

**KHWAJA MOINUDDIN CHISHTI LANGUAGE UNIVERSITY, LUCKNOW**



# Welcome to NAAC Peer Team





# **CURRICULUM DEVELOPMENT**



1.1.1. Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes (COs) of the Programmes offered by the University





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- The curriculum offered by the University caters to the **local, national, regional, and global developmental needs** of the society, having specifically designed **Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs)** drafted in line with the Graduate Attributes and Blooms Taxonomy. The revision of curriculum was done as per the guidelines of **NEP 2020** in 2021-22.
- To address the **local developmental needs of the society**, the Faculty of Social Sciences, offers courses such as **Extension and Communication Concepts in Community Development, Guidance and Counselling, Community Nutrition, Current Concerns in Public Health Nutrition** where students regularly visit the neighboring villages to educate, sensitize and spread awareness among the inhabitants on **social issues such as girl child education, menstrual hygiene, eradication of diseases such as Tuberculosis, Anaemia deficiency, and various Government Schemes.**





## 1.1.1. Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes (COs) of the Programmes offered by the University

- By virtue of being situated in Lucknow -the heart of culture and tradition of Uttar Pradesh-the Faculty of Arts and Social Sciences specifically incorporate **regional development courses** such as Lok Sahitya Evam Lok Sanskriti, Awadh Ka Urdu Adab, Regional Planning and Development all of which amply discuss the regional, national and international contribution of language and literature in societal development. In addition, the University regularly organizes programmes to complement these courses -therefore offering the students with a more detailed and 'out-of-the-box' perspective, apart from traditional pedagogy.
- To address the **national developmental needs**, courses based on Indian Political Thought, Indian Literature in English, Advanced Geography of India, Education in India, Social Problems and Issues of Development in India are offered to attract the attention of students towards issues of national importance.
- Keeping the **global perspectives** in mind, courses such as Global Financial Reporting & Disclosure, International Financial System, Translation: Arabic-English-Arabic, International Communication, Web Technology, Law & Justice in a Globalized World, Global Politics, Internet of Things, Robotics etc. are offered to align the students' thought-process towards international developments.



## Reflection of Local, Regional, National & Global Development Needs in Program Outcomes (POs) & Program Specific Outcomes (PSOs)

### 1. PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

The MBA Program is designed to enhance employability by preparing students for careers in management and leadership in both the private and public sectors including entrepreneurial ventures and family businesses. Students acquire a comprehensive foundation in the fundamentals of business, the environment in which they will function, the analytical tools for intelligent decision-making and problem solving.

#### Specifically:

- 1. Simulating Learning Environment:** To provide learning environment to students to pursue careers in different fields of management or become academicians and researchers.
- 2. Communication Skill:** To enable students to develop conceptual, interpersonal, decision-making, problem solving, and oral and written communication skills.
- 3. Problem-solving Skill:** To develop the right attitude and increase the problem-solving, conceptual and decision-making skills of practicing managers.
- 4. Leadership readiness/qualities:** To promote development of an ethical approach and leadership skills among students by stimulating them to organize and manage various programs such as inter-institute competitions and seminars.
- 5. Coordinating/collaborating with others:** To provide enhanced exposure to real life work experiences and hands-on practice in collaboration with industry for augmenting theoretical knowledge through enhanced understanding of practical issues.
- 6. Holistic Development:** To provide opportunities for holistic development of students by encouraging them to participate in various co-curricular activities.
- 7. Skills to apply digital and technological solutions:** To improve teaching-learning process and provide enriched learning experiences to students to enable them to achieve enhanced learning outcomes.
- 8. Judgement and Decision making:** Able to make judgement and take decision, based on analysis of data and evidence, for formulating responses to issues/problems associated with the chosen fields of learning, requiring the exercise of some personal responsibility for action and outputs/outcomes.

### 2. PROGRAM OUTCOMES (POs) -

Upon completion of the MBA Program, the students will be able to:

PO 1	<b>Business Environment and Domain Knowledge</b> - Improve awareness and knowledge of students about the functioning of local and global business environment and society. This helps in recognizing the functioning of businesses, identifying potential business opportunities, involvement of business enterprises and exploring the entrepreneurial opportunities.
PO 2	<b>Creative and Critical Thinking Skills:</b> Analyze organizational and business situations with an open mind and formulate innovative solutions to problems.
PO 3	<b>Global Competency and Cross-Cultural Understanding:</b> Examine and evaluate business practices across the globe to determine the best practices for application to their businesses.

PO 4	<b>Social Responsiveness, Ethics and Value Incultation:</b> Developing responsiveness to contextual social issues / problems and exploring solutions, understanding business ethics and resolving ethical dilemmas. Appreciate the importance of ethical values and work as team players.
PO 5	<b>Innovative integration:</b> Network and work in collaboration with team members to amalgamate and integrate ideas and develop innovative solutions for solving practical problems.
PO 6	<b>Entrepreneurship skills and mind-set:</b> Ability to identify entrepreneurial opportunities and leverage managerial & leadership skills for founding, leading & managing startups as well as professionalizing and growing family businesses.
PO 7	<b>Leadership &amp; Teamwork:</b> Research Aptitude, Scholarship & Enquiry Understanding leadership roles at various levels of the organization and leading teams. Graduates are expected to collaborate and lead teams across organizational boundaries and demonstrate leadership qualities, maximize the usage of diverse skills of team
PO 8	<b>Regulatory Framework:</b> To understand and discuss the broad legal and regulatory framework governing business activities.
PO 9	<b>Problem Solving &amp; Analytical Skills</b> - Ability to Identify, formulate and provide innovative solution frameworks to real world complex business and social problems by systematically applying modern quantitative and qualitative problem-solving tools and techniques.
PO 10	<b>Environment and Sustainability:</b> Understand the relevant issues of environmental concern and sustainable development.
PO 11	<b>Life-Long Learning:</b> Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

### 3. PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO 1	<b>Employment-readiness:</b> Enhanced employability for working as executives in various industries, MSMEs, private enterprises and government institutions.
PSO 2	<b>Proficiency in ICT &amp; Digital Literacy</b> – Improved ability to use technology as a means to enhance problem solving skills by using updated software and digital tools.
PSO 3	<b>Research Aptitude, Scholarship &amp; Enquiry:</b> Ability to identify with or understand the perspective, experiences, or points of view of another individual or groups by developing research aptitude.
PSO 4	<b>Community engagement, empathy, and service:</b> Ability to participate in activities/services. that are undertaken in collaboration with community members for promoting the wellbeing of the society.

LOCAL | REGIONAL | NATIONAL | GLOBAL

### 1. PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

The Bachelor of Business Administration (BBA) Program aims to build knowledge and understanding of business decision making among the students. The Program helps in developing a conceptual orientation by equipping the students with requisite business skills as well as preparing them for management applications. As such, the following PEOs have been devised -

- 1. Integration of theory with practice** – To integrate core, cross-functional and inter-disciplinary aspects of management theories, models and frameworks with the real world practices and the sector specific nuances to provide solutions to real world business, policy and social issues in a dynamic and complex world.
- 2. Development of communication skills** - To excel in cross-functional, multi-disciplinary, multi-cultural teams, and have an appreciation for local, domestic and global contexts so as to manage continuity, change, risk, ambiguity and complexity.
- 3. Ethical and Socially Responsible Leadership** - To understand the significance of Indian ethos and values in managerial decision making and exhibit value centered leadership.
- 4. Employability enhancement** – To engage in successful career pursuits covering a broad spectrum of areas in corporate, non-profit organizations, public policy, entrepreneurial ventures and engage in life-long learning.

### 2. PROGRAM OUTCOMES (POs)

The following Program Outcomes have been enlisted for BBA Program of Khwaja Moinuddin Chishti Language University -

PO1	<b>Management Knowledge:</b> Students will acquire adequate understanding about management concepts and principles.
PO2	<b>Business Analysis:</b> Use the business and management knowledge gained to analyse the business problems and come up with viable solutions.
PO3	<b>Communication:</b> To impart knowledge to the students towards Business Communication for effective and professional business management.
PO4	<b>Entrepreneurship:</b> Build entrepreneurship acumen among students.
PO5	<b>Individual and Team Work:</b> To inculcate the ability for leading a team and develop group behaviour in achievement of individual, group and organizational goals.
PO6	<b>Regulatory Framework:</b> To understand and discuss the broad legal and regulatory framework governing business activities.
PO7	<b>Ethics:</b> To recognize and solve business problems in an ethical manner for continuous development of business ventures and to develop socially responsible managers and business leaders.
PO8	<b>Technology Orientation:</b> To develop competency in the use of technology in modern organizational operations.
PO9	<b>Problem Solving &amp; Analytical Skills:</b> To stimulate an interest in research and its applications to find solutions for business problems.
PO10	<b>Environment and Sustainability:</b> Understand environmental concern and sustainable development.
PO11	<b>Life Long Learning:</b> Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.





## Reflection of Local, Regional, National & Global Development Needs in Program Outcomes (POs) & Program Specific Outcomes (PSOs)



### 1. Introduction:

M.A. Arabic is a two years PG program that deals with the main areas of Arabic literature which includes culture, history, arts, epics, stories, philosophy, history, technology, dialects with a strong foundation towards the literature department. Master of Arts in Arabic course offers candidates to set up a career in various areas of Academic Institutions, Education & Research Institutes, Translation Agency, Publishing Houses, Tourism Agency, Embassy, Customer Support, Product Based Companies, etc.

### Regulations:

#### 1. Applicability

These Regulations shall apply to the Master of Arts (M.A.) in Arabic programme from the session 2022-23.

#### 2. Minimum Eligibility for Admission

The Basic qualification for admission will be:

- A three/four years Bachelor's degree or its equivalent in the concerned subject.
- A three/four years Bachelor's degree or its equivalent with Arabic subject as Subsidiary/ Generic.
- Bachelor's degree or its equivalent in any discipline from Arab Universities/ Foreign Universities.
- A three/four years Bachelor's degree or its equivalent in any discipline along with Alimiat/Fazilat/ its equivalent.
- A three/four years Bachelor's degree or its equivalent in any discipline with knowledge of Arabic and English at the level of Bachelor Degree/Alimiat/ Fazilat (the knowledge of Arabic and English will be checked through the test conducted by the Department of Arabic).
- The three/four years Bachelor's degree or Bachelor's degree is awarded by a University or Institute established as per law and recognized as equivalent by this University or any university.

#### 3. Method of Examination: Written/Practical- 1/2/3 Sessionals and Term papers + Final.

#### 4. Minimum passing marks: 40 % in internal and 40% in external.



### Programme Objectives

- To make Arabic literature and Arab culture accessible to a wider body of postgraduate students.
- To provide the students with an opportunity to get familiar with, among other things, literary theory, translation techniques, the sociology of literature, the social and political dimensions of modern Arabic literature, and different genres and themes of classical, medieval and modern Arabic literature.
- To enable the students to read literature produced across the Arab world and elsewhere to assess their interaction with and reflection of crucial aspects of social and the political life.
- To bring India's significant Arabic literary contribution to limelight.
- To make the students aware of the methods for literary analysis of Arabic texts.
- To promote skills for scientific and critical thought.
- To nurture the communication skills, and enable them for public debates and discussions.
- To instill in their minds the importance of ethics and morality for creating a better society.

### 5. Programme Outcomes

- How to obtain thorough knowledge of Arabic literature and the literary trends, and make them aware of the Arab life.
- How to relate the development of Arabic literature to world literatures.
- How to deal critically with literary texts and probe their various layers of meanings, relate them to the context and the culture from which they emerged, place them within the development of the genres, movements, trends.
- How to read, translate and critically assess Arabic literary texts in the original language and how to conduct a critical appraisal of the text.
- How to improve language skills and interpreting techniques.

### 6. Specific Programme Outcomes

- Equipping the students to broaden their intellectual horizons of Arabic literature and enable them to read and analyse the literary texts.
- Enhancing the ability to communicate properly in Arabic and English.
- Providing a solid foundation in the field of translation studies, and an excellent professional training for careers in the fields of translation and interpretation, media, management, hospitality, health, intelligence agencies and the corporate sectors.
- Introducing the students to new literary schools and trends in Arabic literature.
- Assessing the influence of western literature and culture on the Arabic literature and culture.
- Evaluating the conflicting values of traditionalism and modernism in contemporary Arabic.
- Surveying the development of Arabic Language and Literature in India: contributions of notable Arabic institutions, pioneer Arabic scholars in India and their works.



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)  
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)  
U.P. STATE GOVERNMENT UNIVERSITY,  
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))



Many of our great leaders including the first Prime Minister of India Pandit Jawaharlal Nehru and Maulana Abul Kalam Azad, India's first Education Minister are seen as men of literature, whose writings are often included in syllabi for study.

The quest for enriching our knowledge of literature not only opens windows to new worlds of thought and experience, but also deepens our understanding of diverse aspects of our own culture and history.

The timelessness of literature has always been a wellspring of inspiration for man. It is the universal nature of human experience which makes it relevant and worthy of study at the highest level.

Like all living literature of the world, works of Arts in Urdu hold a mirror up to the spiritual and material dimensions and values of the world. The syllabus of M.A. Urdu encompasses all these points comprehensively.

The objective of the programme is to:

- prepare the students over the prescribed academic content with reflective thinking approach.
- examine critically different prevailing issues dealing with the society and literature.
- Preserve the academic ingredients rooted to Indian culture, heritage and values.
- Create and expand new knowledge for giving a befitting shape to the Indian Society to meet out the requirements and challenges of current century.
- Cherish knowledge with multidisciplinary approach
- Extend the benefits of generated knowledge to all the stake holders.
- Extend the benefits of knowledge from individual to society.

#### 4. Programme Outcome

The Department of Urdu, Khwaja Moinuddin Chishti Language University, Lucknow, has a distinct vision for Master Degree program offered by the department. The Department believes in imparting to the learners a training that would enable them to become responsible, perceptive and functional citizens who would contribute to the well-being of the society as well as the nation. The language and literature of Urdu has one of the richest collections of the works produced on humanism, free thinking ability, aesthetical sense and Sufism etc. So, along with academic excellence, present course has been designed to enrich a student with the sense of human values for the benefit of the society and the nation. The objective of promoting humanism through Urdu literature can only be achieved through an intensive approach to literature. The two-year Postgraduate programme in Urdu aims at:

- extending the core and applied knowledge of Urdu.
- mapping creative synthesis of texts, society and culture.
- promoting critical thinking and humanitarian values.
- developing research skills and aptitude of the students.

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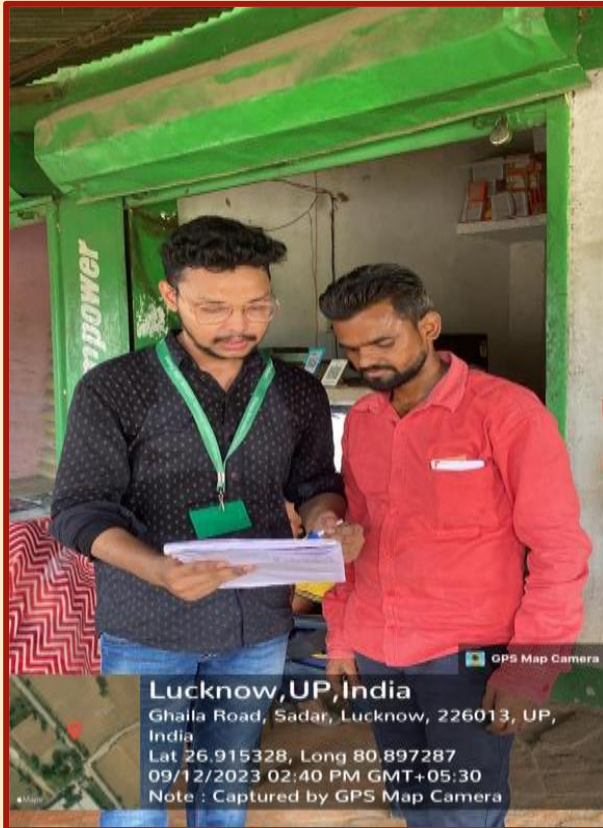
## Glimpses of Activities conducted with regard to Local, Regional, National & Global Development Needs



**Students interacting with local artisans engaged in bone carving during Rural Outreach Project On Economic Empowerment of Minorities**



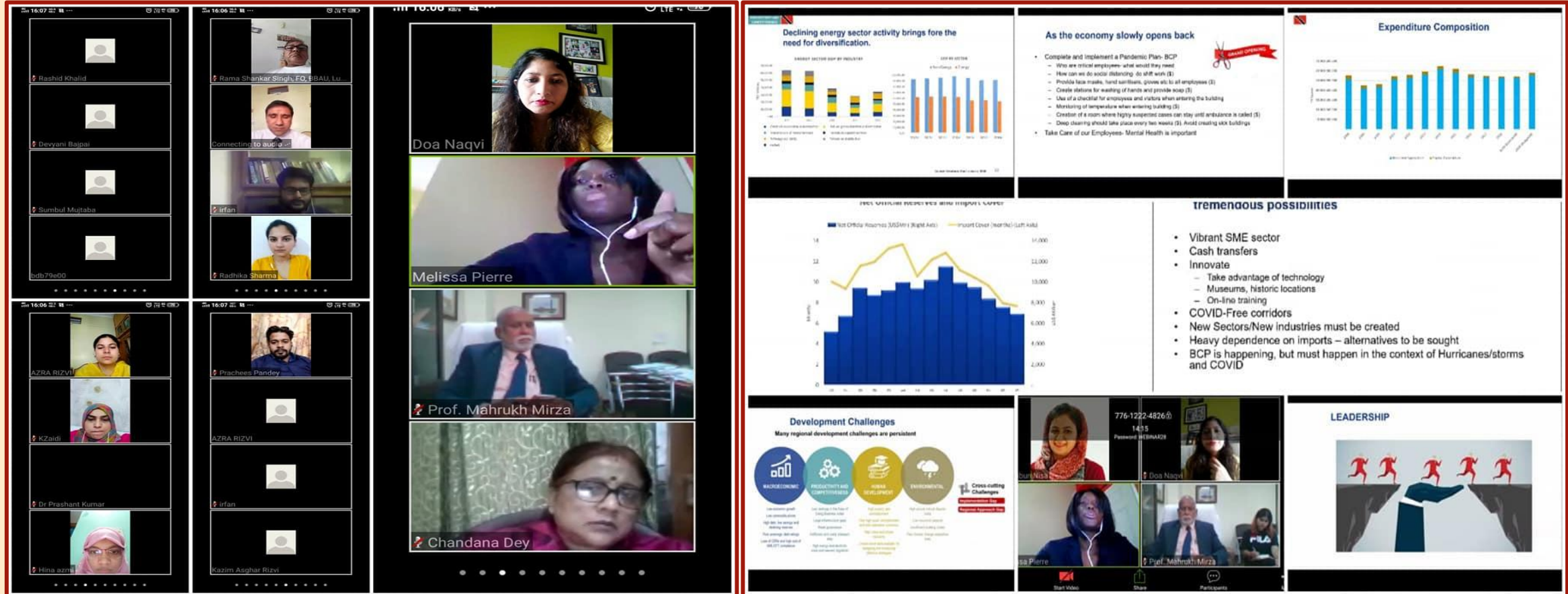
## Glimpses of Activities conducted with regard to Local, Regional, National & Global Development Needs



**Students interacting with various stakeholders to spread awareness about National Governmental Schemes like “Beti Bachao, Beti Padhao” & “Pradhan Mantri Mudra Yojana”**



## Glimpses of Activities conducted with regard to Local, Regional, National & Global Development Needs



The collage displays a virtual webinar session. On the left, a grid of participant video feeds shows students like Rashid Khalid, Devyani Bajpai, Sumbul Multaba, and others. A central feed features speakers Doa Naqvi, Melissa Pierre, Prof. Mahrugh Mirza, and Chandana Dey. To the right, presentation slides are visible, including:

- Declining energy sector activity brings fore the need for diversification.** (Slide with charts and text)
- Expenditure Composition** (Slide with a bar chart)
- As the economy slowly opens back** (Slide with a list of bullet points: Complete and implement a Pandemic Plan-BCP, Who are critical employees, etc.)
- Development Challenges** (Slide with icons for Macro-economic, Productivity and Competitiveness, Human Development, and Environmental, and a list of challenges like Unemployment, etc.)
- Leadership** (Slide with an illustration of people running towards a goal)

Students participating in International Webinar on “Innovative Business Practices” to gain insights about global perspectives of business.





1.1.2. The Programme offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements



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- As its core ideology, the University endeavors to offer **employability-focused programmes** that enhance students' job prospects. Courses offered by the Faculty of Commerce such as Money, Banking & Public Finance, E-Filing of Returns, Advertising & Brand Management enable the students to explore career opportunities in the finance sector. Similarly, courses such as Pedagogical Perspective of Education, School Management & Hygiene, Media Laws and Ethics, Sports Journalism, Home-Based Catering, Introduction to Clothing and Textile, Artificial Intelligence & Cloud Computing, are offered by the Faculty of Social Sciences and Faculty of Engineering & Technology.
- Courses, dedicated specifically to hone **entrepreneurial mindset of the students**, such as - Entrepreneurship and Small Business Management, Entrepreneurship Development, Talent Identification are offered under various programmes of the University. In addition, events such as 'Entrepreneurship Expo', workshops on entrepreneurship, innovation and social media are organized regularly.
- **The outcome of such activities is evident from the fact that students of the University are motivated to start their own business ventures and at the same time, generate employment opportunities for others, as well.**



## 1.1.2. The Programme offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

- **Skill enhancement** is one of the most crucial aspects of education. Therefore, apart from offering regular courses such as Business Communication, Media and Communication Skills, Personality Development to enhance the soft skills of the students, courses such as Artificial Intelligence and Cloud Computing, Analytical Ability and Digital Awareness, Self-Development and Well-Being, Life Skills in Education, Cooking Skills & Healthy Recipe Development are also offered which ensure skill development among students through practical experiences.
- **The outcome of the skill development is reflected in the enhanced abilities and competencies of students, preparing them for national and international competitions, ensuring professional success and personal growth.**





## Sample Syllabus reflecting employability/ entrepreneurship/ skill development aspects of the Curriculum



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### Department of Education

Choice Based Credit System Scheme of Courses for M.A. Education Under Semester System (2023-2025)

#### Semester-I Life Skills in Education Paper Code: EDURA-105A

Total Marks (70+30=100), Credits -4  
Lectures = 65

#### Course Outcomes:

After studying the course, the students will be able to-  
CO1. To understand the concept of life skills and its evolution.  
CO2. To recognize and analyze the importance of life skills education by studying the reports of international organizations and committees.  
CO3. To understand the thinking skills and coping skills and subsequently will be able to design activities to develop thinking skills and coping skills.

#### UNIT I:

- Definition and Importance of Life Skills, Life Skills Education in the Indian Context, Thinking Skills, Thinking - Nature, Elements of Thought - Types of Thinking, Creative and Critical Thinking
- Problem Solving, Definition, Steps in Problem Solving, Factors Influencing Problem Solving

#### UNIT II

- Decision Making: Definition, Process, Need, Consequences, Models of Decision Making - Goal Setting

#### UNIT III:

- Coping skills: coping with emotions definition, characteristics, types of emotions causes and effects of different emotions strategies of coping with emotions strategies to develop

#### UNIT IV

- skills of managing emotions: classroom discussion; brainstorming; role-plays, audio, and visual activities e.g., arts, music, theatre, dance; case studies, storytelling, debates

#### UNIT-V

- Coping with Stress; Definition, Stressors, Sources of Stress, The General Adaptive Syndrome Model of Stress, Coping Strategies

#### Suggested Readings:

- Delors, Jacques (2006). Learning: The Treasure Within, UNESCO, Paris.
- Nair.V. Rajesenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62
- UNESCO (2015). Adult Education: The Hamburg Declaration, UNESCO, Paris.
- UNESCO (2018). Quality Education and Life Skills: Darker Goals, UNESCO, Paris.
- WHO (2009). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behavior, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W Jolin (2021) Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Dakar Framework for Action, (2020). Education for All: Meeting our Collective Commitments, Dakar, Senegal.

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EMPLOYABILITY | ENTREPRENEURSHIP | SKILL DEVELOPMENT

Maximum Marks: 100

Total: 45 Lectures + 15 Tutorial

Total Credit: 4

3 Theories + 1 Tutorial

#### MBACC 301 Entrepreneurship Development

#### Course Outcomes:

S. No.	Course Outcome	Bloom's Taxonomy
1	CO1. Developing understanding of basic concepts of entrepreneurship.	Understand (K2)/ Remember (K1)
2	CO2. Develop knowledge on Entrepreneurial Finance, Assistance and role of Entrepreneurial Development Agencies.	Apply (K3)/ Analyze (K4)/ Evaluating (K5)
3	CO3. Develop understanding of converting an idea to an opportunity and develop understanding of various funding sources.	Analyze (K4)/ Evaluate (K5)
4	CO4. Comprehend and develop skills to Develop a Business Plan.	Apply (K3)/ Create (K6)
5	CO5. Students to have a basic understanding of Launching a New Venture.	Apply(K3)/ Create (K6)/ Evaluate (K5)

#### Unit I: (9 Lectures)

Entrepreneurship: Evolution of the Concept of Entrepreneurship, Entrepreneurship Today, Types of Entrepreneurs, Entrepreneurship, Entrepreneurial Competencies  
Entrepreneurial Development and Training: Introduction, Entrepreneurial Environment, Models of Entrepreneurial Development, Entrepreneurial Motivation, Entrepreneurship Training Methods

#### Unit II: (9 Lectures)

Women Entrepreneurs: Introduction, Women's Entrepreneurship in India, Challenges faced by women entrepreneurs, Strategies for the Development of Women Entrepreneurs, Institutions Supporting Women Entrepreneurs in India  
Project Management and Financing: Introduction, Project manager, Project Life Cycle, Project Scheduling, Capital Budgeting, Generating and Investment Project Proposal, Project Evaluation and Selection Project Financing, Project Implementation Phase, Capital Structure and Cost of Capital, Detailed Project Report

#### Unit III: (9 Lectures)

Business Plans: Introduction, Purpose of a Business Plan, Contents of a Business Plan, Presenting a Business Plan, Why Do Some Business Plans Fail, Procedure for Setting up an Enterprise  
Institutions Supporting Business Enterprises: Introduction, Central-Level Institutions, State-Level Institutions, Other Institutions

#### Unit IV: (9 Lectures)

Preventing Sickness in Enterprises: Introduction, Specific Management Problems, Industrial Sickness, Definition of Sickness, Sick Industrial Companies Act, 1985, Industrial Sickness in India, Symptoms of Industrial Sickness, Process of Industrial Sickness, Rehabilitation of Sick Units, Winding Up of a Company.

#### Unit V: (9 Lectures)

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#### B.A. I Year (Semester 2) Home Science Paper 1 Introduction to Clothing & Textiles & Family Resource Management (Theory)

Programme/Class: Certificate		Year: 1	Semester: 2
Subject: Home Science			
Course Code: A130201T		Course Title: Introduction to Clothing and Textiles & Family Resource Management (Theory)	
Course outcomes:			
CO1. Learn about scope of textile and clothing CO2. Understanding why fabrics are different CO3. Learn how fabrics can be manufactured CO4. Understand basic clothing concepts and garment making CO5. Learn the family resource management as a whole. CO6. Understand the Decision making and use of resources throughout the Family life cycle. CO7. Gain knowledge about Time, Money & Energy as a Resource. CO8. Appreciate Household Equipments for work simplification			
Credits: 4		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:33	
Total No. of Lectures- 60			
Unit	Topic		No. of Lectures
	PART A		
I	Introduction <ul style="list-style-type: none"><li>Introduction to Clothing and Textile</li><li>Its importance in day-to-day life</li><li>Scope</li><li>Classification of textile fiber on the basis of their source</li><li>General properties of fibers-primary and secondary</li></ul>		7
II	Knowing Fibers <ul style="list-style-type: none"><li>Manufacture, processing, properties and uses of</li><li>Cellulosic Fibers-cotton, Linen</li><li>Protein Fibers-Wool, Silk</li><li>Synthetic/Manmade fibers-Nylon, Polyester, Acrylic, Rayon.</li></ul>		8
III	Yarn to Fabrics <ul style="list-style-type: none"><li>Definition of Yarn, Manufacture of Yarn and Yarn Properties</li><li>Different fabric construction techniques</li><li>Weaving, Knitting, Felting, Braiding, Non-woven</li><li>Weaving of Cloth-Terminologies and Steps in Weaving.</li><li>Types of weaves-</li><li>Basic and Decorative</li></ul>		8

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## Sample of Curriculum Revision

Over the past five years, a comprehensive overhauling of all courses has been carried out to integrate the CBCS and NEP-2020 guidelines. On the basis of feedbacks received from various stakeholders, the University ensures a minimum of 20% revision in all syllabi, on yearly basis.

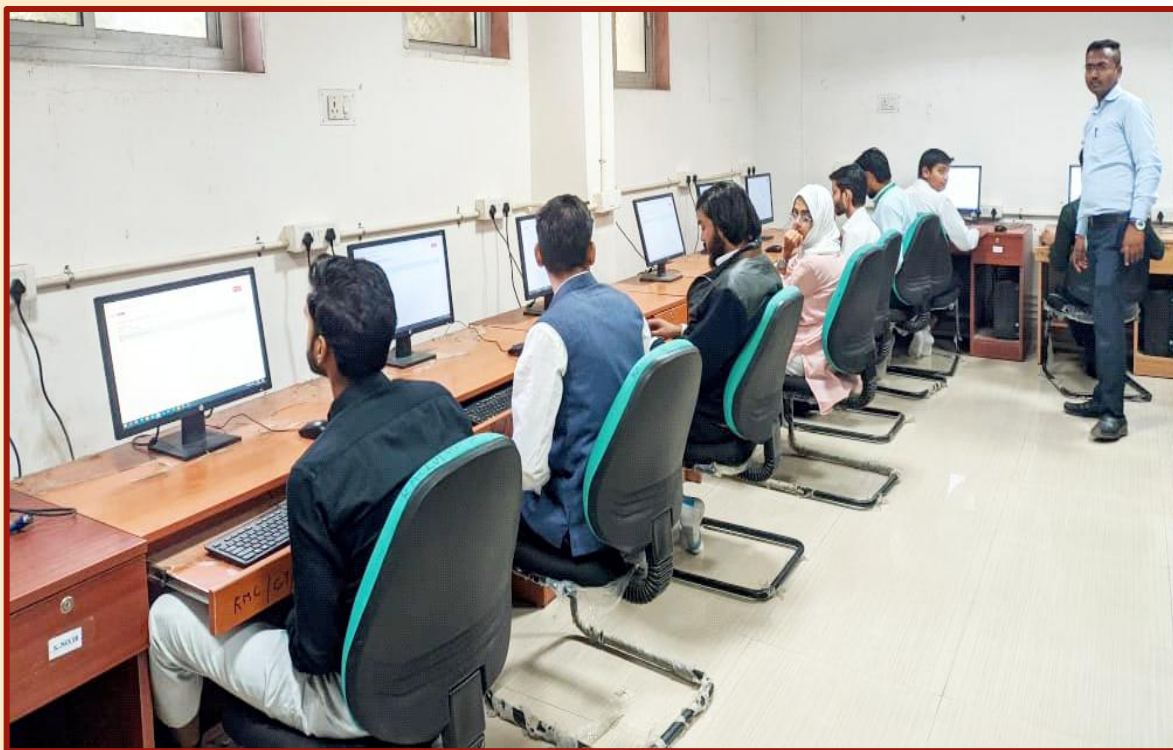
 <b>ख़्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)</b> <b>Khawaja Moinuddin Chishti Language University, Lucknow, U.P. (India)</b> U.P. STATE GOVERNMENT UNIVERSITY, (Recognised Under Section 2(f) & 12(B) of the U.G. Act, 1956 & B.Tech. Approved by (AICTE))			
<b>B.Com I Semester (Batch 2022-25)</b> <b>[Paper BCH 1.3 (a): Business Communication]</b>			
Subjects [Code]	Existing Content Unit-wise [Remove]	Proposed to Change Unit-wise [Add]	Remark
BCH 1.3 (a)	<b>Business Communication</b>	<b>Business Communication</b>	
	<b>Introduction</b> Introduction: Process and Importance of Communication. <b>Types of Communication (verbal &amp; Nonverbal)</b> . Different forms of Communication: Barriers to Communication: Linguistic Barriers, Psychological Barriers, Interpersonal Barriers, Cultural Barriers, Physical Barriers, Organizational Barriers. Role, effects and advantages of technology in Business Communication like email, text messaging, instant messaging and social networking. Strategic importance of e-communication.	<b>Introduction to Business Communication</b> Introduction: Process and Importance of Communication. Different forms of Communication. Barriers to Communication: Linguistic Barriers, Psychological Barriers, Interpersonal Barriers, Cultural Barriers, Physical Barriers, Organizational Barriers. Role, effects and advantages of technology in Business Communication. <b>Theories of Communication.</b>	APPROVED
UNIT-1			
	<b>Types of Communication</b> NON-Verbal Aspects of Communicating: Body Language, Kinesics, Proxemics, Paralanguage. Effective Listening: Principles of Effective listening exercises, <b>Oral, Written and video sessions</b> . Interviewing skills: Appearing in interviews, Writing resume and letter of application. <b>Modern forms of communicating: E-Mail, Video Conferencing etc.</b>	<b>Types of Communication (verbal &amp; Nonverbal)</b> . NON-Verbal Aspects of Communicating: Body Language, Kinesics, Proxemics, Paralanguage. <b>Audience Analyses, Effective Communication.</b> Effective Listening: Principles of Effective listening. Factors affecting listening exercises, Interviewing skills: Appearing in interviews, Writing resume and letter of application.	APPROVED
UNIT-2			
	<b>Business language and presentation:</b> Importance of Business language, Vocabulary Words often confused Words often misspelt, Common errors in English. Oral Presentation Importance, Characteristics, <b>Presentation Plan, Power point presentation, Visual aids.</b> Writing skills: Planning business messages, Rewriting and editing. <b>The first draft and Reconstructing the final draft</b> Office Correspondence: Official Letter, Semi Official Letter and Memorandum.	<b>Business language and presentation:</b> Importance of Business language, Vocabulary Words often confused Words often misspelt, Common errors in English. Oral Presentation Importance, Characteristics, Writing skills: Planning business messages, Rewriting and editing. Office Correspondence: Official Letter, Semi Official Letter and Memorandum. <b>Layout of business letter</b>	APPROVED
UNIT-3			
	<b>Report Writing:</b> Identify the types of reports, define the basic format of a report, identify the steps of report writing, write a report meeting the format requirements, determine the process of writing a report, importance of including visuals	<b>Report Writing:</b> Identify the types of reports, define the basic format of a report, identify the steps of report writing, write a report meeting the format requirements, determine the process of writing a report, importance of including visuals such as tables, diagrams and charts in writing report,	APPROVED
UNIT-4			

 <b>ख़्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)</b> <b>Khawaja Moinuddin Chishti Language University, Lucknow, U.P. (India)</b> U.P. STATE GOVERNMENT UNIVERSITY, (Recognised Under Section 2(f) & 12(B) of the U.G. Act, 1956 & B.Tech. Approved by (AICTE))			
	such as tables, diagrams and charts in writing report, apply citation rules (APA style documentation) in reports.	apply citation rules (APA style documentation) in reports.	
BC	<b>Business Economics</b>	<b>Business Economics</b>	
	<b>Introduction</b> Meaning and Scope of Business Economics, <b>Tools for Analysis-Functional Relationships, Schedules, Graphs, Equations</b> . Difference between Economics & Business Economics. Relationship of Business Economics with other branches of Knowledge, Basic problems of an economy, difference between Micro and Macro Economics.	<b>Introduction</b> Meaning and Scope of Business Economics, Relationship of Business Economics with other branches of Knowledge, Basic problems of an economy, difference between Micro and Macro Economics.	APPROVED
UNIT-1			
	<b>Consumer Behavior and Demand Analysis</b> Consumption Function Indifference Curve-Meaning, Properties and determination of Consumer's Equilibrium; Consumer's Surplus. Demand: Law of Demand; Elasticity of Demand- Concept and Measurement; Price, Income, Cross and Advertising Elasticity; Significance of Elasticity of Demand. Methods of Demand Forecasting, Supply - Law of Supply and Elasticity of supply.	<b>Consumer Behavior and Demand Analysis</b> Consumption Function, <b>Cardinal and Ordinal Approaches</b> , Indifference Curve- Meaning, Properties and determination of Consumer's Equilibrium; Consumer's Surplus. Demand: Law of Demand; Elasticity of Demand- Concept and Measurement; Price, Income, Cross and Advertising Elasticity; Significance of Elasticity of Demand. Methods of Demand Forecasting, Supply - Law of Supply and Elasticity of supply.	APPROVED
UNIT-2			
	<b>Production and Cost analysis</b> Production Function- Law of Variable Proportions - Law of Returns to Scale, Economies and Diseconomies of Scale Internal and External, Concept of Costs- Short run and long run, short run cost curve and long run cost curve	<b>Production and Cost Analysis</b> Production Function- Law of Variable Proportions - Law of Returns to Scale, <b>Iso-quants</b> , Economies and Diseconomies of Scale Internal and External, Concept of Costs- Short run and long run, short run cost curve and long run cost curve- <b>Envelope Cost</b>	APPROVED and addition of 'Learning Curve' shall be considered.
UNIT-3			
	<b>Pricing under various Market conditions</b> Introduction to different Markets, Pricing Theory (short-run and long run) under conditions of -perfect competition, Monopoly, Monopolistic competition, Features of oligopoly, <b>Duopoly</b> , Market equilibrium, Concepts of Revenue -TR, AR and MR with relationship.	<b>Pricing under various Market conditions</b> Introduction to different Markets, Pricing Theory (short-run and long run) under conditions of -perfect competition, Monopoly, Monopolistic competition, Features of oligopoly, <b>Duopoly</b> , Market equilibrium, Concepts of Revenue -TR, AR and MR with relationship.	APPROVED
UNIT-4			
	<b>Factor Pricing</b> Marginal Productivity theory of Distribution, <b>Rent: Concept of Economic Rent</b> Theories of Rent - Ricardian Theory of Rent, Modern Theory of Rent, Quasi Rent, concept of Minimum wages, Theories of profit, <b>Liquidity Preference Theory of interest</b>	<b>Factor Pricing and Welfare Economics</b> Marginal Productivity theory of Distribution, Theories of Rent - Ricardian Theory of Rent, Modern Theory of Rent, Quasi Rent, <b>Theory of wage determination</b> concept of Minimum wages, Theories of profit, Innovation, Risk and Uncertainty Theories, Welfare Economics:- Problems in Measuring Welfare, Classical Welfare Economics, Pareto Criterion, Concept of a social welfare function, Compensation Principle - Kador, Hicks	APPROVED and addition of 'The Dynamic Theory' and 'Managerial Efficiency Theory' under the theories of profit shall be considered.
UNIT-5			

 <b>ख़्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)</b> <b>Khawaja Moinuddin Chishti Language University, Lucknow, U.P. (India)</b> U.P. STATE GOVERNMENT UNIVERSITY, (Recognised Under Section 2(f) & 12(B) of the U.G. Act, 1956 & B.Tech. Approved by (AICTE))			
Unit IV:	Hypothesis testing: Concept; Level of Significance; Process of testing; Test of hypothesis concerning Mean; Test of hypothesis Normal Z test & t test for single mean. Using non-parametric statistics for hypothesis testing.	Unit IV: Probability: Concept, Events, Addition Law, Conditional Probability, Multiplication Law & Baye's theorem [Simple numerical]. Probability Distribution: Binomial, Poisson and Normal. Sampling: Method of sampling, Sampling and non-sampling errors, Test of hypothesis, Type-I and Type-II Errors, Large sample tests.	APPROVED
SYLLABUS (2020-21)		SYLLABUS WITH REVISION (2021-22)	
Marketing Management (MBA II)		Marketing Management (MBA II)	STATUS
Unit I	Introduction to Marketing Management: Marketing vs. Selling, Philosophies of marketing, Scope of marketing, Marketing Environment, Analysing Marketing Environment and Competition, Qualities of a good marketing manager, Major Marketing concepts, Marketing Research.	Unit I Introduction: Nature and Scope of Marketing, Various Marketing Orientations, Need, Want, Demand, Elements of Marketing Mix, Customer Value and the Value Delivery Process, Understanding Consumer Behavior: Buying Motives, Factors Influencing Buying Behavior, Buying Habits, Stages in Consumer Buying Decision Process, Types of Consumer Buying Decisions.	APPROVED
Unit II	Consumer Behaviour: meaning, factors affecting Consumer Behaviour, Consumer buying decision process, consumer use & disposal of product, Market Segmentation: meaning & process, levels of segmentation, reasons for segmentation, its advantages, basis of segmenting consumer & industrial markets, Target Market: meaning & process, Product Positioning for competitive advantage.	Unit II Market Segmentation, Targeting and Positioning: Meaning, Factors Influencing Segmentation, Market Aggregation, Basis for Segmentation, Segmentation of Consumer. Targeting: Meaning, Basis for Identifying Target Customers, Target Market Strategies. Positioning: Meaning, Product Differentiation Strategies, Tasks Involved in Positioning. <b>Branding: Concept of Branding, Brand Types, Brand Equity, Branding Positioning.</b>	APPROVED
Unit III	Managing Products: Basic concepts of a product/service; Product classification, product mix and product line decisions; Branding, Packaging & Labelling decisions, New product development process, Product Life Cycle: Different stages in PLC, Product extension strategies, Product modification & Market testification. Pricing decisions: Cost Oriented	Unit III Product Decisions: Concept, Product Hierarchy, New Product Development, Diffusion Process, Product Life Cycle, Product Mix Strategies. Packaging/Labeling: Packaging as a Marketing Tool, Requirement of Good Packaging, Role of Labelling in Packaging, Pricing Decisions: Pricing Concepts for Establishing Value, Pricing Strategies: Value based, Cost Based, Market	APPROVED



## Glimpses of activities that focus on employability/ entrepreneurship/ skill development



**Aptitude tests being organized by U-Certify for B.Tech and BCA Students in the Computer Lab of the University Aptitude**



**Students of Dept. of Biotechnology participated in the Second Biotechnology Conclave on 15-16 March, 2023 organized by Uttarakhand Council of Biotechnology**



## Glimpses of activities that focus on employability/ entrepreneurship/ skill development



**Students of the Department of Computer Science & Engineering participated in Samsung Innovation Campus (SIC) Program**



## Glimpses of activities that focus on employability/ entrepreneurship/ skill development



**Under the MoU with BluBook Sol. Pvt. Ltd., students of B.Tech (CSE) participated in an Employability Skill Development programme**



**Glimpses of activities that focus on employability/ entrepreneurship/ skill development**



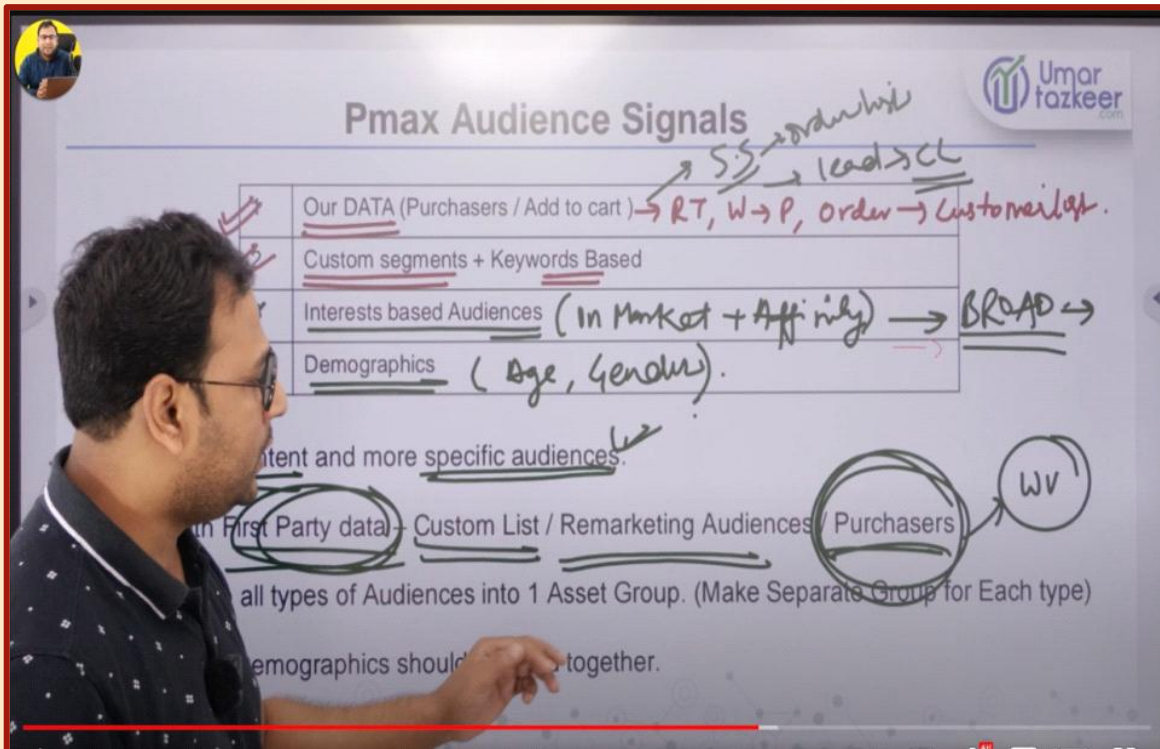
**Students of the Department of the B.Tech showcasing models related to waste management in the Exhibitions organized by the University.**



**Under the aegis of different clubs of the University, students participate in cultural competitions such Mehndi designing, Diya decoration, poster making, rangoli designing, flower decoration etc. to enhance creativity and visual art skills.**



## Outcomes of activities that focus on employability/ entrepreneurship/ skill development



**Pmax Audience Signals**

Our DATA (Purchasers / Add to cart)	→ RT, W → P, Order → Customer list.
Custom segments + Keywords Based	
Interests based Audiences (In Market + Affinity)	→ BROAD →
Demographics (Age, Gender)	

Content and more specific audiences.

First Party data → Custom List / Remarketing Audiences / Purchasers

all types of Audiences into 1 Asset Group. (Make Separate Group for Each type)

Demographics should be together.

Handwritten notes: S.S → order list, lead → CL, RT, W → P, Order → Customer list, BROAD →, WV



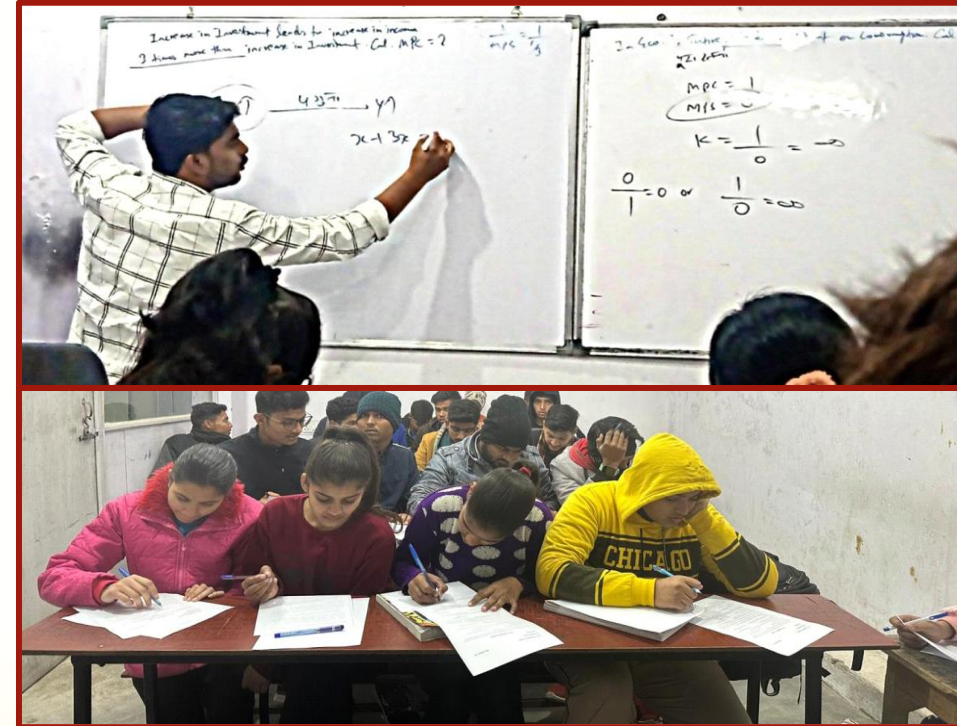
**Umar Tazkeer (Batch 2018-20)(Alumni, Dept. of Business Administration) – Founder UT Digital Media – 367K Subscribers ; Employs a team of 12 persons**



## Outcomes of activities that focus on employability/ entrepreneurship/ skill development



**Asif Ansari (Alumni Batch 2019-20, Dept. of Commerce) – StartUp named “Ambition World” for digital printing & designing; Employs 03 persons.**



**Shadab Suhail (Alumni Batch 2019-20, Dept. of Commerce) – StartUp named “Elite Coaching” for underprivileged students; Employs 04 persons.**



**1.3.1. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum.**





## 1.3.1. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum.

- The University imbibes the value frameworks enshrined in NEP-2020 and Sustainable Development Goals within its vision, mission, core values, programme outcomes, programme specific outcomes and course outcomes by offering an exhaustive list of courses related to Professional Ethics, Gender, Human Values, Environment and Sustainability.
- The University derives its values from the teachings of Khwaja Moinuddin Chishti of Ajmer – a renowned Sufi Saint of international repute. As such, the courses offered across all programs have an element of **Human Values & Professional Ethics**. Specifically, courses such as **Media Laws & Ethics, Corporate Governance and Sustainability, Business Ethics, Corporate Social Responsibility, Human Values & Environment Studies** are offered to students as part of their curriculum.
- **Gender inclusivity** is a crucial aspect of promoting equality, diversity, and creating an inclusive learning and working environment. The University strongly advocates 'gender inclusivity' which is reflected in all its policies, curriculum, and syllabi. The Faculty of Social Sciences offers several courses such as **Gender Issues and Human Rights Education, Human Rights in Comparative Perspectives, Gender and Social Justice**, etc. Elements of **Transgender Studies** have also been included in the course 'Gender and Media Studies' offered by the Dept. of Journalism & Mass Communication.



## 1.3.1. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum.

- As part of its **Environment and Sustainability initiatives**, the University not only offers a mandatory course on Environmental Studies to all the students enrolled in the Undergraduate programme, but also offers courses on **Environmental Geography, Environmental Law, Environmental & Population Education, Environmental Engineering**—all of which underline the importance of environmental conservation and sustainability. Apart from this, activities like Awareness programmes on **Water Conservation, World Health Day, World Environment Day, Fruit Garden Plantation Drive, Clean Campus initiatives**, are organized regularly in the University.
- The University upholds and adheres to the objectives of **Sustainable Development Goals** by offering vital courses like **Fitness and Yoga (SDG3), Health & Physiology (SDG3), Inclusive Education (SDG4), Economics of Health & Education (SDG 3 & 4), Oceanography (SDG14), Climate Change: Vulnerability and Adaptation (SDG13)**, all of which help in spreading awareness about the key parameters of the SDGs.





## 1.3.1. Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum.

- The outcomes of all such activities are evident from the students who remain motivated to engage in community development initiatives even after completing their education.
- Students establish their own NGOs; voluntarily contribute towards environmental conservation, gender sensitization, thus reflecting the core values of ‘inclusivity, integrity, empathy, accountability and environmental sustainability’ as enshrined in the vision document of the University.



## Sample Syllabi related to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum.



### Department of Higher Education

#### U.P. Government, Lucknow

National Education Policy-2020

Common Minimum Syllabus for all U.P. State Universities

**Co-curricular course: Semester-3**

**Course Title: Human Values and Environment studies**

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.

#### Syllabus Developed by:

S.No.	Name	Designation	Department	College University
1.	Dr. Ajai Prakash	Asstt. Professor	Business Administration	University of Lucknow
2.	Dr. Manuka Khanna	Professor	Political Science	University of Lucknow
3.	Dr. Amrita Kanaujia	Professor	Zoology	University of Lucknow
4.	Dr. Rashmi Kesh	Sr. Asstt. Professor	HRD, FMS	VBS Purvanchal University, Jaunpur
5.	Dr. Jyoti Prakash	Sr. Asstt. Professor	Amity Institute of Biotechnology	Amity University, Lucknow

#### Syllabus: Human Values and Environment studies

Programme/Class: Certificate	Year: Second	Semester: Third
Co-Curricular Course		
Course Code: Z030301	Course Title: Human Values and Environment studies	
Course outcomes: The mission of the course on Human Values and Environmental Studies is to create morally articulate solutions to be truthful and just and to become responsible towards humanity. The course seeks to establish a continuous interest in the learners to improve their thought process with intent to develop a new generation of responsible citizens capable of addressing complex challenges faced by the society due to disruptions in human interactions effecting human values. This course works towards		
<ul style="list-style-type: none"><li>● Building fundamental knowledge of the interplay of markets, ethics, and law,</li><li>● Look at various challenges faced by individual to counter unethical issues</li><li>● Look at core concepts for business ethics</li><li>● Look at core concepts of anti-corruption</li><li>● Look at core concepts for a morally articulate solution evolver to management issues in general,</li><li>● Issues of sustainable development for a better environment.</li><li>● To know how environmental degradation has taken place,</li><li>● Be aware of negotiations and international efforts to save environment.</li><li>● How to develop sustainably?</li><li>● Efforts taken up by UN in Sustainable Development.</li></ul>		

<ul style="list-style-type: none"> <li>Efforts taken by India in Sustainable Development.</li> <li>The course intends to create a sense of how to be more responsible towards the environment.</li> </ul> <p>Upon finishing of the course students will be able to come up with using ethical reasoning for decision making and frame ethical issues as well as operationalise ethical choices. The course integrates various facets of human values and environment.</p>		
Credits: 2		
Max. Marks: 100		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 2-0-0		
As the course requires two areas of Human Values and Environment Studies institutions can even opt for a parallel delivery		
Unit	Topics	No. of Lectures Total=30
I	<b>Human Values-</b> Introduction- Values, Characteristics, Types ,Developing Value system in Indian Organisation , Values in Business Management , value based Organisation , Trans –cultural Human values in Management. Swami Vivekananda's philosophy of Character Building. Gandhi's concept of Seven Sins, APJ Abdul Kalam view on role of parents and Teachers.	02
	<b>Human Values and Present Practices – Issues :</b> Corruption and Bribe , Privacy Policy in Web and Social Media, Cyber threats ,Online Shopping etc. Remedies <b>UK Bribery Act, Introduction to sustainable policies and practices in Indian Economy.</b>	02
	<b>Principles of Ethics</b>	03
	<b>Secular and Spiritual Values in Management- Introduction-</b> Secular and Spiritual values, features , Levels of value Implementation. Features of spiritual Values , <b>Corporate Social Responsibility-</b> Nature, Levels ,Phases and Models of CSR, Corporate Governance. CSR and Modern Business Tycoons Ratan Tata, Azim Premji and Bill Gates.	03
II	<b>Holistic Approach in Decision making-</b> Decision making, the decision making process , The Bhagavad Gita: Techniques in Management , Dharma and Holistic Management.	03
	<b>Discussion through Dilemmas –</b>	03
	Dilemmas in Marketing and Pharma Organisations, moving from Public to Private – monopoly context , Dilemma of privatisation, Dilemma on liberalization, Dilemma on social media and cyber security , Dilemma on Organic food , Dilemma on standardization ,Dilemma on Quality standards.	02
III	<b>Case Studies</b> Ecosystem: Concept, structure & functions of ecosystem : producer, consumer, decomposer, foodweb, food chain, energy flow, Ecological pyramids Conservation of Biodiversity- In-situ & Ex- situ conservation of biodiversity Role of individual in Pollution control Human Population & Environment Sustainable Development India and UN Sustainable Development Goals Concept of circular economy and entrepreneurship	7
IV	Environmental Laws? International Advancements in Environmental Conservation Role of National Green Tribunal Air Quality Index	8

Importance of Indian Traditional knowledge on environment Bio assessment of Environmental Quality Environmental Management System Environmental Impact Assessment and Environmental Audit	
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>A foundation course in Human Values and Professional Ethics by RR. Gaur, R. Sangal et.al</li> <li>JUSTICE: What's the Right Thing to Do? Michael J. Sandel.</li> <li>Human Values by A. N. Tripathi New Age International</li> <li>Environmental Management by N.K. Uberoi</li> <li><a href="https://www.un.org/sustainabledevelopment/sustainable-development-goals/">https://www.un.org/sustainabledevelopment/sustainable-development-goals/</a></li> <li><a href="https://www.india.gov.in/my-government/schemes">https://www.india.gov.in/my-government/schemes</a></li> <li><a href="https://www.legislation.gov.uk/ukpga/2010/23/contents">https://www.legislation.gov.uk/ukpga/2010/23/contents</a></li> <li>Daniel Kahneman, Thinking, Fast and Slow; Allen Lane Nov 2011 ISBN: 9780141918921</li> </ol>	
<b>Suggested Continuous Evaluation Methods:</b> In addition to the theoretical inputs the course will be delivered through case studies and dilemmas. Assignments, Presentation, Group Discussions. This will instill in student a sense of decision making and practical learning. The course participants can be evaluated on the following structure. <ul style="list-style-type: none"> <li>➤ Assignments ( 10)</li> <li>➤ Presentation (10)</li> <li>➤ Attendance ( 5)</li> <li>➤ Final exam ( 75)</li> </ul>	





## Sample Syllabi related to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum.



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### MAJMC-404: GENDER & MEDIA STUDIES

Course Outcomes:

After completion of the course the learners will be able:

- CO 1. Introduce the students to the **Projection of women's image by the media.**
- CO 2. To make understand the **students about Role of Media in Women development & welfare.**
- CO 3. Apprise the **students about Homosexuality and its representation in media.**
- CO 4. Apprise the students about the **Theoretical perspectives on Women's studies, Feminism, and Emerging trends.**

#### Unit I

- Status of **Women and Mass Media.**
- Urban and Rural attitudes towards **women prevailing in the society.**
- **Commodification of women.**
- Projection of **women's image** by the media.

#### Unit II

- **Historical Overview of Feminist Movements.**
- **LGBT community and Media.**
- **Theoretical perspectives on Women studies.**
- **Classical, Marxist, Feminism, Emerging trends.**

#### Unit III

- **Role of Media in Women development & welfare.**
- **Women professionals in Media.**
- **Women & Media : Opportunities & Challenges.**
- **National Commission for Women-structure, role, Important Women organizations.**

#### Unit IV

- **Media & Gender consciousness.**
- **Gender Sensitization.**
- **Media projection on Domestic Violence & Sexual Harassment.**
- **Image of Women in Advertisements, Communal riots, conflict situation & Women's rights.**

HUMAN VALUES AND PROFESSIONAL ETHICS | GENDER SENSITIZATION | ENVIRONMENT & SUSTAINABILITY  
SUSTAINABLE DEVELOPMENT GOALS | NATIONAL EDUCATION POLICY 2020



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Programme/Class: Bachelor (Research in Faculty) or M.A./M.Sc. (II Semester)	Year: IV	Semester: VIII M.A./M.Sc. (II Semester)
Subject: Geography		
Course Code: GRB CC801	Course Title: Geography and Environmental Studies	
Course outcomes: Students will be able to understand		
CO 1.Understand structure <u>composition of Environment</u> .		
CO 2. Study about nutrient cycling.		
CO 3. <u>Understand the value of resources</u> .		
CO 4. <u>Make awareness about conservation of resources</u> .		
CO 5. <u>Understand environmental problem their cause, effects and remedies</u> .		
CO 6. <u>Get the knowledge about environmental hazardous and management</u> .		
CO 7. <u>Understand the various environmental protection acts</u> .		
CO 8. <u>The students will learn various issues related to environmental impact assessment and its importance</u> .		
Credit:5	Course Type - Core Course	
Max. Marks: 100(25+75)	Total No. of Lectures-60	
Unit	Topics	No. of Lectures =60
I	<b>Bases, Meaning and scope of environmental geography; Approaches to study of environment; Types of environments, Environment and society, Environment and development, Environmental perception and cognitive maps.</b>	15
II	<b>Ecology and Ecosystem. Definition, scope and significance of ecology; Basic ecological principles; Geo-biochemical cycles: carbon, nitrogen, oxygen and phosphorus cycles; Ecosystems, Biomes and biomass; Biodiversity: depletion and conservation.</b>	15
III	<b>Hazards and Changes. Environmental hazards; Natural hazards: landslides, soil erosion, droughts and floods, earthquakes; Man-made hazards: technological hazards, global climatic changes, global warming, green house effects, ozone depletion, sedimentation in rivers and reservoirs.</b>	15
IV	<b>Pollution and Management. Environmental pollution: pollutants, sources and types of pollution: Water, soil, air, and noise pollution; Solid waste disposal; Environmental pollution and health. Environmental education; Environmental impact analysis; Environmental monitoring and standards; Environmental policy and legislation; Environmental management.</b>	15
Suggested Readings:		
1. Anjneyulu, Y. (2012): Environmental Impact Assessment Methodologies. B. S. Publications, Hyderabad.		
2. Anjneyulu, Y. (2004): Introduction to Environmental Science. B. S. Publications, Hyderabad.		
3. Athavale, R. N. (2003): Water Harvesting and Sustainable Supply in India. Ravat Publications., Jaipur.		
4. Bilas, R. (2015): Rural Water Resource Utilization and Planning. Concept Publishing Company, New Delhi.		
5. Blaikie, P., Cannon, T. and Davis, I. (eds.) (2014): At Risk: Natural Hazards, Peoples Vulnerability and Disasters. Routledge, London.		
6. Clarke, J. I., Curson, P., Kayastha S. L. and Nag P. (eds.) (2009): Population and Disaster. Basil Blackwell, USA.		
7. Guntam, A. (2017): Environmental Geography, Sharda Pustak Bhawan, Allahabad.		
8. Huggett, R. J.(2015): Fundamental of Biogeography. Routledge, London.		
9. Kayastha, S.L. and Kumra V.K. (2019): Environmental Studies. Tara Book Agency, Varanasi.		
10. Khoshoo, T. N. (2008): Environmental Concerns and Strategies. Ashish Publishing House, New Delhi.		
11. Kumar, V.K. (2019): Kanger City. A Study in Environmental Pollution. Tara Book Agency, Varanasi.		
12. Mathur, H. S. (2006): Essentials of Biogeography. Pioneer Publication, Jaipur.		
13. Nag, P., Kumra, V.K. and Singh, J. (2016): Geography and Environmental Issues at Local/Regional and Global Level. Concept Publishing, New Delhi.		

HUMAN VALUES AND PROFESSIONAL ETHICS | GENDER SENSITIZATION | ENVIRONMENT & SUSTAINABILITY  
SUSTAINABLE DEVELOPMENT GOALS | NATIONAL EDUCATION POLICY 2020



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Programme/Class: Diploma/BA		Year: Second	Semester: Third
Subject: Geography			
Course Code: A110301T		Course Title: <b>Environment, Disaster Management and Climate Change</b>	
<b>Course outcomes:</b> Students will be able to understand			
CO 1. The course aim is to give basic understanding of concept <b>Environment, Climate Change</b> and Disaster Management.			
CO 2. Understanding of the concept of <b>appraisal and conservation of Environment and Natural Resources.</b>			
CO 3. It will help in developing understanding about <b>various Impacts of Climate Change.</b>			
CO 4. This course shall introduce the <b>basic concepts related to Disaster Management.</b>			
CO 5. This paper shall help in <b>understanding Global effort in field of disaster management.</b>			
Credits: 6		Course Type-Core Course	
Max. Marks: 100 (30+70)		Min. Passing Marks-40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 2 P-4/w			
Unit	Topics		No. of Lectures Total=90
I	Concepts & components of Environment, Ecology and ecosystem. Indian traditional Knowledge in Environment and disaster Management. Bio-diversity and its conservation, sustainable development.		23
II	Ganga Action Plan, Tiger project, Tehri dam & Narmada Valley project, Science of Climate Change: Understanding Climate Change, Green House Gases and Global Warming.		23
III	Global Climatic Assessment – IPCC, Impacts of Climate Change, National Action Plan on Climate Change.		22
IV	Disasters, Hazards, Risk, Vulnerability, Type of Disasters, Disaster Management, Disaster Management Cycle, Flood, Drought, Cyclone, Earthquake, Tsunami, Landslide, Chemical and Nuclear Disasters. Do's and Don'ts During Disasters.		22
<b>Suggested Readings:</b>			
1. Casper J.K. (2010). <i>Changing Ecosystems: Effects of Global Warming</i> . New York, USA: Infobase Pub.			
2. Hudson, T. (2011). <i>Living with Earth: An Introduction to Environmental Geology</i> . Delhi, India: PHI Learning Private Limited.			
3. Miller, G.T. (2007). <i>Living in the Environment: Principal, Connections, and Solutions</i> . Belmont, Australia: Brooks/ Cole Cengage Learning.			
4. UNEP. (2007). <i>Global Environment Outlook: GEO4: Environment For Development, United Nations Environment Programme</i> . UK: University Press Cambridge.			
5. Government of India. (2011). <i>Disaster Management in India</i> . Delhi, India: Ministry of Home Affairs.			
6. Singh, Savendra (2019) <i>Prayag and Bhagal, Prayalika Publication, Allahabad.</i>			
7. Kapur, A. (2010). <i>Vulnerable India: A Geographical Study of Disasters</i> . Delhi, India: Sage Publication.			
8. Singh, Savendra (2019) <i>Apada Prabandhan, Prayalika Publication, Allahabad.</i>			
9. Ramkumar, M. (2009). <i>Geological Hazards. Causes, Consequences and Methods of Containment</i> . New Delhi, India: New India Publishing Agency.			
10. Government of India. (2008). <i>Vulnerability Atlas of India</i> . New Delhi, India: Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.			
11. Modi, S. (2010). <i>Managing Natural Disaster: Hydrological, Marine and Geological Disasters</i> . Delhi, India: <b>Macmillan</b> .			
12. Basal SC, (2020) <i>Jalvarvayigyanam: Samadhi Vigyan, Meenakshi Publication, Meerut.</i>			
13. Basal SC, (2019) <i>Prayag and Bhagal, Prayalika Publication, Meerut.</i>			

HUMAN VALUES AND PROFESSIONAL ETHICS | GENDER SENSITIZATION | ENVIRONMENT & SUSTAINABILITY  
SUSTAINABLE DEVELOPMENT GOALS | NATIONAL EDUCATION POLICY 2020



## Glimpses of activities related to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020



Activities such as Celebration of World Tuberculosis Day and Blood Donation Camps are organized regularly in the University to sensitize the students about human values and ethics.



## Glimpses of activities related to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020



**Students of the University regularly interact with their batchmates and rural women residing in nearby villages to discuss gender sensitization and gender equity related initiatives.**





## Glimpses of activities related to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020



Collaboration with Youth Power Association for organizing 'Community Awareness for Water Conservation



Department of Geography organised National Seminar on Challenges of Climate Change and Human Health- Agenda for Youth





# **TEACHING-LEARNING AND EVALUATION**



## Key Indicator – 2.2 Catering to Student Diversity (20)

### 2.2.1 The Institution Assesses the Learning Levels of the Students and Organizes Special Programmes to Cater To Differential Learning Needs of the Students (5)

#### Catering to Student Diversity

#### Identification and Assessment of Learning Levels of Students

- The University recognizes the academic diversity of students, particularly because many come from rural and varied socio-economic backgrounds.
- At the entry level, students are evaluated through qualifying exams and department-specific entrance tests.
- Students are classified into:
  - **Slow learners – those scoring below 60%.**
  - **Advanced learners – those scoring above 60%.**
- This classification is not rigid and is re-assessed regularly using Mid-Semester and End-Semester examinations to ensure continued support or enrichment based on progress.
- Academic Counselling is offered during and after assessments to tailor strategies based on individual learning needs.





## Tailored Strategies for Slow Learners

- Orientation/Induction Programmes provide detailed guidance on curriculum structure, evaluation methods, faculty contact, and career guidance—helping new students adjust quickly.
- **Remedial Classes** offer additional teaching hours to cover fundamental topics and clarify doubts.
- **Stress Management Workshops** are conducted to improve emotional resilience, especially during exam seasons or transition phases.
- **Personality Development Sessions** provide one-on-one interactions with experts to improve self-presentation and build interpersonal skills.
- **Soft Skills Training**—includes communication, time management, and teamwork—designed to improve classroom performance and future employability.
- **Counselling Cell** offers psychological and academic support to help students cope with homesickness, exam stress, and motivation issues.
- Faculty members provide personalized learning aids such as simplified notes, digital slide decks, and practice assignments.
- **Guest Lectures by Experts** offer exposure to different teaching perspectives and expand subject knowledge.
- **Mentor-Mentee Programme** allows students to receive continuous academic and emotional support, including follow-up on progress and well-being.
- Special Tutorials are conducted regularly for subjects students find most challenging, ensuring no one is left behind.

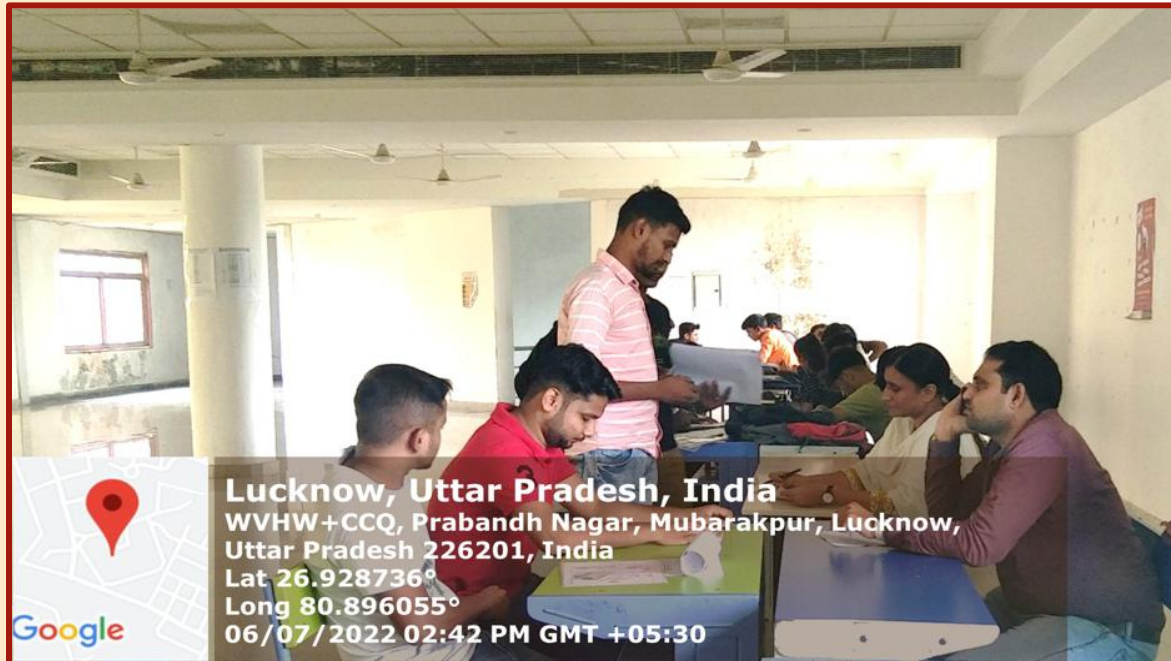


## Strategic Support for Advanced Learners

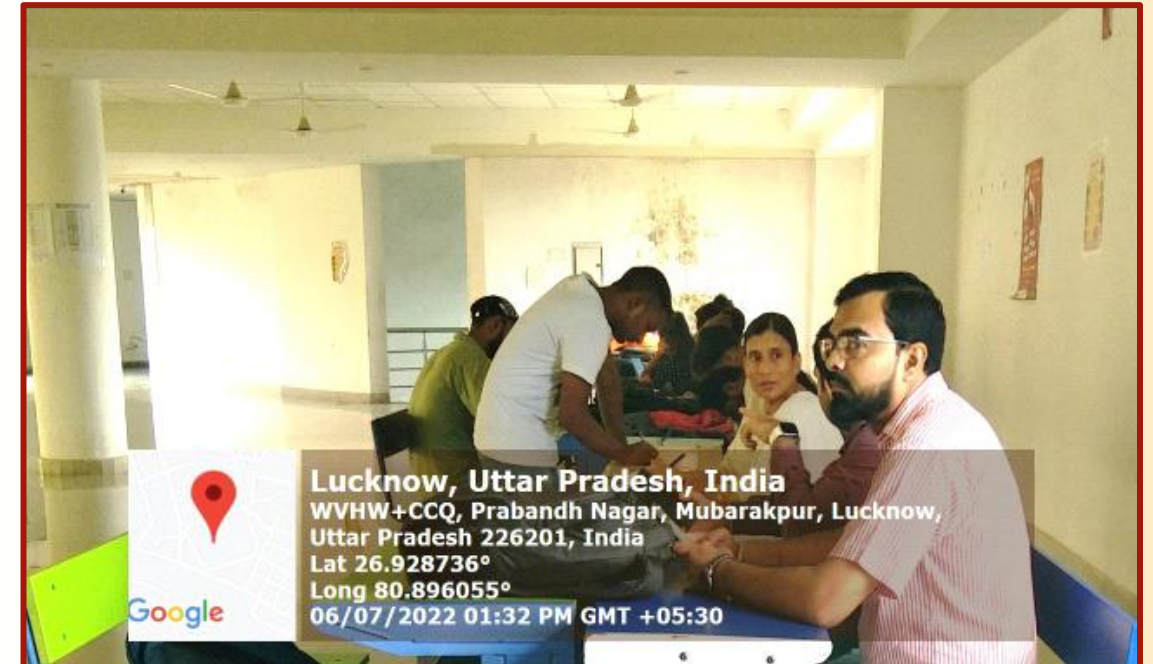
- Advanced learners are given challenging tasks such as **innovation-driven projects**, **certified internships**, and **industry visits** to expand their learning beyond the classroom.
- Students participate in **Hackathons and Ideathons** to develop critical thinking and creative problem-solving through real-world challenges.
- Opportunities to **present research papers in national/international seminars and workshops** improve their academic portfolio.
- Advanced learners join **University-level clubs and committees**, enhancing their organizational, leadership, and collaborative skills.
- Access to **skill-building workshops** (coding, public speaking, language skills, etc.) enables them to polish their technical and soft skills.
- Students are involved in **field-based research** and **faculty-led projects**, contributing to real-time problem-solving and applied learning.
- Special recognitions such as **University medals, scholarships, and certification programs** encourage them to push their limits and strive for excellence.



## Assessment and Identification of Differential Learning Needs of the Students



**Procedure of Admission and Counseling of newly enrolled students in University**



**Physical verification of documents and Listing of qualifying marks to identify new students with less than 60% in qualifying examination.**





## Identification of Differential Learning Needs of the Students



**Entrance Examination conducted in various Departments of the University.**



**Mid-semester examinations conducted in all Departments which helps to understand the academic growth of students.**





## Departmental Time Tables showing Remedial Classes

 KHWAJA MOINUDDIN CHISHTI LANGUAGE UNIVERSITY, LUCKNOW, U.P. (INDIA) (Recognized Under Section 2(B) of the UGC Act, 1956 & Affiliated by U.P. State Government University)								
DEPARTMENT: Arabic		CLASS: U.G & P.G		TIME TABLE - 2022-2023		TENTATIVE TIME-TABLE: 01.02.2023		
				I	II	III	IV	V
				10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
				VI			VI	VI
				4:00-5:00				
SAT	BA II	Hall No. 04	ARB SEC-205 Communicative Arabic Major I (MK)			ARB-202 Oral Expression: Arabic-English-Arabic Major 283 (AH)	ARB VSD-204 Computer & IT Applications - I (MK)	Remedial/Mentor-Mentee
	BA I	Room No.43						Remedial/Mentor-Mentee
	BA I	Room No.42					Remedial/Mentor-Mentee	
	MA II	Room No.53	ARM C-201 Classical Arabic Poetry (MK)			ARM C-202 Rhetoric and Prosody (MM)	Remedial/Mentor-Mentee	ARM RPC-107 Research Project (Conceptual)
	MA I	Room No.41						Remedial/Mentor-Mentee
	PG UG - MA	Room No.50						

**Abbreviation:**  
 MF: Prof. Masood Alam Falahi  
 AH: Dr Abdul Hafeez  
 AF: Dr Aisha Shahnaz Fatima  
 MK: Dr Muzammil Karim  
 MM: Dr MD Muddasir

NOTE: Error may be rectified.

Prof. Masood Alam  
Head, Department of Arabic

Masood Alam

DEPARTMENT OF BUSINESS ADMINISTRATION : TIME TABLE - 2021-22								
		I	II	III	IV	V	VI	VII
		10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00
MON	MBA II	Consumer Behaviour (Dr. Musheer Ahmad)	Investment Analysis & Portfolio Management (Dr. Doa Naqvi)	Entrepreneurship (Dr. S. Haider Ali)	E-Commerce and Digital Markets (Dr. S. Haider Ali)	Summer Training Report (Dr. S. Haider Ali)		
	MBA I	Quantitative Techniques for Business (RZ)	Principles of Management and Business Ethics (Dr. S. Haider Ali)	Organizational Behaviour (Dr. Musheer Ahmad)	Business Environment (Ms. Sakshi Roy)	Managerial Economics (Dr. Doa Naqvi)		
	BBA V	Consumer Behavior (RS)	Personal selling and Sales Force Management (Ms. Sakshi Roy)	Legal Aspects of Business (Ms. Rahat Zabi)			Summer Training Report (Dr. S. Haider Ali)	Project Management (VAC 1)
	BBA II	Management Accounting (ARA)	Principles of Marketing (Dr. Musheer Ahmad)	GENERIC - Marketing Management (RS)		Organizational Behaviour (Dr. Musheer Ahmad)		
TUES	MBA II	Consumer Behaviour (Dr. Musheer Ahmad)	Investment Analysis & Portfolio Management (Dr. Doa Naqvi)	Entrepreneurship (Dr. S. Haider Ali)	E-Commerce and Digital Markets (Dr. S. Haider Ali)	Summer Training Report (Dr. S. Haider Ali)		
	MBA I	Quantitative Techniques for Business (RZ)	Principles of Management and Business Ethics (Dr. S. Haider Ali)	Organizational Behaviour (Dr. Musheer Ahmad)	Business Environment (Ms. Sakshi Roy)	Managerial Economics (Dr. Doa Naqvi)		
	BBA V	Consumer Behavior (RS)	Personal selling and Sales Force Management (Ms. Sakshi Roy)	Legal Aspects of Business (Ms. Rahat Zabi)		Summer Training Report (Dr. S. Haider Ali)	Summer Training Report (Dr. S. Haider Ali)	Insurance Practices in India (VAC 2)
	BBA II	Management Accounting (ARA)	Principles of Marketing (Dr. Musheer Ahmad)	GENERIC - Marketing Management (RS)		Organizational Behaviour (Dr. Musheer Ahmad)		
WED	MBA II	Consumer Behaviour (Dr. Musheer Ahmad)	Investment Analysis & Portfolio Management (Dr. Doa Naqvi)	Entrepreneurship (Dr. S. Haider Ali)	E-Commerce and Digital Markets (Dr. S. Haider Ali)	Sales and Distribution Management (Ms. Sakshi Roy)	Summer Training Report (Dr. S. Haider Ali)	
	MBA I	Quantitative Techniques for Business (RZ)	Principles of Management and Business Ethics (Dr. S. Haider Ali)	Organizational Behaviour (Dr. Musheer Ahmad)	Business Environment (Ms. Sakshi Roy)	Managerial Economics (Dr. Doa Naqvi)		
	BBA V	Consumer Behavior (RS)	Personal selling and Sales Force Management (Ms. Sakshi Roy)	Legal Aspects of Business (Ms. Rahat Zabi)		Summer Training Report (Dr. S. Haider Ali)		CRM in Services (VAC 3)
	BBA II	Management Accounting (ARA)	Principles of Marketing (Dr. Musheer Ahmad)	GENERIC - Marketing Management (RS)		Organizational Behaviour (Dr. Musheer Ahmad)		
THURS	MBA II	Consumer Behaviour (Dr. Musheer Ahmad)	Investment Analysis & Portfolio Management (Dr. Doa Naqvi)	Entrepreneurship (Dr. S. Haider Ali)	E-Commerce and Digital Markets (Dr. S. Haider Ali)	Sales & Distribution Management (Ms. Sakshi Roy)	Summer Training Report (Dr. S. Haider Ali)	
	MBA I	Quantitative Techniques for Business (RZ)	Principles of Management and Business Ethics (Dr. S. Haider Ali)	Organizational Behaviour (Dr. Musheer Ahmad)	Business Environment (Ms. Sakshi Roy)	Managerial Economics (Dr. Doa Naqvi)		
	BBA V	Consumer Behavior (RS)	Personal selling and Sales Force Management (Ms. Sakshi Roy)	Legal Aspects of Business (Ms. Rahat Zabi)		Summer Training Report (Dr. S. Haider Ali)		Skill Development for Competitive Examinations (VAC 4)
	BBA II	Management Accounting (ARA)	Principles of Marketing (Dr. Musheer Ahmad)	GENERIC - Marketing Management (RS)		Organizational Behaviour (Dr. Musheer Ahmad)		
FRI	MBA II	Sales & Distribution Management (Ms. Sakshi Roy)	Managing Bank & Financial Institutions (Dr. Doa Naqvi)	Quantitative Techniques for business (Ms. Rahat Zabi)	Sales & Distribution Management (Ms. Sakshi Roy)	Managing Bank & Financial Institutions (Dr. Doa Naqvi)		
	MBA I	Business Accounting (ARA)	Business Accounting (ARA)	Principles of Management and Business Ethics (Dr. S. Haider Ali)	Business Accounting (ARA)			
	BBA V	Consumer Behavior (RS)	Personal selling and Sales Force Management (Ms. Sakshi Roy)	Legal Aspects of Business (Ms. Rahat Zabi)		Summer Training Report (Dr. S. Haider Ali)		Remedial Session
	BBA II	Management Accounting (ARA)	Principles of Marketing (Dr. Musheer Ahmad)	GENERIC - Marketing Management (RS)	Organizational Behaviour (Dr. Musheer Ahmad)	E-Commerce (Ms. Sakshi Roy)		
Sat	MBA II	Managing Bank & Financial Institutions (Dr. Doa Naqvi)	Managing Bank & Financial Institutions (Dr. Doa Naqvi)	Principles of Management and Business Ethics (Dr. S. Haider Ali)	Managing Bank & Financial Institutions (Dr. Doa Naqvi)			
	MBA I	Business Accounting (ARA)	Business Accounting (ARA)	Principles of Management and Business Ethics (Dr. S. Haider Ali)	Business Accounting (ARA)			
	BBA V	Consumer Behavior (RS)	Personal selling and Sales Force Management (Ms. Sakshi Roy)	Legal Aspects of Business (Ms. Rahat Zabi)	Organizational Behaviour (Dr. Musheer Ahmad)	Summer training report (Dr. S. Haider Ali)		Mentor - Mentee
	BBA II	E-Commerce (Ms. Sakshi Roy)	Principles of Marketing (Dr. Musheer Ahmad)	GENERIC - Marketing Management (RS)	Organizational Behaviour (Dr. Musheer Ahmad)	Management Accounting (Dr. Abur Rahman)		

## Remedial Classes for Slow Learners



**Slow learners attending Remedial Classes conducted in different Departments of the University**



**Slow learners learning difficult concepts during Remedial Classes conducted in various Departments of the University**





## Counselling Sessions to Cater differential Learning needs of the Students



Regular counselling sessions conducted by faculty members to cater to differential needs of the students



Parents are also invited in counselling sessions to discuss the academic growth of slow learners





## Peer Group Learning



**Peer Group learning helps Slow Learners for academic growth in various Departments**



**Advance learners help slow learners in learning process through Peer Group learning approach in different Departments of the University**





## Impact of special Programmes to Cater to Differential Learning Needs of the Students



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)  
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

			Session 2021-22						
S.N.	ROLL NO	ENROLLMENT	CANDIDATE NAME	FATHER'S NAME	COURSE	ADMISSION %	SEM I %	SEM II %	YEAR
1	2101021016	A-5678	MO SAMEER	LAYAK ALI	B.A. (Hons.) Arabic	50.08	78.2	70.2	74.2
2	2101021010	A-5675	ASAD MAHMOOD	MOHAMMAD ISMAIL NADWI	B.A. (Hons.) Arabic	51.67	76.6	80.6	78.6
3	2101021028	A-6521	MUHAMMAD ALI J	JAMALUDEEN.U	B.A. (Hons.) Arabic	53.58	71.8	53.4	62.6
4	2101021013	A-6608	MD ASIF SIDDIQUI	MD ISMAIL	B.A. (Hons.) Arabic	53.89	81.4	78.6	80
5	2101021035	A-7249	SHOAIB AKHTAR	MD ALAMGIR	B.A. (Hons.) Arabic	54.67	79	83	81
6	2101081017	A-7137	AYUSH	HEMANT KUMAR	B.A. (Hons.) Economics	44.40	56.2	64.2	60.2
7	2101081038	A-5697	RINKI KANNAUJIYA	RAMESH KANNAUJIYA	B.A. (Hons.) Economics	47.00	61.4	55	58.2
8	2101081048	A-5703	VISHAL NISHAD	CHHOTE LAL NISHAD	B.A. (Hons.) Economics	48.20	56.2	60.2	58.2
9	2101081030	A-7279	MOHD FARAZ KHAN	MOHD ARIF KHAN	B.A. (Hons.) Economics	49.80	63.4	71	67.2
10	2101081042	A-6967	SAURABH YADAV	MURARI LAL YADAV	B.A. (Hons.) Economics	50.20	59.8	55	57.4
11	2101081050	A-5700	SHOAIB AKHTAR	MOHD TAHIR	B.A. (Hons.) Economics	52.80	57	64.2	60.6
12	2101121015	A-5713	DIPALI	RAM MILAN VERMA	B.A. (Hons.) Education	45.40	65	67.4	66.2
13	2101121060	A-5753	UTKARSHA MISHRA	RAMSAGAR	B.A. (Hons.) Education	47.20	70.2	75	72.6
14	2101121004	A-7057	AJAY RAJPOOT	JAY SINGH VERMA	B.A. (Hons.) Education	47.80	65.8	67.8	66.8
15	2101121011	A-5709	ASHISH CHAURASIYA	DINESH CHAURASIYA	B.A. (Hons.) Education	47.80	65	71.4	68.2
16	2101121022	A-5718	JYOTI GOND	PRAMOD GOND	B.A. (Hons.) Education	48.40	62.6	74.2	68.4
17	2101121055	A-5749	SHIVA KUMAR	RAJENDRA PRASAD	B.A. (Hons.) Education	50.20	67.8	69	68.4
18	2101121027	A-5723	KOMAL GAUTAM	NAND KISHOR GAUTAM	B.A. (Hons.) Education	51.00	65	73.8	69.4
19	2101121030	A-5726	MADHU GAUTAM	RAM NATH GAUTAM	B.A. (Hons.) Education	51.00	71	76.2	73.6
20	2101121003	A-5704	ADITYA MAURYA	AWADHESH MAURYA	B.A. (Hons.) Education	51.20	77.8	73	75.4
21	2101121042	A-6589	PREETI GAUTAM	KANHAIYA LAL GAUTAM	B.A. (Hons.) Education	53.60	65.8	75.8	70.8
22	2101121064	A-5757	VIVEK VISHWAKARMA	ANIL VISHWAKARMA	B.A. (Hons.) Education	53.60	60.2	63.4	61.8
23	2101121062	A-5755	VISHAL RAWAT	RAM SAGAR RAWAT	B.A. (Hons.) Education	55.00	57.8	60.2	59
24	2101051012	A-6691	ANKIT KUMAR	LATE GANGA RAM	B.A. (Hons.) English	49.00	57.8	59	58.4
25	2101051002	A-5760	ABDUR RAHMAN	AZHARUDDIN	B.A. (Hons.) English	50.60	57.8	54.2	56
26	2101051006	A-5761	AIRA KHAN	HABIB ULLAH	B.A. (Hons.) English	55.00	60.2	54.2	57.2
27	2101101026	A-6587	PRADEEP KUMAR RAWAT	RAM VILAS RAWAT	B.A. (Hons.) Geography	46.20	59.8	50.2	55
28	2101101033	A-6599	SAPNA YADAV	RAJARAM YADAV	B.A. (Hons.) Geography	48.00	61.4	0	30.7
29	2101101031	A-7265	SAKSHI SINGH	NAGENDRA KUMAR SINGH	B.A. (Hons.) Geography	50.20	61.8	50.2	56
30	2101101029	A-5819	ROHIT KUMAR	SURESH KUMAR	B.A. (Hons.) Geography	53.00	65.8	49	57.4
31	2101101007	A-5807	AMRESH KUMAR YADAV	RAJESH KUMAR YADAV	B.A. (Hons.) Geography	54.20	73	75.8	74.4



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Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

			Session 2021-22						
S.N.	ROLL NO	ENROLL MENT	CANDIDATE NAME	FATHER'S NAME	COURSE	ADMISSION %	SEMI I %	SEM II %	VEA P
32	2101041017	A-5843	KAUSHEENDRA	RAJESH	B.A. (Hons.) Hindi	41.20	45.4	46.6	46
33	2101041013	A-5838	DIVYA RAWAT	SHIV PRASAD RAWAT	B.A. (Hons.) Hindi	50.00	55	49.4	52.2
34	2101041003	A-5828	AKASH KASHYAP	SURESH KASHAYAP	B.A. (Hons.) Hindi	52.80	61.4	60.6	61
35	2101041045	A-5871	SAPNA YADAV	SHRRAM	B.A. (Hons.) Hindi	53.00	57.4	60.2	58.8
36	2101061048	A-6041	SHAIKH MOHAMMAD ALI	SHAIKH QAODD AHMAD	B.A. (Hons.) History	52.60	64.6	65.8	65.2
37	2101061061	A-6987	UDDISH KUMAR VERMA	DIVESH KUMAR VERMA	B.A. (Hons.) History	54.60	71.8	71	71.4
38	2101111011	A-5921	POONAM YADAV	RAM SEWAK YADAV	B.A. (Hons.) Home Science	49.60	67	69.6	68.3
39	2101111019	A-5926	SUHANI YADAV	RAM SUMER YADAV	B.A. (Hons.) Home Science	53.00	74.2	73.5	73.85
40	2101111014	A-5867	SANA ANJUM	AJAZ AHMAD	B.A. (Hons.) Home Science	54.80	69.4	68.1	68.75
41	2101131021	A-6990	VIVEK RAWAT	VIKRAM PRASAD RAWAT	B.A. (Hons.) Physical Education	45.20	56.2	44.6	50.4
42	2101131007	A-5890	DEEPAK VERMA	NAGESHWAR VERMA	B.A. (Hons.) Physical Education	48.80	69	61.4	65.2
43	2101131013	A-5932	KAHKASHA BANO	MOHD ZAHEER	B.A. (Hons.) Physical Education	49.60	53	66.6	59.8
44	2101131020	A-5936	VIPIN KUMAR GAUTAM	RAJ KUMAR GAUTAM	B.A. (Hons.) Physical Education	50.40	70.2	75.4	72.8
45	2101131022	A-5937	YASH TRIPATHI	RAM KRISHNA TRIPATHI	B.A. (Hons.) Physical Education	51.80	66.6	65.4	66
46	2101131017	A-5934	NIKHIL MISHRA	AJAY MISHRA	B.A. (Hons.) Physical Education	54.00	59.4	50.6	55
47	2101131011	A-7239	HIMANSHU	MANOJ KUMAR	B.A. (Hons.) Physical Education	55.00	61.8	66.2	64
48	2101071014	A-6571	ANU YADAV	RAM CHANDRA YADAV	B.A. (Hons.) Political Science	50.60	57	59	58
49	2101091039	A-7063	SHABNAM BANO	ASLAM ANSARI	B.A. (Hons.) Sociology	42.60	69	76.6	72.8
50	2101091032	A-6957	ROSHNI GAUTAM	RAM SWAROOP GAUTAM	B.A. (Hons.) Sociology	48.60	63.8	73.4	68.6
51	2101091023	A-5955	MANJU GAUTAM	RAM SANEHI GAUTAM	B.A. (Hons.) Sociology	50.60	66.2	76.6	71.4
52	2101091018	A-5991	KM SUREKHA VERMA	CHHEDI LAL VERMA	B.A. (Hons.) Sociology	50.80	68.6	73.4	71
53	2101091042	A-6004	SHIKHA YADAV	SUSHIL KUMAR YADAV	B.A. (Hons.) Sociology	51.80	65	79.8	72.4
54	2101091017	A-5953	JULEE	RAMESH	B.A. (Hons.) Sociology	52.20	70.2	78.6	74.4
55	2101091019	A-5992	KRISHNA YADAV	SURESH YADAV	B.A. (Hons.) Sociology	53.20	55	72.2	63.6
56	2101091031	A-5997	ROHIT RAWAT	RAMNATH RAWAT	B.A. (Hons.) Sociology	54.60	67.4	75	71.2
57	2101011016	A-6020	FAHAD AMEEN	ISRUDDIN ANSARI	B.A. (Hons.) Urdu	46.40	61	63.4	62.2
58	2101011062	A-7361	SHAMSH TABREZ	HAZRAT ALI	B.A. (Hons.) Urdu	50.78	55	61	58
59	2101011065	A-6045	SUFIYA BANO	MAHBOOB ALI	B.A. (Hons.) Urdu	52.56	57.4	49	53.2
60	2101011027	A-6025	MD AURANGZEB	ABURRAZAZAQ	B.A. (Hons.) Urdu	54.11	67.4	65.8	66.6
61	2101011057	A-6040	SHAHIN KAUSAR	MD MOINUDDIN	B.A. (Hons.) Urdu	54.67	59	65	62
62	2101011007	A-7169	ARSHI KHAN	MOHD FARUQ	B.A. (Hons.) Urdu	54.83	57.4	65.8	61.6
63	2101151055	A-6126	ZAID GUFRAN	GUFRAN UL HASAN	B.B.A.	51.80	69	71.8	70.4

The Table Illustrates the Improvement in Students' Marks from The Qualifying Examination to their First-year Results, Highlighting the Impact of Special Programmes Designed to Address Diverse Learning Needs.

Smusha  
Controller Of Examination  
Khwaja Moinuddin Chishti Language University  
Lucknow



## Media Coverage on Counselling facilities provided to Learning Needs of the Students

अमर उजाला
my city
लखनऊ सिटी

### काउंसिलिंग सेल में हर समस्या का समाधान

कोरोना काल में भाषा विवि में विधेक एवं मनोवैज्ञानिक परामर्श समिति ने छात्रों और उनके परिवार को दी मानसिक मजबूती

**केस-1** कोरोना के कारण जब चले गई तो पिता, मां को पीटते थे। छात्र को भी पढ़ाई छोड़कर काम करने के लिए दबाव बनाते थे। समिति के दो सदस्य उनके घर गए और अभिभावकों से बात की। उन्होंने जब के विकास बहाल और स्टूडेंट को भी पढ़ाई के साथ कामाई के तरीके बताए। अब दोनों मिलकर घर का खर्च भी निकाल रहे हैं और छात्र को पढ़ाई भी चल रही है।

एक छात्र कोरोना के कारण लगातार जा रही जब को बच्चा से डिप्रेशन में आ गई कि पढ़ाई करके क्या करे। वह क्लास छोड़कर घर बैठ गई। घर वाले भी उससे संकट थे। समिति के सदस्य उसके घर गए और उसकी काउंसिलिंग की। दोबारा से वह क्लास में आई और अभी एससीसी भी ज्वाइन किया। हाल में उसको गुले पूरा होने के बाद जब भी ओकर हुई है।

**केस-2** एक छात्र को पढ़ाई पूरी होने के बाद शादी हुई। पर ससुराल वाले उससे गलत व्यवहार करते लगे। उसने समिति के सेल पर शिकायत की। समिति के सदस्यों ने उससे बात की और विधिक सलाह देकर सहायता दी। इसके बाद उसके गले स्थिति थोड़ी ठीक हुई। फिर समिति ने प्रयास कर उसकी जब भी लखने का काम किया।

**अक्षय कुमार**

लखनऊ: ये कुछ उदाहरण हैं खवाजा मोईनुद्दीन चिश्ती भाषा विश्वविद्यालय में विधेक एवं मनोवैज्ञानिक परामर्श समिति के कार्यो व प्रयासों के। विवि में यह समिति बनाकर इसके सदस्यों के मोबाइल नंबर सर्वजनिक किए गए थे। इसका उद्देश्य कोरोना काल में विद्यार्थियों को पढ़ाई में आ रही दिक्कतों को दूर करना और उन्हें डिप्रेशन से बचाना है।

समिति के सदस्यों ने इस काम को न सिर्फ बखूबी निभाया बल्कि जरूरत पर विद्यार्थियों के घर तक गए। उनके अभिभावकों से बात की और आवश्यकतानुसार जांच दिलाने में भी सहयोग किया। खास बात यह कि यह समिति अभी भी विद्यार्थियों का मार्गदर्शन कर रही है। इस समिति में एनएसएस समन्वयक डॉ. नीरज शुक्ल, कार्यक्रम अधिकारी डॉ. तनु डंग व सांस्कृतिक समिति की डॉ. शिखा मुखर्जी और शान-ए-फातिमा शामिल हैं।

डॉ. तनु ने बताया कि विवि का यह प्रयास विद्यार्थियों के लिए काफी सहायक रहा है। कई

भाषा विश्वविद्यालय में मनोवैज्ञानिक परामर्श एवं सहायता हेल्पडेस्क शुरू

VOIC April 30, 2021



डॉ. तनु डंग व डॉ. नीरज शुक्ल देंगे परामर्श

लखनऊ: खवाजा मोईनुद्दीन चिश्ती भाषा विश्वविद्यालय लखनऊ में शुक्रवार को कुलपति प्रो. अनिल कुमार शुक्ला ने मनोवैज्ञानिक परामर्श एवं सहायता हेल्पडेस्क का उद्घाटन किया। कोविड-19 में निरंतर हो रही वृद्धि के कारण विद्यार्थियों में बढ़ते तनाव के दृष्टिगत इस हेल्पडेस्क की स्थापना की गई है। विश्वविद्यालय कुलसचिव अशोक कुमार अरविंद ने बताया कि इस हेल्प डेस्क के लिए डॉ. नीरज शुक्ल (समन्वयक, राष्ट्रीय सेवा योजना) एवं डॉ. तनु डंग (मीडिया प्रभारी) को परामर्शदाता नामित किया गया है। यह प्रतिदिन 2 घंटे विश्वविद्यालय के विद्यार्थियों के परामर्श के लिए फोन पर उपलब्ध रहेंगे। विश्वविद्यालय के व्हाट्सएप ग्रुप एवं वेबसाइट द्वारा इनके मोबाइल नंबर भी विद्यार्थियों को उपलब्ध करा दिए गए हैं। पिछले वर्ष भी कोविड-19 के चलते विद्यार्थियों के लिए विश्वविद्यालय द्वारा एक मनोवैज्ञानिक एवं विधिक सलाह

## KMCLU sets up psychological counselling helpdesk

**Lucknow (PNS):** A psychological counseling and assistance helpdesk was inaugurated at Khwaja Moinuddin Chishti Language University (KMCLU) by Vice-Chancellor Prof Anil Kumar Shukla on Friday. The helpdesk has been set up to support the students in handling stress caused by the prevalent Covid situation.

Registrar Ashok Kumar Arvind said that coordinator of National Service Scheme (NSS) Dr Neeraj Shukla and media incharge Dr Tanu Dang are the counsellors for this helpdesk. They will be available on phone

for consultation of the students for two hours everyday. Their mobile numbers have also been made available to students through the WhatsApp group and website.

Last year too, a psychological and legal advisory committee was formed by the language university to help the students deal with stress and both these teachers were the advisors.

Meanwhile, KMCLU also organised a lecture on the Role of social media during Covid-19. The lecture was organised by the department of Journalism and Mass Communication.

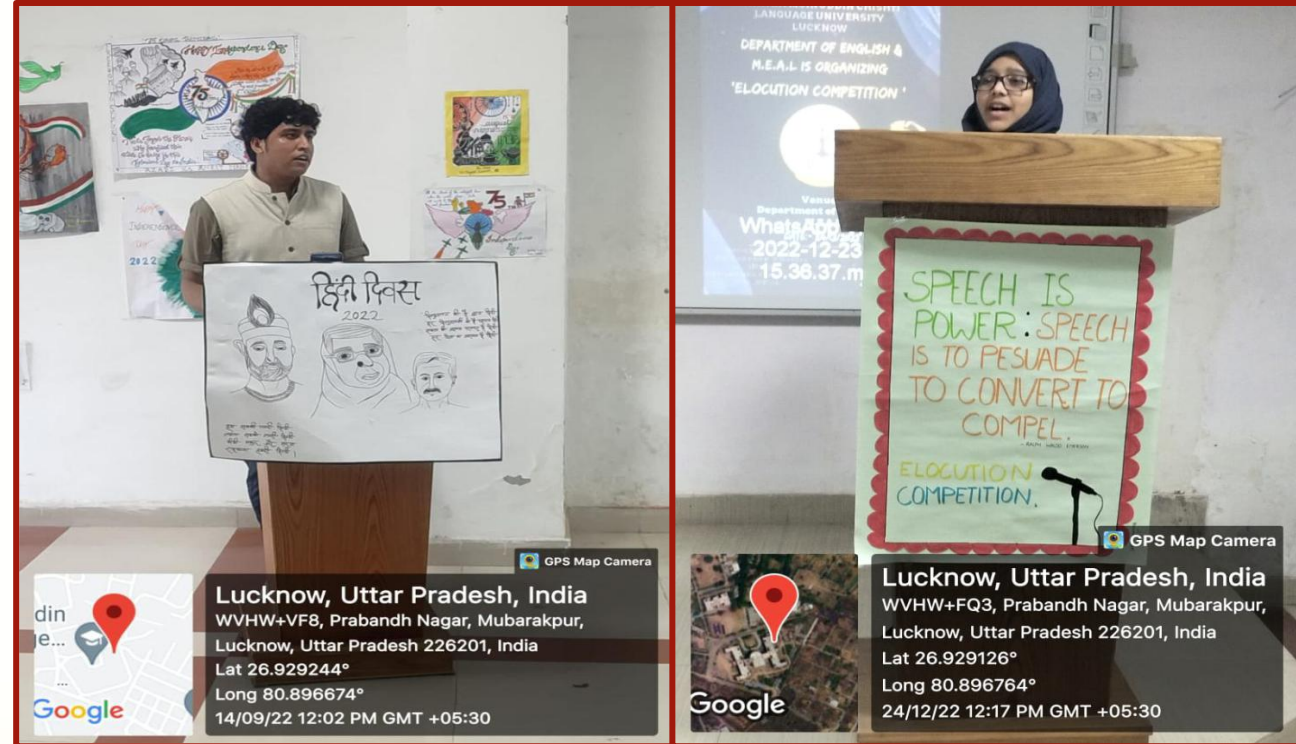




## Addressing Differential Learning Needs of the Students Soft Skills Training



Students learn about **Time-Management** through various activities such as Question-Answer and Interview methods conducted in the different Departments of the University



Elocution and Debate help to develop **Communication skill** under soft skill developed among the students at Department level.





## Addressing Differential Learning Needs of the Students Soft Skills Training



Engaging in interactions helps students develop **Leadership Skills** through hands-on experiences.



During Practice in teaching pupil -teacher learn **Leadership quality** to become a good and efficient teacher.



## Addressing Differential Learning Needs of the Students Problem solving Skill Training



**Problem solving soft skill** is developed among students through working on dissertations and assignments

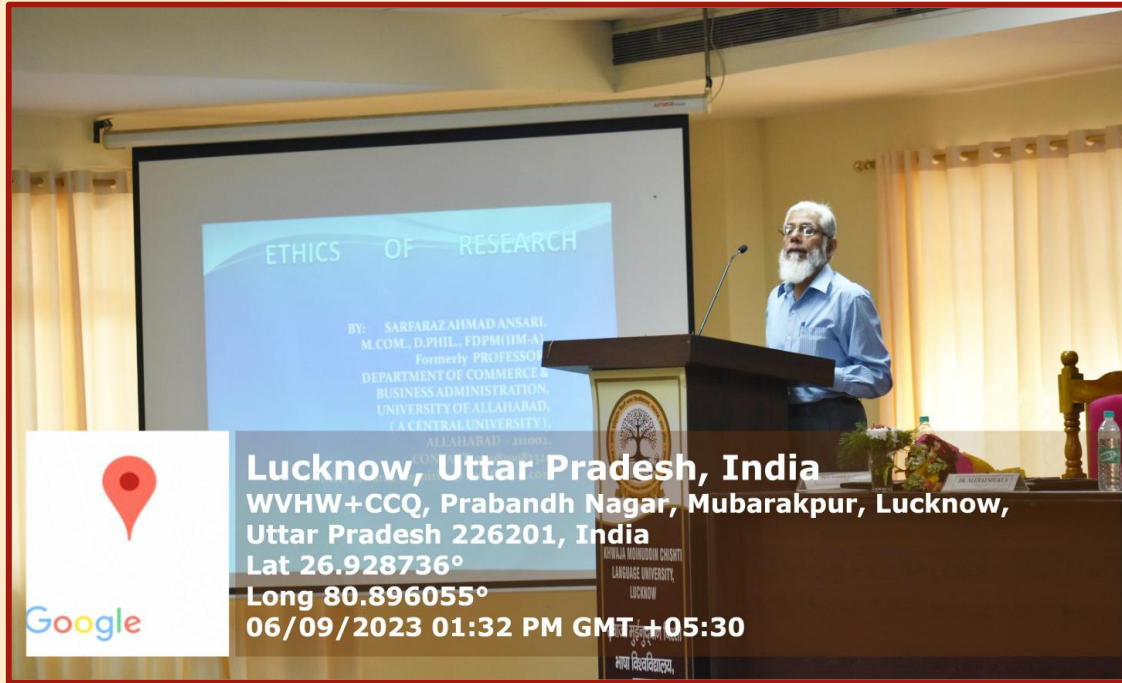


During practical training use of equipment, actual problems encountered and their solutions help students do develop **Problem solving soft skill**.





## Addressing Differential Learning Needs of the Students Training Programmes



**An expert lecture by Prof. S.A. Ansari on Ethics of Research conducted to promote quality research work diversified learners**



**An interactive session between Alumini and B.Ed. students on tips and tricks of effective teaching**





## Addressing Differential Learning Needs of the Students Through Workshops and Seminars



Prof B.A. Chopade delivered an informative lecture on outcome based education through implementation of NEP-2020 to University students



Prof Dhruv Sen addressing students in a National Seminar on Climate Change, Environment and Sustainable Development



## Addressing Differential Learning Needs of the Students Training Programmes



**Entrepreneurship Programme on Bee Farming for advanced learners.**



**Personality Development Workshop by Rexona Confidence Academy for female students of the University was conducted on November 11, 2019**



## Addressing Differential Learning Needs of the Students Media Coverage

### 'आत्मविश्वास ही सफलता की कुंजी'



भाषा विवि में मंगलवार को कुलपति प्रो. एनबी सिंह की अध्यक्षता में मोटिवेशन टॉक का हुआ आयोजन।

एनबीटी, लखनऊ: ख्वाजा मुईनुद्दीन चिश्ती भाषा विवि में मंगलवार को कुलपति प्रो. एनबी सिंह की अध्यक्षता में मोटिवेशनल टॉक कार्यक्रम हुआ। तब मुख्य वक्ता कर्मांडर जेटली ने विद्यार्थियों के प्रश्नों का जवाब देते कहा कि आत्मविश्वास ही सफलता की कुंजी है। छोटी-छोटी उपलब्धियों का जश्न मनाना जरूरी है। एकेटीयू के पूर्व वीसी प्रो. डीएस सिंह ने कहा कि देश के प्रति मानदार और कृतज्ञ रहकर ही प्रगति संभव है। कर्नल बोहरा और अजय सिंह विद्यार्थियों को संबोधित किया।

मीडिया में करियर बनाने के दिए टिप्स: भाषा विवि के पत्रकारिता व जनसंचार विभाग में मंगलवार को ओरिएंटेशन प्रोग्राम हुआ। वृंदिलखंड अस्तिस्टेंट प्रो. कौशल त्रिपाठी ने विद्यार्थियों को मीडिया क्षेत्र में करियर नाने को लेकर महत्वपूर्ण जानकारियां दीं। उन्होंने कहा कि तकनीकी युग ने पत्रकारिता में भाषा की पकड़ साथ ही सॉफ्टवेयर और ग्राफिक्स की जानकारी भी जरूरी है।

### एकेटीयू में नए स्टूडेंट्स का स्वागत

एनबीटी, लखनऊ: डॉ. एपीजे अब्दुल कलाम प्राथमिक विश्वविद्यालय (एकेटीयू) के सेंटर फॉर एडवांस्ड स्टडीज में मंगलवार का दिन एमटेक के नए विद्यार्थियों के स्वागत और परिचय को समर्पित रहा। शिक्षकों से परिचय और पढ़ाई के रोडमैप पर चर्चा के साथ ही विवि से अकगत करवाया गया। कुलपति प्रो. प्रदीप कुमार मिश्रा ने विवि के मिशन, विजन और कमिटमेंट की जानकारी दी। संस्थान के निदेशक प्रो. एमके दत्ता ने संस्थान के संसाधनों अक्सर और शोध के बारे में बताया। डॉ. अनुज शर्मा ने पाठ्यक्रम की जानकारी दी।

### एक आइडिया से शुरू होगा उद्यमी बनने का सफर

लखनऊ। कुछ नया करने की चाह हो तो मन में तरह-तरह के इनोवेशन और आइडिया अपने आप ही जन्म ले लेते हैं। जरूरत है तो बस उन विचारों से कुछ नया सीखने व जिंदगी में कुछ अलग करने की। कुछ ऐसे ही इनोवेटिव आइडियाज के साथ ख्वाजा मुईनुद्दीन चिश्ती भाषा विवि में शुक्रवार को इन्वेंयुवेशन हब की ओर से आयोजित आइडियाथॉन में दिया गया। कुलपति प्रो. एन. बी. सिंह ने बताया कि 23 आइडिया में टॉप तीन को कैश प्राइज दिया गया। शीर्ष 10 नवाचारी आइडिया को विवि द्वारा मेंटरशिप व सरकारी फंड प्राप्त करने में सहयोग किया जाएगा। कुछ दिन पहले विद्यार्थियों से नवाचार के नए आइडिया पर ऑनलाइन मांगे गए थे। प्रजेंटेशन के दौरान आइडिया के सोशल इंपैक्ट व बिजनेस मॉडल के बारे में भी बताया गया। इस दौरान पराली से प्लेट बनाने के आइडिया वाली ग्रासी गल्स टीम प्रथम व हैंडी क्राफ्ट के लिए ई-मार्केट प्लेस का आइडिया देने वाली टीम मैट्रिक्स रीलोडेड को द्वितीय स्थान मिला। इस मौके पर उद्यमी सुदीप सक्सेना, इंटीग्रल विवि के डॉ. जैन मेहता, प्रो. सैयद हैदर अली, डॉ. रुचिता सुजय चौधरी, प्रो. एहतेशाम अहमद, डॉ. ममता शुक्ला, डॉ. तनु डंग, डॉ. दोआ नकवी मौजूद रहे। (संवाद)

### करियर गाइडेंस कार्यक्रम का आयोजन

लखनऊ। ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय में दिनांक 05.07.21 को कुलपति प्रो अनिल कुमार शुक्ला की अध्यक्षता में इंजीनियरिंग संकाय द्वारा करियर ऑप्शंस आफ्टर बीटेक विषय पर एक करियर गाइडेंस कार्यक्रम का आयोजन किया गया। कार्यक्रम के मुख्य वक्ता आनंद कुमार, मोटिवेशनल स्पीकर एवं वरिष्ठ संकाय सदस्य, एस इंजीनियरिंग अकादमी ने विद्यार्थियों को बताया कि बीटेक के बाद रोजगार के कई विकल्प उपलब्ध हैं लेकिन उसके लिए उन्हें लगातार तैयारी करने एवं स्वयं को नई तकनीकों के प्रति जागरूक रहने की आवश्यकता है। कार्यक्रम का आयोजन इंजीनियरिंग प्रौद्योगिकी संकाय के निदेशक, प्रो एस के त्रिवेदी द्वारा किया गया। कार्यक्रम का संयोजन डॉ शान-ए-फातिमा एवं सह संयोजन डॉ सुमन कुमार मिश्रा ने किया। कार्यक्रम में इंजीनियरिंग संकाय के 300 से अधिक विद्यार्थियों ने प्रतिभाग किया।





## Addressing Differential Learning Needs of the Students Felicitation of Advanced Learners



**Meritorious Students receiving their Medals and Certificates  
from Hon'ble Chancellor of the University during  
Convocation-2021**



**Meritorious Students with their Medals and Certificates from  
Hon'ble Chancellor of the University during Convocation-  
2023**





## Addressing Differential Learning Needs of the Students Felicitation of Advanced Learners



**Certificate Distribution during Deekshotsav to successful students participated in various activities**



**Students of BAJMC with their Certificates for Managing the Book Fair organised by National Book Trust**





## Felicitation of Advanced Learners Certificates





## Felicitations of Advance Learners Media Coverage

राजधानी

अवधानामा

### राज्यपाल ने दिये 83 मेधावियों को 93 पदक

बोली- छात्र अपनी सफलता के साथ राष्ट्र व समाज उपयोगी आयाम स्थापित करें

राज्यपाल की अध्यक्षता में हुआ ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय का दीक्षान्त समारोह



लखनऊ। राज्यपाल व कुलाधिपति आनंदीबेन पटेल की अध्यक्षता में आज ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय का छठ दिक्षान्त समारोह सम्पन्न हुआ। इस अवसर पर समारोह को सम्बोधित करते हुए राज्यपाल ने उपाधि प्राप्त करने वाले सभी छात्र-छात्राओं को उज्ज्वल भविष्य की शुभकामनाएं दी और कहा कि जो विद्यार्थी पदक प्राप्त करने से रह गए हैं वे अपनी क्षमताओं को कम न आंके क्योंकि कुछ नंबरों से आगे-पीछे हो जाना आपके आगामी जीवन में प्रभावी नहीं होगा। उन्होंने कहा भविष्य में जीवन की सफलता आप द्वारा प्राप्त किए गए ज्ञान

और जीवन लक्ष्यों को लगन के साथ पूरा करने से प्राप्त होगी। विश्वविद्यालय की विशेषता का उल्लेख करते हुए राज्यपाल जी ने कहा कि इस संस्थान का नाम देश के महान सूफी-संत ख्वाजा मुईनुद्दीन चिश्ती से जुड़ा है, जिन्हें गरीब नवाज के नाम से भी जाना जाता है। उन्होंने कहा कि देश के ऐसे सूफी-संत को नमन करती हैं, जिन्होंने प्रेम और सौहार्द का पैगाम दिया। उन्होंने भाषा विश्वविद्यालय में

उर्दू, अरबी, फारसी, संस्कृत, अंग्रेजी, हिन्दी एवं फ्रेन्च भाषाओं को एलिमेंट्री विषय के रूप में पढ़ाये जाने कि पहल पर प्रसन्नता व्यक्त की। समारोह में राज्यपाल जी ने संस्थान के 83 विद्यार्थियों को 93 पदक प्रदान किए। इसमें विविध संकाय के विद्यार्थियों ने 39 स्वर्ण, 27 रजत, 27 कांस्य पदक प्राप्त किए। छात्रों ने 43 पदक तथा छात्राओं ने 40 पदक प्राप्त किए। राज्यपाल जी ने समारोह

में माध्यमिक विद्यालय से आए 20 छात्रों को पठन-पाठन सामग्री की किट में एक बैग, पानी की बोतल, पेंसिल बाक्स, महात्मा गांधी की पुस्तक मेरे सत्य के प्रयोग तथा फलों की टोकरी प्रदान कर उत्साहवर्धन किया। भाषायी ज्ञान को रोजगार से जोड़ने पर चर्चा करते हुए उन्होंने अपने सम्बोधन में अंतर्राष्ट्रीय भाषाओं के साथ-साथ भारतीय भाषाओं विशेषकर क्षेत्रीय बोलियों एवं भाषाओं पर आधारित अधिक से अधिक पाठ्यक्रम चलाने पर बल दिया। उन्होंने कहा इन पाठ्यक्रमों को रोजगार परक बनाने की दिशा में भी विश्वविद्यालय को सार्थक प्रयास करने की आवश्यकता है। राज्यपाल जी ने विश्वविद्यालय में राष्ट्रीय शिक्षा नीति-2020 के क्रियान्वयन के लिए विभिन्न प्रकोष्ठों के गठन पर प्रसन्नता व्यक्त की। राज्यपाल जी ने अपने

सम्बोधन में जल संरक्षण, ऊर्जा संरक्षण, रक्तदान, प्लेटलेट दान, बालिकाओं को सर्वांगिकल कैन्सर का टीका लगवाने कि दिशा में शैक्षणिक संस्थानों के योगदान पर भी चर्चा की। उन्होंने कहा कि विश्वविद्यालय द्वारा जितना जल वर्ष भर में उपयोग में लाया जाता है। वो उतना जल संरक्षण हेतु प्रभावी प्रयास करें। उन्होंने शैक्षणिक संस्थानों को रक्तदान-प्लेटलेट दान जैसे मानव जीवन उपयोगी मुहिम से जुड़ने का आह्वान भी किया। समारोह में विशेष अतिथि लोक गायिका एवं पद्मश्री मालिनी अवस्थी ने विद्यार्थियों के उज्ज्वल भविष्य की कामना करते हुए आजीवन अध्ययन करते रहने को कहा। उन्होंने समारोह में उपस्थित विद्यार्थियों को बताया कि ज्ञान प्राप्ति के लिए विनम्रता पहली आवश्यकता है।

### भाषा विवि के इरफान को नवांकुर साहित्य सम्मान



■ एनबीटी, लखनऊ: ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय के पत्रकारिता एवं जनसंचार विभाग के छात्र मोहम्मद इरफान को नवांकुर साहित्य सम्मान से नवाजा गया है। विवि की मीडिया प्रभारी डॉ. तनु उंग के अनुसार नई पीढ़ी के कवियों को प्रोत्साहित करने के उद्देश्य से देशस्तरीय प्रतियोगिता का आयोजन करवाया गया था। नवांकुर साहित्य सभा की प्रतियोगिता में 22 कवियों की रचनाओं का चयन किया गया। इन्हें संस्था की वार्षिक पुस्तिका में प्रकाशित किया जाएगा। चयनित होने वालों में इरफान की शामिल थे। उपलब्धि के लिए सोमवार को उन्हें दिल्ली में सम्मानित किया गया। विवि के कुलपति प्रो. एनबी सिंह के साथ ही डॉ. रुचिता सुजय चौधरी, डॉ. काज़िम रिज़वी, डॉ. शचीन्द्र शेखर ने छात्र की उपलब्धि को सराहा है।





## Addressing Differential Learning Needs of the Students: Advanced Learners- Placement Opportunities



Students of Mechanical Engineering placed in Pie Infocomm.



Selected B.Ed. students in Campus Placement Drive along with sZchool management and faculty members of Department of Education.





## Impact of Addressing Differential Learning Needs of the Students Testimony of students getting placed in Campus Placement Drives

“ I am very happy to be placed with U Certify. For every student it's a dream to get job during their studies and I was lucky to get one. KMCLU takes a lot of pain to develop their students for the corporate world throughout four years at the campus. I would recommend KMCLU to any student who is looking for a fruitful career. ”



**Ayushi Mishra**

Pie Infocomm  
@4.5 LPA

“ I am really very thankful to the faculty and management who are very co-operative and always ready to help. My special thanks to my faculty for guiding me to improve my knowledge and enhance my skills, and last but not least our placement Director Sir for providing me this golden opportunity. Thank you very much. ”



**Bhola Upadhyay**

Pie Infocomm  
@4.5 LPA

“ I am really thankful to my KMC University , especially, the Training and Placement Cell for giving ample number of opportunities to help me get through best of the Companies. The endeavour and enthusiasm of Training & Placement Cell is very appreciable and it keeps me motivated and determined for my career. I wish good luck to the coming batches of my university. ”



**Saif Ali**

Renault Nissan  
@2.5 LPA

“ Getting placed during the college is a dream for all the students and this dream came to reality when I got placed in U Certify. My decision of joining KMCLU proved right when I got opportunity to work for uCertify. I and my parents are really thankful to the management and college authorities for making my dream come into reality.. ”



**Zaid Siddiqui**

U Certify  
@4.5 LPA

“ Kudos to the Faculty and Placement Cell of KMCLU. The College has always provided me with every assistance that I have always wanted to. I was able to refine my overall Performances and build- on my Soft & Hard Skills.. I will always be grateful to them for providing me a platform of practical learning and preparing me for the corporate life. ”



**Karishma Singh**

Pie Infocomm  
@4.5 LPA



## Impact of Addressing Differential Learning Needs of the Students Media Coverage

### भाषा विवि की प्लेसमेंट ड्राइव में 32 होनहार स्नातक विद्यार्थियों का हुआ चयन



एनडीएस संवाददाता

**लखनऊ।** भाषा विश्वविद्यालय के ट्रेनिंग एंड प्लेसमेंट सेल द्वारा कराई गई प्लेसमेंट ड्राइव के अंतर्गत आज 32 विद्यार्थियों का प्लेसमेंट हुआ। कुलपति प्रो एन बी सिंह के मार्गदर्शन में इस प्लेसमेंट ड्राइव में मुख्य भूमिका अभियांत्रिकी एवं प्रौद्योगिकी संकाय के निदेशक प्रो एस के त्रिवेदी तथा प्लेसमेंट सेल की सदस्य निधि सोनकर ने निभाई। इन विद्यार्थियों का चयन नोएडा की कंपनी रैनॉल्ट निसान और टीम लीज़ में हुआ है। दोनों

कम्पनियों के एच आर अनुपम और नरेश ने बोटिक मैकेनिकल इंजीनियरिंग के विद्यार्थियों का इंटरव्यू लिया जिसमें उत्तीर्ण हुए विद्यार्थियों को चयनित किया गया। इन सभी विद्यार्थियों को 2.5 -3.5 का पैकेज दिया गया है। ड्राइव को आयोजित करने में मैकेनिकल विभाग के इंचार्ज विवेक वाजपेयी तथा रमेश वर्मा का विशेष योगदान रहा। विश्वविद्यालय का प्लेसमेंट सेल विद्यार्थियों को रोज़गार के नए अवसर उपलब्ध कराने के उद्देश्य से परिसर में लगातार प्लेसमेंट ड्राइव का आयोजन कर रहा है।

### भाषा विश्वविद्यालय की प्लेसमेंट ड्राइव में 11 होनहार स्नातक विद्यार्थियों का हुआ चयन

तिजारत संवाददाता

**लखनऊ।** भाषा विश्वविद्यालय के ट्रेनिंग एंड प्लेसमेंट सेल द्वारा कराए गए प्रथम प्लेसमेंट ड्राइव के अंतर्गत आज 11 विद्यार्थियों को चयनित किया गया। कुलपति प्रो एन बी सिंह के मार्गदर्शन में इस प्लेसमेंट ड्राइव का आयोजन किया गया। ड्राइव में पाई इफोकॉम कंपनी के एच आर हेड श्री विजय जैसवाल और निशी ने सभी विद्यार्थियों की परीक्षा ली।

प्रो सैयद हैदर अली सदस्य प्लेसमेंट सेल एवं निदेशक आईक्यूएसी ने बताया कि इस परीक्षा के तीन चरण रहे जिसमें



पहला लिखित परीक्षा थी जो कि सामान्य ज्ञान एवं तार्किक क्षमता पर आधारित रही। इसमें उत्तीर्ण हुए विद्यार्थियों ने ग्रुप डिस्कशन में भाग लिया और उससे चयनित विद्यार्थियों का साक्षात्कार लिया

गया। प्रो एस के त्रिवेदी, सदस्य प्लेसमेंट सेल एवं निदेशक, अभियांत्रिकी एवं प्रौद्योगिकी संकाय ने बताया कि इस प्लेसमेंट ड्राइव में बी टेक, बी बी ए, एम

बी ए, बी सी ए तथा एम सी ए के विद्यार्थियों ने प्रतिभाग किया जिसमें से बी टेक सिविल से असद अलीम शेख, अभिषेक कुमार, कुंदन जयसवाल, बी टेक मैकेनिकल से भोला उपाध्याय, मो.आरिफ, बी टेक कंप्यूटर साइंस से आयुषी मिश्रा, करिश्मा सिंह, अनुराग यादव, मो गौओस इफतेकार तथा एम बी ए से सत्यम मौर्य, आदर्श तिवारी चयनित हुए। सेल की सदस्य श्रीमती निधि सोनकर ने जानकारी दी कि इन विद्यार्थियों का चयन 4.5 लाख के पैकेज पर हुआ है। उन्होंने कहा कि विद्यार्थियों ने इस ड्राइव के माध्यम से बहुत कुछ सीखा।

**बीएड छात्रों का प्लेसमेंट**  
**लखनऊ :** केएमसी ( ख्वाजा मोइनुद्दीन चिश्ती ) भाषा विश्वविद्यालय में पहली बार बीएड के छात्रों के लिए प्लेसमेंट ड्राइव चलाया गया। विवेकानंद एकेडमी के विशेषज्ञों ने छात्रों का साक्षात्कार लिया। इसमें छात्रों को टीजीटी विज्ञान, सामाजिक विज्ञान और पीजीटी रसायन विज्ञान, सामाजिक विज्ञान विषय के लिए चयनित किया गया। (जासं)





## 2.3.1 Student Centric Methods, Such As Experiential Learning, Participative Learning And Problem Solving Methodologies Are Used For Enhancing Learning Experience And Teachers Use ICT-Enabled Tools Including Online Resources For Effective Teaching Learning Process (10)

### Adoption of Student-Centric Learning Methods

The University emphasizes **active learning** rather than rote memorization. It uses:

- ❑ **Experiential Learning:** Students engage directly with real-life experiences through internships, community-based assignments, industrial visits, and live field projects.
- ❑ **Participative Learning:** Methods like role-plays, group discussions, debates, presentations, and quizzes make learning interactive and student-driven.
- ❑ **Problem-Solving Approaches:** Students solve case studies, work on live issues, participate in lab-based simulations, and develop models or prototypes, which sharpens their analytical skills.

Assignments and projects are often **team-based** to encourage teamwork, mutual respect, and cooperative learning.

## Student Centric Methods For Enhancing Learning Experience

### Learning Methodology : Experiential Learning Internship Programmes at UG and PG Level



Students of Journalism and Mass Communication learnt about the skills of Field Reporting



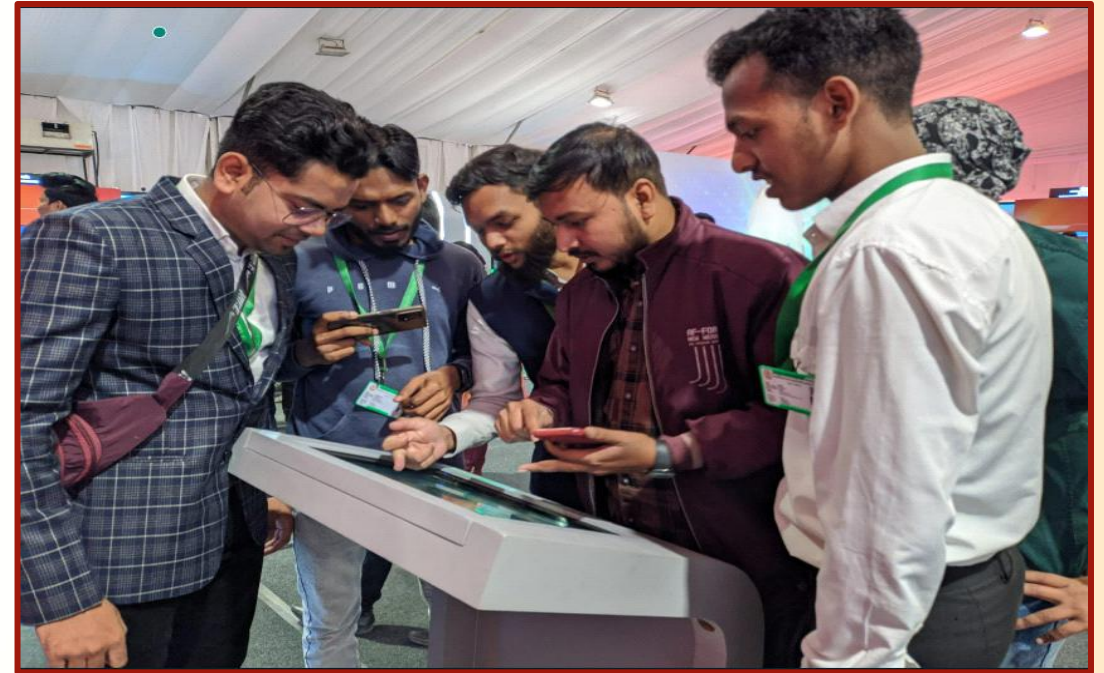
Students successfully completing in Internship in Eco Health Ltd. program in B.Tech. – Biotechnology



## Learning Methodology – Experiential Learning -Field Visits



**B.Tech. students of the University participated in 5 days Master Training Workshop over solar eclipse, organised by Uttar Pradesh Amateur Astronomers Club under the SCIT,UP.  
(22 October 2022)**



**On the occasion of G20 Summit University students learning the use of advanced equipments during Field Visit at Golf City**



## Learning Methodology – Experiential Learning -Community Visits



**B.ED. Students visited orphanage and Old Age Home on 18<sup>th</sup> October 2019**



**University students regularly participated in various community based activities such as Donation of Food and Clothes to Orphanages**

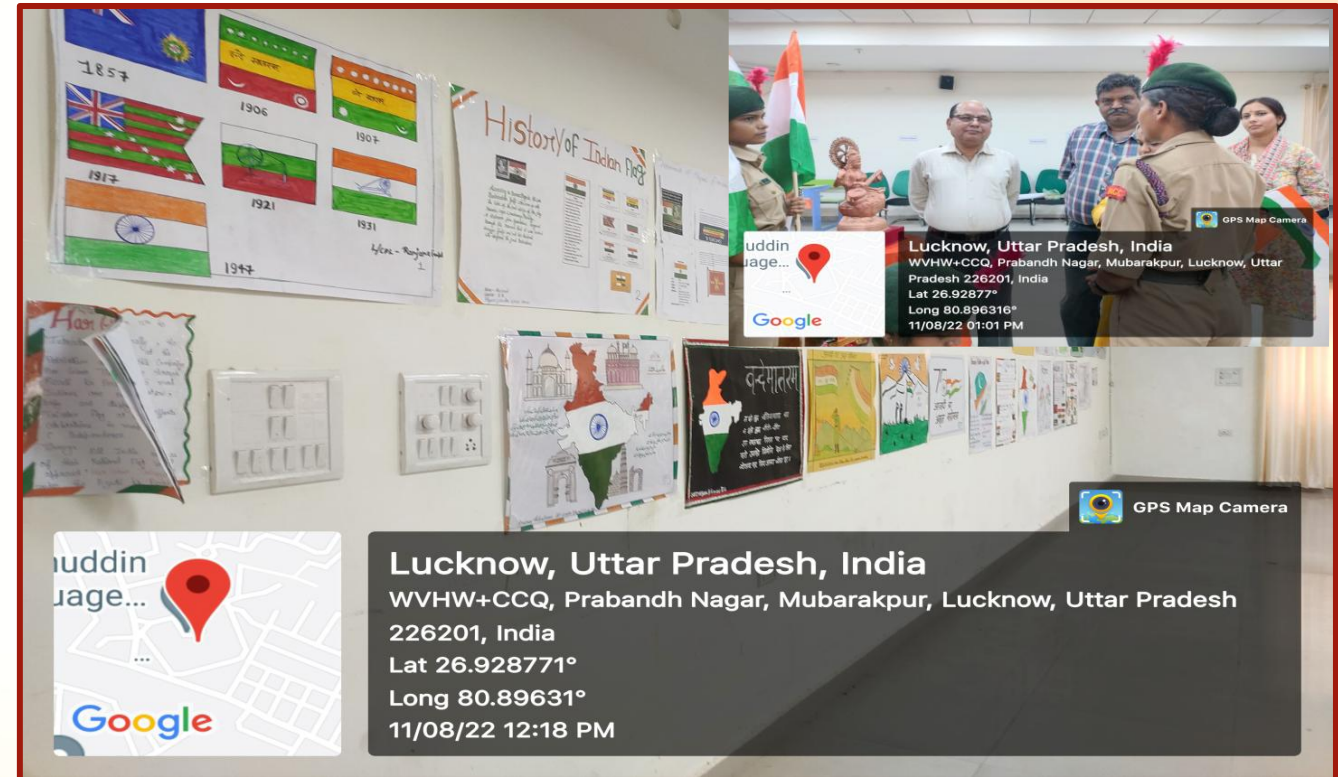




## Learning Methodology – Experiential Learning -Exhibition & Expo



**Students of various Departments of the University learn concepts through experiential learning such as participation in Food Exhibition**



**Exhibition on Tirange ka Safar organized by students to develop the feeling of patriotism.**



## Student Centric Methods For Enhancing Learning Experience

### Learning Methodology – Participative Learning



A **Hands on Training** and Workshop on Road Safety was conducted for students to make them understand the importance of road safety and use of First-Aid by R.T.O., Lucknow Sandeep Pankaj.



A National **Workshop conducted on Translation** through Internet Tools to guide the students for better use of online free software and resources available for translation.





## Learning Methodology – Participative Learning



Participation of first year students in **Extempore** conducted during COSAC, Foundation Day Cultural Fest, 2022 in University.



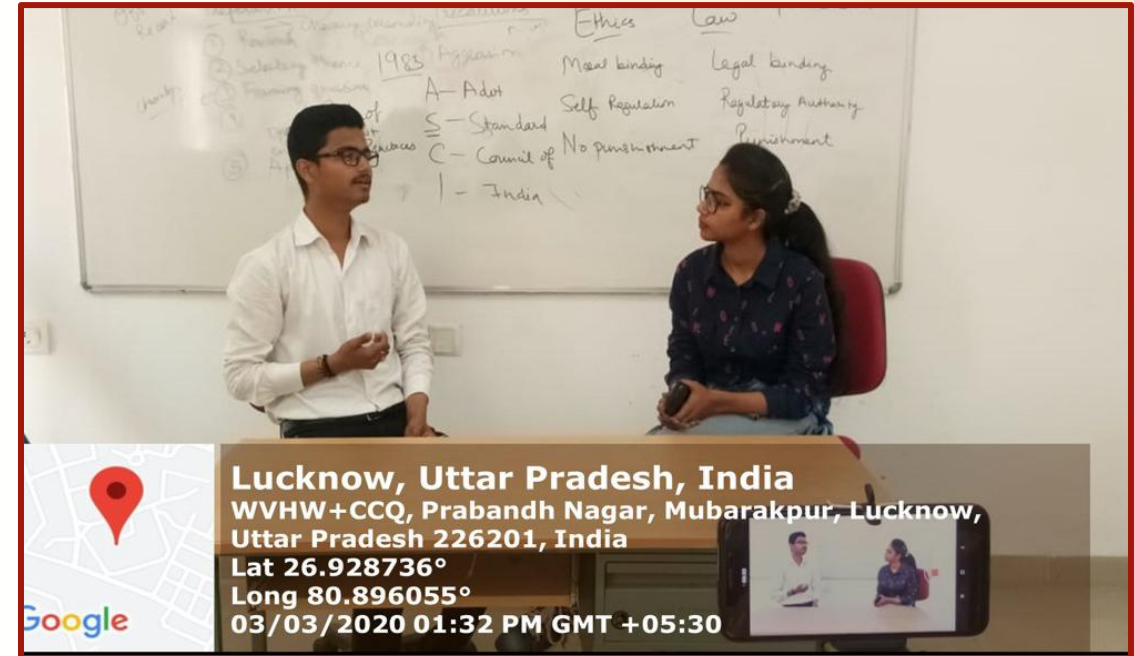
An Extension Lecture on Stock Market Investment through Technical Analysis organized in which the expert Nancy discussed about risk management in stock market to the students.



## Learning Methodology – Participative Learning Role Play–Activity



Enactment of Shakespeare during **Role Play** exercise to enhance skill development Participative Learning by the students of Dept. of English



**Mock Interviews** being conducted in the Department of Mass Communication as a part of Role Play activities



## Student Centric Methods For Enhancing Learning Experience

### Learning Methodology-Problem Solving



A team of B.Tech. Student receiving certificate for **Smart India Hackathon** organised by IIC and AICTE (26 Aug. 2022)



Banner of Smart India Hackathon is showing University representation by team of B.Tech. students



## Learning Methodology-Problem Solving



B.Tech. Students presenting a **model** of “Earthquake Resistance Building” under Problem Solving Learning



Students of Department of B.Tech. (Civil) performing practical on Compression Testing Machine (CTM) under Problem Solving Approach.





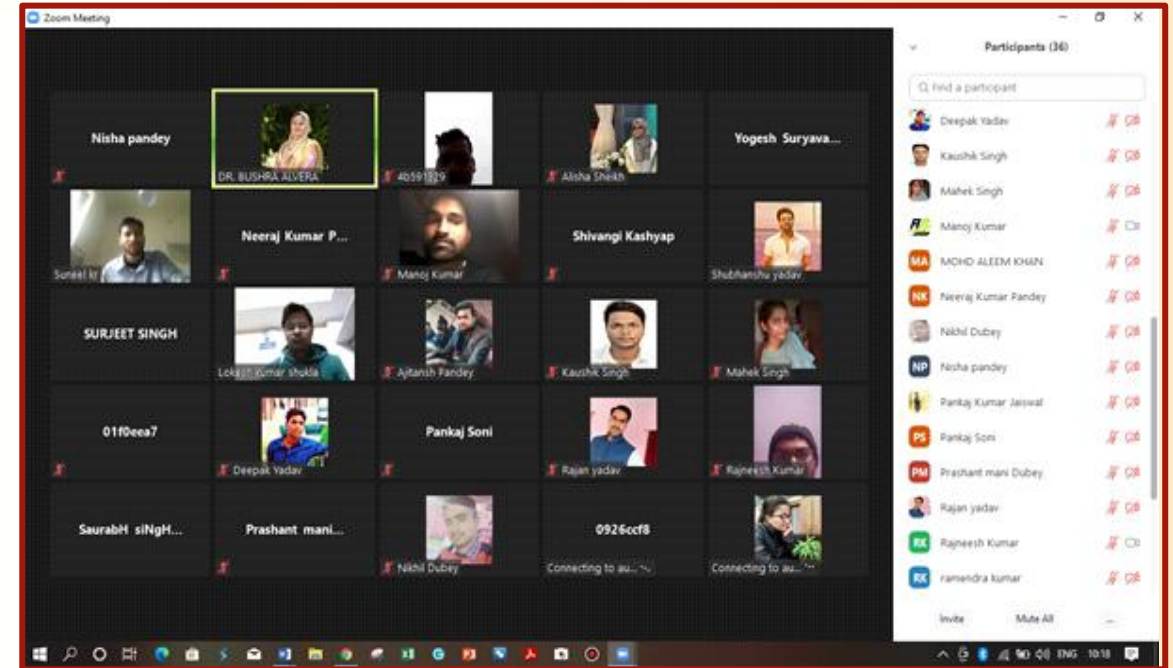
## 2.3.1 Use ICT-Enabled Tools Including Online Resources For Effective Teaching Learning Process by the Teachers

- 💡 **Integration of ICT Tools in Teaching**
- ICT (Information and Communication Technology) is a backbone of the academic delivery system:
  - Many classrooms are **digitally equipped** with LCD/LED projectors, interactive boards, and high-speed internet.
  - Faculty use **PowerPoint Presentations, animations, and audio-visual content** for clearer concept explanation.
  - Use of **online MOOC platforms** like SWAYAM, NPTEL, ePathshala and eGyan Kosh to supplement textbook learning.
  - Access to resources via **Uttar Pradesh Digital Library, INFLIBNET, and J-Gate** expands the academic horizon for students.
- Teachers use **YouTube channels** to upload lectures, allowing students to revise content as needed.
- The University's own **Learning Management System (LMS) – KOPAL** enables digital interaction, submission of assignments, and performance tracking.

## ICT Enabled Learning



**Students using enriched Computer Laboratory of the University under the guidance of Faculty members for better learning and understanding**



**Screenshot showing faculty members and students interaction through Synchronous ICT usage for effective learning.**





## ICT Enabled Learning

Learning Management System

Welcome, Dr. Bushra Alvera

All Courses

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Code	Name	Section	Sem	Prog	Dept	Students
BEa-305-III	Urdu	1	2	BED	EDUCATION	91
BEa-305-IV	Sanskrit	1	2	BED	EDUCATION	91
BEa-305-V	Mathematics	1	2	BED	EDUCATION	91
BEa-305-VI	Biology	1	2	BED	EDUCATION	91
BEa-314-A	Theoretical Foundations of Curriculum	1	4	BED	EDUCATION	87
CE-10	Measurement and evaluation	1	4	MA	EDUCATION	10
MA-205	Learner and Learning Processes	1	2	MA	EDUCATION	21

Showing 1 to 7 of 7 entries

Previous 1 Next

For any queries or support contact us at upu@lucknow@gmail.com

**Dashboard of a faculty showing Learning Management System.**

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Video Lecture by Dr. Bushra Alvera, Assistant Professor, Dept. of Education, KMC Language University, Lucknow. 57 views • 2 years ago

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Video Lecture 2 by Dr. Priyanka Suryavanshi, Assistant professor, Department of Home Science, KMC Language University, Lucknow. 180 views • 2 years ago

**Online Video Lectures of Faculty Members are available on Official YouTube Channel of the University to provide assistance.**

## ICT Enabled Learning



**ICT-Assisted Teaching – Learning helps in understanding the basic concept in Department of Civil Engineering**



**ICT-Assisted Teaching – Learning for effective teaching learning in various Departments of University**





## 2.3.2 The Institution Adopts Effective Mentor-Mentee Schemes to Address Academics and Student-Psychological Issues.

### **Purpose and Structure**

The Mentor-Mentee programme is a unique initiative to offer **continuous academic, psychological, and motivational support** to students.

Each faculty member is assigned a batch of mentees and acts as a guide, supporter, and motivator.

The programme facilitates:

**Goal setting, skill enhancement, and stress management.**

Development of **positive thinking, resilience, and academic discipline.**

### **Role of Mentors**

Mentors create a trusting and confidential relationship where students feel free to share academic or emotional concerns.

Through **empathetic listening** and **constructive feedback**, mentors help students understand their strengths and areas of improvement.

Mentors also help mentees overcome prejudices or low confidence, and provide exposure through personal experiences and career guidance.



## 2.3.2 The Institution Adopts Effective Mentor-Mentee Schemes to Address Academics and Student-Psychological Issues.

### **Mentoring Process**

Mentoring is a **flexible and personalized system** with both formal (structured) and informal (voluntary) formats.

Process includes:

- Initial rapport-building meetings.

- Regular one-on-one interactions focused on personal development and academics.

- Mentor change is allowed on request.

- Documentation of progress is maintained by departments for transparency and review.

### **Impact and Outcomes**

Students show **noticeable improvement in academic grades and personal growth**.

Helps students feel **more connected to university life**, reduces feelings of isolation.

Provides a **safe platform** for students to share challenges and receive help.





## The Institution Adopts Effective Mentor-mentee Schemes to Address Academics and Student-Psychological Issues.

### Direct Mentoring



**Regular mentoring sessions are organised in various Departments of the University**



**Mentors provide valuable guidance during mentor-mentee interaction in the University**





B.Ed Sem IV 2022\_24

Mohd Irfan, Sweta, +91 70076 73783, +91 708...



B.A V SEM.(Edu.Genric)

Mohd Irfan, Mohd Irfan G F, +91 6394 795 397,...



B.A. Alumni 2020-23

Mohd Irfan, Mohd Irfan G F, Sweta, +91 6387 6...



M. A Education Sem IV

Avnendra, Shilpi, Sweta, +91 70711 82175, +91...



Faculty of Education KMCL University

Ayush Kmc, Chandana Dey, Mohd Irfan, Mohd I...



KMCL MA SEM1 2023\_24

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KMCL BA SEM IV 2022-25

Vibha Singh, +91 6307 739 039, +91 6386 729...



KMCL BA SEM II 2023\_24

Sweta, +91 6389 041 834, +91 6393 628 922, +...



KMCLU BA VI Semester

Mohd Irfan, Shivani Yadav, Sweta, +91 6306 51...



KMCLU B.Ed 2023

Mohd Irfan, Sweta, +91 70545 98009, +91 734...

## Indirect Mentoring

### Indirect mentoring of students by faculty member to address academics and student-psychological issues



**Indirect mentoring is also done through various social media groups by faculty members.**



ARABIC DEPARTMENT 2022-23

Community · 11 groups

Your groups



Arabic BA V Sem 2023

Yesterday

Muzammil: Photo



Arabic BA Sem 3 Major 1

16/08/2023

✓ You: Translate it into arabic for interpre...



Arabic BA 3 sem Major 2 & 3

16/08/2023

✓ You: Translate it into arabic for interpre...



ARABIC SEC 2023

16/08/2023

Dr. Mudassir Kmclu joined from the com...



ARABIC MINOR 2023

16/08/2023

You removed +91 95542 79760



ARABIC MA 1 sem 2023

16/08/2023

Dr. Mudassir Kmclu joined from the com...



ARABIC BA ELEMENTRY 20...

15/08/2023

+91 93367 01110 joined from the commu...



Arabic MA 3rd Semester

16/08/2023

+91 95542 79760 joined from the commu...



Arabic BA 3 Minor Elective...

14/08/2023

+91 95542 79760 requested to join.



74





## Outcome of Mentor-Mentee Scheme: Testimony by Mentees



मेरा नाम राममणी वर्मा है। मैंने अपना स्नातक शा. राममनोहर लोहिया अवध विश्वविद्यालय से कृषि में पूरा किया है। स्नातक करने के दौरान मैं कुछ बच्चों को Home-tuition पढ़ाया था। परन्तु उन्हें किस तरीके से पढ़ाना चाहिए ये मुझे B.Ed. में पता नहीं था। जब मैं B.Ed. करने आया तो शुरुआत में मुझे B.Ed. मुश्किल लग रहा था क्योंकि मैंने स्नातक कृषि में कर रखा था जिसका पाठ्यक्रम B.Ed. के पाठ्यक्रम से बिल्कुल अलग था। मुझे यकीन नहीं था कि मैं B.Ed. कर पाऊंगा लेकिन वास्तव में मुझे यहां के शिक्षकों से बहुत सहायता मिली जिसकी वजह से मैं B.Ed. अच्छे से कर पाया और बहुत कुछ सीखने को मिला। मेरा हमेशा सहयोग करने के लिए आप सभी शिक्षकों का धन्यवाद। शिक्षण के प्रति आप सभी का इत्साह सराहनीय है और मैं आप सभी से सीखने का अवसर पाकर बहुत आभारी हूँ। आप सभी के धैर्य, दयालुता और समझ ने मुझे इन तरीकों से बढ़ने और सफल होने में मदद की है, जिनके बारे में मैंने कभी सोचा भी नहीं था। B.Ed. में मुझे जो अवसर मिल रहे हैं वे वास्तव में उसकी सराहना करना हैं। हर दिन आपने हमें अपने डर का सामना करने के लिए प्रोत्साहित किया और हमने मुझे छात्रों को पढ़ाने में अधिक आत्मविश्वास अहसास करने में मदद मिली। बिना आपके समर्थन के मेरा B.Ed. कर पाना मुश्किल था। मैं इस समर्थन के लिए आप सभी को धन्यवाद देना चाहता हूँ। मुझे आशा है कि आपको यह सख्त होगा कि आप अपने छात्रों के जीवन में कितना बदलाव ला रहे हैं। मेरे कृषि में प्राप्त हुए शिक्षक जीवन में सही मार्गदर्शकों के रूप में सहायक सिद्ध हुए।

राममणी वर्मा  
'B.Ed. Sem IV'  
रोल नं. 2207121062  
Enroll No. A-8661

(Translated)

My name is Rammani Verma. I have completed my graduation in Agriculture from Dr. Ram Manohar Lohia Avadh University. While completing my graduation, I taught some children at home. But how should I teach them? B.Ed. I found out. When I did B.Ed. When I came to do it, initially I had to do B.Ed. It seemed difficult, because I had done graduation in Agriculture whose syllabus was completely different from the syllabus of B.Ed. I was not sure that I could pursue B.Ed. I would be able to do it, but actually I got a lot of help from the teachers here, due to which I was able to do B.Ed. well and learned a lot. Thank you to all the teachers for always supporting me.

Your enthusiasm for teaching is admirable and I am very grateful to have the opportunity to learn from you all. Your patience, kindness, and understanding have helped me grow and succeed in ways I never thought possible. The extra help given to me in B.Ed. is really commendable. Every day you encouraged us to face our fears and that helped me feel more confident in teaching students. Without your support it's difficult to pursue my B.Ed. For this, I want to thank you all for your support. I hope you realize what a difference you are making in the lives of your students. The teachers we got as mentors helped us as right guides in life.

Rammani Verma  
B.Ed. Semester IV  
Roll No. 2207121062  
Enroll-No A-8661

**Ankit Yadav, a student of B.Ed. showed remarkable progress after switching his stream from Technical Education (B.Tech.) to Social Sciences through Mentor-Mentee Programme**



## Outcome of Mentor-Mentee Scheme: Testimony by Mentees

Sl. No. : 22160965

**DR. RAMMANOHAR LOHIA AVADH UNIVERSITY**  
**AYODHYA (U.P.)**

Before: 78%

ENROLLMENT NO. : 2018130169  
CATEGORY : REGULAR

STATEMENT OF MARKS 2022

NAME OF COLLEGE/CENTRE : SHRI PARAM HANS SHIKSHAN PRASHIKSHAN MAHAVIDYALAYA  
VIDHYAKUND AYODHYA

NAME : RAMMANI VERMA FATHER/HUSBAND'S NAME : RAMPHER VERMA

ROLL NO. : 19005976 EXAMINATION/ CLASS : B.SC.-AG. (PART FOURTH)

SELECTED SUBJECT	MAX. MARKS	MIN. MARKS	MARKS OBTAINED				TOTAL MARKS	PRACTICAL MARKS	TOTAL (WRITTEN & PRACTICAL MARKS)	REMARKS
			I PAPER 1st	II PAPER 2nd	III PAPER 3rd	IV PAPER 4th				
PRODUCTION ECONOMICS AND FARM MANAGEMENT	100	33					33	46	79	
RURAL SOCIOLOGY AND COMMUNITY DEVELOPMENT	100	33					39	47	86	
CROP PRODUCTION AND FIELD EXPERIMENTATION	100	33					35	47	82	
FRUIT SCIENCE	100	33					27	47	74	
SOIL AND ENVIRONMENT	100	33					30	45	75	
PRACTICAL	100	33					93		93	
<b>TOTAL (IN WORDS)</b>	<b>600</b>	<b>198</b>							<b>489</b>	
<b>Four Hundred Eighty Nine</b>										
	FIRST	THIRD	FINAL	GRAND TOTAL		RESULT / DIVISION				
TOTAL MARKS	1800	600		1875/2400		PASSED FIRST				
MARKS OBTAINED	1386	489								
<b>GRAND TOTAL (IN WORDS) : One Thousand Eight Hundred Seventy Five</b>										
Result Declaration Date: 02/08/2022										
Principal Shri Paramhans Sikshan Prashikshan Mahavidyalaya										
CHECKED BY 1.										

After: 87.11%

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BACHELOR OF EDUCATION  
SEMESTER-III EXAMINATION, DEC-2023

Enrollment No : A-8661  
Roll No. : 2207121062  
Name of Student : RAMMANI VERMA  
Father's Name : RAMPHER VERMA  
Mother's Name : KAMLA DEVI

CODE	TITLE OF PAPER	PAPER TYPE	INTERNAL			EXTERNAL			TOTAL		
			MAX	MIN	OBT	MAX	MIN	OBT	MAX	MIN	OBT
BED32001	MEASUREMENT AND EVALUATION	COMPULSORY PAPER	030	012	028	070	028	057	100	040	085
BED32002	CHILD AND ADOLESCENT DEVELOPMENT	COMPULSORY PAPER	030	012	028	070	028	054	100	040	082
BED32003	CONTEMPORARY INDIAN EDUCATION	COMPULSORY PAPER	030	012	028	070	028	057	100	040	085
BED32004	THEORETICAL FOUNDATIONS OF CURRICULUM.	OPTIONAL PAPER-A	030	012	027	070	028	060	100	040	087
BED32006	FOUR WEEKS PRACTICE - IN - TEACHING	C-FIELD WORK				200	080	184	200	080	184
BED32007	PROFESSIONAL DEVELOPMENT	D-PROFESSIONAL DEVELOPMENT				GRADE	A				A
									SEMESTER III	600	523
									SEMESTER II	500	423
									SEMESTER I	550	421

RESULT : PASSED

BACK PAPER :  
BACK PAPER CLEARED :

Disclaimer: The marks entered in the University Marks Register will be considered final in the event of any discrepancy between the issued marksheet and the Marks Register. While we ensure utmost care in publishing results/information on our website, we cannot be held responsible for any unintentional human/technical errors that might have occurred in the data/results published online. Kindly notify COE office of any necessary corrections within 7 working days from the publication of the results. The University/Institution should be regarded as the authentic and final authority in this matter. The information presented online is solely for the immediate/on-hand reference of the examinees.

AA: FOR ABSENT : D: FOR DISTINCTION: F: FOR FAIL AND BP: FOR BACK PAPER.

It is reported by the student that there is a positive impact of Mentor-Mentee Programme on his academic growth and development (Marksheet showing previous and present course)





## Key Indicator: 2.6 Student Performance and Learning Outcomes (30)

2.6.1 The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution (15)

### **Outcome-Based Education (OBE) Framework**

University follows **OBE principles**, where every course and programme has:

Clearly defined **Course Outcomes (COs)**: Specific learning achievements expected from each course.

**Programme Outcomes (POs)**: Broad skills and knowledge students are expected to gain by the time of graduation.

These outcomes are publicized via:

University website.

Curriculum documents.

Syllabus booklets and student handbooks.



## Key Indicator: 2.6 Student Performance and Learning Outcomes (30)

2.6.1 The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution (15)

### **Assessment Mechanisms**

#### **Direct Assessment Methods:**

Mid- and end-semester exams.

Practical exams, research projects, assignments, lab work.

Evaluation based on **Bloom's Taxonomy**: From remembering to creating (knowledge to innovation).

#### **Indirect Assessment Methods:**

Feedback from students, alumni, and employers.

Surveys and informal reviews on programme effectiveness.

Analysis of participation in co-curricular and extracurricular activities.

These multiple channels ensure **well-rounded evaluation** of academic and personal growth.





## Key Indicator: 2.6 Student Performance and Learning Outcomes (30)

2.6.1 The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution (15)

### **Continuous Improvement & NEP Implementation**

Based on feedback and attainment data, **curriculum is updated by 30% each year** to ensure relevance.

The University has integrated the **National Education Policy (NEP) 2020** at UG and PG levels, ensuring:

- Flexibility of subject choices.

- Credit-based system.

- Emphasis on skill-based and interdisciplinary learning.



## CO-PO Mentioned Question Papers

<p>Printed Pages : 4</p> <p><b>APE04614</b></p> <p>Semester : IV</p> <p>Roll No. ....</p> <p><b>B.A. (Hons.) Physical Education Back Paper Examination, June-2023 RECREATION</b></p> <p>Maximum Marks : 35</p> <p>Time Allowed : 3 Hours</p> <p>Note: i) Attempt all the questions ii) Maximum marks assigned to each question is indicated.</p> <p><b>Q.1. Attempt any six questions from following: (2.5x6=15)</b></p> <p>किन्हीं छः के उत्तर दीजिये।</p> <p>(a) What is the objective of recreation? मनोरंजन का उद्देश्य क्या है? [BT-1, CO-1, PO-1]</p> <p><b>5059</b> (1)</p>	<p><b>AHN04531</b></p> <p>Semester : IV</p> <p><b>B.A.(Hindi) NEP UG Examination June, 2023 हिन्दी नाटक एवं एकांकी</b></p> <p>Time Allowed: 03 Hours Maximum Mark: 70</p> <p>Note-Attempt all the questions. Maximum marks assigned to each question is indicated.</p> <p><b>SECTION - A (6x5=30)</b></p> <p>प्रश्न.1 निम्नलिखित में से केवल छः प्रश्नों के उत्तर अनिवार्य है</p> <p>क. नाटक किसे कहते हैं?(BT-1, CO-1, PO-1)</p> <p>ख. आधुनिक नाटक के तत्वों का वर्गीकरण कीजिए। (BT-1, CO-1, PO-1)</p> <p>ग. भारतेन्दु हरिश्चन्द्र द्वारा लिखा गया अंधेर नगरी नाटक की प्रासंगिकता का उल्लेख कीजिए?(BT-1, CO-1, PO-1)</p> <p><b>2321</b></p> <p>(1)</p>	<p>(Printed Pages:03)</p> <p>Roll No. ....</p> <p><b>AAR40151</b></p> <p><b>B.A. (Hons.) (IV Semester) Examination, June 2023 Arabic</b></p> <p>History of Arabic Literature : Abbasid-Modern Period</p> <p><b>Time: 03 Hours Full Marks: 70</b></p> <p>ملاحظة: جمع الأسئلة إجبارية. الدرجات مكتوبة أمام كل سؤال</p> <p>1: أجب عن ستة أسئلة ممايلي: 5×6=30</p> <p>a. هات خمسة أسماء لأبرز الخلفاء العباسيين الذين تولوا الخلافة. (BT3, CO1, PO1)</p> <p>b. من هو الجاحظ ولماذا سمي بهذا الاسم؟ (BT1, CO1, PO2)</p> <p>c. تحدث بإيجاز عن أهم السمات التي تميزت بها قصائد شعراء العصر العباسي. (BT2, CO2, PO3)</p> <p>d. تحدث بإيجاز عن أبونواس وخصائصه الشعرية. (BT2, CO2, PO3)</p> <p>e. ماهي أبرز فنون النثر في الأدب العربي الحديث ؟ تحدث بكل إيجاز. (BT3, CO3, PO4)</p> <p>f. ماذا تعرف عن تطور فن المسرحية العربية، تحدث بإيجاز. (BT4, CO3, PO3)</p> <p><b>2303</b> (1) UG (IV)-AAR-40151/3</p>	<p><b>BCA42101</b></p> <p>SEMESTER : IV</p> <p>ROLL NO .....</p> <p><b>BCA EXAMINATION, JUNE-2023 PHP PROGRAMMING</b></p> <p><b>MAXIMUM MARKS : 70 TIME ALLOWED : 3 HOURS</b></p> <p><b>Q 1 . Attempt any six from the following questions: (6x5=30)</b></p> <p>(a) Define PHP List out its important tools and software. (K1,CO1,PO-1)</p> <p>(b) Illustrate Expression with suitable example. (K1,CO1, PO-1)</p> <p>(c) Define HTML form using POST methods with PHP. (K3,CO2, PO-2)</p> <p>(d) Explain Nested IF-ELSE statement in PHP with an example. (K3, CO2, PO-2)</p> <p>(e) List out types of Functions. Give the Need of Function. (K2,CO3, PO-2 )</p> <p><b>2332</b></p>
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## Evaluation For Course Outcome



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ  
Khwaja Moinuddin Chishti Language University, Lucknow

DEPARTMENT OF PERSIAN						
BACHELOR OF ARTS (HONS.) (PERSIAN) SEM-VI						
2.6.2. EVALUATION OF COURSE OUTCOME:2022-23						
SR.NO.	STUDENT ROLL NO	PAPER-1	PAPER-2	PAPER-3	PRACTICAL	OVERALL % IN A PROGRAM
1	2001086	68	64	65	62	64.75
2	2001087	67	58	58	57	60.00
3	2001092	69	58	58	60	61.25
4	2001093	69	62	65	57	63.25
5	2001094	69	60	53	57	59.75
6	2001097	66	60	60	57	60.75
7	2001098	68	56	56	60	60.00
	AVERAGE % OF MARKS	68.00	59.71	59.29	58.57	61.39
	% OF STUDENT SCORING AVERAGE % OR ABOVE % OF MARKS	71.43	57.14	42.86	42.86	28.57
	% OF STUDENT PASSED	100	100	100	100	100

*[Signature]*  
DEPUTY CONTROLLER  
Khwaja Moinuddin Chishti  
Language University, Lucknow



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ  
Khwaja Moinuddin Chishti Language University, Lucknow

DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION						
B.A. JMC SEM-VI						
2.6.2. EVALUATION OF COURSE OUTCOME:2022-23						
SR.NO.	STUDENT ROLL NO	PAPER-1	PAPER-2	PAPER-3	PRACTICAL	OVERALL % IN A PROGRAM
1	1905029	45	50	60	60	53.75
2	2005001	62	77	81	72	73.00
3	2005002	59	76	72	62	67.25
4	2005005	61	80	76	71	72.00
5	2005006	48	74	72	61	63.75
6	2005007	51	68	68	60	61.75
7	2005008	47	67	64	58	59.00
8	2005009	50	56	71	60	59.25
9	2005011	53	65	75	62	63.75
10	2005012	63	75	82	69	72.25
11	2005013	53	73	77	66	67.25
12	2005014	45	60	75	54	58.50
13	2005016	55	71	74	73	68.25
14	2005017	55	77	73	62	66.75
15	2005018	57	74	75	68	68.50
16	2005019	47	69	76	63	63.75
17	2005020	66	79	80	77	75.50
18	2005021	47	60	75	62	61.00
19	2005022	47	62	72	55	59.00
20	2005023	53	69	73	66	65.25
21	2005024	50	72	75	59	64.00
22	2005025	47	65	72	61	61.25
23	2005026	59	70	85	73	71.75
24	2005027	50	73	75	58	64.00
25	2005028	22	61	16	43	35.25
26	2005029	55	76	70	57	64.50
	AVERAGE % OF MARKS	51.81	69.19	71.65	62.77	63.86
	% OF STUDENT SCORING AVERAGE % OR ABOVE % OF MARKS	50.00	53.85	76.92	38.46	53.85
	% OF STUDENT PASSED	100	100	100	100	100

*[Signature]*  
DEPUTY CONTROLLER  
Khwaja Moinuddin Chishti  
Language University, Lucknow



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ  
Khwaja Moinuddin Chishti Language University, Lucknow

DEPARTMENT OF EDUCATION						
BACHELOR OF ARTS (HONS.) (EDUCATION) SEM-VI						
2.6.2. EVALUATION OF COURSE OUTCOME:2022-23						
SR.NO.	STUDENT ROLL NO	PAPER-1	PAPER-2	PAPER-3	PRACTICAL	OVERALL % IN A PROGRAM
1	2001257	72	71	72	85	75.00
2	2001202	70	62	67	84	70.75
3	2001201	68	70	80	86	76.00
4	2001198	59	71	79	82	72.75
5	2001197	65	69	67	82	70.75
6	2001194	73	72	68	83	74.00
7	2001193	64	67	72	84	71.75
8	2001192	74	69	69	86	74.50
9	2001191	73	71	73	82	74.75
10	2001190	76	74	76	85	77.75
11	2001188	55	68	64	82	67.25
12	2001187	71	76	75	83	76.25
13	2001186	70	73	74	81	74.50
14	2001184	63	77	74	82	74.00
	AVERAGE % OF MARKS	68.07	70.71	72.14	83.36	73.57
	% OF STUDENT SCORING AVERAGE % OR ABOVE % OF MARKS	57.14	57.14	50.00	42.86	64.29
	% OF STUDENT PASSED	100	100	100	100	100

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**THANK YOU**