delhi (2002).
15. Bishay K.N. "Plight of Child Labour", Discovery Publishing House, New Delhi (2003).
16. Rane Asha, "Street Children" TISS (1994).
17. Goonesekere Savitri, Children, Law and Justice, Sage Publications, New Delhi (1998).
18. Philips V.S.K., Street Children in India, Rawat Publications (1994).
19. Chaudhary D. Paul, Child Welfare and Development, Atma Ram & Sons, Delhi (1980).
20. Dolly Singh, Child Development Vol.I (Issues Policies and Programmes), Kanishka Publishers (1995).
21. Dolly Singh, Child Development Vol.II (Issues Policies and Programmes), Kanishka Publishers (1995).

FCD-8 : YOUTH DEVELOPMENT

SECTION-II

Unit – 1: Meaning of Youth

- Concept and definition of Youth
- Characteristics of Youth
- Demographic profile of Youth in India.

Unit – 2: Needs of Youth

- Psycho-social needs.
- Health
- Education
- Employment

Unit -3: Problems of Youth

- Unemployment
- Addictions
- Violence and Crime

SECTION-II

Unit – 4 : Issues concerning Youth

- Identity Crisis
- Youth Unrest
- Casteism
- Politics

Unit – 5 : Youth and Social Change

- Youth as an agent of Social Change
- Youth Movements in India

Unit – 6: Programmes and Policies.

- Youth Policy
- Government Initiatives
- Non-Governmental Initiatives

REFERENCE:

- Youth Development Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- Saraswathi, Youth in India, Indian Council of Social Science Research.
2. Scheme of Central & State Govt. by VishwaYuva Kendra
 - 3 Dr. D.R. Sachadeva, Social Welfare Administration in India, KitabMahal (1992-93)
 4. Youth - Wasted Assets, AnubhavShiksha Kendra. Monthly Journal (1995)
 5. KakarSudhir, Conflict & Choice – Indian Youth in a Changing Society, Somaiya Publications, Bombay (1970)
 6. NaliniRao, Socialisation of Child of Youth, National, Agra (19890)
 7. Ram Ahuja, Youth and Crime, Rawat Publications, New Delhi (1996).
 8. Jayaswal R. Modernisation and Youth in India, Rawat Publications, New Delhi (1992).
- Community work , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

FCD-9 : Development Communication for Social Workers

SECTION-I

Unit – 1: Concept and Functions of Communication

- Concept and meaning of communication and development communication
- Objectives and importance of communication in development
- Functions of development communication

Unit – 2: Communication Planning

- Meaning and scope of communication planning
- Training for effective communication.
- Role of social worker in development communication

Unit – 3: Communication Process

- Meaning and components of communication process
- Selection of communication channels
- Barriers to communication

SECTION-II

Unit – 4: Organizational Communication

- Meaning and components of organizational communication
- Types of organizational communication
- Process of organizational communication

Unit – 5: Media in Communication

- Audio Visual Media
- Electronic media
- Folk media:

Unit-6: Communication Skills for Development Functionaries

- Writing Skills: News release, feature writing, reports, case studies, stories, letters to the editor
- Verbal Skill : Presentation Skills and Public speaking
- Interfacing with mass media (Film, TV, Press, Radio conferences/interviews) and media advocacy

REFERENCES:

1. Berger, Authur Asa. 1982, Media Analysis Techniques, London : Sage
2. Herger, Hohn, 1972, Ways of Seeing, London : BBC and Penguin
3. Brown, James w. et.al. 1985 Hill, AV Instruction Technology, Media and Methods, New York : McGraw – Hill
4. Gandhi, V.P. 1995, Media and Communication Today, Vol. 1, 2 and 3, New Delhi : Kanishka Publishers
5. Goffman Erwing: 1979, Gender Advertisements, Macmillan.
6. Hawkes, Terence, 1977, Structuralism and Semiotics, London: Methuen.
7. Kumar, K. 1981, Mass Communication in India, Mumbai: Jai Publishing House.
8. Melkote, Srinivas R. 1991, Communication for Development in the Third World, Delhi : Sage
9. Mody, Bella, 1991, Designing Messages for Development Communication, New Delhi, Sage
10. Saunders Denys J. 1984 Educational, Visual Communication Handbook, London : Lutterworth

URCD –7: URBAN PLANNING AND GOVERNANCE

Section – I

Unit – I: Urban Planning in India

- Concept of city and Town Planning
- Town Planning and Development Plan
- Advantages and Disadvantages of planning schemes
- Problems and challenges in urban planning

Unit – II: Urban Planning Policies and Programs

- Town Planning policy and schemes
- District planning committee
- Metropolitan planning committee

Unit – III Urbanization

- Concept of Urbanization and Smart City
- Factors of Urbanization
- Social Implications of Urbanization

Unit – IV: Urban Governance

- Concept, Meaning and Significance
- History of Local Self Government in India
- Forms of Local Self Government – Municipal Council, Municipality and Municipal Corporation.

Unit – V: Statutory Provisions

- The 74th Constitutional Amendment Act, 1992
- Bombay Municipal Corporation Act, 1956
- Housing Policies

Unit – VI: Organizational and Administrative Structure of Municipal Institutions

- Infrastructure and Developmental functions
- State Control over Urban Local Bodies
- Statutory and Non-Statutory functions

REFERENCES:

1. Urbanization in India Ramanath Jha and Dr. V.V.Kulkarni (2018) Published by Current Publications, Agra
2. Urban Development Ramanath Jha and Dr. V.V.Kulkarni (2018) Published by Current Publications, Agra
3. Urban Governance , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Open Course , Dr. Bharati Chavan, Dr. Lokindar Tyagi, Dr, Brotho Bhardwaj 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Urban Development New Localism – Sudha Mohan – Rawan Publications, Jaipur, 2005.
6. Urban Development Problems – D. Vasudeva Rao – Lancers Books, New Delhi, 1990.
7. Urbanisation and Urban Systems in India – R. Ramchandran – Oxford University Press, Mumbai, 1991.
8. Social Aspects of Urban Development – H.D. Kopardekar, Popular Prakashan, Bombay, 1986.
9. Public-Private Partnership in Urban Development – Girish Misra / G.C. Mathur – Indian Institute of Public Administration, New Delhi, 1997.
10. Slums and Community Development Experiments in Self-Help – Marshall B. Clinard – The Free Press, New York, 1966.
11. Urban Community Development, Jacob Thudipara.
12. Urbanisation Trends in India, H.G. Hannumappa.
13. Social Work in Urban India – Nagpaul Hans.
14. Urbanisation in India –K.C. Sivaram Krishna.

URCD 8 Natural Resource Management and Livelihood Resources

Section I

Unit 1: Introduction

- Meaning and Definition of Natural resources
- Basic natural resources: Jal, Jangal, Jamin, Jan and Janwar
- Relationship between Natural resources and Development

Unit 2: Natural Resource Management

- Definition of Natural Resource Management
- Need of Natural Resource Management
- Social and Political responsibilities for environmental conservation and protection: environmental education, significant political and social movements

Unit 3: Approaches of Natural Resource Management

- Top-down or Command and control
- Bottom-Up (regional or community based NRM)
- Adaptive management
- Integrated approach (INRM)

Section II

Unit 4: Introduction to Livelihood Resources

- Concepts and scope of livelihood
- Types and resources of Livelihood in rural and tribal areas
- Livelihoods and relation with Natural Resource Management

Unit 5 Threats and Challenges to Natural Resources and livelihoods

- Development Programme and Natural Resources
- Environmental issues and natural resources
- Sustainable agriculture and regeneration of rural resources.
- Forest based resources and social forestry;

Unit 6: Sustainable development and natural resources

- Govt. Control over Natural resources
- Sustainable development goals related to natural Resources
- Legislation related to protection of natural resources

REFERENCES:

1. Building School & Community Partnerships through Parent Involvement – Key Wright Springate – Merrill.
2. Community Participation Empowering the Poorest – Roles of NGO's – Surendra Vettivel, Vetri Publisher, New Delhi.
3. New Face of Rural India – Vivek Bhattacharya – Metropolitan, New Delhi.
4. Empowering Women – Arun Kumar – Sarup & Sons., New Delhi.
5. Finance Against Poverty – Effective Institutions for Lending to Small Farmers and Micro Enterprises in Developing Countries – Routledge, London.
6. Dodkey. M.D (1999) “ SHGs and Micro Credit: Sustaining Rural Women” , Social Welfare, Marc. (2005), Government of India, Ministry of Finance. Outcome Budget 2005-06: Outlays and Outcomes: Towards Achieving Better Results.
7. Government of India, Planning Commission. 10th Five Year Plan Jalan, B. (2004), ‘ The future of India: Politics Economics, and Governance’ Penguin Books: New Delhi.
8. Meenaxi Anand Choudhary (1996), ‘Empowering Strategies for Rural Women in Inda’ Kurushetra, March.
9. Murgai, R. and M. Ravallion (2005), ‘Employment Guarantee in Rural India: What would it cost and how much would it reduce povety?’ Economic and political Weekly, July 30.
10. Methods of Social work Practice :Work with Individual and Groups, Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
11. Introduction to Psychology, Dr. Bharati Chavan, Tanuja Kher 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
12. Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
13. Urban Governance , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

URCD – 9: CO-OPERATIVE PRACTICES IN RURAL DEVELOPMENT

Section – I

Unit – I: Introduction to Co-operation

- Meaning, concepts, & Definition of co-operation
- Philosophy, Values and Principles
- Co-operative Movement
- Fields of co-operation

Unit – II: Co-operatives and rural development

- Types of co-operative societies
- National agencies: NIRD, CAPART
- Cooperative credit societies
- Case studies: Warna Nagar Cooperative Village development projects, Pravra Nagar Cooperative projects, Anand Cooperative dairy project
-

Unit – III: Co-operative Legislation

- The Maharashtra Co-operative Societies Act, 1960
- The Indian Co-operative Societies Act, 1904

Section – II

Unit – IV: Role of Co-operatives

- Role of Co-operatives in Poverty Alleviation
- Role of Co-operatives in Agriculture Sector
- Income generation and co-operatives

Unit – V: Fields of Co-operatives

- Labour Co-operatives
- Dairy Co-operatives
- Fishery Co-operatives
- Co-op Banks and credit Societies

Unit – VI: Issues and challenges in co-operatives

- Politics in Co-operation
- Impact of Globalization on Co operatives
- Problems of Co-operative Organization

REFERENCES:

1. Baidyanath Misra, Co-operative Movement in India, Published by S.B. Nangia, (1997)
2. H.R. Mukhi, Co-operation in India & Abroad, R.B. Publications, New Delhi (1989-90).
3. Mathur B.S. Co-operation in India, Sahitya Bhavan, Agra (1989).
4. Dr. K.G. Pathan & V.S. Mangnale, A Text Book of Co-operation, Nirali Prakashan, Pune (1990).
5. Sanjit Roy (1987), 'Voluntary Agencies in Development – their Role, Play and Programmes' Indian Journal of Public Administration (July-September)
6. Sundaram, K.V. (2004), 'Beyond Pura and Towards the Next Phase of Rural Renaissance' , Bhoovigyan Vikas Foundation, New Delhi.
7. Penchyati Raj System Dr.V.V.Kulkarni, (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

HRM&LW – 7: SOCIAL SECURITY AND LAWS RELATED TO WAGES

Section – I

Unit – I: Social Security

- Concept and Meaning of Social Security
- Types of Social Security
- Scope of Social Security

Unit II: Laws Related to Social Security

- The Employees State Insurance Act, 1948
- The Employees Provident Funds and Miscellaneous Provisions Act, 1952
- Maternity Benefit Act, 1961

Unit III:

- A) The Workmen's Compensation Act, 1923
- B) Payment of Gratuity Act, 1972
- C) The Employee's Pension Scheme, 1995

Section – II

Unit – IV: Laws Related to Wages

- The Minimum Wages Act, 1948
- The Payment of Wages Act, 1936

Unit – V: Dispute Settlement Machinery

- Labour Court
- Industrial Tribunal
- National Tribunal

Unit – VI: Execution and Administration of Labour Laws

- State labour department
- The Bombay Labour Welfare Fund Act, 1953.

REFERENCES:

1. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Media and Developemnt Dr. G.R.Rathod and Dr. Garima Diyama , 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. Employer's Guide to Labour Laws, S.R. Samant, Seventh Edition.
6. Publication – S.L. Dwivedi, Labour Law Agency, 1-A, Arun Chambers, Tardeo Road, Mumbai – 34.
7. Industrial and Labour Laws of India, Dr. H.K. Saharay (Fourth Edition), New Central Book Agency (P) Ltd., 8/1 Chintamani Lane, Calcutta – 700009.
8. Handbook of Labour Laws – B.K. Bhar. Academic Publishers, Calcutta.
9. Industrial and Labour Laws, S.P. Jain, J.C. Kanpur for Dhanpat Rai and sons, Delhi.
10. Labour Laws – Zabwale.
11. Labour Law Series – Agrawal.
12. Labour Law – BARE Acts.
13. Hand Book of Labour Laws – V.P. Shintre.
- 10 Chakrabarti, B. K. (1974) Labour Laws of India, Calcutta : International Law Book Centre
- 11 Goswami, V. G. (1986) Labour & Industrial Law, Allahabad : Central Law Agency
11. Jain, S. P. & Agrawal, Simmi (1997) Industrial & Labour Law, Delhi : Dhanpat Rai & Co.Pvt; Ltd.
12. Kumar, H. L. (1996) Employers rights under Labour Laws, Delhi : Universal Law Publishing Co. Pvt; Ltd.
13. Malik P. L. (1992) Industrial Law, Lucknow : Eastern Book com.
14. Saiyed, I. A. (2001) Labour Laws, Mumbai : Himalaya Publishing House
15. Sarma, A. M. (1996) Industrial Jurisprudence and Labour Legislation, Mumbai : Himalaya Publishing House
16. Trivedi. P R: Pollution Management in Industries.
17. Trivedi. R K :Hand book on environmental laws guidelines compliance of standards – Volume 1 and 2.
18. Arora, R. (2000) Labour Laws, Mumbai : Himalaya Publishing House
19. Balchandani, K. R. (1977) Labour & Industrial Laws, Mumbai : Jeevan deep Prakashan
20. Central Board of Workers Education (1976) Labour Legislation, Nagpur : CBWE Publication

HRM&LW – 8: PUBLIC RELATIONS & CORPORATE COMMUNICATIONS

Section – I

Unit I : Public Relations

- Concept, theory, history & practice of public relations,
- Importance of PR for HR professionals,
- PR campaign & strategies for PR,
- Evaluating PR activities

Unit II : Media Relations

- Building and maintaining credible relationship with media
- Developing methodologies for successful practice of media relations
-

Unit III : Public Opinion –

- Meaning and Definition
- Roots of Public Attitudes – Culture, Family, Religion, Economic and Social Classes
- Role of PR in opinion formation.

Section - II

Unit IV : Communication

- Definition and Characteristics
- Objectives of Communication
- Types of Communication

Unit V : Corporate Communication

- Introduction to corporate communication,
- Online public relations in Corporates

Unit VI : Communication Management

- Presentation skills
- Developing strategic communication plan
- Event Management

References :

- 1) Media and Development Dr. G.R.Rathod and Dr. Garima Diyama , 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 2) Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 3) Methods of Social work Practice :Work with Individual and Groups, Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 4) The Process and Effects of Mass Communication - Schramm, Wilbur
- 5) Public Relations (Illinor,1981) - Moore, Frazier H.
- 6) Effective Public Relations (Practice) - Cutlip Scott M. & Center Allen H.
- 7) Practical public Relations, Universal – 1994 - Black Sam
- 8) Public Relations in India - JM Kaul
- 9) Public Relations: Theory & Practice - S.M. Sardana
- 10) Public Relations Practice - Sam Black
- 11) Seitel Fraser P. Practice of Public Relations, Columbus-Charles E. Merill Pub.
- 12) Kaul J.M. - Public Relations in India, Naya Prakash, 1988

HRM&LW – 9: PERSONNEL MANAGEMENT

Section – I

Unit – I: Introduction

- Definitions and Scope of Personnel Management
- Principles of Personnel Management
- Personnel Department and Functions

Unit – II: Manpower Planning

- Meaning and Definition of Manpower Planning
- Objectives of Manpower Planning
- Short Term and Long Term Manpower Planning

Unit – III: Recruitment

- Recruitment – Sources and Process
- Steps in Scientific Selection
- Induction and Placement

Section – II

Unit – IV: Personnel Policies

- Aims and Objective of Personnel Policies
- Need for Personnel Policies
- Sources of Personnel Policies
- Types of Personnel Policies

Unit – V: Personnel Audit

- Meaning of Personnel Audit and Research
- Objectives of Personnel Audit
- Need and Importance of Personnel Audit

Unit – VI: Personnel Research

- Meaning and Characteristics of Personnel Research
- Methods and Tools of Personnel Research

REFERENCE:

- 1) Dr. Lawani B. T., (2009), Women Managers, Publication Wing, Centre for Social Research and Development, Pune, ISBN:978-81-910455-0-5
- 2) Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 3) Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 4) Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 5) Ghanekar Anjali, Human Resource Management, Everest Publications, Pune.
- 6) Memoria C.B., Personnel Management, Himalaya Publications, Bombay.
- 7) Miraza S.S., Human Resources Management, Tata McGraw – Hill Publication Co., New Delhi.
- 8) Shyamkant Gokhale, A Handoo of Personnel Management and Organisational Bahivour, Pune
- 9) Ahuja K.K., Human Resource Management, Kalyani Publishers, Ludhiyana.
- 10) Rudra Basavaraj, Dynamics of Personnel Administration, Himalaya Publishing House, Bombay.
- 11) Morajkar, Kakade & Others, Human Resource Management, Nirali Prakashan, Pune.
- 12) Raymond V.L. & John D.P., Business Communication, All India Traveller Book Seller, Delhi.
- 13) R. Subburaj, ISO 9000 path to TQM, Allied Publishers Ltd., New Delhi.
- 14) Dalmar Fisher, Communication in Organizations, Jaico Publishing House, Mumbai.

AE-2: ENVIRONMENTAL ISSUES AND DISASTER MANAGEMENT

Section – I

Unit – I: Introduction

- Concept and Definitions of Environment
- Physical, Social and Communal Environment
- Environment Education; need and objectives
- Global Environmental Issues

Unit – II: Approaches and Models of Environment Education

- Service approach and Action approach
- Sustainable development approach
- Interdisciplinary model and Multi – disciplinary model
- Social Development model and Economic development model

Unit – III: Concepts in Disaster Management

- Disasters, Risks, Hazards, Vulnerability, Disaster Cycle
- Relief and Rehabilitation in Disaster, Logistic Management
- Disaster preparedness and disaster mitigation
- Initiatives in disaster management

Section – II

Unit – IV: Classification of Disasters

- Meaning of Natural and Human made disasters.
- Types of disasters: Famine and drought, Floods, Cyclone, Storms, Tsunami, Earthquakes, Riots, Industrial Accidents, Road-Air-Rail Accidents, Bomb-blast and explosions, War, Avalanches and landslides.

Unit – V: Disaster Responses and Mitigation:

- Prevention and preparedness – Disaster response at various stages of disasters: evacuation and rescue; emergency supplies; early warning systems and vulnerability reduction; disaster financing: provisions and procedures.
- Aid administration and management
- Technological options for disaster response and preparedness

Unit – VI: Relief and Rehabilitation

- Relief – Damage and needs assessment.
- Rehabilitation and Recovery - Planning for rehabilitation and recovery, displacement and resettlement.
- Community Participation and capacity building for facing disasters
- Disaster Management Act, 2005.

REFERENCES:

1. Atreya, B.D. – Environmental Education in Countries of the Regions.
2. NCERT – Man and Environment, New Delhi, 1975.
3. Parekh, B.S. – India on the Move, NCERT, New Delhi, 1975.
4. UNESCO, 1977 – Major Environmental Problems in Contemporary Society.
5. Policy Documents Govt. of India, Govt. of Maharashtra and Planning Commission on Environment.
6. S.D. Maurya, Gayatri Devi, Social Environment of India, Chugh Publication, Allhadbad, 1989.
7. R.K. Rao, A.C. Mahapatra, N.P. Goel, Environmental Management – Psycho Ecological Facets Edu, Rawat Publication, 1992.
8. P.S. Jaswal & Nishtha Jaswal, Environmental Laws, Pioneer Publication, 2003.
9. G.S. Monga, Environment and Development Edu., Deep & Deep Publication Pvt. Ltd., New Delhi, 2003.
10. P.R. Trivedi, Environmental Education, A.P.H. Publishing Corpo., New Delhi, 2004.
11. Suresh Naik, Social and Political Environment in India, Everest Publishing House.
12. Kapur, Anu: Disaster in India, Jaipur : Rawat Publications
13. Prabhas C. Sinha: Disaster Mitigation : Preparedness. Recovery & Response, SBS Publishers & Distributors Pvt. Ltd.
14. Sinha Prabhas C. : Disaster Management Process Law & Strategy, SBS Publishers & Distributors Pvt. Ltd.
15. Sinha Prabhas C. : Disaster Relief, Rehabilitation & Emergency Humanitarian
16. Assistance, SBS Publishers & Distributors Pvt. Ltd.

SEMESTER IV
CC- 10: COUNSELLING IN SOCIAL WORK

Section I

Unit – I: Conceptual Framework

- Concept, definitions, and Scope of Counselling
- Counselling- as an Art and Science
- Levels and types of Counselling
- Principles of Counselling

Unit – II: Counselling Goals and Skills

- Goals of Counselling
- Essential Qualities for a Counsellor
- Counselling Skills

Unit – III: Phases in the Counselling Process

- Attending Phase
- Exploration Phase
- Understanding /Problem Analysis Phase
- Action Phase
- Termination Phase

Section – II

Unit – IV: Techniques and Models of Counselling

- Directive Model
- Non-directive Model
- REBT Model
- Transactional analysis

Unit – V: Counselling in Various Settings - I

- Sexuality Counselling
- HIV/AIDS Counselling
- Marriage Counselling

Unit – VI: Counselling in Various Settings -II

- De- Addiction Counselling
- Industrial Counselling
- School Counselling

REFERENCES:

1. A.K. Nayak, Guidance and Counselling, APH Publishing Corporation, 1997.
2. Jacobs Masson Harvill, Brooks / Cole, Group Counselling Strategies and Skills – IVth Edition, 2002.
3. K.K. Shrivastava, Principles of Guidance and Counselling, Kanishka Publishers, New Delhi, 2003.
4. Sarla Gupta, Career and Counselling Education, Kalpaz Publications, Delhi, 2001.
5. J.C. Aggarwal, Educational Vocational Guidance and Counselling, Doaba House, Delhi, 1998.
6. Manju Gupta, Effective Guidance and Counselling – Modern Methods and Techniques, Mangal Deep Publications, Jaipur, 2003.
7. Burle E. Gilliland and Richara, K. James, Theories and Strategies in Counselling and Psychotherapy, Allyn and Bacon Publishers, 1989.
8. Barki and B. Mukhopadhyay, Guidance and Counselling – A Manual, Sterling Publishers, 1993.
9. Fara Chand Sharma, Modern Methods of Guidance and Counselling, Sarup & Sons, New Delhi, 2002.
10. Geraldine Shipton and Eileen Smith, Long Term Counselling, Sage Publications, 1998.
11. Rowan Bayne and Paula Nicotson, Counselling and Communication Skills for Medical and Health Practitioners, Universities Press, 2000.
12. Stephen Palmer and Gladeana Mc Mahon, Professional Skills for Counsellors – Client Assessment, Sage Publications, 1997.
13. Charlotte Sills, Contracts in Counselling, Sage Publications, 1997.
14. Roger Thistle, Counselling and Psychotherapy in Private Practice, Sage Publications, 1998.
15. Vineeta Chitale, Melita Vaz, Telephone Counselling for HIV / AIDS – A Counsellor's Resource Book, Tata Institute Publication, 2000
16. Women Empowerment Dr.Usha Verghese and Dr.Kirtiraj D.C.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
17. Child Development and socialization Dr.Usha Verghese and Dr.Nisha Waghmare.- (2018) Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 18 Introduction to Psychology, Dr. Bharati Chavan, Tanuja Kher 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 19 Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE

CC - 11: INTRODUCTION TO CONSTITUTION AND HUMAN RIGHTS

Section – I

Unit – I: Nature of the Constitution

- Nature and Concept of the Indian Constitution
- Historical background of Indian Constitution.
- The Preamble
- Special Features of the Indian Constitution

Unit – II: Philosophy of the Constitution

- Independent and Sovereign
- A Representative Democracy and Democratic Society.
- Political, Economic and Social Justice.
- Liberty, Equality and Fraternity.

Unit – III: Fundamental rights

- Fundamental rights,
- Fundamental duties
- Directive principles of state policies

Section – II

Unit – IV: Introduction to Human Rights:

- Nature, Concept and Definitions of Human Rights
- Historical Background of Human Rights at the International Level
- Historical Background of Human Rights in India

Unit – V : Human Rights Framework in India:

- Protection of Human Rights Act, 1993
- Composition, role and Functions of NHRC;
- Composition, role and Functions of SHRCs;

Unit VI: Rights of Vulnerable sections

- Women and children
- Schedule Caste
- Schedule tribe, NT, DNT, VJNT
- Elderly people

REFERENCES:

1. Dr. Durga Das Basu (1983). Introduction of the Constitution of India: Prentice hall of India pvt Ltd, New Delhi.
2. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. The Constitution of India. Government of India Publication
3. Domestic Violence: Issue of Violation of Human Rights of Women By Mahapatra, Padmalaya Madhya Pradesh Journal of Social Sciences, Vol. 13, No. 2, July-December 2008.
4. Women's Rights as Human Rights: The Promotion of Human Rights as a Counter-Culture By Arat, Zehra F. Kabasakal UN Chronicle, Vol. 45, No. 2-3, June-September 2008.
5. Human Rights: The Essential Reference By Carol Devine; Carol Rae Hansen; Ralph Wilde; Hilary Poole Oryx Press, 1999.
5. Human Rights in India: Issues and Perspectives, APH Publishing, 2000
6. India Human Rights Report 2007, Jain Book House, New Delhi, Book Code : 002244, ISBN : 8188987174, Publication Year : 2007, Edition: First.
7. Universal Human Rights in Theory and Practice, by Jack Donnelly, Jain Book House, New Delhi, Book Code : 003442, ISBN : 8170492580, Publication Year : 2005, Edition: Second.
8. Teaching Human Rights, by Harry Dhand, Jain Book House, New Delhi, Book Code : 004182, ISBN : 8172732066, Publication Year : 2005, Edition: First.
9. International Law and Human Rights, by S K Kapoor, Jain Book House New Delhi, Book Code : 000763, Publication Year : 2014, Edition: Nineteenth.
10. BARE Acts :
 - a) Protection of Human Rights Act, 1993
 - b) Bonded Labour System (Abolition) Act, 1976
 - c) Child Labour Issues & Child Labour (Prohibition and Regulation) Act, 1986
 - d) SC/ST issues & Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989, Civil Liberties Act, 1988 & The Forest Rights Act, 2006

CC-12: COMMUNITY HEALTH AND HEALTH CARE SYSTEM

Section – I

Unit – I: Community Health

- Concept and definitions of Health, Standards of Health ,
- Individual and community health
- Factors Affecting Health
- Concept of Diseases, Classification of diseases ,Mode of Transmission of Diseases

Unit – II: Public Health and Health Care Services

- History of Public Health in India
- Public Health Programmes in India- Village , Block, District Levels
- Health Policy and Administration

Unit – III: Government Initiatives in Public Health

- National Urban Health Mission-Objectives, Structure, Services
- National Rural Health Mission- Objectives, Structure, Services
- Issues in Public Health services

Section – II

Unit – IV: Prevention and Control of Diseases

- Concept of Control and Prevention of diseases
- Prevention and Control of : Communicable Diseases, -
- Measles ii) Mumps iii) Polio iv) Chicken Pox v) Rubella vi) Tetanus vii) Whooping cough viii) Diphtheria
- Levels of Prevention : Primary level, Secondary level & Tertiary level

Unit – V: Malnutrition

- Concept and Definition of Malnutrition
- Social aspects of Nutrition
- Diseases and Conditions related to Malnutrition
- Vitamin deficiency, Anemia, Iodine deficiency

Unit –VI: Community Health Care and Social Work

- Health Education and Counseling
- Application of Social Work Methods in Health Care
- Role of Social Worker in Community Health Care Programme

REFERENCES:

1. Dr. Anuradha Patil and Dr.V.V.Kulkarni, (2014),HIV/AIDs and Coping Machanism, Published by Laxmi Book Publications, Solapur. ISBN – 978-1-329-07277-0
2. Prof. Usha Nayar and V. V. Kulkarni, (2013), Interventions to save the girl child in Punjab, Haryana and Delhi Vol. I ISBN No.– 978-1-329-70943-0 Published by, Lulu Publication 3101 Hillsborough St, Raleigh, NC 27607, United States of America
3. Park J. E., Park, K (1977) Preventive and Social Medicine :M/s Banarasidas Bhanot.
4. Park, K. :Textbook of Preventive & Social Medicine, Jabalpur : Banarisi Das Bhanot Publishers
5. Open Course , Dr. Bharati Chavan, Dr. Lokindar Tyagi, Dr, Brotho Bhardwaj 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
5. VHAI – Voluntary Health Asso. of India 1992. State of India's Health.
6. A.B. Hiramani, Health Behaviour Research in India, Central Health Edu. Bureau, 1991.
7. Aditi Iyer, Amar Jesani, etc. Women in Health Care, FRCH, 1995.
8. Amar Jesai, NGO's in Rural Health Care, FRCH, 1996.
9. C. Gopalan, B.V. Sastri & S.C. Balasubramanian, Nutritive Value of Indian Foods, National Institute of Nutrition, 1996.
10. C. Ramachandran, T. Dhasmaaliyam, Health Education, Vikas Publication House Ltd., 1993.
11. Deodhar N.S., You and Your Health, Rane Publication, 1970.
12. Green – Anderson (1982) Community Health, London, The C. V. Mosby Company
13. Hetzel, Basil S. (1978) Basic health care in developing countries, New york, Oxford University Press
14. ICSSR (1981) Health for All: an alternative strategy, Pune, Indian institute of education.
15. Kakar, N., Kakar, S. N. (2002) Combating AIDS in the 21st century issues challenges, New Delhi Sterling Publishers Pvt. Ltd.
16. Kumar R. (1992) Social & Preventive Health Administration, New Delhi, Ashish Publishing House.
17. K.V. Narayana, Health and Development, Rawat Publications, 1997.
18. Korlic de Koning & Marion Martion, Participatory Research in Health, Sage Publications, 1996.
19. L. Ramchandran, T. Dharmalingam (1983) A Textbook of Health Education, New Delhi, Vikas Publishing House Pvt. Ltd.
20. Mrs. Nareadr Nagpal, Primary Health Care, Trained Nurses' Association, 1984.
21. Nagpal, Narender (1984) Primary Health Care, New Delhi ,Trained Nurses Association of India
22. Pati, R. N. (1992) Health, Environment & Development, New Delhi, Ashish Publication House
23. P.K. Bajpai, Social Work Perspectives on Health, Rawat Publications, 1998.

FCD- 10: FAMILY COUNSELING

SECTION-I

Unit 1: Family as a System

- Characteristics of a Healthy Family
- Stages of Family Development
- Holistic Family Assessment

Unit 2: Marital issues

- Alternatives to Marriage
- Marital Conflict
- Divorce And Remarriage

Unit 3: Marriage and Family Counselling

- Marriage and Marital Relationships
- Marital Adjustment
- Pre-Marital and Marital Counselling

SECTION-II

Unit 4: Intervention in Family Related Issues- I

- Sexuality Counselling
- Infertility Counselling
- Pregnancy related Counselling

Unit 5: Intervention in Family Related Issues- II

- Pre and Post Adoptive Counselling
- Child Related Issues
- Domestic Violence

Unit 6: Techniques and Approaches in Family Counselling

- Directive – Non Directive- Eclectic Approach
- Rational Emotive Therapy
- Transactional Analysis

REFERENCES:

- 1) Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 2) Introduction to Psychology, Dr. Bharati Chavan, Tanuja Kher 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 3) Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 4) A.K. Nayak, Guidance and Counselling, APH Publishing Corporation, 1997.
- 5) Jacobs Masson Harvill, Brooks / Cole, Group Counselling Strategies and Skills – IVth Edition, 2002.
- 6) K.K. Shrivastava, Principles of Guidance and Counselling, Kanishka Publishers, New Delhi, 2003.
- 7) Sarla Gupta, Career and Counselling Education, Kalpaz Publications, Delhi, 2001.
- 8) J.C. Aggarwal, Educational Vocational Guidance and Counselling, Doaba House, Delhi, 1998.
- 9) Manju Gupta, Effective Guidance and Counselling – Modern Methods and Techniques, Mangal Deep Publications, Jaipur, 2003.
- 10) Burle E. Gilliland and Richara, K. James, Theories and Strategies in Counselling and Psychotherapy, Allyn and Bacon Publishers, 1989.
- 11) B.G. Barki and B. Mukhopadhyay, Guidance and Counselling – A Manual, Sterling Publishers, 1993.
- 12) Fara Chand Sharma, Modern Methods of Guidance and Counselling, Sarup & Sons, New Delhi, 2002.
- 13) Geraldine Shipton and Eileen Smith, Long Term Counselling, Sage Publications, 1998.
- 14) Rowan Bayne and Paula Nicotson, Counselling and Communication Skills for Medical and Health Practitioners, Universities Press, 2000.
- 15) Stephen Palmer and Gladeana Mc Mahon, Professional Skills for Counsellors – Client Assessment, Sage Publications, 1997.
- 16) Charlotte Sills, Contracts in Counselling, Sage Publications, 1997.
- 17) Roger Thistle, Counselling and Psychotherapy in Private Practice, Sage Publications, 1998.
- 18) Robin D. Tribhuwan, S.R. Shevkari, Funding Project Proposals, Discovery Publishing House, 2000.
- 19) E.D. Setty, A Practical Handbook on training, Anmol Publications, 2002.
- 20) Vineeta Chitale, Melita Vaz, Telephone Counselling for HIV / AIDS – A Counsellor's Resource Book, Tata Institute Publication, 2000.

FCD – 11: GENDER STUDIES

Section-I

Unit 1: Introduction

- Gender Studies – Concept, Meaning and Definition
- Women Studies- Concept and Importance
- Social Construction of Gender

Unit 2: Gender Issues

- Gender and Class
- Gender and Religion / Caste
- Gender and Sexuality

Unit 3: Feminism

- Concept and Meaning of Feminism
- Major Feminist Issues
- Importance of Feminism in Social Work

Section –II

Unit 4: Gender and Culture

- Culture and Feminism
- Gender Inequities
- Media and Gender

Unit – V: Contemporary Issues of Women

- Issues of SC,ST,OBC & VJNT Women
- Female Foeticide
- Domestic Violence

Unit – VI: Gender Policy and Programmes

- National and State policy for Women empowerment
- Governmental and NGO Initiatives
- Role of Women's Commission

REFERENCES:

- 1) Introduction to Psychology, Dr. Bharati Chavan, Tanuja Kher 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 2) Psychology for Social Workers, Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 3) Methods of Social work Practice :Work with Individual and Groups, Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
- 4) O.P. Dahama, O.P. Bhatnagar – Education and Communication for Development.
- 5) Sindevani L. Lall – Some thoughts of Social Education.
- 6) Mehar C. Nanavatty – Social Education.
- 7) N.R. Roy – Social Education.
- 8) Sohan Singh – Social Education.

FCD – 12: INTRODUCTION TO GERONTOLOGY

SECTION-I

Unit – I: Introduction to Gerontology

- Concept and Definition of Gerontology
- Concept and Process of Aging
- Demography of Ageing

Unit – II: Problems of Ageing

- Dementia
- Alzheimer
- Elder Abuse

Unit – III: Sociology of Ageing

- Socio-cultural Aspects of Aging
- Family and Kinship Relations
- Feminization of Ageing

SECTION-II

Unit – IV: Psychology of Ageing

- Memory loss
- Personality disorders
- Mental health

Unit – V: Policy, Programmes and Services of the Ageing:

- National Policy on Ageing
- Constitutional Provisions for Elderly Care
- The Maintenance and Welfare of Parents and Senior Citizen Act, 2007.

Unit – VI: Interventions Strategies

- G.O/NGO Initiatives for Elderly Care
- Social Work Intervention
- Nontraditional Approaches in Intervention -Music, Art, Drama, Pet Therapy

REFERENCES:

1. Gokhale. S.D., Elder Abuse, the South Asian Context, International Longevity Centre – India.
2. S. Irudaya Rajan, U.S Mishra & P Sankara Sarma, India's Elderly, Burden or Challenge? Sage Publication, New Delhi.
3. John W. Rowe, M.D., and R.L Kahn, Successful Aging, Simultaneously in Canada, March 1999
4. R.N. Pati & B. Jena, Aged in India, 'Socio-Demographic Dimensions', Ashish Publishing House, New Delhi.
5. Ageing and Urbanization, United Nations Publication.
6. Gokhale S. D., Ageing in Search of its Identity, Aameya Publishers
7. Natarajan, Ageing Beautifully, Ssakthi Pathipagam
8. Modi Ishwar., Ageing Human Development, Rawat Publications
9. Ageing in Asia and the Pacific: Emerging Issues and Successful Practices, United Nations Publication
10. Devi S D And Bagga A, Ageing in Women, Mihal Publication New Delhi
11. Gokhale S D and Ramamurthi P V, Ageing in India, Somaiya Publications Pvt. Ltd.
12. Timoner V, Ageing Societies, Tata Mcgraw Hill Company Limited
13. Gokhale S D , Patwardhan B, Nagatkar A K, Longevity : 21st Century Revalution, International Development Research Centre
14. Tandon S L, Senior Citizens Perspective for the New Millennium, Reliance Publishing House.
15. Bare Act - The Maintenance and Welfare of Parents and Senior Citizen Act, 2007.
16. Constitution of India, Government Publications.

URCD 10 SUSTAINABLE DEVELOPMENT

Unit 1: Sustainable and Inclusive Development – Genesis and Definition

- Definition and concept of Human Development, Sustainable and Inclusive Development
- Approaches of Sustainable Development
- Genesis of Sustainable and Inclusive Development

Unit 2: Mechanisms for Sustainable and Inclusive Development

- Mechanisms in Indian context (government, non-government, CSR, International Development Agencies)
- Planning Process of SD : five year plan to NITI Aayog
- Current schemes and Programmes of S & I D
- Impact of Schemes and Programmes

Unit 3: Social Implications of Inclusive Development

- Inclusive Development and social Integration
- Inclusive Development and upliftment of weaker sections
- Inclusive Development and Women Empowerment

Section II

Unit 4: Sustainable development Goals and Indicators (I)

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

Unit 5: Sustainable development Goals and Indicators (II)

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

Unit 5: Sustainable development Goals and Indicators (III)

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to achieve the Goal

URCD 11: COMMUNITY PARTICIPATION AND MANAGEMENT

Section – I

Unit – I: Introduction to Community participation

- Meaning and Concept of Community participation
- Need and significance of community participation
- Community organization and community participation

Unit – II: Community participation – Stages, techniques, process

- Stages of community participation
- Techniques and tools of community participation
- Process of community participation

Unit – III: Community Participation and Panchyat raj

- Social Inclusion and community participation
- community participation in PRIs
- Dynamics in community participation

Section – II

Unit – IV: Areas of community Management

- Community Management Concept and significance
- Management of community based services
- Management of Community infrastructure

Unit – V: Community Managerial skills

- Recording and documentation
- Community organization skills
- Project management skills
- Group facilitation and community consultation skills

Unit – VI: Community project monitoring and evaluation

- Developing MIS
- Monitoring and supervision
- Project Evaluation
- Impact Assessment

REFERENCES:

- Social Work and Community Organization (2014)- Dr.V.V.Kulkarni, Published by Current Publications, Agra.
- Dimensions of Community Work (2014) -Dr.V.V.Kulkarni , Published by Current Publications, Agra.
- Dynamics of community organization and Social Work (2014)-Dr.V.V.Kulkarni, Published by Current Publications, Agra.
- Community Organization Process and social work (2014)- Dr.V.V.Kulkarni, Published by Current Publications, Agra.
- Bhargava, Gopal (Edited, 1981) Urban Problems and policy perspectives , New Delhi, Abhinav Publications
- Flanagan, William G (1990) Urban Sociology: Images and structure, Boston; Allyn and Bacon
- Gill, Rajesh (1997) ‘ Issues and perspectives on urban poverty; Indian experience in Urban India, Vol XVII,
- Harpham, T and Tanner Marcel (1995), Urban Healthin Developing Counries London, Earthscan Publication Ltd.
- Mills E S and Becker, C. M (1986) Studies in Indian Urban Development New Delhi, Oxford University
- Rakodi, Carole and Lloyd John T (2002), Urban Livelihoods, Peoples centred approach to reducing poverty. London, Earthscan Publicatiob Ltd.
- Report of National Commission on Urbanisation (1988), Govt. pof India , Vol.1 and 2

URCD – 12: TRIBAL DEVELOPMENT

Section – I

Unit I - Introduction to tribal development

- Tribal Community and its characteristics
- Tribal habitat and its characteristics
- Constitutional provisions for Tribals

Unit – II: Statutory Safeguards

- 73rd Constitutional Amendment
- Forest Rights Act, 2006
- Biodiversity Act 2002

Unit – III: Developmental Issues of Tribals

- Economy: Poverty and Unemployment
- Health, Education and Social exploitation
- Impact of urbanisation and industrialisation on tribal communities

Section – II

Unit – IV: Tribal Development Policy and Programmes

- Concept of Integrated Tribal Development & Tribal Sub-Plan
- Tribal Development Policy – 2004
- Programmes for Tribal Development

Unit – V: Livelihoods for Tribal Community

- Sources of Livelihoods and Assets development
- Infrastructural Development
- Natural development and Environmental development

Unit – VI: Tribal Development Administration

- Tribal power structure and community dynamics
- District level administration
- State level administration
- National level administration

References

1. Sonal Shivgunde and Kulkarni V.V.(2019) School Education of Tribals Current Publication Agra
2. Kanaskar M.P. and Kulkarni V.V.(2019) Tribes in India, Current Publication Agra
3. The Scheduled Tribes - K.S. Singh, Oxford India.
4. Tribal Administration and Development – S.G. Deogaonkar; Concept Publishing, New Delhi.
5. Tripathy S.N.–Glimpses on Tribal Development–Discovery Publishing House, New Delhi– 2.
6. Sonal Shivgunde and Kulkarni V.V.(2019) School Education of Tribals Current Publication Agra
7. Singh A.K. – Tribals in India – Har-Anand Publication; New Delhi.
8. Vohra Gautam – Tribals, Development and Environment; Har-Anand Publication, New Delhi.
9. Dynamics of community organization and Social Work -Dr.V.V.Kulkarni, Published by Current Publications, Agra.
10. Community Organization Process and social work- Dr.V.V.Kulkarni, Published by Current Publications, Agra.
11. Jairh M.S. – Tribal Economy and Society –Mittal Publications; New Delhi.
12. Nadeem Hasnain – Tribal India - Palaka Prakashan, Delhi.
13. K. Rani Gopal – Tribals and their Health Status, A.P.H. Publishing Corpn., Delhi.
14. Ghosh G.K. – Tribals and Their Culture – Ashish Publishing House, Delhi.
15. Deshmukh B.A. – Tribal Education, Sonali Publications, New Delhi.
16. Govt. of India Report on Tribal Development, 2004, New Delhi.
17. Policy Document, Tribal Welfare, Govt. of India and Govt. of Maharashtra.

HRM&LW – 10: LABOUR WELFARE

Section – I

Unit – I: Introduction to Labour Welfare

- Concept and definitions of labour welfare
- Objectives of labour welfare
- Current trends in labour welfare

Unit- II: Labour Welfare Policy & Practices in India

- National policy on labour welfare
- Agencies of labour welfare
- Role of labour welfare officer

Unit – III: Types of Labour Welfare

- Intra-mural and Extra-mural Labour Welfare Facilities
- Statutory and Non-statutory Welfare Facilities

Section – II

Unit – IV: Welfare of Special Category Labour

- Female Labour
- Child Labour
- Construction Labour
- Agriculture Labour and other unorganized sector labour

Unit – V: Maharashtra Labour Welfare Board

- Structure of Maharashtra Labour Welfare Board
- Activities/Schemes of Maharashtra labour welfare board

Unit – VI: Social Work in Industry

- Meaning and Concept of Industrial Social Work
- Application of Social Work Methods
- Employee Counselling

REFERENCES:

1. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Social Legislation Dr. G.R.Rathod, and Jayshree Kandhare 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
4. Punekar and Deodhar, Labour Welfare, Trade Unionism and Industrial Relations
5. B.D. Rawat, Labour Welfarism in India
6. Aspects of Labour Welfare and Social Security
7. Dr. B.P. Tyagi, Labour Economics and Social Welfare.
8. Dr. M.V. Moorthy, Principles of Labour Welfare
9. Annual Reports of Maharashtra Labour Welfare Board, Bombay.
10. Information Booklet – Maharashtra Labour Welfare Board, Bombay.
11. The Factories Act, 1948.
12. M.M. Desai, Social Work in Industry, Tata Institute of Social Sciences, Mumbai.
13. Mhetras V.G., Labour Welfare and Labour Welfare Officer in Indian Industry.
14. Jois P.V., Labour Welfare, Somaiya Publications Pvt. Ltd., Bombay.
15. Prof. R.K. Malviya, Committee on Labour Welfare (1969).
16. Report of the National Commission of Labour in India – NCL Govt. of India.

HRM&LW – 11: INDUSTRIAL RELATIONS AND CASE STUDIES

Section – I

Unit – I: Introduction

- Concept and Definitions of Industrial Relations
- Objectives and Scope of Industrial Relations
- Factors of Good Industrial Relations

Unit – II: Agencies of Industrial Relations

- The Role of Government
- Changing role of trade unions in industrial relations
- Role of employers in industrial relations

Unit – III: Collective Bargaining

- Meaning and definitions of collective bargaining
- Types of collective bargaining
- Workers participation in industrial relations

Section – II:

Unit – IV: Industrial Disputes and Settlement Machinery

- Definition of Industrial Disputes
- Settlement Machinery :
 - Conciliation
 - Arbitration
 - Adjudication

Unit –V: Futuristic Issues in Industrial Relations

- Redesigning Industrial Relations
- Impact of Globalisation on Industrial Relations

Unit – VI: Case Studies in Industrial Relations

- Case Studies Related to:
 - Strike, Lockout, Layoff,
 - Retrenchment, Termination,
 - Discharge and Dismissal,
 - Principles of Natural Justice

REFERENCES:

1. Human Resource management, Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Unorganised Labour Dr. G.R.Rathod and Dr. S.D. Pawar, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
3. Charles Myer, Industrial Relations in India
4. Davar & Dale Yoder Personnel Management and Industrial Relations in India
5. Dr. C.B. Memoria, Dynamics of Industrial Relations
6. S.L. Agarwal, Labour Relations Law in India
7. V.P. Michael, Industrial Relations in India and Workers Involvement in Management
8. Dr. C.B. Mamoria, Dynamic of Industrial Relations
9. Dr. R.M. Shah, Case Studies in Indian Management, Jaico Publishing House.
10. Agarwal, Labour Relation Law, Macmillan and Co. India.
11. M.K. Shukla and Y. Ramaswamy, Cases in Industrial Relations, Popular Prakashan, Bombay
12. S.P. Jain, Industrial Law
13. Labour Gazathe
14. Arun Monappa, Industrial Relations
15. K.K. Ahuja, Industrial Relations Theory & Practice

HRM&LW – 12: PERFORMANCE MANAGEMENT

Section – I

Unit – I: Introduction to Performance Management

- Meaning and Definition of performance management.
- Scope of performance management.
- Effectiveness of performance management

Unit – II: Application of Performance Management

- Developing an effective MIS
- Performance feedback system
- Performance management and job evaluation

Unit – III: Performance Management Process

- Defining performance measures
- Types of measures
- Criteria for performance measures
- Setting performance standards

Section – II

Unit – IV: Developing and Maintaining Performance Management Systems

- Introducing Performance Management to employees and enabling learning about performance management
- Performance management training
- Evaluating performance management

Unit – V: Impact of Performance Management Systems on Individuals and Organizations

- Role of Performance management for improving employee performance
- Strategic linkages in Performance management
- Achievement of organizational goals

Unit – VI: Evaluation of Performance Management Systems

- Balance Score card as management system
- Linking multiple score card measures to a single strategy
- The Balance score card model- Financial perspective, Customer perspective, Internal Business Process Perspective, Learning and Growth Perspective

REFERENCES:

1. Armstrong Michael and Barren Angola, Performance management
2. Lowe P, Performance management , Kogan Page India Pvt Ltd, Vol 1
3. Fister M, Performance Appraisal, Kogan Page India
4. Rao T.V. , Performance management and Appraisal systems, Sage Publications, 2007
5. Kaplan P.S. and Norton D.P, Balance Score Card
6. Chadha Prem, Performance management, Mcmilan Business Books

SE-2 : MEDIA AND DEVELOPMENT

Section – I

Unit – I: Understanding Media

- Concept and meaning of Media
- Scope of media in development
- Role of Media in a Democracy
-

Unit – II: Types of Media:

- Print Media
- Electronic media
- Folk and cultural media
- Challenges for media

Unit – III: Media and Development – I

- Role of Press in Social & Political Movements
- Freedom of Press
- Role of Press Council of India

Section – II

Unit – IV: Media and Development – II

- Representation of Different Groups- Stereotyping and Labelling in Media
- Content of Newspaper: News Stories, Features, Articles, Editorial, Advertorial, Advertisements & Public Relations

Unit –V: Media and Society

- Understanding the Role of Media in Development
- Writing on Development Issues
- Media as Public Service
- Media and Civil Society

Unit – VI: Advertising

- Role of Advertising in Marketing
- Types of Advertisements
- Ethics in Advertising

REFERENCES:

1. Media and Developemnt Dr. G.R.Rathod and Dr. Garima Diyama , 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE
2. Kumar, Kewal J Mass Communication in India, Jaico Books, New Delhi,
3. J.S. Yadava & Pradeep Mathur Issues in Mass Communication: The Basic Concepts, Kanishka Publishers, Delhi, 2008
4. Shymali Bhattacharjee., Media and Mass Communication: An Introduction, Kanishka Publishers, Delhi, 2005
5. Natrajan J, History of Indian Journalism, Publications Division, Ministry of Information & Broadcasting, Govt. of India, 1997
6. Parthasarthy, Rangaswami., Journalism in India, Sterling Publishers Pvt. Ltd., New Delhi,
7. Aruna Zachariah., Print Media, Communication and Management : Elements, Dimensions and Images, Kanishka Publishers, Delhi, 2007
8. Ambrish Saxena., Fundamentals of Reporting & Editing, Kanishka Publishers, Delhi,
9. George A. Hough., News Writing, Kanishka Publishers, Delhi, 2006
10. Suhas Chakravarty.,News Reporting & Editing : An Overview, Kanishka Publishers, Delhi, 7. Wynford Hicks.,Writing for Journalist, Routledge, London, 2000 FIRST SEMESTER



Bharati Vidyapeeth

(Deemed to be University)

Pune (India)

A Grade Awarded by Govt. of India
A+ Grade Reaccreditation by NAAC

Information Brochure & Application Form
of Common Entrance Test.

M.S.W. 2020

For Admission to
Post Graduate Degree course
Master of social work

At

Bharati Vidyapeeth

(Deemed to be University)

- Social Sciences Centre, Pune.
- Abhijit Kadam Institute of Management & Social Sciences, Solapur.

6/11
19/6/2020

12 June 2020 updated

6/11

DIRECTOR
Bharati Vidyapeeth
(Deemed to be University)
Social Science Centre(M.S.W)
Erandwane, Pune - 411, 038.

6

Important Dates

- A) Last date for submission of online application form : Sunday, 16th August 2020 up to 5:00 pm
at : www.bvuniversity.edu.in
- B) Date and time of Common Entrance Test : Thursday, 20th August 2020
10.00 am to 12.00 pm
- C) Date & Time of Group Discussion and Personal Interview (Counseling) : Friday, 21st August 2020
10.00 am onwards
- D) Centers of (M.S.W.-2020)
(Places where Written Test will be held)
- Pune**
Bharati Vidyapeeth
(Deemed to be University)
Social Sciences Centre
Erandwane, Pune 411 036.
(Tel. No. 020-25448520)
- Solapur**
Bharati Vidyapeeth
(Deemed to be University)
Abhijit Kadam Institute of
Management & Social Sciences
Bijapur Road, Solapur 413004.
(Tel. No. 0217-2302016)
- E) Declaration of Merit List : Tuesday, 25th August 2020
- F) Commencement of College : Tuesday, 1st September 2020

Social Sciences Center, Pune

The Social Sciences Center of Bharati Vidyapeeth was established in 1981-82 as a Post-Graduate training and research Institute to conduct, organise and undertake specialised studies in the field of Social Sciences particularly in the areas of professional social work.

Courses Run:

- Master of Social Work Ph.D. (Social Work / Sociology)
- Post Graduate Diploma in Counseling
- Post Graduate Diploma in Corporate Social Responsibility

Goals :

- 1) To create awareness amongst the students about the current social problems and to develop an attitude of commitment to various social issues as trained social workers.
- 2) To develop skills and techniques with specialized knowledge of Social Work for solving micro and macro Level social problems of the society.
- 3) To inculcate and enhance the professional skills of the trainee Social Workers through field work training of working with individual, group and community at large.
- 4) To impart additional training of specialised discipline of professional Social Work through strategic alliance of national and international Social Service organizations.
- 5) To conduct action research and community development programmes in rural and urban setting.
- 6) To open new avenues of employment in industries, Govt/NGOs, Corporate Bodies research and extension activities in view of the needs of professional Social Work.

Objectives of the Centre:

1. To undertake research, training and consultancy in the field of Social Sciences.
2. To impart need-based, innovative and professional training in social work leading to the professional degree of M.S.W. of Bharati Vidyapeeth Deemed University.
3. To form Social Action groups of young post-graduate students and to impart training of professional social work in the areas of family and child welfare, rural-urban community development, labour welfare, tribal development, health, education and environment.
4. To establish interaction between social scientists, activists, policy makers and planners through seminars / workshops and conferences on the topics of current social importance.

Salient Features :

1. The Social Science Center has maintained a splendid academic record
2. Recognized, approved and qualified faculty members
3. Well-equipped and full-fledged library
4. Research Cell
5. Computer facility for trainee professionals
6. Skill lab
7. Placement Cell
8. Sports Facilities - Indoor & Outdoor
9. Paper presentations and Seminars
10. Facility of Campus Interview for the trainee professionals
11. Rural Camps and Study Tours
12. Center for competitive examinations



Medium of Instruction :

The medium of instruction at the MSW Degree Programme shall be entirely in English. However, the students are permitted to write the University examination in Marathi.

Specializations :

Master of Social Work (M.S.W.) with the following specializations:

- i) Family and Child Development (F.C.D.)
- ii) Urban & Rural Community Development (U.R.C.D.)
- iii) Human Resource Management & Labour Welfare (HRM&LW)

1. FCD - Family and Child Development :

This Specialisation is concerned with the problems related to women, children and the family at large. The social work graduates of this specialisation will be trained in dealing with the children - disadvantaged, problematic and children in difficult situations. The students would be provided with specific field work practicum to get the insight of the problem. The students would be exposed to various Institutional and Non-Institutional Services for women and children. The value addition programme in this specialisation includes Family Counselling, Population Ageing, Issues of Physically and Mentally challenged persons etc. This specialisation have tremendous scope as professional social workers, policy makers and welfare administrators. The students are placed in specialized organizations such as observation home, family court special cell for women and other child and women welfare agencies.

2. URCD - Urban and Rural

Community Development :

This specialisation equips the students with knowledge about the developmental areas concerned to sustain development of Rural, Urban and Tribal communities. It helps them to develop skills related to livelihood inclusion, environment protection, disaster management, slum development etc. They will be equipped with various skills for professional intervention in the community setting. Students are exposed to advanced techniques of community work such as RRA, PRA, logical framework techniques etc. They work as a professional in the areas of urban, rural and tribal community development.

3. HRM&LW - Human Resource Management & Labour Welfare:

This specialization offers intensive training in Human Resource Management, Industrial Relations and Labour Welfare in organized and unorganized sector. It gives exposure in the areas of Corporate Social Responsibility, Training and Development, Labour laws, personnel practices, managerial skills and techniques, research and analysis etc.

9

Abhijit Kadam Institute Of Management & Social Sciences, Solapur

The Abhijit Kadam Institute of Management and Social Sciences, Solapur was established in the year 1982. It was initially affiliated to Shivaji University, Kolhapur. The Institute has become a constituent unit of Bharati Vidyapeeth Deemed University in 2005-06. The institute offers M.S.W. Programme with two specializations HRM&LW - Human Resource Management & Labour Welfare :URCD :Urban and Rural Community Development

The Dept. of social work has trained highly skilled professional's social workers that enable to employed in industries, NGOs, Govt. and private organizations holding high positions. We do concentrate on academic development of the students with holistic approach for the overall development. It is a matter of proud to mention that more than 50 field work agencies (Patrons) are extending their co-operation from the city of Solapur and nearby places to make field work Programme a success. The Dept. of Social Work has maintained academic excellence since its inception.

Location of the Institute

Bharati Vidyapeeth Abhijit Kadam Institute of Management and Social Sciences is located at Bijapur Road, Solapur which is 3 km. from Railway Station and 5 Km. from S.T. Stand. It is on the National Highway No.13 (Solapur Bijapur Road).

10

STRUCTURE OF MASTER OF SOCIAL WORK PROGRAMME

The MSW Programme is of 100 credits which is to be completed in a minimum of two years. The distribution of Credits over the Semesters is given below:

SEMESTER – I

Course Number	Course Title	Credit Value	#Lect.	#Tut.	Weightage for UE/CIA (%)	EoTE
Core Course – Compulsory Courses						
CC-1	Social work: history and ideology	03	30	30	60/40	Uni.
CC-2	Methods of social work practice: work with individuals and groups	03	30	30	60/40	Uni.
CC-3	Social Work Research	03	30	30	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Family & Child Development						
FCD-1	Family Dynamics and Working with Families	02	20	20	60/40	Uni.
FCD-2	Child Development and Socialization	02	20	20	60/40	Uni.
FCD-3	Education and social work intervention	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Urban And Rural Community Development						
URCD-1	Urban Development	02	20	20	60/40	Uni.
URCD-2	Rural Development	02	20	20	60/40	Uni.
URCD-3	Community planning for development	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Human Resource and Labour Welfare						
HRM&LW-1	Organisational Behaviour	02	20	20	60/40	Uni.
HRM&LW-2	Trade Unions in India	02	20	20	60/40	Uni.
HRM&LW-3	Labour Economics	02	20	20	60/40	Uni.
Ability Enhancement Course						
AE-1	Corporate Social responsibility	02	20	20	60/40	Uni.
Field Work & Viva-voce						
FW-1	Field Work-I	08	-	-	100 marks Internal assessment	IA.
CVV-1	Comprehensive Viva-Voce-I	01	-	-	100 marks	Uni.

11

SEMESTER – II

Course Number	Course Title	Credit Value	#Lect.	#Tut.	Weightage for UE/CIA	EoTE
Core Course – Compulsory Courses						
CC-4	Psychology for Social Workers	03	30	30	60/40	Uni.
CC-5	Methods of Social Work Practice – Work with Community & Social Action	03	30	30	60/40	Uni.
CC-6	Statistics and Computer Applications in Social Work Research	03	30	30	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Family & Child Development						
FCD-4	Family Life and Population Education	02	20	20	60/40	Uni.
FCD-5	Women Empowerment	02	20	20	60/40	Uni.
FCD-6	Feminist Social work Practice	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Urban & Rural Community Development						
URCD-4	Tribes in India	02	20	20	60/40	Uni.
URCD-5	Panchayat Raj System	02	20	20	60/40	Uni.
URCD-6	Community Development Models and Approaches	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Human Resource Management and Labour Welfare						
HRM&LW-4	Labour Legislation	02	20	20	60/40	Uni.
HRM&LW-5	Human Resource Management	02	20	20	60/40	Uni.
HRM&LW-6	Business Communication and Presentation Skills	02	20	20	60/40	Uni.
Skill Enhancement Course						
SE - 1	Social Work and Skill development	02	20	20	60/40	Uni.
Field Work & Viva-voce						
FW-2	Field Work-II	08	-	-	100 marks Internal assessment	IA.
CVV-2	Comprehensive Viva-Voce-II	01	-	-	100 marks	Uni.

12

SEMESTER – IV

Course Number	Course Title	Credit Value	#Lect.	#Tut.	Weightage for UE/CIA	EoTE
Core Course – Compulsory Courses						
CC-10	Counselling in Social Work	03	30	30	60/40	Uni.
CC-11	Introduction to Constitution and Human Rights	03	30	30	60/40	Uni.
CC-12	Community Health and Health Care System.	03	30	30	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Family & Child Development						
FCD-10	Family Counselling	02	20	20	60/40	Uni.
FCD-11	Gender Studies	02	20	20	60/40	Uni.
FCD-12	Introduction to Gerontology	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Urban & Rural Community Development						
URCD-10	Sustainable development	02	20	20	60/40	Uni.
URCD-11	Community Participation and Management	02	20	20	60/40	Uni.
URCD-12	Tribal Development	02	20	20	60/40	Uni.
Compulsory Elective - Opt any two courses from the specialization						
Specialization: Human Resource Management and Labour Welfare						
HRM&LW -10	Labour Welfare	02	20	20	60/40	Uni.
HRM&LW -11	Industrial Relations and Case Studies	02	20	20	60/40	Uni.
HRM&LW -12	Performance Management	02	20	20	60/40	Uni.
Skill Enhancement Course						
SE -2	Media and Development	02	20	20	60/40	Uni.
Field Work, Viva-voce & Research						
CVV-4	Comprehensive Viva-Voce-IV	01	-	-	-	Uni.
Field Work	Field Work-III	08	-	-	100 marks Internal assessment	IA.
ST	Study Tour	01	-	-	Internal assessment	Inst.
RP	Research Project	03	-	-	-	Uni.
BPT	Block Placement	08	-	-	Internal assessment	Inst.

14

Standard of passing and Grade Points:

Range of Marks (Out of 100)	Grade	Grade Point
$80 \leq \text{Marks} \leq 100$	O	10
$70 \leq \text{Marks} < 80$	A+	9
$60 \leq \text{Marks} < 70$	A	8
$55 \leq \text{Marks} < 60$	B+	7
$50 \leq \text{Marks} < 55$	B	6
$40 \leq \text{Marks} < 50$	C	5
Marks < 40	D	0

Selection of Specialization

The students provisionally selected for M.S.W. Part I Class will have to undergo an Aptitude Test (50 marks). The aptitude test contains objective question paper of respective specialisation i.e. HRM&LW, URCD, FCD and personal interview taken by the Specialisation Selection Committee constituted by the Director.

Career Opportunities :

The candidates having M.S.W. Degree will be qualified for the posts of Labour Welfare and Personnel Officers, Welfare Officers in Industry, Social Welfare Officers, Tribal Development Officers, Project Officers in Govt. & Voluntary Organisations, Welfare & Probation Officers in Correctional Institutions and Deptt. of Social Welfare. The other areas include - Social Workers in Family, Women and Child Welfare Organisation, Research Officers, Medico Social Workers in Hospitals, Extension Officers, Social Welfare Officers in Panchyati Raj Institutions / Z.P. / Municipal Corporations.

Following are the career opportunities in the field of respective specialisations :

Family and Child Development :

The field of Family and Child Welfare encompasses a broad spectrum of social work interventions. The teaching and practice in this specialisation includes gender equity as a significant area. This specialisation strengthens an ideological perspective of equality, equity and democratic participation for the empowerment of the marginalised. It equips students to develop a critical understanding of issues and intervention skills especially related to the family unit, women, children, the elderly and persons with disability. Graduates of the Department of Family and Child Welfare are absorbed in a wide variety of settings, both in government and voluntary organisations, and in formal and informal sectors. Some of the settings in which they are employed are special and regular educational institutions (as counsellors), child guidance clinics, childcare services, adoption agencies, centres for children in distress, rehabilitation centres, family counselling centres, family courts, agencies working in the area of socio-legal aspects of violence against women and children, women's organisations, industries, NGO-corporate initiatives, national and international funding organisations, etc.

Urban and Rural Community Development

The nature of work in this field ranges from service delivery for community development, to organise communities for change and imparting training to local groups, government officials or other specialised groups. The students of this specialisation are also involved in providing policy inputs at various levels of decision-making within government agencies, advocacy work for the disadvantaged sections and documentation of development activities. The programme is designed to equip students with a sound theoretical knowledge about development of rural, tribal and urban communities and help them to develop skills and insights into working with diverse groups and their representatives at various levels, and to network with other groups and professionals working on similar issues. The programme consists of classroom work, which includes lectures, discussions, student presentations, seminar discussions with subject matter specialists, observation study of social and related agencies in urban and rural settings, etc. Concurrent field work under supervision provides opportunities to develop practical skills required of community work. The specialisation qualifies students for administrative and field positions in community development in the agencies operated by government and voluntary organisations. Job opportunities are available as instructors and lecturers in training centres for community development personnel, funding agencies, and as development consultants.

Human Resource Management and Labour Welfare

Students who opted Human Resource Management and Labour Welfare specialisation have career opportunities in reputed industrial and business organisations, service sectors like information technology, banking and finance, stock market, multinational companies (MNCs), Union and State Government Labour Departments, Government undertakings, professional institutions in the industrial sphere and such other organisations as are connected with Human Resources Management. They qualify themselves for the posts of Executives in the areas of Personnel, Industrial Relations, Welfare and HRD, etc. in large organisations / MNCs. Apart from class instructions, the education programme includes symposia, seminars, syndicate discussions, role playing, simulation exercises, hands on exposure with industries and presentation of cases, etc. One of the unique features of the programme is students' continuous interaction with the industry and society through its field work learning throughout the four semesters. Observational visits to industrial organisations, management housing colonies, staff training centres, government labour departments and non-governmental organisations are also arranged during the programme.

16

SELECTION PROCEDURE FOR ADMISSION TO MSW COURSE 2020-21

Name of the Course: Master of Social Work

Academic Year : September to August

Duration of the Programme : Two years

Eligibility :

Admission to MSW Programme is open to graduates (12+3) of any Indian or Foreign recognised University. Candidates who have appeared for the qualifying examination (Bachelor's degree exam.) in April/May 2020 and are awaiting for the results are also eligible for 1st year M.S.W. However, the admission of such students will be confirmed only after producing the original passing certificate within three months from the date of admission.

Intake :

The intake of admission to MSW Programme is 60+6 at the Pune Centre & 30 at the Solapur Centre.

Reservation :

The Reservation rules of the Dept. of Social Welfare, Govt. of Maharashtra, is applicable for the admission to M.S.W. Programme. Hence the admission will be granted as per the following reservation schedule :

Category	Percent	No. of Seats Pune Centre	No. of Seats Solapur Centre.
Open	48	29	14
S.C.	13	08	04
S.T.	07	04	02
O.B.C.	19	11	05
V.J.N.T.	11	07	04
S.B.C.	02	01	01
Total	100	60	30

The Fees & Other Charges :

The MSW Programme is conducted on Grant-in-Aid-basis by the Commissionerate of Social Welfare (Govt. of Maharashtra). The total amount of fees for 1st year will be of Rs. 15000/- for the students of Maharashtra domicile. This includes Tuition Fees, Field Work, Library Fee, and Student Aid Fund. The students have to pay fees for Seminar/Work Shops / Study Tour separately. The fee schedule is subject to change. The students SC /ST /OBC/VJNT/SBC etc are not eligible for the Govt. of India scholarship.

Annual Fee			
Year	Domicile of Maharashtra Student Fee in Rs.	Out of State Student Fee in Rs.	Foreign NRI / PIO / Student Fee in Rs.
1 st Year MSW	15000/-	17000/-	23000/-
2 nd Year MSW	17000/-	19000/-	25000/-

17

The admission to the following Social Sciences Centers i.e.

- A. Social Sciences Center, Erandwane, Pune - 411 038.
- B. Bharati Vidyapeeth's Abhijit Kadam Institute of Management & Social Sciences, Solapur.

1. The combined MSW Entrance Test – 2020 will be conducted at both the centres of examination on 20th August 2020 at 10 a.m. to 12.00 p.m.
2. The Group Discussion and personal interview (counselling) will be conducted on 21st August 2020, 10.00 a.m. onwards.
3. The candidates should give their choice of the institution for admission in the Application Form by priority for Pune (1) and Solapur (2)
4. The candidates will have to appear for GD/PI at the respective centre of his choice.
5. The center wise dates of GD/PI will be as per the calendar of events printed in the brochure.
6. Merit List on the basis of marks obtained by the candidates in the written examination (out of 100) and GD (out of 25) and PI (out of 25) will be prepared. The Merit List will be prepared according to the choice of the centres of admission given by the candidate.
7. The GD & PI for the Centres will be held as per the calendar given below :

Centre No.	Name of the Centre	Date & Time of Group Discussion , Personal Interview/Counselling
1	Social Sciences Center, Erandwane, Pune - 411 038	21 st August 2020 10.00 a.m. onwards
2	Abhijit Kadam Institute of Management & Social Sciences, Bijapur Road, Solapur - 413 004	21 st August 2020 10.00 a.m. onwards

8. All the GD/PI are conducted on the dates mentioned in the calendar of events in the brochure.
9. The final Merit List will be displayed at the centre on 25th August 2020 at 5:00 pm
10. The students will be given one week time to pay the fees and confirm their admissions.
11. Vacant seats in either of the Institutions will be filled by the next candidates from among the Common Merit List of both the Centres.

Mode of Test :

The Entrance test for admission to the M.S.W. Programme for the academic year 2020-21 will be as follows:

- a) The Entrance Theory Test carries a total of 100 marks for 100 multiple choice questions that is divided as follows :

i)	General Knowledge	:	40 marks
ii)	Social Aptitude Test	:	40 marks
iii)	English Grammar	:	20 marks
	Total		100 Marks

Group Discussion and Personal Interview (GD, PI / Counseling) :

After the written test there shall be Group Discussion followed by Personal Interview. The group discussion will be on the subjects / topics related to social problems, issues concerned with social change and development and current topics. After the group discussion the candidates are required to attend the personal interview. The Group Discussion and Personal Interview will be given the weightage of 25 marks each.

Merit List :

Merit list of the candidates will be prepared based on the combined performance at the Written Test and GD/PI. Merit list will be displayed on the notice board on Thursday 25th August 2020. The candidates will be admitted on the basis of merit list.

18

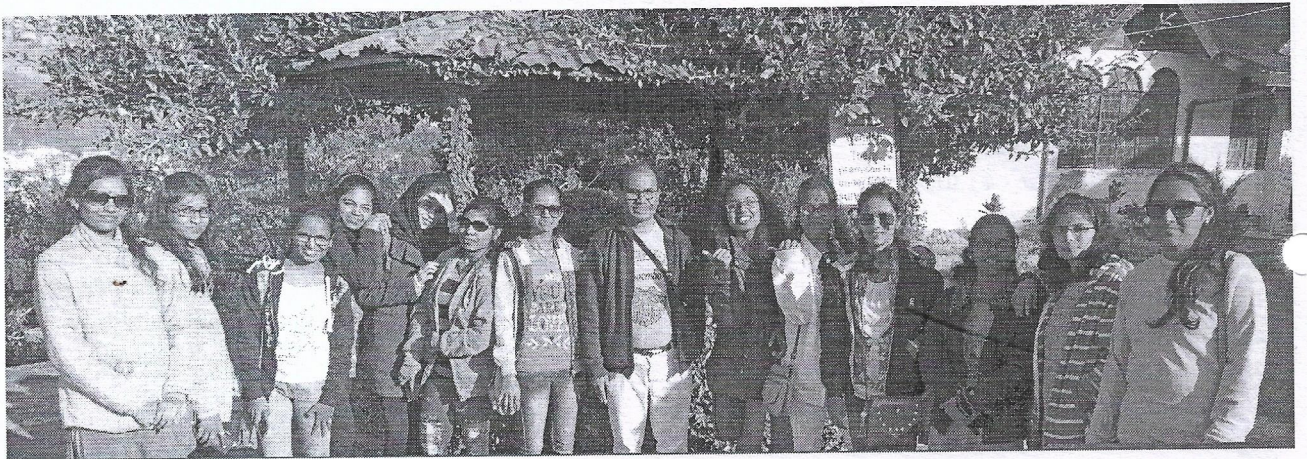
Refund of fees :

In case of cancellation of Admission the Refund policy will be as follows :

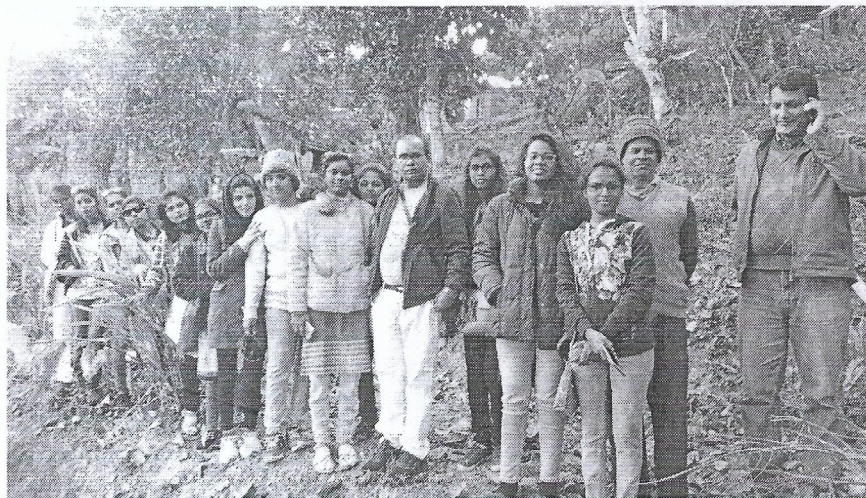
- 1) In the event of student withdrawing before the starting of the particular course, the entire fee collected from the student, after a deduction of the processing fee of Rs. 1,000/- (Rupees One thousand only) shall be refunded.
- 2) If a student submits his application for cancellation of admission in a prescribed form (duly completed) within 15 calendar days from the date of commencement of the particular course, 10 percent of total amount of tuition fees prescribed for the course will be deducted from the amount of tuition fee paid by him and the balance amount will be refunded.
- 3) If a student submits his application for cancellation of admission in a prescribed form (duly completed) within 30 calendar days from the date of commencement of the particular course, 20 percent of the total amount of tuition fees prescribed for the course will be deducted from the amount of tuition fee paid by him and the balance amount will be refunded.
- 4) If a student submits an application for cancellation of admission after 30 calendar days from the date of commencement of the particular course, no refund will be made and Rule (5) may also be invoked. However, if the application for cancellation of admission is submitted before the last date prescribed for admission, and if the vacated seat is filled by another candidate, 25% of the amount of tuition fees prescribed for the course will be deducted from the amount of tuition fee paid and the balance amount will be refunded.
- 5) If any student admitted to any course leaves the course after the prescribed last date for admission of the particular course no refund will be made and he will be required to pay full amount of tuition fees for the remaining entire duration of the course

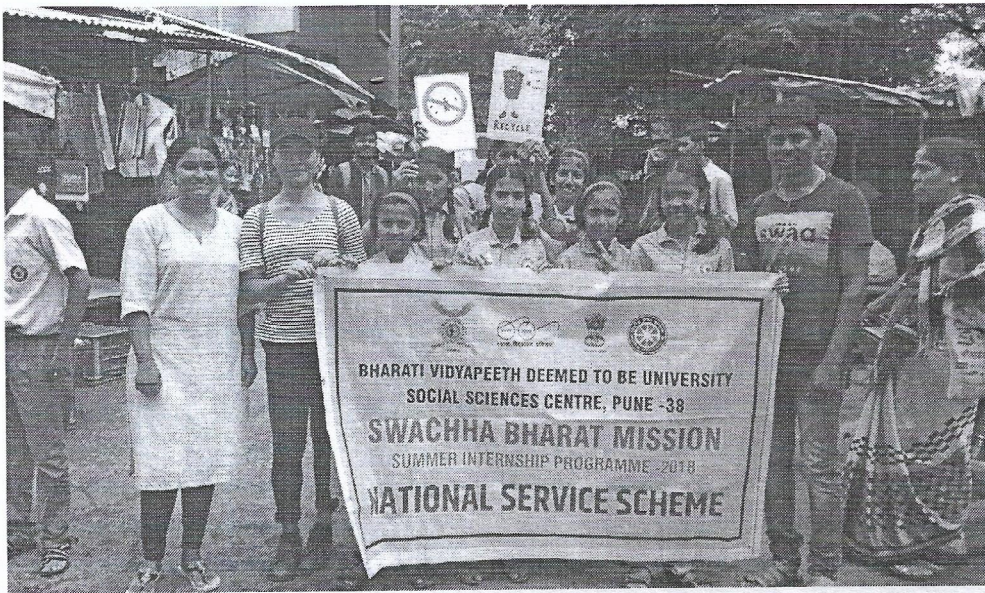
DESIGNATED CENTRES	CALENDAR OF EVENTS	
(For information) : CET Office : Bharati Vidyapeeth (Deemed to be University) CET Dept. 2nd Floor, Bharati Vidyapeeth Bhavan, L.B.S. Road, Pune- 411 030 (ET-Cell contact Tel. No. 020 -24407131/132/133/163 between Mon-Fri: 10.00 to 1.30 and 2.30 to 5.00,Sat: 9.00 a.m to 1.30 p.m.)	A) Last date for submitting the online application form	Sunday, 16 th August 2020 up to 5.00 p.m
	B) Date and Time of Entrance Test (written) (M.S.W.-2020)	Thursday, 20 th August 2020
	C) Date & Time of Group Discussion & Personal Interview	Friday, 21 st August 2020
For Enquiry Contact Tel. No. : 24407131/132/133/163 Website : www.bvuniversity.edu.in, E-Mail : cet@bharatividyaapeeth.edu Pune Bharati Vidyapeeth (Deemed to be University) Social Sciences Center Erandwane, Pune 411 038. (Tel. No.020-25448520, 25431891) Web.: www.mswpune.bharatividyaapeeth.edu	D) Centers of (M.S.W.-2020) (Places where Written Test will be held)	Pune Bharati Vidyapeeth (Deemed to be University) Social Sciences Center Erandwane, Pune 411 038. (Tel.No.020-25448520, 25431891) Solapur Bharati Vidyapeeth (Deemed to be University) Abhijit Kadam Institute of Management & Social Sciences Bijapur Road, Solapur – 413004 (Tel. No. 0217-2302016)
Solapur Bharati Vidyapeeth (Deemed to be University) Abhijit Kadam Institute of Management & Social Sciences Bijapur Road, Solapur - 413004 (Tel. No. 0217-2302016) Email: rafikahmedkz5@gmail.com		E) Declaration of result (M.S.W.-2020)
Entrance test fee along with completed online application form Rs. 700/- (Non Refundable)	F) Commencement of Classes	1 st September 2020

20



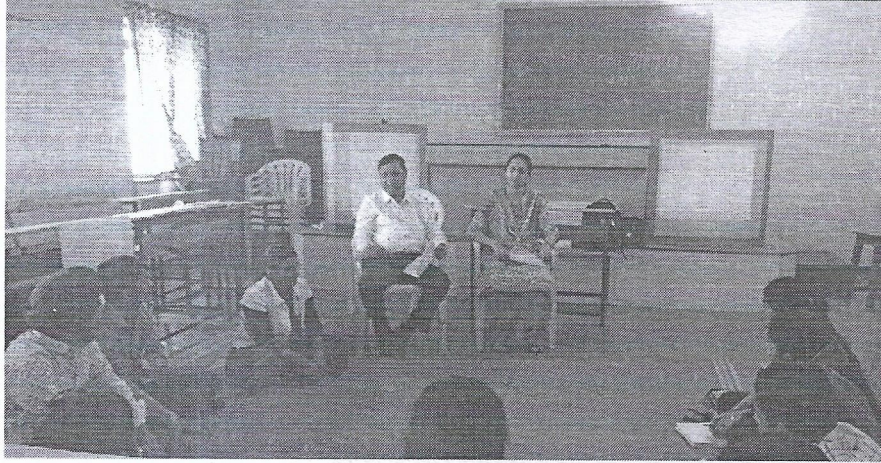
21



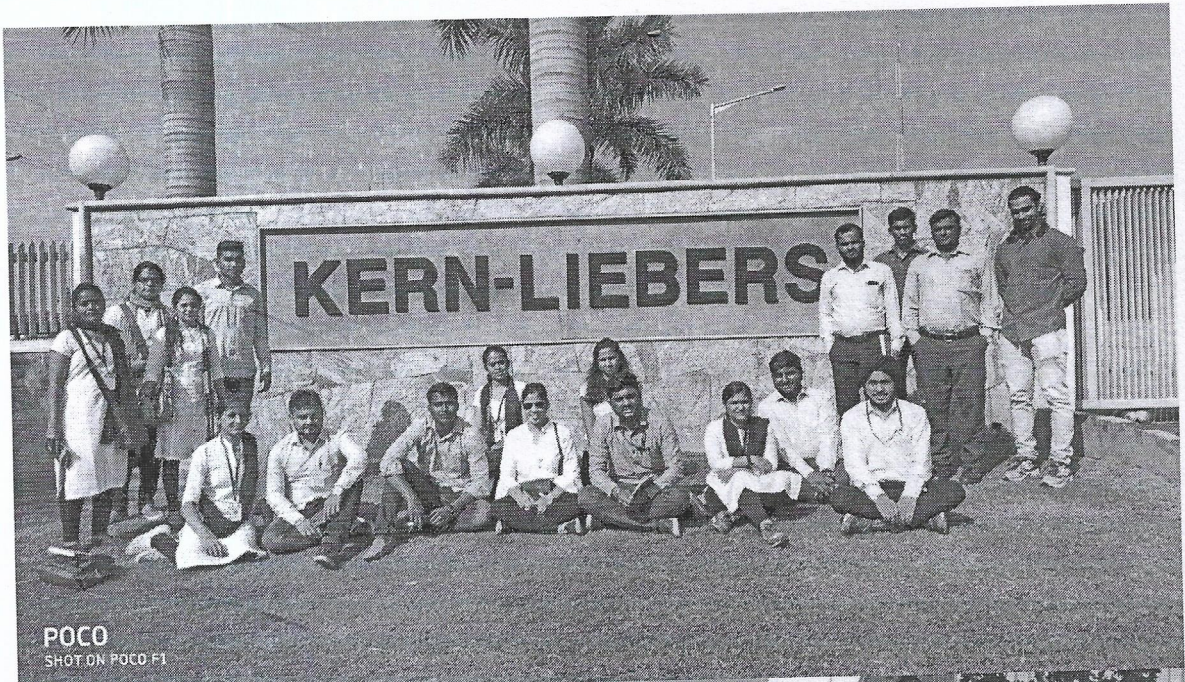


27





25



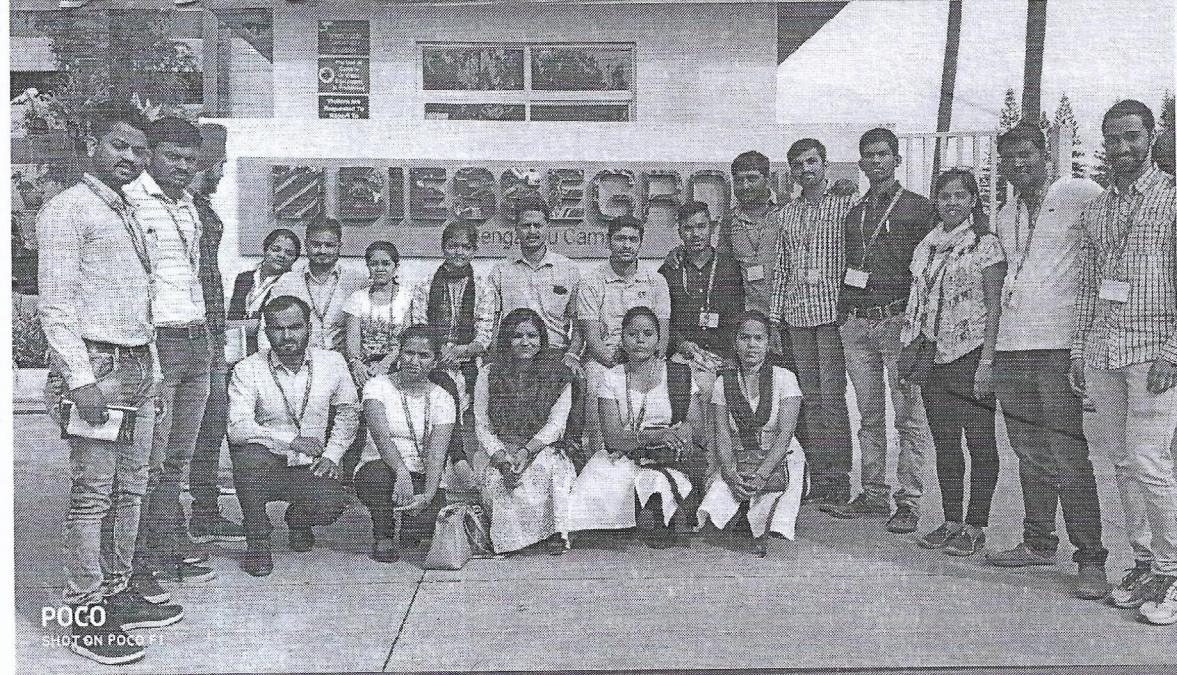
POCO
SHOT ON POCO F1



POCO
SHOT ON POCO F1



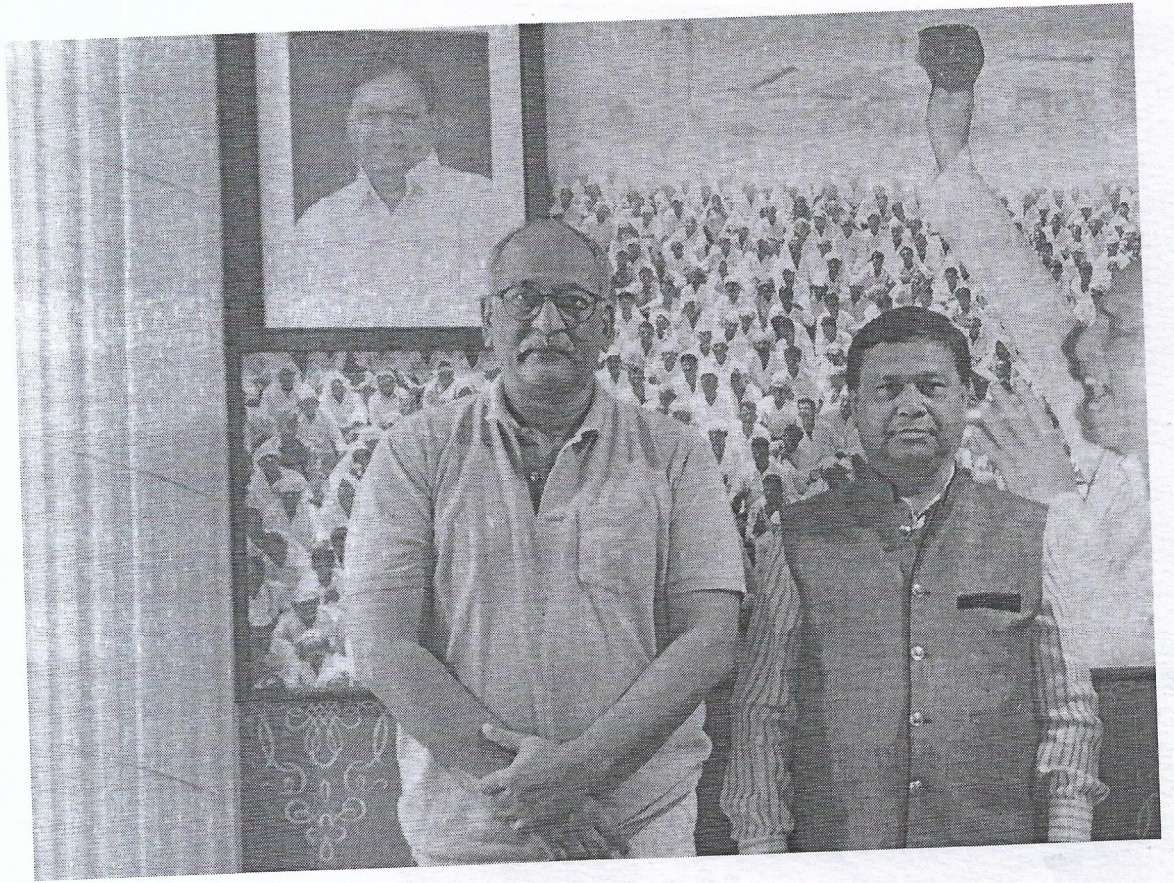
POCO
SHOT ON POCO F1



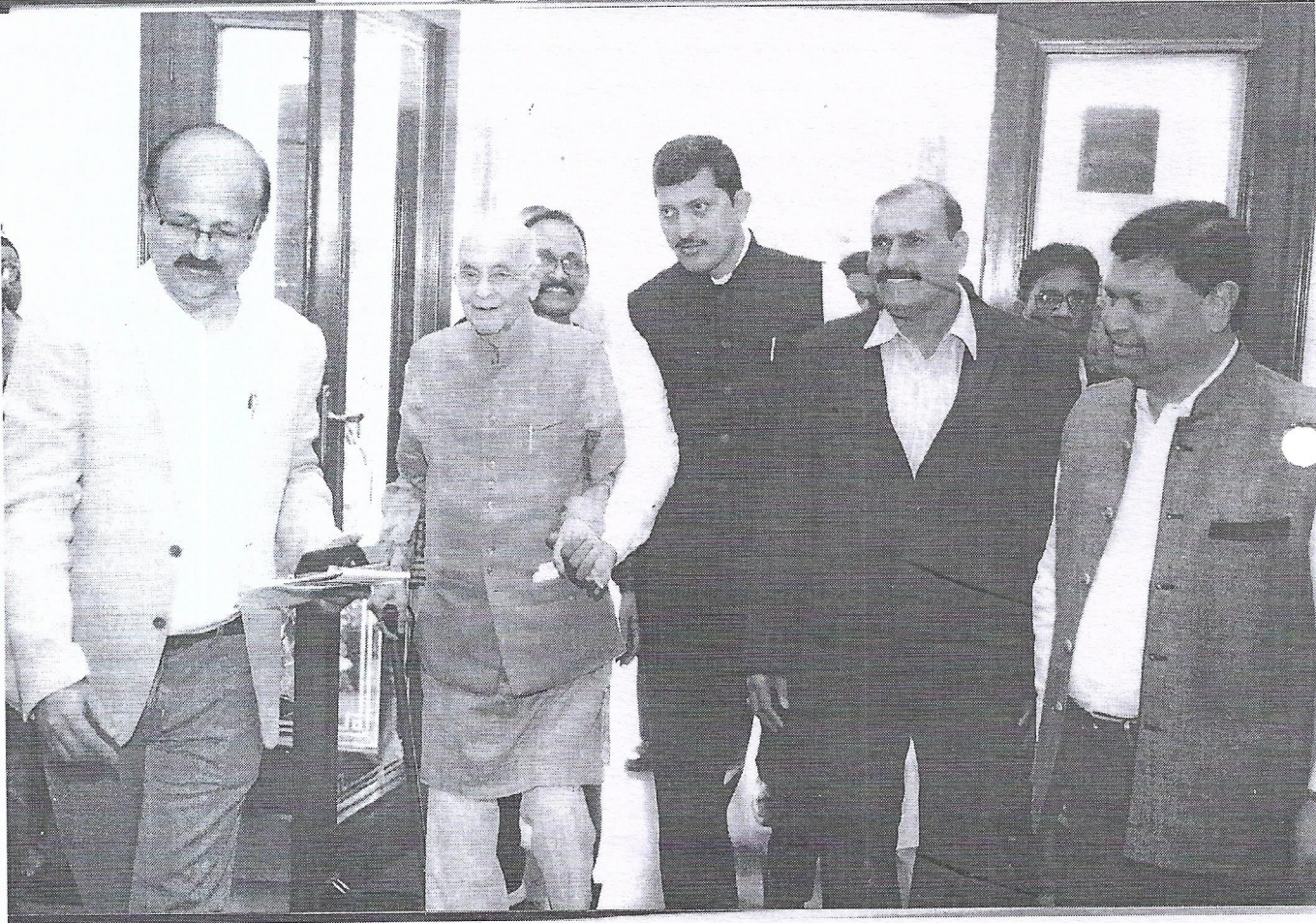




29



30





32

ANSWERS

1	A	B	C	D	51	A	B	C	D	101	A	B	C	D	151	A	B	C	D
2	A	B	C	D	52	A	B	C	D	102	A	B	C	D	152	A	B	C	D
3	A	B	C	D	53	A	B	C	D	103	A	B	C	D	153	A	B	C	D
4	A	B	C	D	54	A	B	C	D	104	A	B	C	D	154	A	B	C	D
5	A	B	C	D	55	A	B	C	D	105	A	B	C	D	155	A	B	C	D
6	A	B	C	D	56	A	B	C	D	106	A	B	C	D	156	A	B	C	D
7	A	B	C	D	57	A	B	C	D	107	A	B	C	D	157	A	B	C	D
8	A	B	C	D	58	A	B	C	D	108	A	B	C	D	158	A	B	C	D
9	A	B	C	D	59	A	B	C	D	109	A	B	C	D	159	A	B	C	D
10	A	B	C	D	60	A	B	C	D	110	A	B	C	D	160	A	B	C	D
11	A	B	C	D	61	A	B	C	D	111	A	B	C	D	161	A	B	C	D
12	A	B	C	D	62	A	B	C	D	112	A	B	C	D	162	A	B	C	D
13	A	B	C	D	63	A	B	C	D	113	A	B	C	D	163	A	B	C	D
14	A	B	C	D	64	A	B	C	D	114	A	B	C	D	164	A	B	C	D
15	A	B	C	D	65	A	B	C	D	115	A	B	C	D	165	A	B	C	D
16	A	B	C	D	66	A	B	C	D	116	A	B	C	D	166	A	B	C	D
17	A	B	C	D	67	A	B	C	D	117	A	B	C	D	167	A	B	C	D
18	A	B	C	D	68	A	B	C	D	118	A	B	C	D	168	A	B	C	D
19	A	B	C	D	69	A	B	C	D	119	A	B	C	D	169	A	B	C	D
20	A	B	C	D	70	A	B	C	D	120	A	B	C	D	170	A	B	C	D
21	A	B	C	D	71	A	B	C	D	121	A	B	C	D	171	A	B	C	D
22	A	B	C	D	72	A	B	C	D	122	A	B	C	D	172	A	B	C	D
23	A	B	C	D	73	A	B	C	D	123	A	B	C	D	173	A	B	C	D
24	A	B	C	D	74	A	B	C	D	124	A	B	C	D	174	A	B	C	D
25	A	B	C	D	75	A	B	C	D	125	A	B	C	D	175	A	B	C	D
26	A	B	C	D	76	A	B	C	D	126	A	B	C	D	176	A	B	C	D
27	A	B	C	D	77	A	B	C	D	127	A	B	C	D	177	A	B	C	D
28	A	B	C	D	78	A	B	C	D	128	A	B	C	D	178	A	B	C	D
29	A	B	C	D	79	A	B	C	D	129	A	B	C	D	179	A	B	C	D
30	A	B	C	D	80	A	B	C	D	130	A	B	C	D	180	A	B	C	D
31	A	B	C	D	81	A	B	C	D	131	A	B	C	D	181	A	B	C	D
32	A	B	C	D	82	A	B	C	D	132	A	B	C	D	182	A	B	C	D
33	A	B	C	D	83	A	B	C	D	133	A	B	C	D	183	A	B	C	D
34	A	B	C	D	84	A	B	C	D	134	A	B	C	D	184	A	B	C	D
35	A	B	C	D	85	A	B	C	D	135	A	B	C	D	185	A	B	C	D
36	A	B	C	D	86	A	B	C	D	136	A	B	C	D	186	A	B	C	D
37	A	B	C	D	87	A	B	C	D	137	A	B	C	D	187	A	B	C	D
38	A	B	C	D	88	A	B	C	D	138	A	B	C	D	188	A	B	C	D
39	A	B	C	D	89	A	B	C	D	139	A	B	C	D	189	A	B	C	D
40	A	B	C	D	90	A	B	C	D	140	A	B	C	D	190	A	B	C	D
41	A	B	C	D	91	A	B	C	D	141	A	B	C	D	191	A	B	C	D
42	A	B	C	D	92	A	B	C	D	142	A	B	C	D	192	A	B	C	D
43	A	B	C	D	93	A	B	C	D	143	A	B	C	D	193	A	B	C	D
44	A	B	C	D	94	A	B	C	D	144	A	B	C	D	194	A	B	C	D
45	A	B	C	D	95	A	B	C	D	145	A	B	C	D	195	A	B	C	D
46	A	B	C	D	96	A	B	C	D	146	A	B	C	D	196	A	B	C	D
47	A	B	C	D	97	A	B	C	D	147	A	B	C	D	197	A	B	C	D
48	A	B	C	D	98	A	B	C	D	148	A	B	C	D	198	A	B	C	D
49	A	B	C	D	99	A	B	C	D	149	A	B	C	D	199	A	B	C	D
50	A	B	C	D	100	A	B	C	D	150	A	B	C	D	200	A	B	C	D

SPECIMEN COPY