

# **AUDIT COURSES M.TECH.**

<b>Course code</b>	<b>18AUD101</b>
<b>Course title</b>	<b>RESEARCH PAPER WRITING</b>
<b>Scheme (L-T-P)</b>	<b>2-0-0</b>
<b>Credits</b>	<b>0</b>
<b>Internal Assessment</b>	<b>25</b>
<b>External Assessment</b>	<b>75</b>
<b>Total</b>	<b>100</b>
<b>Duration of Exam</b>	<b>3 HRS</b>

**Note: Nine questions are to be set by the examiner. Question No. 1 will be compulsory and based on the entire syllabus. It will contain ten short answer type questions. Two questions are to be set from each unit. The student is required to attempt five questions in all by selecting one question from each unit and question no. 1, which is compulsory. All questions carry equal marks.**

**Course Objectives:** Students will be able to:

1. Understand that how to improve your writing skills and level of readability,
2. Learn about what to write in each section,
3. Understand the skills needed when writing a Title, and

#### **UNIT-1:**

Planning and Preparation, Word Order, Breaking up long sentences, Structuring Paragraphs and Sentences, Being Concise and Removing Redundancy, Avoiding Ambiguity and Vagueness.

#### **UNIT-2:**

Clarifying Who Did What, Highlighting Your Findings, Hedging and Criticizing, Paraphrasing and Plagiarism, Sections of a Paper, Abstracts.

Review of the Literature, Methods, Results, Discussion, Conclusions, the Final Check

#### **UNIT-3:**

Key skills are needed when writing a Title, key skills are needed when writing an Abstract, key skills are needed when writing an Introduction, skills needed when writing a Review of the Literature, Skills are needed when writing the Methods, skills needed when writing the Results, skills are needed when writing the Discussion, skills are needed when writing the Conclusions.

#### **UNIT-4:**

Useful phrases, how to ensure paper is as good as it could possibly be the first-time submission

#### **Course Outcomes:**

The Students will become conscious citizens of India aware of their duties, rights and functions of various bodies of governance and welfare; thereby well equipped to contribute to India.

#### **REFERENCES**

1. Goldbort R (2006) Writing for Science, Yale University Press (available on Google Books)
2. Day R (2006) How to Write and Publish a Scientific Paper, Cambridge University Press
3. Highman N (1998), Handbook of Writing for the Mathematical Sciences, SIAM Highman's book.
4. Adrian Wallwork, English for Writing Research Papers, Springer New York Dordrecht Heidelberg London, 2011

<b>Course code</b>	<b>18AUD102</b>
<b>Course title</b>	<b>DISASTER MANAGEMENT</b>
<b>Scheme (L-T-P)</b>	<b>2-0-0</b>
<b>Credits</b>	<b>0</b>
<b>Internal Assessment</b>	<b>25</b>
<b>External Assessment</b>	<b>75</b>
<b>Total</b>	<b>100</b>
<b>Duration of Exam</b>	<b>3 HRS</b>

**Note: Nine questions are to be set by the examiner. Question No. 1 will be compulsory and based on the entire syllabus. It will contain ten short answer type questions. Two questions are to be set from each unit. The student is required to attempt five questions in all by selecting one question from each unit and question no. 1, which is compulsory. All question carry equal marks.**

### **Course Objectives:**

Students will be able to

1. Learn to demonstrate a critical understanding of key concepts in disaster risk reduction and humanitarian response
2. Critically evaluate disaster risk reduction and humanitarian response policy and practice from multiple perspectives
3. Develop an understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations
4. Critically understand different aspects of disaster management

### **UNIT-1: Introduction**

Disaster: Definition, Factors And Significance; Difference Between Hazard And Disaster; Natural And Manmade Disasters: Difference, Nature, Types And Magnitude.

### **UNIT-2: Repercussions Of Disasters And Hazards**

Economic Damage, Loss Of Human And Animal Life, Destruction Of Ecosystem. Natural Disasters: Earthquakes, Volcanisms, Cyclones, Tsunamis, Floods, Droughts And Famines, Landslides And Avalanches, Man-made disaster: Nuclear Reactor Meltdown, Industrial Accidents, Oil Slicks And Spills, Outbreaks Of Disease And Epidemics, War And Conflicts.

### **UNIT-3: Disaster Prone Areas In India**

Study Of Seismic Zones; Areas Prone To Floods And Droughts, Landslides And Avalanches; Areas Prone To Cyclonic And Coastal Hazards With Special Reference To Tsunami; Post-Disaster Diseases And Epidemics.

### **Disaster Preparedness And Management**

Preparedness: Monitoring Of Phenomena Triggering A Disaster Or Hazard; Evaluation Of Risk: Application Of Remote Sensing, Data From Meteorological And Other Agencies, Media Reports: Governmental And Community Preparedness.

### **UNIT-4: Risk Assessment**

Disaster Risk: Concept And Elements, Disaster Risk Reduction, Global And National Disaster Risk Situation. Techniques Of Risk Assessment, Global Co-Operation In Risk Assessment And Warning, People's Participation In Risk Assessment. Strategies for Survival.

## **Disaster Mitigation**

Meaning, Concept And Strategies Of Disaster Mitigation, Emerging Trends In Mitigation. Structural Mitigation And Non-Structural Mitigation, Programs Of Disaster Mitigation In India.

### **Course Outcomes:**

1. Know the significance of disaster management,
2. Study the occurrences, reasons and mechanism of various types of disaster
3. Learn the preventive measures as Civil Engineer with latest codal provisions

### **REFERENCES**

1. R. Nishith, Singh AK, "Disaster Management in India: Perspectives, issues and strategies" "New Royal book Company.
2. Sahni, Pardeep Et.Al. (Eds.), "Disaster Mitigation Experiences And Reflections", Prentice Hall Of India, New Delhi.
3. Goel S. L. , "Disaster Administration And Management Text And Case Studies" ,Deep & Deep Publication Pvt. Ltd., New Delhi

<b>Course code</b>	<b>18AUD103</b>
<b>Course title</b>	<b>SANSKRIT AND TECHNOLOGY</b>
<b>Scheme (L-T-P)</b>	<b>2-0-0</b>
<b>Credits</b>	<b>0</b>
<b>Internal Assessment</b>	<b>25</b>
<b>External Assessment</b>	<b>75</b>
<b>Total</b>	<b>100</b>
<b>Duration of Exam</b>	<b>3 HRS</b>

**Note: Nine questions are to be set by the examiner. Question No. 1 will be compulsory and based on the entire syllabus. It will contain ten short answer type questions. Two questions are to be set from each unit. The student is required to attempt five questions in all by selecting one question from each unit and question no. 1, which is compulsory. All question carry equal marks.**

**Course Objectives:**

1. To get a working knowledge in illustrious Sanskrit, the scientific language in the world
2. Learning of Sanskrit to improve brain functioning
3. Learning of Sanskrit to develop the logic in Mathematics, Science & other subjects
4. Enhancing the memory power

**UNIT-1:**

Alphabets in Sanskrit, Past/Present/Future Tense, Simple Sentences

**UNIT-2:**

Order, Introduction of roots, Technical information about Sanskrit Literature

**UNIT-3:**

Technical concepts of Engineering-Electrical, Mechanical, Architecture, Mathematics

**Course Outcomes:**

Students will be able to

1. Understand basic Sanskrit language
2. Understand Ancient Sanskrit literature about science and technology
3. Get equipped with Sanskrit and explore the huge knowledge from ancient Literature

**REFERENCES**

1. "Abhyaspustakam" – Dr.Vishwas, Samskrita-Bharti Publication, New Delhi
2. "Teach Yourself Sanskrit" Prathama Deeksha-Vempati Kutumbshastri, Rashtriya SanskritSansthanam, New Delhi Publication
3. "India"s Glorious Scientific Tradition" Suresh Soni, Ocean books (P) Ltd., New Delhi.Course

<b>Course code</b>	<b>18AUD104</b>
<b>Course title</b>	<b>VALUE EDUCATION</b>
<b>Scheme (L-T-P)</b>	<b>2-0-0</b>
<b>Credits</b>	<b>0</b>
<b>Internal Assessment</b>	<b>25</b>
<b>External Assessment</b>	<b>75</b>
<b>Total</b>	<b>100</b>
<b>Duration of Exam</b>	<b>3 HRS</b>

**Note: Nine questions are to be set by the examiner. Question No. 1 will be compulsory and based on the entire syllabus. It will contain ten short answer type questions. Two questions are to be set from each unit. The student is required to attempt five questions in all by selecting one question from each unit and question no. 1, which is compulsory. All question carry equal marks.**

**Course Objectives:** Students will be able to

1. Understand value of education and self- development.
2. Imbibe good values in students.
3. Let the should know about the importance of Character

#### **UNIT-1:**

Values and self-development –Social values and individual attitudes, Work ethics, Indian vision of humanism, Moral and non- moral valuation, Standards and principles, Value Judgments

#### **UNIT-2:**

Importance of cultivation of values, Sense of duty. Devotion, Self-reliance, Confidence, Concentration, Truthfulness, Cleanliness, Honesty, Humanity, Power of faith, National Unity, Patriotism, Love for nature, Discipline

#### **UNIT-3:**

Personality and Behavior Development - Soul and Scientific attitude, Positive Thinking, Integrity and discipline, Punctuality, Love and Kindness, Avoid fault Thinking, Free from anger, Dignity of labour, Universal brotherhood and religious tolerance, True friendship, Happiness Vs suffering, love for truth, Aware of self-destructive habits, Association and Cooperation, Doing best for saving nature

#### **UNIT-4:**

Character and Competence –Holy books vs Blind faith, Self-management and Good health, Science of reincarnation, Equality, Nonviolence ,Humility, Role of Women, All religions and same message, Mind your Mind, Self-control, Honesty, Studying effectively

**Course Outcomes:** The students will be able to

1. Knowledge of self-development
2. Learn the importance of Human values
3. Developing the overall personality

#### **REFERENCES**

1. Chakroborty, S.K. “Values and Ethics for organizations Theory and practice”, Oxford University Press, New Delhi
2. R R Gaur, R Sangal, G P Singh.Human Values and Professional Ethics. Excell Books, New Delhi.
3. Value Education in Spirituality- Course-I, course -II by Brahma Kumaris Education Wing, RajyogaEducation & Research Foundation, Mount Abu, Rajasthan.
4. True Management: I K International Publication 2018

<b>Course code</b>	<b>18AUD105</b>
<b>Course title</b>	<b>CONSTITUTION OF INDIA</b>
<b>Scheme (L-T-P)</b>	<b>2-0-0</b>
<b>Credits</b>	<b>0</b>
<b>Internal Assessment</b>	<b>25</b>
<b>External Assessment</b>	<b>75</b>
<b>Total</b>	<b>100</b>
<b>Duration of Exam</b>	<b>3 HRS</b>

**Note: Nine questions are to be set by the examiner. Question No. 1 will be compulsory and based on the entire syllabus. It will contain ten short answer type questions. Two questions are to be set from each unit. The student is required to attempt five questions in all by selecting one question from each unit and question no. 1, which is compulsory. All question carry equal marks.**

### **Course Objectives:**

Students will be able to:

1. Understand the premises informing the twin themes of liberty and freedom from a civil rights perspective.
2. To address the growth of Indian opinion regarding modern Indian intellectuals' constitutional role and entitlement to civil and economic rights as well as the emergence of nationhood in the early years of Indian nationalism.
3. To address the role of socialism in India after the commencement of the Bolshevik Revolution in 1917 and its impact on the initial drafting of the Indian Constitution.

### **Unit I:**

**Making of the Indian Constitution and its Philosophy:** Sources of Indian Constitution, its Preamble and Salient Features.

### **Unit II:**

**Constitutional Rights & Duties:** Fundamental Rights: Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights, Right to Constitutional Remedies, Fundamental Duties

### **Unit III:**

**Organs of Governance:** Legislature: Parliament and its Composition; Qualifications and Disqualifications of Its members Executive: President, Governor and Council of Ministers Judiciary: Appointments, Qualifications, Powers and Functions of judges

### **Unit IV:**

**Local Administration and institutes for welfare:** District Administration Head: Role and Importance; Municipalities: Introduction, Mayor and role of Elected Representative Panchayati Raj Institutions: Introduction, Gram Panchayat, Panchayat Samiti and Zila Panchayat Institutes and Bodies for the welfare of SC/ST/OBC and women

**Course Outcomes:**

The Students will become conscious citizens of India aware of their duties, rights and functions of various bodies of governance and welfare; thereby well equipped to contribute to India.

**REFERENCE BOOKS:**

1. The Constitution of India, 1950 (Bare Act), Government Publication.
2. Dr. S. N. Busi, Dr. B. R. Ambedkar. Framing of Indian Constitution, 1st Edition, 2015.
3. M. P. Jain, Indian Constitution Law, 7th Ed., Lexis Nexis, 2014

<b>Course code</b>	<b>18AUD106</b>
<b>Course title</b>	<b>PEDAGOGY STUDIES</b>
<b>Scheme (L-T-P)</b>	<b>2-0-0</b>
<b>Credits</b>	<b>0</b>
<b>Internal Assessment</b>	<b>25</b>
<b>External Assessment</b>	<b>75</b>
<b>Total</b>	<b>100</b>
<b>Duration of Exam</b>	<b>3 HRS</b>

**Note: Nine questions are to be set by the examiner. Question No. 1 will be compulsory and based on the entire syllabus. It will contain ten short answer type questions. Two questions are to be set from each unit. The student is required to attempt five questions in all by selecting one question from each unit and question no. 1, which is compulsory. All questions carry equal marks.**

**Course Objectives:**

1. Review existing evidence on the review topic to inform programme design and policy making undertaken by the DfID, other agencies and researchers.
2. Identify critical evidence gaps to guide the development.

**UNIT-1: Introduction and Methodology:**

Aims and rationale, Policy background, Conceptual framework and terminology, Theories of learning, Curriculum, Teacher education, Conceptual framework, Research questions, Overview of methodology and Searching.

Thematic overview: Pedagogical practices are being used by teachers informal and informal classrooms in developing countries, Curriculum, Teacher education

**UNIT-2:**

Evidence on the effectiveness of pedagogical practices, Methodology for the in depth stage: quality assessment of included studies, How can teacher education (curriculum and practicum) and the school, curriculum and guidance materials best support effective pedagogy?, Theory of change, Strength and nature of the body of evidence for effective pedagogical, practices, Pedagogic theory and pedagogical approaches, Teachers' attitudes and beliefs and Pedagogic strategies

**UNIT-3:**

Professional development: alignment with classroom practices and follow up support, Peer support, Support from the head teacher and the community, Curriculum and assessment, Barriers to learning: limited resources and large class sizes

**UNIT-4:**

Research design, Contexts, Pedagogy, Teacher education, Curriculum and assessment, Dissemination and research impact

**Course Outcomes:**

After completion of course, students would be able to understand

1. What pedagogical practices are being used by teachers in formal and informal classrooms in developing countries?
2. What is the evidence on the effectiveness of these pedagogical practices, in what conditions, and with what population of learners?
3. How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?

## REFERENCES

1. Ackers J, Hardman F (2001) Classroom interaction in Kenyan primary schools, *Compare*, 31(2):245-261.
2. Agrawal M (2004) Curricular reform in schools: The importance of evaluation, *Journal of Curriculum Studies*, 36 (3): 361-379.
3. Akyeampong K (2003) Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID.
4. Akyeampong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? *International Journal of Educational Development*, 33 (3): 272–282.
5. Alexander RJ (2001) *Culture and pedagogy: International comparisons in primary education*. Oxford and Boston: Blackwell.
6. Chavan M (2003) Read India: A mass scale, rapid, „learning to read“ campaign.
7. [www.pratham.org/images/resource%20working%20paper%202.pdf](http://www.pratham.org/images/resource%20working%20paper%202.pdf).

<b>Course code</b>	<b>18AUD107</b>
<b>Course title</b>	<b>STRESS MANAGEMENT</b>
<b>Scheme (L-T-P)</b>	<b>2-0-0</b>
<b>Credits</b>	<b>0</b>
<b>Internal Assessment</b>	<b>25</b>
<b>External Assessment</b>	<b>75</b>
<b>Total</b>	<b>100</b>
<b>Duration of Exam</b>	<b>3 HRS</b>

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**Course Objectives:**

1. To achieve overall health of body
2. To overcome stress.

**UNIT-1:**

Definitions of Eight parts of yog. ( Ashtanga )

**UNIT-2:**

Yam and Niyam, Do's and Don'ts in life.

- i) Ahimsa, satya, astheya, bramhacharya and aparigraha
- ii) Shaucha, santosh, tapa, swadhyay, ishwarpranidhan

**UNIT-3:**

Asan and Pranayam

- i) Various yog poses and their benefits for mind & body
- ii) Regularization of breathing techniques and its effects-Types of pranayama

**Course Outcomes:**

After completion of course, students would be able to:

1. Develop healthy mind in a healthy body thus improving social health also.
2. Improve efficiency.

**REFERENCES**

1. Yogic Asanas for Group Training-Part-I : Janardan Swami Yogabhyasi Mandal, Nagpur
2. Rajayoga or conquering the Internal Nature by Swami Vivekananda, Advaita Ashrama(Publication Department), Kolkata

Course code	18AUD108
Course title	PERSONALITY DEVELOPMENT THROUGH LIFE ENLIGHTENMENT SKILLS
Scheme (L-T-P)	2-0-0
Credits	0
Internal Assessment	25
External Assessment	75
Total	100
Duration of Exam	3 HRS

**Note: Nine questions are to be set by the examiner. Question No. 1 will be compulsory and based on the entire syllabus. It will contain ten short answer type questions. Two questions are to be set from each unit. The student is required to attempt five questions in all by selecting one question from each unit and question no. 1, which is compulsory. All question carry equal marks.**

**Course Objectives:**

1. To learn to achieve the highest goal happily
2. To become a person with stable mind, pleasing personality and determination.
3. To awaken wisdom in students

**UNIT-1:**

**Neetisatakam - Holistic development of personality:** Verses- 19,20,21,22 (wisdom), Verses- 29,31,32 (pride & heroism), Verses- 26,28,63,65 (virtue), Verses- 52,53,59 (don't's), Verses- 71,73,75,78 (do's)

**UNIT-2:**

**Approach to day to day work and duties:** Shrimad Bhagwad Geeta: Chapter 2 (Verses 41, 47, 48), Chapter 3 (Verses 13, 21, 27, 35), Chapter 6 (Verses 5,13,17,23, 35), Chapter 18 (Verses 45, 46, 48).

**UNIT-3:**

**Statements of basic knowledge:** Shrimad Bhagwad Geeta: Chapter 2 (Verses 56, 62, 68), Chapter 12 (Verses 13, 14, 15, 16, 17, 18)

**UNIT-4:**

**Personality of Role model:** Shrimad Bhagwad Geeta: Chapter 2 (Verses 17), Chapter 3 (Verses 36,37,42), Chapter 4 (Verses 18, 38,39), Chapter18 (Verses 37,38,63)

**Course Outcomes:**

After completion of course, students would be able to:

1. Study of Shrimad-Bhagwad-Geeta will help the student in developing his personality and achieve the highest goal in life.
2. The person who has studied Geeta will lead the nation and mankind to peace and prosperity.
3. Study of Neetishatakam will help in developing versatile personality of students.

**REFERENCES**

1. "Srimad Bhagavad Gita" by Swami Swarupananda Advaita Ashram (Publication Department), Kolkata
2. Bhartrihari's Three Satakam (Niti-sringar-vairagya) by P.Gopinath,Rashtriya Sanskrit Sansthanam, New Delhi.