

**Raghunath Girls' Post Graduate College, Meerut**

Since 1929

Affiliated to

**Chaudhary Charan Singh University, Meerut**

**PG Classes**

**1st year 1st semester**

**Minor Papers**

**(Under NEP 2020)**

# Raghunath Girls' Post Graduate College, Meerut


Since 1929

Affiliated to

## Chaudhary Charan Singh University, Meerut

### PG I year I semester

| S.No. | Faculty  | Under Subject     | Paper Name                                      | Code      | Applicable for                        |
|-------|----------|-------------------|---|-----------|---------------------------------------|
| 1     | Arts     | Hindi             | Samanya Hindi                                   | QA010701T | Other than Hindi Students             |
| 2     | Arts     | Sanskrit          | Applied Sanskrit                                | QA020701T | Other than Sanskrit Students          |
| 3     | Arts     | English           | Communicative English & Personality Enhancement | QA040706T | Other than English Students           |
| 4     | Arts     | History           | Indian Culture & Heritage                       | QA050701T | Other than History Students           |
| 5     | Arts     | Political Science | Constitution of India                           | QA060701T | Other than Political Science Students |
| 6     | Arts     | Sociology         | Social Problems in India                        | QA070708T | Other than Sociology Students         |
| 7     | Arts     | Economics         | Basic Economics                                 | QA080701T | Other than Economics Students         |
| 8     | Arts     | Psychology        | Value Education & Life Skills                   | QA090701T | Other than Psychology Students        |
| 9     | Arts     | Home Science      | Care of Elderly                                 | QA130701T | Other than Home Science Students      |
| 10    | Science  | Chemistry         | Chemistry in Life-I                             | QB020701T | Other than Chemistry Students         |
| 11    | Science  | Botany            | Disaster Management                             | QB040701T | Other than Botany Students            |
| 12    | Commerce | Commerce          | Elementary Commerce & Accounts<br>Awaited       | QC010701T | Other than Commerce Students          |



  
Principal  
Raghunath Girls' Post Graduate College,  
Meerut



PG I yr - QA 010701T (for other than Hindi students) (I<sup>st</sup> Sem)

|   |                                  |                  |
|---|----------------------------------|------------------|
| कार्यक्रम/कक्षा : स्नातकोत्तर   | वर्ष : प्रथम                     | सेमेस्टर : प्रथम |
| विषय : हिंदी  |                                  |                  |
| पाठ्यक्रम कोड : QA010701T   | पाठ्यक्रम शीर्षक : सामान्य हिंदी | (सैद्धांतिकी)    |
| <p>पाठ्यक्रम उद्देश्य : गैर हिंदी स्नातकोत्तर कक्षाओं के विद्यार्थियों के लिए पाठ्यक्रम सामान्य हिंदी का ज्ञान सभी विषयों से संबंधित विद्यार्थियों के लिए महत्वपूर्ण है। इस प्रश्न पत्र में हिंदी से संबंधित सभी बिन्दुओं पर थोड़ा बहुत विमर्श किया गया है। ताकि सभी विद्यार्थी (विभिन्न विषयों से संबंधित) हिंदी के व्याकरण और हिंदी लेखन की विभिन्न विधाओं को समझ सकें। साथ ही साहित्य से इतर भी हिंदी का प्रयोग समझ सकें। इस पाठ्यक्रम में हिंदी की इन विशेषताओं पर चर्चा एवं समीक्षा की जानी अपेक्षित है।</p> <p>पाठ्यक्रम परिणाम : 1. हिंदी से इतर विषय में अध्ययनरत विद्यार्थी हिंदी का प्रारम्भिक ज्ञान प्राप्त कर पाएंगे। 2. भाषाई परिपक्वता प्राप्त करेंगे। 3. अभिव्यक्ति क्षमता बढ़ेगी। 4. तकनीकी क्षेत्र में हिंदी की उपयोगिता जान पाएंगे।</p> |                                  |                  |
| क्रेडिट : 4   | ऐच्छिक पाठ्यक्रम                 |                  |
| अधिकतम अंक : 30+70  | न्यूनतम उत्तीर्ण अर्हता अंक : 36 |                  |
| कुल कक्षा व्याख्यान/ट्यूटोरियल/- (साप्ताहिक घंटे) व्या०/ट्यू० : 5-1   |                                  |                  |

| खंड     | विषय   | कुल व्याख्यान संख्या : 75 |
|---------|--|---------------------------|
| प्रथम   | हिंदी व्याकरण<br>संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया विशेषण, पुरुष, वचन, लिंग, कारक, उपसर्ग, प्रत्यय, संधि, समास, शब्द प्रयोग - पर्यायवाची, विलोम, अनेकार्थी शब्द, लोकोक्ति एवं मुहावरे, वाक्यांश के लिए एक शब्द                     | 12                        |
| द्वितीय | अनुवाद<br>अनुवाद का स्वरूप, क्षेत्र, प्रक्रिया एवं प्रविधि, कार्यालयी हिन्दी और अनुवाद।<br>अनुवाद का अन्य क्षेत्र : वाणिज्यिक, वैज्ञानिक, तकनीकी, प्रौद्योगिकी, विधि, साहित्य, कार्यालयी।  | 12                        |
| तृतीय   | हिंदी भाषा एवं साहित्य का परिचयात्मक अध्ययन -<br>बोली, भाषा, ध्वनि, शब्द, अर्थ, पद, वाक्य,<br>साहित्यिक विधाएँ - कविता, उपन्यास, कहानी, नाटक, निबन्ध, संस्मरण, रिपोर्टाज, रेखाचित्र, डायरी, यात्रावृत्तान्त, आत्मकथा, जीवनी, समीक्षा आदि | 12                        |
| चतुर्थ  | कामकाजी हिन्दी<br>हिंदी के विभिन्न रूप-सर्जनात्मक भाषा, मानक भाषा, संचार भाषा, राज भाषा, संपर्क भाषा, मातृ भाषा, कार्यालयी हिंदी (राजभाषा) के प्रमुख प्रकार्य : प्रारूपण, पत्र लेखन, टिप्पण, संक्षेपण, पल्लवन।                           | 12                        |
| पंचम    | जनसंचार माध्यमों में हिंदी लेखन<br>रिपोर्ट लेखन, संपादकीय, अग्रलेख, लघु टिप्पणियाँ। फीचर लेखन, विविध दैनिकों, रेडियो चैनलों, इंटरनेट, मोबाइल, फिल्मों, टीवी चैनलों में प्रयुक्त हिन्दी का स्वरूप, जनसंपर्क एवं विज्ञापनों में हिन्दी।    | 12                        |

|                        |        |          |
|------------------------|--------|----------|
| निबंधात्मक प्रश्न      | 3 X 15 | = 45 अंक |
| लघु उत्तरीय प्रश्न     | 3 X 5  | = 15 अंक |
| अति लघु उत्तरीय प्रश्न | 10 X 1 | = 10 अंक |
| योग                    |        | = 70 अंक |



नोट :- लघु उत्तरीय प्रश्नों का उत्तर अधिकतम 200 शब्दों में तथा अति लघु उत्तरीय प्रश्नों का उत्तर अधिकतम 100 शब्दों में लिखना होगा। अति लघु उत्तरीय प्रश्नों में बहुविकल्पीय तथा सत्य-असत्य पर आधारित प्रश्न नहीं पूछे जाएंगे।

शिक्षण अधिगम प्रक्रिया : कक्षाअध्यापन / विशिष्ट व्याख्यान / फिल्म एवं डाक्यूमेंटरी माध्यम का प्रयोग

1. डिजिटल तथा वेब लिंक : (web links)

अन्य विषयों के विद्यार्थी इस पाठ्यक्रम को ऐच्छिक पाठ्यक्रम के रूप में अध्ययन कर सकते हैं।

मूल्यांकन प्रक्रिया : आंतरिक लिखित परीक्षा

पाठ्यक्रम हेतु अर्हता :

सन्दर्भ ग्रन्थ : सामान्य हिंदी

- |                                       |                           |
|---------------------------------------|---------------------------|
| 1 अनुवाद विमर्श एक अध्याय             | - डॉ० विचार दास सुमन      |
| 2 अनुवाद क्या है                      | - राजमल बोरा              |
| 3 प्रयोजनमूलक हिंदी                   | - विनोद गोदरे             |
| 4 व्यावहारिक हिंदी और स्वरूप          | - कृष्ण कुमार गोस्वामी    |
| 5 साहित्य में गद्य की नई विविध विधाएँ | - डॉ० कैलाश चन्द्र भाटिया |
| 6 हिंदी गद्य विन्यास और विकास         | - रामस्वरूप चतुर्वेदी     |
| 7 हिंदी भाषा                          | - डॉ० कैलाश चन्द्र भाटिया |
| 8 हिंदी - दशा और दिशा                 | - प्रभाकर श्रोत्रिय       |
| 9 हिंदी पत्रकारिता : स्वरूप और संदर्भ | - विनोद गोदरे             |
| 10 पत्रकारिता की विभिन्न विधाएँ       | - डॉ० निशांत सिंह         |
| 11 सम्पूर्ण हिंदी व्याकरण और रचना     | - डॉ० अरविन्द कुमार       |
| 12 हिंदी व्याकरण                      | - कामता प्रसाद गुरु       |
| 13 व्याकरण प्रदीप                     | - रामदेव एम०ए०            |
| 14 हिंदी व्याकरण                      | - काशीराम शर्मा           |
| 15 हिंदी का सामान्य ज्ञान (भाग 1, 2)  | - हरदेव बाहरी             |



Minor  
PG I yr QA020701T (only for other than Sanskrit students) (2)

## चौधरीचरणसिंहविश्वविद्यालयः, मेरठम्

संस्कृतप्राच्यभाषाविभागः

एम.ए.संस्कृत का पाठ्यक्रम (NEP)

प्रथम-सत्र

मुक्त ऐच्छिक पाठ्यक्रम (Open Elective Syllabus)

व्यवहारिक संस्कृत (Applied Sanskrit)

कोडः:QA020701T

पूर्णांक : 30+70

1. वर्णोच्चारण शिक्षण
2. प्रत्याहार सत्र
3. पञ्च सन्धि (गुण, वृद्धि, दीर्घ, यण, अयादि)
4. वेद मन्त्र (गायत्री, महामृत्युञ्जय, शान्तिपाठ, स्वस्तिवाचन के दो मन्त्र, संगठन सूक्त)
5. ज्योतिष परिचय (पञ्चांग, भाव, गृह, नक्षत्र, राशि)
6. आचमन विधि एवं तीन मुद्रायें
7. तीन निर्वचन (आचार्य, देव, यज्ञ)
8. संस्कृत के ध्येय वाक्य
9. सरल संस्कृत सम्भाषण
10. संस्कृतं वदतु (लघु पुस्तिका)



Minor

PG I yrs  
(I<sup>st</sup> Sem)

DA 040706 T (for other than English students)

|                 |              |               |
|-----------------|--------------|---------------|
| Programme: M.A. | Year: Fourth | Semester: VII |
|-----------------|--------------|---------------|

Subject: English

|              |   |        |
|--------------|---|--------|
| Course Code: | Course Title: Communicative English and Personality Enhancement | Theory |
|--------------|---|--------|

**Course Objectives:** The paper has been designed to equip students with advanced communication skills and interpersonal techniques that enhance both their academic performance and professional effectiveness, fostering confidence, clarity and persuasive expression in diverse social and professional context.

|                 |                       |
|-----------------|-----------------------|
| Credits: 4      | Minor Elective Course |
| Max. Marks: 100 | Min. Pass Marks:      |

Total No. of Lectures-Tutorials-Practical: L-T-P 4-0-0 or 3-1-0 etc.

| UNIT | TOPICS   | NO. OF LECTURES |
|------|--|-----------------|
| I    | <b>Communication:</b><br>Definition, Importance, Process, Types, Principles of Communication, Four Major Skills- Listening, Speaking, Reading, Writing                                   | 12              |
| II   | <b>Writing Skills:</b><br>Letter (Formal & Informal) Preparing a C.V./ Resume, Article, Notice, Report, E-Mail and Netiquette  | 12              |
| III  | <b>Presentation Skills:</b><br>Preparing a Power Point Presentation, Planning, Structuring, Delivering and its Techniques  | 12              |
| IV   | <b>Group Discussion and Interview Skills:</b><br>Introduction, Group Discussion Techniques, Dos and Don'ts of Group Discussion, Interview Skills, JAM Theory and Practice                | 12              |
| V    | <b>Personality Enhancement:</b><br>Meaning, Definition, Dimensions and Types of Personality, Key Concepts- Confidence, Self-Esteem, Leadership, Team work, Motivation, Personal Grooming | 12              |



Format for developing syllabus for a course/paper

P.G. I Sem.

| Programme/Class: M.A.   |   | Year: I/II                 | Semester: I/III    |
|---|---|----------------------------|--------------------|
| Subject: History  |   |                            |                    |
| Course Code:  | Open Elective Course : COURSE I Indian Culture and Heritage   |                            | (Theory/Practical) |
| <p>Course Objectives: In this lesson, students investigate various facets of Indian culture. Throughout the chapter, emphasis will be on the concept and importance of Indian culture through various ages of India. After studying this lesson you will be able to: • understand the concept and meaning of culture; • establish the relationship between culture and civilization; • establish the link between culture and heritage; • discuss the role and impact of culture in human life. • describe the distinctive features of Indian culture; • identify the central points and uniqueness of Indian culture; • explain the points of diversity and underlying unity in it; and • trace the influence and significance of geographical features on Indian culture</p> <p>Course outcomes: Every society has its cultures: the patterns of how people live and express themselves and how they value objects and thoughts. What constitutes Indian heritage and cultures has been much discussed.</p> |   |                            |                    |
| Credits: 5  |   | Core Compulsory / Elective |                    |
| Max. Marks: 70+30   |   | Min. Passing Marks:        |                    |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0 or 3-1-0 Etc.   |   |                            |                    |
| Unit  | Topics  | No. of Lectures            |                    |
| I   | UNIT 1<br>(A) Culture: Meaning and Concept<br>(B) Sources and Features  | 15                         |                    |
| II  | UNIT 2<br>(A) Varna<br>(B) Ashram<br>(C) Purusharth<br>(D) Sanskar  | 15                         |                    |
| III   | UNIT 3<br>(A) Bhakti Movement<br>(B) Sufi Silsilah<br>(C) Hindu Sculpture<br>(D) Rajput Art and Architecture  | 15                         |                    |
| IV  | UNIT 4<br>(A) Socio-Cultural Development (Braham Samaj, Prarthana Samaj)<br>(B) Arya Samaj, Rama Krishna Mission<br>(C) Dalit Movements (Periyar, Jyoti Be Phule)<br>(D) Savitri Bai Phule, Baba Sahab Bhimrao Ramji Ambedkar | 15                         |                    |
| V   | UNIT 5<br>(A) Vanvasi Culture-Mnin Characteristics<br>(B) Education System<br>(C) Women Education<br>(D) Social status of Women   | 15                         |                    |
| Very Short Answer Questions   |   | 5×2=10                     |                    |
| Short Answer Questions  |   | 2×9=18                     |                    |
| Detailed Answer Questions   |   | 3×14=42                    |                    |
| Total   |   | =70 Marks                  |                    |
| Note : Very Short answer is required not exceeding 75 words. Short answer is required not exceeding 200 words.  |   |                            |                    |

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*[Signature]*

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PG I yr @ A 060701T (other than political science student) (I<sup>st</sup> Sem) 4

Minor Elective

| Programme/Class: M.A.   | Year: Two  | Semester: Second                 |
|---|--|----------------------------------|
| Subject: Political Science  |  |                                  |
| Course Code:  | Course Title: Constitution of India  | (Theory/Practical)               |
| <p>Course Objectives: The objective of incorporating this paper in the syllabus is to hone theoretical faculties of students on the core themes of Constitution of India.</p> <p>Course outcomes: After studying this paper, students should be able to comprehend and critically analyse major themes and aspects of Constitution of India.</p>  |  |                                  |
| Credits: 4  |  | Minor Elective                   |
| Max. Marks: 100   |  | Min. Passing Marks: 40           |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: -60   |  |                                  |
| Unit  | Topics   | No. of Lectures<br>Total 60..... |
| I   | Indian Constitution: Salient Features  | 12                               |
| II  | Fundamental Rights, Directive Principles of State Policy, Fundamental Duties | 12                               |
| III   | Parliament and President   | 12                               |
| IV  | Supreme Court of India   | 12                               |
| V   | Local Self Governance: Rural & Urban   | 12                               |
| <p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1- S. K. Chaube, Constituent Assembly of India: Springboard of Revolution, People's Publishing House, New Delhi, 1973. (Available in Hindi also)</li> <li>2- Granville Austin, Indian Constitution: Cornerstone of a Nation, Oxford University Press, Oxford, 1972. (Available in Hindi also)</li> <li>3- Granville Austin, Working a Democratic Constitution: The Indian Experience, Oxford University Press, Oxford, 2000. (Available in Hindi also)</li> <li>4- D D Basu, An Introduction to the Constitution of India, Lexis Nexis Publication, New Delhi, 2007. (Available in Hindi also)</li> <li>5- L. V. Pylee, The Constitution of India, S. Ghand &amp; Company Ltd., New Delhi, 2006. (Available in Hindi also)</li> <li>6- P. M. Bakshi, The Constitution of India, Lexis Nexis Publication, New Delhi, 2019. (Available in Hindi also)</li> <li>7- B. K. Sharma, Introduction to the Constitution of India, Prentice Hall India Learning Pvt. Ltd., New Delhi, 2018 (Available in Hindi also)</li> <li>8- Rajeev Bharagava (ed.), Politics and Ethics of the Indian Constitution, Oxford University Press, New Delhi, 2009.</li> <li>9- Sujit Choudhary, Madhav Khosla and Pratap Bhanu Mehta, The Oxford Handbook of the Indian Constitution, New Delhi, 2016.</li> <li>10- Bidyut Chakrabarty and Rajendra Kumar Pandey, Local Governance in India, Sage Publication Pvt. Ltd., New Delhi, 2019.</li> <li>11- सुभाष कश्यप, भारत का सांविधानिक विकास और संविधान (सन् 1600 से 2012 तक), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, नई दिल्ली, 2013.</li> <li>12- सुभाष कश्यप, हमारा संविधान-भारत का संविधान और संवैधानिक विधि, नेशनल बुक ट्रस्ट पब्लिकेशन, नई दिल्ली, 2023.</li> </ol> |  |                                  |

060701T

Handwritten signatures and dates: 6.6.21, 6.6.21, and other illegible signatures.



Minor

PC Iys @ A 0 7 0 7 0 8 T (father than social student) 12a

Ch. Charan Singh University, Meerut

|   |  |                 |
|---|--|-----------------|
| Programme/Class: M.A  | Year: First                            | Semester: First |
| Subject: Sociology  |  |                 |
| Course Code:  | Course Title: Social Problems in India |                 |
| Course outcomes: <ul style="list-style-type: none"><li>To understand history and evolution of social problems in India.</li><li>To develop insights into the origin and development of social problems.</li><li>To develop Skills to understand contemporary social problems.</li></ul> |  |                 |

| Credits: 4                                      | Minor   |                 |
|---|---|-----------------|
| Max. Marks: 30+70                               | Min. Passing Marks: 36  |                 |
| Total No. of Lectures- 60, Lectures per week 6. |   |                 |
| Units   | Topic   | No. of Lectures |
| I   | Social Problems: Untouchability, Population Problems, and Minorities.                 | 15              |
| II  | Family Problems: Juvenile Delinquency, Divorce, Intra and Intergenerational Conflict. | 15              |
| III   | Economic Problems: Poverty, Unemployment, Corruption, White Collar Crime.             | 15              |
| IV  | Women's Problems: Domestic Violence, Prostitution and Dowry.                          | 15              |

Suggested Readings:

1. Karve, I. 1968. Kinship Organization in India. Bombay: Asia Publishing House.
2. Agarwal, S.N. (ed.). 1978. Population Problems. New Delhi: Tata McGraw Hill.
3. Prabhu, P.H. 1979. Hindu Social Organization. Bombay: Popular.
4. Mandelbaum, David G. 1970. Society in India. Bombay: Popular.
5. Srinivas, M.N. 1977. Caste in Modern India and Other Essays. Bombay: Asia Publishing House.
6. Singh, Y. 1968. "Caste and Class: Some Aspects of Continuity and Change." Sociological Bulletin 17 (2):165-186.
7. Singhi, N.K. 1974. Bureaucracy : Positions and Parsons. New Delhi: Abhinav.
8. Ahuja, Ram. 1997. Social Problem in India. New Delhi: Rawat.



< MA ECO\_CBCS \_N...  Q :

(5)

PG I yr (I<sup>st</sup> Sem) Minor - 0A08070IT (Other than Economics student)

| Programme/Class: M.A.   | Year: First   | Semester: I          |
|---|---|----------------------|
| Subject: ECONOMICS  |   |                      |
| Course Code: ECOM101  | Course Title: Basic Economics   | (Theory)             |
| Course Objectives: This paper provides the basic understanding of Economics concepts to the students of other departments.  |   |                      |
| Credits: 4  | Minor Elective (For Other Faculty students)   |                      |
| Max. Marks: 25+75 (Internal + External (Practical))   | Min. Passing Marks: 40  |                      |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-1-0   |   |                      |
| Unit  | Topics  | No. of Lectures = 40 |
| I   | Scope and Method: Nature of Economic Laws- Micro economics versus Macro Economics; Concept of margin; Cardinal versus Ordinal approach of Utility; Indifference curve analysis and its properties; Consumer Surplus, and Consumer's equilibrium. Demand Analysis: Demand function and law of demand; Concept of elasticity-price, cross and income elasticity of demand. Economic Systems- Capitalism, Socialism and Mixed economy; Problem of resource allocation. | 10                   |
| II  | Production: Production function, Combination of factors, Laws of production-Returns to scales, Law of variable proportions; Isoquant and its properties; Producer's equilibrium.  | 10                   |
| III   | Nature of Costs and Markets: Cost functions- Short-run and long-run cost curves; Structure of Markets: Nature of perfect competition, monopoly and monopolistic competition; Equilibrium of firm.   | 10                   |
| IV  | National Income Analysis: Concepts, Methods of measurement; Circular flow of income; Concept of inflation and employment; Sources of income - Central, State and Local Governments in India.  | 10                   |
| Teaching Learning Process: Class discussions, demonstrations, Power point presentations, Class activities/ assignments, Field visits, internships, etc.   |   |                      |
| Suggested Readings:   |   |                      |
| <ol style="list-style-type: none"> <li>1. An Introduction to Positive Economics - R. G. Lipsey</li> <li>2. Economics - Samuelson and Nordhaus</li> <li>3. Modern Micro Economics - A. Koutsoyiannis</li> <li>4. Principles of Micro Economics - Mankiw</li> <li>5. Principles of Macro Economics - Mankiw</li> <li>6. Advanced Economic Theory - H. L. Ahuja</li> <li>7. Micro Economic Theory - Gould and Ferguson</li> <li>8. Indian Economy - A. N. Agarwal</li> </ol> |   |                      |
| This course can opt as an elective/ value-added course by the students of the following subjects: Open to all   |   |                      |
| Suggested Continuous Evaluation Methods:<br>Assignment, Internal, Quiz, PPT presentation, External Examination etc.   |   |                      |
| Suggested equivalent online courses:<br>Suggestive digital platforms web links-ePG-Pathshala, IGNOU & UPRTOU online study material SVAYAM Portal <a href="http://hecontent.upsc.gov.in/Home.aspx">http://hecontent.upsc.gov.in/Home.aspx</a>  |   |                      |



Minor

PG Iyr O A 090201T (other than Psychology students)  
(I<sup>st</sup> Sem)

Chaudhary Charan Singh University Meerut

Syllabi of MA Psychology (Revised in 2024)

Syllabus for MA Psychology  
Semester- I

MINOR COURSE  
(Open to the students of other subjects)

| Subject: Psychology   |  |   |
|---|--|---|
| Course Title: Value Education and Life Skills   |  |   |
| <b>Course outcomes:</b> After completing this course, students will be:   |  |   |
| 1. Getting awareness of the value of education and life skills  |  |   |
| 2. Knowing guiding principles that lead to desirable positive behavior patterns.  |  |   |
| 3. Learning and analyzing need of values in education and life  |  |   |
| 4. Understanding and use different life skills and values for a happy and healthy life.   |  |   |
| Credits: 4  |  | Minor Course  |
| Max. Marks (Internal + External): 30+70   |  | Min. Passing Marks: 30% Separately (Aggregate= 36%) |
| Unit  | Topics   | No. of Lectures (hours)<br>Total 4                  |
| I   | Value Education<br>Value Education and its need Core values Moral development Formation of character and positive personality  | 10 hours  |
| II  | Values<br>Personal values: Honesty and responsibility.<br>Social values: Equality, Justice, Liberty, and national pride.<br>Political values: Democracy, social welfare, civic sense, and responsibility.<br>Economic values: Ownership of property, contributing to the common goods and sustainable living | 10hours   |
| III   | Skills for Self-Management<br>Self-Awareness: Self-esteem, Self Image, Self Analysis and Techniques for enhancing Self Awareness<br>Emotional Wellbeing: Meaning of emotions, expressing emotions, coping with negative emotions.<br>Cultivating positive emotions   | 10 hours  |
| IV  | Social skills<br>Empathy: Meaning and techniques to enhance empathy<br>Interpersonal Skills: Determinants, Maintaining, sustaining, and ending a relationship, and conflict resolution   | 10 hours  |
| V   | Creative thinking, and decision making<br>Creative thinking: Strategies for enhancing Creative thinking in individuals and groups.<br>Decision making: Process, Barriers, Techniques, Decision making in a group   | 10 hours  |
| VI  | Goal Setting and Action Planning<br>Basics of goal setting<br>Smart Goals<br>Time management<br>Action planning and accomplishment   | 10 hours  |
| <b>Teaching Learning Process:</b> Class discussions/ demonstrations, Power poinnt presentations, Class activities/ assignments, Field visits., Internship, etc.   |  |   |
| <b>Suggested Readings:</b>  |  |   |
| <ul style="list-style-type: none"><li>• Zinn, J.K. (2016). Mindfulness for Beginners: Reclaiming the Present Moment--and Your Life (Paperback). Sounds True Publications</li><li>• Rani, R. and Singh, A. (2015). Life skills education in tertiary institutions - need of the hour. Zenith International Journal of Multidisciplinary Research, 5 (2).</li><li>• Santrock, J.W. (2014). Adolescents (15th edition). McGraw-hill Education.</li><li>• Baumgardner, S. R., &amp; Crothers, M. K. (2009). Positive psychology. Prentice Hall/Pearson Education.</li><li>• Pushpanathan Thiruvengadam, P. (2013). Value education for college students. conference: International conference on significance and development of value education in teacher education.</li><li>• Cohen, P. &amp; Cohen, J. (2013). Life values and adolescents' mental health. Lawrence Erlbaum Associates. Psychology Press.</li><li>• Shmshuddin, S., Reddy, V.D. &amp; Rao, D.B. (2007). Values and Academic Achievement. Discovery Publishing House, New</li><li>• DelhiSchwartz, S. H. and his colleagues(2014). Basic Personal Values Underlie and Give Coherence to Political Values: A Cross-National Study in 15 countries. Political Behavior volume 36, 899-930.</li></ul> |  |   |
| This course can be opted as an elective/ value added course by the students of following subjects: Open for all   |  |   |
| Suggested Continuous Evaluation Methods: class tests/quizzes, posters, assignments, presentations.  |  |   |
| Course prerequisites: To study this course, a student must be the regular student of PG in any subject  |  |   |
| Suggested equivalent online courses: NA   |  |   |
| Further Suggestions: NA   |  |   |



Minor

PG I yr @ A130201T (for old students) Home Science  
(I<sup>st</sup> Sem) 11

**MINOR ELECTIVE FOR P.G. PROGRAMME**

| Programme/Class: M.A./<br>M.Sc./ M.Com.   | Year: Four   | Semester: Seventh/ Eight     |
|---|--|------------------------------|
| Subject: Home Science   |  |                              |
| Course Code:  | Course Title: <b>Care of Elderly</b>   | Theory                       |
| <b>Course Objectives:</b>   |  |                              |
| <ul style="list-style-type: none"> <li>• To identify the unique health needs of elderly</li> <li>• To identify strategies related to assessment and prevention in the elderly</li> <li>• To explore the importance of families and other social supports in the life of elderly.</li> </ul>   |  |                              |
| <b>Course outcomes:</b>   |  |                              |
| <ul style="list-style-type: none"> <li>• Gain knowledge about the various aspects of the role and duties of a geriatric care assistant.</li> <li>• Develop knowledge about the importance of special care for elderly.</li> <li>• Give practical knowledge about Nutrition and ageing.</li> <li>• Develop awareness regarding government services and programmes.</li> <li>• Gain knowledge about Nutrition according to various medical conditions.</li> </ul> |  |                              |
| Credits: 4  | Minor Elective (Compulsory)  |                              |
| Max. Marks: 30 (Internal Assessment) +70<br>(External Assessment)   | Min. Passing Marks: 36   |                              |
| Total No. of Lectures- 60 (1 hour per lecture)  |  |                              |
| Unit  | Topics   | No. of Lectures<br>Total= 60 |
| I   | <b>Biological Changes-</b> Biological changes, Ageing theories; Ageing process; Psychosocial aspects of ageing; age-related changes in Anatomy & Physiology.   | 10                           |
| II  | <b>Nutrition-</b> Nutrition Needs & dietary alteration in elderly. Energy needs of old, diet formulation for elderly, Diet related to degenerative changes and physical activity.  | 10                           |
| III   | <b>Psychosocial changes-</b> Psychological theories, Personality changes, Social changes, Changes in family and living arrangement. Depression, Coping with psychosocial changes of ageing.  | 15                           |
| IV  | <b>Common Conditions/ diseases of elderly-</b> Fever, Anaemia, Anorexia, Loss of memory, Alzheimer's, Parkinson's disease, Respiratory disease, Heart disease, Kidney disease, Stroke, Metabolic disorders, Musculoskeletal disorder, CNS related health Problems, Digestive problems, Vision, Hearing, Sleep disturbances, perimenopausal problem, and Genitourinary problem, Cancer. | 10                           |



|    |  |   |
|----|--|---|
| V  | <b>Medication of Elderly-</b> Common drugs used in the management of health problems of elderly, Altered drug responsiveness in elderly, Principles of drug administration in elderly, role nurse and care of drugs.   | 7 |
| VI | Communication Skills Process and methods established and maintaining good communication with family, Staff and colleagues; Multi-disciplinary team & role of nurses, Guidance & Counselling.<br><b>Risk and Prevention-</b> Old age Homes, The National Policy for Older Persons, NCOA, NGO for elderly, Health risk in old age. | 7 |

**Teaching Learning Process:** Class discussions/ demonstrations, Power point presentations, Class activities/ assignments, Field visits., Internship, etc.

**Suggested Readings:**

- Elizabeth Hurlock. Developmental Psychology: A Life - Span Approach | 5th Edition. 5th Edition - 1 July 2017.
- Child Development – L.E. Berk Basten – Allyn & Bacon, London.
- Child Development – E.B. Hurlock.
- Child Development & personality – P.H. Mussen, J.J. Conger & J. Kagan, A.C. Huston – Harper & Row Publications, New York.
- Developmental & personality – E.B. Harlock. 7. Human Development – F.P. Rice prentice Hall, New Jersey.
- The Development of Children – M.Cole & S. Colde – Scientific American Books – Freeman & Co.

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

**Suggested Continuous Evaluation Methods:**

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

Course prerequisites: open for all

**Suggested equivalent online courses:**

<https://epgp.inflibnet.ac.in/>  
<https://swayam.gov.in/>  
<https://heecontent.upsdc.gov.in/Home.aspx>

*[Handwritten signatures and names: F. Him, Bindu Sharma, Anurag, Ramesh, Anurag, Anurag, Anurag]*

**Convenor (II) BOS  
Home Science  
R.G.P.G. College, Meerut**



# Minor Paper

PG 1st year, 1st Semester (28020701T)  
(Other than Chemistry students)

Chaudhary Charan Singh University, Meerut

M.Sc Open Elective Paper (CBCS) Sem II

Chemistry in Life- 1

Subject code -

## Unit 1

General introduction of materials we use in daily life – metals, polymers, paper, cement, ceramics and glass, chemical products- petroleum products, petrochemicals and their use in day to day life, LPG

## Unit 2

An introduction to chemistry of daily life materials- semiconductors, plastics, dyes, paints, fabric and clothing

## Unit 3

Pharmaceutical chemistry- general introduction and basic chemistry of medicine (analgesics, tranquilizers, antiseptics, disinfectants, antimicrobials, antibiotics, antacids, antihistamines), antibiotics-uses and abuses

## Unit 4

Elementary idea of antioxidants, artificial sweetening agent, nutrition, preservatives chemicals, drinking water, beverages

## Unit 5

Cosmetics and personal care products, fertilizer



M.Sc Botany Minor Paper Sem I  
(QB040701T) other than Botany student

| Subject : M.Sc. Botany 1 <sup>st</sup> semester  |   |                          |
|--|---|--------------------------|
| Course Code:<br>QB040701T  | Course Title : Disaster Management  |                          |
| <p>Course objectives: To learn management of disaster risk and act with reference to India<br/>           Course outcomes: After completion of this course the students will be able to-</p> <ol style="list-style-type: none"> <li>1. Gain knowledge about foundations of hazards, disasters, associated natural/social phenomena and disaster management theory (cycle, phases).</li> <li>2. Understand Indian disaster management system, and role of NIDM.</li> <li>3. Develops understanding of Methods of community involvement as an essential part of successful DRR, value of humanitarian assistance before and after disaster and technological innovations in Disaster Risk Reduction: Advantages and problems.</li> <li>4. Take appropriate actions at all points in the disaster management cycle such as preparedness, better warnings, reduced vulnerability or the prevention of disasters during the next iteration of the cycle.</li> <li>5. Obtain, analyze, and communicate information on risks, relief needs and lessons learned from earlier disasters in order to formulate strategies for mitigation in future scenarios with the ability to clearly present and discuss their conclusions and the knowledge and arguments behind them.</li> </ol> |   |                          |
| Credits : 4  | Minor-Open Elective for other subjects & Value Added  |                          |
| Max Marks : 30+70  | Min. Passing Marks :  |                          |
| Total no of Lectures-Tutorials-Practical's (in hours per week):4-0-0   |   |                          |
| Unit   | Topic   | No. of Lectures (60 hrs) |
| I  | Introduction to Disasters: definitions of Disaster, Hazard, Vulnerability, Resilience and Risks. Disasters: Classification, natural hazards and Man-made disasters, Causes, Impacts (including social, economic, political, environmental, health, psychosocial.) Global trends in disasters, urban disasters and climatic change.                    | 15                       |
| II   | Disaster Risk reduction (DRR): Disaster management cycle-Phases, Disaster risk reduction four pillars of DRR viz (1) Disaster Prevention and Mitigation; (2) Disaster Preparedness; (3) Disaster Response; and (4) Disaster Rehabilitation and Recovery, National Disaster Risk Reduction and Management Council (NDRRMC). Sendai frame work for DRR. | 15                       |
| III  | Organizations of Disaster management: Role and structure of NDMA, NIDM, NDRF, SDRF, SDMA, NPDRR, UNDRR, FEMA and DM Act and Policy, Disaster Response Fund  | 15                       |
| IV   | Disasters and Development: Impact of Development projects such as dams, embankments changes in Land-use, Climate Change.  | 15                       |

**Suggested Reading:**

1. David, A. (2000). Introduction in Confronting Catastrophe. Oxford University Press.
2. Andharia, J. (2008). Vulnerability in Disaster Discourse. JTCDM, Tata Institute of Social Sciences, Working Paper no. 8.