



**MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
JAIPUR-302017**

AGENDA FOR THE FORTY-FIRST SENATE MEETING

Meeting Number : FORTY-FIRST

Venue : NKN-1 (Online)

Date : 18TH MARCH, 2021

Time : 2.00 PM

**MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
JAIPUR**

**AGENDA FOR THE 41ST MEETING OF THE SENATE TO BE HELD
ON 18TH MARCH 2021 (THURSDAY)**

CONTENTS

Item No.	Agenda	Page From - To
41-1-0	To confirm the minutes of the 40 th meeting of the Senate held on November 10 th , 2020.	1
41-2-0	To note the “Action Taken” on the decisions taken in the 40 th meeting of the Senate.	1
41-3-0	Items for consideration.	
41-3.1	To consider the recommendations of the Committee constituted to work out the modalities for internship of UG and PG students.	1
41-3.2	To consider the recommendations of the Committee constituted for revision and preparing the guidelines for UG curriculum in view of New Education Policy 2020.	1
41-3.3	To consider the proposal received from Department of Computer Science and Engineering to rename the PG programmes.	2
41-3.4	To consider short credit courses in line with National Education Policy (NEP) as open electives.	2
41-3.5	To consider the proposal submitted by Chemical Engineering Department for revision of CGPA requirement from 9 to 8 for direct admission to Ph. D. for B. Tech. /B. Arch. qualified students.	2-3
41-3.6	To consider the proposal to revise the eligibility criteria for admission in PG and Ph.D. Programmes in the Department of Metallurgical & Materials Engineering, Management Studies and Chemical Engineering.	3-4
41-3.7	To consider the proposal of Chemical Engineering and Metallurgical and Materials Engineering to fill vacant seats after the conclusion of CCMT admission process.	4-5
41-3.8	To consider the proposal received from Department of Humanities and Social Sciences for a Master’s program in Public Policy and Development.	5

	41-3.9	To consider the matter regarding tenure of Chairman SPGB & SUGB.	6
	41-3.10	To consider the matter regarding issue of compliance certificate stating that Ph.D. degree awarded by the Institute is in accordance with UGC Regulations (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) Regulations, 2016.	6
	41-3.11	To consider the matter of making Grade Moderation mandatory for UG.	6
	41-3.12	To consider the guidelines regarding proposed examiner panel for Ph.D. thesis evaluation.	7
	41-3.13	To consider the guidelines for addition of joint-supervisor both external/internal in Ph.D. Programme.	7
	41-3.14	To consider the guidelines for maintaining academic integrity.	7-8
41-4.0	Items for Ratification and Reporting.		
	41-4.1	Minutes of the 46th meeting of SPGB held on 30th January, 2021.	8
	41-4.2	Minutes of the 32nd meeting of SUGB held on 29th January, 2021.	8
	41-4.3	To note the Academic Calendar for B. Tech./B.Arch. II, IV, VI, VIII & X (Only B.Arch.) Semesters (Even) for Academic Year 2020-21.	8
	41-4.4	To note the Academic Calendar for M. Tech./M.Plan./M.Sc./MBA/Ph.D. II & IV Even Semester 2020-21 and its revision.	8
	41-4.5	To report the total number of students admitted in Undergraduate Programme during the Academic Session 2020-21.	9
	41-4.6	To report the admissions to Ph.D. programmes in Even Semester 2020-21.	9-10
	41-4.7	To report the names of Ph.D. candidates/students for termination from the Institute roll in various departments.	10
	41-4.8	To report the matter regarding special permission granted for completion of dissertation work to PG students.	10-11
	41-4.9	To report the Research Methodology course common to Engineering and Non-Engineering branches and Research Methodology-II.	12
41-5.0	Any other item with the permission of chair.		

<p>Item No. 41-1.0</p>	<p>: To confirm the minutes of the 40th meeting of the Senate held on November 10th, 2020.</p> <p>The 40th Senate meeting was held on November 10th, 2020. The draft minutes of the meeting were circulated to all the Senate members and comments received were incorporated.</p> <p>The Senate may kindly confirm the minutes placed as Annexure-A (pg. 01 to 10).</p>
<p>Item No. 41-2.0</p>	<p>: To note the “Action Taken” on the decisions taken in the 40th meeting of the Senate.</p> <p>The “Action Taken Report” of the 40th meeting of the Senate is placed as Annexure-B (Pg. 11 to 18) for consideration of the Senate.</p>
<p>Item No. 41-3-0</p>	<p>: Items for consideration.</p>
<p>Item No. 41-3.1</p>	<p>: To consider the recommendations of the Committee constituted to work out the modalities for internship of UG and PG students.</p> <p>A Committee was constituted by Chairman Senate for working out the modalities for internship of UG students in the 40th Senate vide agenda item no. 40-3.4. The recommendations of the Committee for industrial internships of UG students is placed at Annexure-C (Pg. 19 to 20).</p> <p>In addition to it, SPGB (46th SPGB Agenda item No. 46-2.10) assigned the task to prepare the guidelines for M. Tech. Students who go for Internship to the same committee. Recommendations of the Committee are placed at Annexure-D (Pg. 21 to 26).</p> <p>Matter is placed before the Senate for its consideration and approval.</p>
<p>Item No. 41-3.2</p>	<p>: To consider the recommendations of the Committee constituted for revision and preparing the guidelines for UG curriculum in view of New Education Policy 2020.</p> <p>A committee was constituted to revise and prepare the guidelines for UG Curriculum and Scheme in view of the New Education Policy 2020. Recommendations and guidelines of the Committee based on UG scheme proposed in the 39th Senate and in light of the New Education Policy 2020 is placed at Annexure-E (Pg. 27 to 32).</p> <p>Matter is placed before the Senate for its consideration and approval.</p>

<p>Item No. 41-3.3</p>	<p>: To consider the proposal received from Department of Computer Science and Engineering to rename the PG programmes.</p> <p>A proposal has been received from Convener DPGC Department of Computer Science and Engineering that the names of PG programmes in the department as per the recommendations of Curriculum Development Workshop are:</p> <ol style="list-style-type: none"> a. M. Tech. Computer Science and Engineering (CSE) (currently it is <i>Computer Engineering</i>) b. M. Tech. Computer Science and Information Security (CSIS) (currently it is <i>Computer Engineering and Information Security</i>) <p>This proposal was placed before the 46th SPGB meeting held on 30th January 2021 under item no. 46-4.1 and SPGB recommended the matter to be placed before the Senate.</p> <p>Matter is placed before the Senate for its consideration and approval.</p>
<p>Item No. 41-3.4</p>	<p>: To consider short credit courses in alignment with the National Education Policy (NEP), 2020.</p> <p>In alignment with NEP 2020, it is proposed to develop short credit course to be offered as open electives in the broad subject areas such as:</p> <ul style="list-style-type: none"> Music Fine Arts Psychology Philosophy Personality Development Ethics Health and fitness Yoga & Meditation Government Policies International relations Defence strategies <p>Matter is placed before the Senate for its consideration and approval.</p>
<p>Item No. 41-3.5</p>	<p>: To consider the proposal submitted by Chemical Engineering Department for revision of CGPA requirement from 9 to 8 for direct admission to Ph. D. for B. Tech. /B. Arch. qualified students.</p> <p>As per the clause 2.3.3.1 of PG Regulations, "<i>In exceptional cases brilliant candidates with CGPA of more than 9 (85%marks) in Bachelor degree in Engineering/Architecture may be recommended by DPGC to SPGB for admission in Ph.D. program.</i>"</p>

	<p>For direct admission of B.Tech students to PhD program, several IITs have a requirement of 8.00 CGPA only and IIT Kanpur has brought it down even to 7.5. MNIT misses out on these fairly bright students in Ph. D. admissions due to its stringent CGPA requirements stipulated for direct admission of B. Tech./ B. Arch. qualified students for PhD program. Entry of bright B. Tech./ B. Arch. qualified students will enhance the quality of Ph.D. work carried out in MNIT.</p> <p>This proposal was placed before the 46th SPGB meeting under Agenda Item No. 46-2.5. The SPGB approved the proposal for all departments with an additional recommendation that only those students who are graduates from CFTIs and other institutions whose NIRF ranking is up to 100 shall be considered for admissions under this scheme.</p> <p>Matter is placed before the Senate for its consideration and approval.</p>
<p>Item No. 41-3.6</p>	<p>: To consider the proposal to revise the eligibility criteria for admission in PG and Ph.D. Programmes in the Department of Metallurgical & Materials Engineering, Management Studies and Chemical Engineering.</p> <p>Proposals from three departments namely Department of Metallurgical & Materials Engineering, Management Studies and Chemical Engineering were received to revise the eligibility criteria for admission in PG and Ph.D. Programs. The details are as below: -</p> <p>a. Department of Metallurgical and Materials Engineering – <i>“Keeping in view the low enrolment of students in M.Tech. (Metallurgical and Materials Engineering) and M.Tech. (Steel Technology) programs. The department has proposed to revise the eligibility criteria for admissions in M.Tech. & Ph.D. programme. The matter was discussed in the DFB meeting held on 18th January 2021 and it is recommended by the DFB to include the revised criteria from next academic year i.e. 2021-2022.”</i></p> <p>The present and proposed revised eligibility criteria submitted by the department along with minutes of DFB is placed at Annexure-F (Pg. 33 to 46) and Annexure-G (Pg. 47 to 48) respectively.</p> <p>b. Department of Management Studies- <i>“the Ph.D. admission coordinators face issues in determining the eligibility owing to the multiple naming schemes used by the Universities across the country. Further, most of the reputed institutions (including many IITs/NITs) offering Ph.D. (Management) program do not restrict the minimum qualification on the basis of the degree area/specializations”. Hence, it is proposed to revise the minimum eligibility requirement for the Ph.D. Management programme as “the applicant must have a two-year post-graduate degree or equivalent from a recognized institute/University with CGPA not below 6.5 on a ten-point scale or 60% marks (where CGPA is not awarded). For equivalence of program, a certificate from</i></p>

	<p><i>AIU to the effect is mandatory” and also due to similar issues DPGC (DMS) proposes to revise the minimum eligibility requirement for the MBA program as:</i></p> <p><i>“The applicant must have a valid 3-year or 4-year bachelor degree from a recognized institute/University with CGPA not below 6.5 on a ten-point scale or 60% marks (where CGPA is not awarded) with a relaxation for SC/ST implying a minimum of 6.0 on the 10-point scale (55% marks, only where CGPA is not awarded).”</i></p> <p>The present and revised eligibility criteria submitted by the department along with minutes of DPGC is placed at Annexure-H (Pg. 49 to 50) [point No. 2 for Ph.D. and point No. 3 for MBA programme].</p> <p>c. Department of Chemical Engineering – <i>“Chemical Engineering is a multidisciplinary in nature but currently the department is offering only one Master’s course in chemical engineering. Keeping in mind the multidisciplinary of the subject, it is desirable that more interdisciplinary branches of engineering need to be opened for admission to this branch with a view to impart value addition to the graduates of other branches of Engineering, So, that they can perform better in Chemical Industries, Research and other organizations. Therefore, the department has proposed to modify the eligibility criteria for admission in M.Tech in chemical engineering.”</i></p> <p>The present and revised eligibility criteria submitted by the department along with minutes of DFB is placed at Annexure-I (Pg. 51 to 52) and Annexure-J (Pg. 53 to 54) respectively.</p> <p>This proposal of Chemical Engineering Department was placed before the 46th SPGB meeting held on 30th January 2021 under item no. 46-2.6 and SPGB recommended the matter to be placed before the Senate.</p> <p>Matter is placed before the Senate for its consideration and direction.</p>
<p>Item No. 41-3.7</p>	<p>: To consider the proposal of Chemical Engineering and Metallurgical and Materials Engineering to fill vacant seats after the conclusion of CCMT admission process.</p> <p>The departments of Metallurgical & Materials Engineering and Chemical Engineering have submitted proposals to fill vacant seats in the PG programs, after the conclusion of CCMT admission process.</p> <p><i>“The department of Chemical Engineering has recognized that they have seen lesser admission in recent year. The admission to all these course are centralized and made through CCMT. Despite several rounds, sufficient GATE qualified candidates could not be admitted in these branches. At the one end, a sound infrastructure for these branches is available; on the other</i></p>

	<p><i>hand a number of students who could not qualify GATE are not allowed to take admission in these branches. In order to utilize the existing infrastructure for the benefit of students at large, it is proposed to allow non-GATE students on remaining vacant seats after the completion of CCMT admission process. This is not going to affect the merit of admissions as these students will be admitted after completion of CCMT admission process only on left over seats. To attract brighter students among non-GATE category a department level written test and interview may be conducted to shortlist the students.”</i></p> <p>The department of Metallurgical & Materials Engineering has submitted a proposal to fill vacant seats, after the conclusion of CCMT admission process, of both programs (i) M. Tech. (Metallurgical and Materials Engineering) and (ii) M. Tech. (Steel Technology) as self-sponsored full time M. Tech., after advertisement and without scholarship through institute level or department level admission process, has been made.</p> <p><i>This process is already in vogue in some NITs such as NIT Durgapur, Manipur, Jalandhar and other government institutes.</i></p> <p><i>Under the self-sponsored full time M. Tech. admission process, priority may be given first to GATE qualified, then NON-zero score GATE and finally to non-GATE candidates.</i></p> <p>The proposal of Chemical Engineering department was placed before the 46th SPGB meeting held on 30th January 2021 under item no. 46-2.6 and it was recommended that admissions without scholarship/assistantship may be made on vacant seats on the basis of interview and departmental examination. SPGB approved the proposal and further said that this may be made applicable for all the departments.</p> <p>Matter is placed before the Senate for its consideration and direction.</p>
<p>Item No. 41-3.8</p>	<p>: To consider the proposal received from Department of Humanities and Social Sciences for a Master’s program in Public Policy and Development.</p> <p>Department of Humanities and Social Sciences has proposed a PG program, <i>MA in Public Policy and Development</i>. Please refer Annexure-K (Pg. 55 to 170).</p> <p>Proposal was placed before the 46th SPGB meeting held on 30th January 2021 under item no. 46-4.2. SPGB approved the proposal in principle and referred the matter to the Senate.</p> <p>Matter is placed before the Senate for its consideration and direction.</p>

<p>Item No. 41-3.9</p>	<p>: To consider the matter regarding tenure of Chairman SPGB & SUGB.</p> <p>The constitution of the SUGB & SPGB as provided in UG Regulations (clause 1.5, sub clause 1.5.1) and PG Regulations (clause 1.4, sub clause 1.4.1) respectively is placed at Annexure-L (Pg. 171 to 172) and Annexure-M (Pg. 173 to 174).</p> <p>Presently, the tenure of Chairperson SUGB and Chairperson SPGB is not mentioned in UG & PG Rules and Regulations.</p> <p>It is proposed to decide the tenures of both, SUGB and SPGB Chairpersons.</p> <p>Matter is placed before the Senate for its consideration and direction.</p>
<p>Item No. 41-3.10</p>	<p>: To consider the matter regarding issue of compliance certificate stating that Ph.D. degree awarded by the Institute is in accordance with UGC Regulations (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) Regulations, 2016.</p> <p>UGC has notified the Regulations (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) Regulations, 2016 in supersession of Regulation 2009. At present, compliance certificates are being issued by MNIT as per UGC Regulation, 2009.</p> <p>Accordingly, necessary changes in the MNIT performa have been made as per the new regulation. The revised performa of certificate is placed at Annexure N (Pg. 175 to 178).</p> <p>Matter is placed before the Senate for consideration and approval.</p>
<p>Item No. 41-3.11</p>	<p>: To consider the matter of making Grade Moderation mandatory for courses of UG Program.</p> <p>As per the UG Regulations, grade moderation is optional and not mandatory for UG courses. There is a need for grade moderation of grades of all courses, especially in UG programmes where the number of students registered in a course is large.</p> <p>In order to make grade moderation mandatory for all semesters, an amendment in UG Regulations: Clause 10.6 "Grade Moderation Committee" is required.</p> <p>In second line of the Clause 10.6 the term 'if required' before moderation of grades be deleted.</p> <p>Matter is placed before the Senate for consideration and approval.</p>

<p>Item No. 41-3.12</p>	<p>: To consider the matter regarding proposed examiner panel for Ph.D. thesis evaluation.</p> <p>The following are the Guidelines proposed for constituting the Thesis Evaluation Board by the PhD supervisors</p> <ol style="list-style-type: none"> 1. The thesis supervisor(s) shall propose four examiners from within the country and another four examiners from outside the country. 2. The proposed examiners in India shall be from CFTIs or Institute of NIRF ranking within 100. In case of examiners from research organization, it should be either Govt. (State/Central) funded or a well reputed private research organization e.g. Sri Ram Institute for Industrial Research, Delhi. 3. The proposed examiners shall be at the rank of Associate Professor or above, or shall have an equivalent experience (6+ years after PhD). 4. There should be enough evidence that the examiner has research experience in the field of the research work of the PhD thesis. 5. The proposed examiners (non-supervisor) should not have co-authored any paper, with the PhD candidate. 6. The examiners shall have supervised preferably two Ph.D. thesis in his/her research area. <p>Matter is placed before the Senate for consideration and approval.</p>
<p>Item No. 41-3.13</p>	<p>: To consider the guidelines for addition of joint-supervisor both external/internal in Ph.D. Programme.</p> <p>A Committee was constituted by Chairman Senate to formulate a Policy/Process for external Ph.D. supervision by MNIT Jaipur faculty in the 40th Senate meeting vide Agenda Item No. 40-2.0 (3).</p> <p>The same committee was also assigned the task of formulating policy/process for</p> <ol style="list-style-type: none"> a) addition of external supervisor for PhD student registered at MNIT and b) addition of internal (amongst MNIT Faculty members) joint-supervisor. <p>The recommendations of the Committee are placed at Annexure-O (Pg. 179 to 180).</p> <p>Matter is placed before the Senate for its consideration and approval.</p>
<p>Item No. 41-3.14</p>	<p>: To consider the guidelines for maintaining academic integrity.</p> <p>For maintaining academic integrity in research work, guidelines for creating awareness and developing mechanism to detect, prevent and curb plagiarism have been prepared by the Academic Section. The objective of these guidelines is to :</p>

	<ol style="list-style-type: none"> 1. To create awareness about responsible conduct of research, thesis, dissertation, promotion of academic integrity and prevention of misconduct including plagiarism in academic writing. 2. To establish institutional mechanism through education and training to facilitate responsible conduct of research thesis, dissertation, promotion of academic integrity and deterrence from plagiarism and 3. To develop systems to detect plagiarism and to set up mechanisms to prevent plagiarism <p>The proposed guidelines are placed at Annexure-P (Pg. 181 to 182).</p> <p>Matter is placed before the Senate for consideration and approval.</p>
Item No. 41-4-0	: Items for Ratification and Reporting.
Item No. 41-4.1	<p>: Minutes of the 46th meeting of SPGB held on 30th January, 2021.</p> <p>The 46th meeting of Senate Postgraduate Board was held on 30th January, 2021.</p> <p>The minutes of the SPGB approved by Chairman, Senate is placed as Annexure-Q (Pg. 183 to 188) for ratification.</p>
Item No. 41-4.2	<p>: Minutes of the 32nd meeting of SUGB held on 29th January, 2021.</p> <p>The 32nd meeting of Senate Undergraduate Board was held on 29th January, 2021.</p> <p>The minutes of the SUGB are placed as Annexure-R (Pg. 189 to 194) for ratification.</p>
Item No. 41-4.3	<p>: To note the Academic Calendar for B. Tech./B.Arch. II, IV, VI, VIII & X (Only B.Arch.) Even Semester Academic Year 2020-21.</p> <p>Academic calendar for B. Tech./B.Arch. II, IV, VI, VIII & X B.Arch. for the Even Semester Academic Year 2020-21 are placed at Annexure-S (Pg. 195 to 202).</p> <p>Matter is placed before the Senate for reporting.</p>
Item No. 41-4.4	<p>: To note the Academic Calendar for M. Tech./M.Plan./M.Sc./ MBA/Ph.D. II & IV Even Semester 2020-21 and its revision.</p> <p>The Academic Calendar for PG and Ph.D. Even Semester 2020-21 approved by Chairman, Senate is placed as Annexure-T (Pg. 203 to 206).</p> <p>Matter is placed before the Senate for reporting.</p>

<p>Item No. 41-4.5</p>	<p>: To report the total number of students admitted in Undergraduate Programme during the Academic Session 2020-21.</p> <p>The details of the students who have taken admission in UG programmes during the academic session 2020-21 in MNIT are as under :-</p> <table border="1" data-bbox="488 439 1374 595"> <thead> <tr> <th>S. No.</th> <th>Programme</th> <th>Selection Agency</th> <th>No. of students admitted</th> </tr> </thead> <tbody> <tr> <td rowspan="3">1</td> <td rowspan="3">Undergraduate</td> <td>CSAB</td> <td>900</td> </tr> <tr> <td>DASA</td> <td>17</td> </tr> <tr> <td>MEA</td> <td>3</td> </tr> <tr> <td colspan="3">Total</td> <td>920</td> </tr> </tbody> </table> <p>Matter is placed before the Senate for reporting.</p>	S. No.	Programme	Selection Agency	No. of students admitted	1	Undergraduate	CSAB	900	DASA	17	MEA	3	Total			920								
S. No.	Programme	Selection Agency	No. of students admitted																						
1	Undergraduate	CSAB	900																						
		DASA	17																						
		MEA	3																						
Total			920																						
<p>Item No. 41.4.6</p>	<p>: To report the admissions to Ph.D. programmes in Even Semester 2020-21.</p> <p>A meeting of all Head of the Departments to formulate a uniform policy for admissions to Ph.D. programmes across all departments was held on 14th December 2020. In accordance with the deliberations made by the group. It was decided that the selection process should include both written examination as well as interview and that the written examination should be centralised examination.</p> <p>Further it was decided that part I of the PhD admission process will be written examination which will consist of two sections A & B.</p> <p>Section A: Research Aptitude Test Section-B: Subject Test</p> <p>Both the written test were of qualifying nature and a minimum of 50% marks and 40% marks respectively was required to qualify the written test.</p> <p>The students who qualify both the written test were considered eligible for the interview. The statistics of the examination is as below:</p> <table border="1" data-bbox="488 1431 1358 1816"> <thead> <tr> <th colspan="3">PhD admission Even Semester 2020-21</th> </tr> </thead> <tbody> <tr> <td>Total Application received</td> <td colspan="2">1223</td> </tr> <tr> <td>Eligible for written/subject test</td> <td colspan="2">1165</td> </tr> <tr> <td></td> <th>No. of candidates</th> <th>Percentage</th> </tr> <tr> <td>Appeared for RAT</td> <td>506</td> <td>43%</td> </tr> <tr> <td>RAT Qualified</td> <td>467</td> <td>92%</td> </tr> <tr> <td>Appeared for Subject Test</td> <td>467</td> <td>100%</td> </tr> <tr> <td>Subject Test Qualified</td> <td>311</td> <td>67%</td> </tr> </tbody> </table>	PhD admission Even Semester 2020-21			Total Application received	1223		Eligible for written/subject test	1165			No. of candidates	Percentage	Appeared for RAT	506	43%	RAT Qualified	467	92%	Appeared for Subject Test	467	100%	Subject Test Qualified	311	67%
PhD admission Even Semester 2020-21																									
Total Application received	1223																								
Eligible for written/subject test	1165																								
	No. of candidates	Percentage																							
Appeared for RAT	506	43%																							
RAT Qualified	467	92%																							
Appeared for Subject Test	467	100%																							
Subject Test Qualified	311	67%																							

	<table border="1" data-bbox="507 232 1369 416"> <tr> <td>Total Candidates for final admission</td> <td>135</td> <td>43%</td> </tr> <tr> <td>Final admitted in Ph.D. program</td> <td>123</td> <td>91%</td> </tr> </table> <p>Minutes of the meeting of all HoDs to formulate a uniform policy for admission to Ph.D. program across all Departments is placed at Annexure-U (Pg. 207 to 210).</p> <p>Matter is placed before the Senate for reporting.</p>	Total Candidates for final admission	135	43%	Final admitted in Ph.D. program	123	91%												
Total Candidates for final admission	135	43%																	
Final admitted in Ph.D. program	123	91%																	
<p>Item No. 41-4.7</p>	<p>: To report the names of Ph.D. candidates/students for termination from the Institute roll in various departments.</p> <p>The following students who are not eligible for promotion/registration for the next semester due to his/her CGPA less than 7 grade point as per PG RR 8(5) and failed in comprehensive exam twice as per PG RR 8.3(5).</p> <table border="1" data-bbox="507 891 1385 1115"> <thead> <tr> <th>S. No.</th> <th>ID No.</th> <th>Name</th> <th>Department</th> <th>CGPA</th> <th>Remarks</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2020REC9011</td> <td>Sachin Chauhan</td> <td>Electronics & Communication Engg.</td> <td>6.67</td> <td>CGPA below 7 as per PG RR 8(5)</td> </tr> <tr> <td>2</td> <td>2019RME9056</td> <td>Nikhil Jain</td> <td>Mechanical Engg.</td> <td>8.33</td> <td>Failed in comprehensive exam twice as per PG RR 8.3(5).</td> </tr> </tbody> </table> <p>The matter was placed in the 46th meeting of SPGB held on 30th January, 2021 under item No. 46-3.5. SPGB recommended termination of these students from PhD program.</p> <p>Matter is placed before the Senate for reporting.</p>	S. No.	ID No.	Name	Department	CGPA	Remarks	1	2020REC9011	Sachin Chauhan	Electronics & Communication Engg.	6.67	CGPA below 7 as per PG RR 8(5)	2	2019RME9056	Nikhil Jain	Mechanical Engg.	8.33	Failed in comprehensive exam twice as per PG RR 8.3(5).
S. No.	ID No.	Name	Department	CGPA	Remarks														
1	2020REC9011	Sachin Chauhan	Electronics & Communication Engg.	6.67	CGPA below 7 as per PG RR 8(5)														
2	2019RME9056	Nikhil Jain	Mechanical Engg.	8.33	Failed in comprehensive exam twice as per PG RR 8.3(5).														
<p>Item No. 41-4.8</p>	<p>: To report the matter regarding special permission granted for completion of dissertation work to PG students.</p> <p>A large number of existing PG students have already completed their maximum duration of the program including minimum credit requirements towards coursework and only dissertation work is pending. An amount of approximate 55 lacs has already been disbursed as scholarship to these students by the Institute. Requests have been received from some of these students to grant them permission beyond maximum duration to complete their M. Tech. Programme.</p> <p>Rule 6.2 of PG regulation regarding Extension of Programme states “no student, who has completed the prescribed maximum duration in the programme shall be allowed to register in the subsequent semester, unless she/he has been granted extension of the programme by the Senate on the recommendations of the DPGC and SPGB on case to case bases depending</p>																		

upon the merit of the cases”.

Additionally, as per rule 6.5 of PG regulations, “dissertation work as part time/off campus student may be allowed by SPGB on the recommendation of DPGC, if other academic requirements in M. Tech./M.Plan. 1st& 2nd Semester have been completed by the concerned student with or without any financial support/scholarship”.

In lieu of the above special permission has been granted by the Chairman Senate to 36 students for completion of their dissertation work without financial support/scholarship, as a special onetime measure. This may be described as exceptional and this decision will not set a precedent for future cases. List of 36 students is placed at **Annexure-V (Pg. 211 to 216)**.

This is in alignment with National Education Policy 2020 (NEP 2020) announced by Ministry of Education.

In view of the above, we have received consent from 05 M.Tech. students and one student has registered and reported to the Institute. The details are as below:

S. No.	Student ID	Student Name	FT/FP	Remark	Present Status
1	2011PEV5033	Abhinav Soni	Full Time	Pending dissertation work	Registered and Reported
2	2015PES5160	Rameshwar	Part Time	Pending dissertation work	Consent received but neither registered nor reported
3	2018PTE5369	Yogesh Kumar	Part Time	Pending Seminar & dissertation work	Consent received but neither registered nor reported
4	2017PES5444	Ravi Shankar Meena	Full Time	Pending Seminar & dissertation work	Consent received but neither registered nor reported
5	2016PES5019	Pavan Kumar Meena	Part Time	Pending dissertation work	Consent received but neither registered nor reported

Matter is placed before the Senate for reporting.

<p>Item No. 41-4.9</p>	<p>: To report the Research Methodology course common to Engineering and Non-Engineering branches and Research Methodology-II.</p> <p>As per decision of 29th Senate meeting under Agenda Item No. 29-3.1, the course Research Methodology and Design of Experiments and Optimization (course code MET 900 and MET901) would be a compulsory credit course for Ph.D. research scholars.</p> <p>UGC as notified through Gazette notification dated 05th May 2016 has mandated that the Research Methodology Course should be of 4 credits. A Committee in this regard was constituted by Dean, Academics. The Committee framed a syllabus of Research Methodology course common to Engineering and Non-engineering branches under course code MET901 of 2-0-0 credits.</p> <p>Further the committee proposed that for the remaining 2 credits, the any department may design Research Methodology course(s) fulfilling department specific requirements for the PhD students, if any and these courses will be open to all PhD students of the Institute. The recommendations of the Committee are placed at Annexure-W (Pg. 217 to 232).</p> <p>Courses designed and approved and being offered in the current semester are as follows:</p> <table border="1" data-bbox="507 1037 1369 1529"> <thead> <tr> <th>S. No</th> <th>Course Code</th> <th>Name</th> <th>Offered by</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>MET901</td> <td>Research Methodology</td> <td>Any Department (Currently offered by Mechanical Engg. and Humanities & Social Sciences Dept.)</td> </tr> <tr> <td>2</td> <td>MET 902</td> <td>Design of experiments and optimization</td> <td>Mechanical Engg. Dept.</td> </tr> <tr> <td>3</td> <td>BMT 903</td> <td>Survey Research Methods</td> <td>Management Studies</td> </tr> <tr> <td>4</td> <td>HST 904</td> <td>Research Design: Inquiry and Discovery</td> <td>Humanities & Social Sciences</td> </tr> <tr> <td>5</td> <td>CST 905</td> <td>Research Methodology-II</td> <td>Computer Science & Engineering</td> </tr> </tbody> </table> <p>Matter is placed before the Senate for reporting.</p>	S. No	Course Code	Name	Offered by	1	MET901	Research Methodology	Any Department (Currently offered by Mechanical Engg. and Humanities & Social Sciences Dept.)	2	MET 902	Design of experiments and optimization	Mechanical Engg. Dept.	3	BMT 903	Survey Research Methods	Management Studies	4	HST 904	Research Design: Inquiry and Discovery	Humanities & Social Sciences	5	CST 905	Research Methodology-II	Computer Science & Engineering
S. No	Course Code	Name	Offered by																						
1	MET901	Research Methodology	Any Department (Currently offered by Mechanical Engg. and Humanities & Social Sciences Dept.)																						
2	MET 902	Design of experiments and optimization	Mechanical Engg. Dept.																						
3	BMT 903	Survey Research Methods	Management Studies																						
4	HST 904	Research Design: Inquiry and Discovery	Humanities & Social Sciences																						
5	CST 905	Research Methodology-II	Computer Science & Engineering																						
<p>Item No. 41-5.0</p>	<p>: Any other items with permission of chair.</p>																								

Annexures



Malaviya National Institute of Technology Jaipur
(An Institute of National Importance under Ministry of Education (Shiksha Mantralaya),
Govt. of India)
JLN Marg, Jaipur-302017 (RAJASTHAN) INDIA

MINUTES OF 40th MEETING OF SENATE HELD ON 10TH NOVEMBER 2020

The 40th meeting of Senate was held on 10th November 2020 at 3.15 PM in NKN-1 (Online), Prabha Bhawan of the Institute. The list of members who attended the meeting is enclosed as Annexure -'A' and the list of members who were unable to attend the meeting is enclosed as Annexure-'B'.

At the outset, the Director & Chairman Senate welcomed all Senators.

The Registrar presented the agenda with the due approval of Chairman Senate.

The agenda items were taken one by one, the resolutions of which are as follows:

Item No. 40.1.0	<p>To confirm the minutes of the 39th meeting of the Senate held on December 16th, 2019.</p> <p>Certain comments were received from the members which were addressed during deliberations on Item No 40-2.0 and then the minutes of the 39th Senate meeting were confirmed.</p>																						
Item No. 40.2.0	<p>To note the "Action Taken" on the decisions taken in the 39th meeting of the Senate.</p> <p>The "Action Taken Report" on the 39th meeting of the Senate was noted. Senators made some observations on some of the items of the action taken report which are as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">S. No</th> <th style="width: 5%;">Item No.</th> <th style="width: 20%;">Particulars</th> <th style="width: 35%;">Decision</th> <th style="width: 15%;">Action Taken</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>39-3.3</td> <td>To consider the names of student representative in the Senate.</td> <td>The Senate approved the nomination of student representatives Mr. Nishant Agrawal (2016UCE1166), overall topper in UG among all branches (CGPA 9.93 up to third year B.Tech./B.Arch.) and Ms. Saswati Nanda (2018PMT5124), overall topper among first year all branches (CGPA 9.67 M.Tech./M.Plan./MBA/M.Sc.) in the Senate for the session 2019-20.</td> <td>Implemented</td> <td>From the next meeting student representatives could be called in the Senate and the Agenda concerning students can be taken in the beginning so as they need not sit for the full length of the meeting.</td> </tr> <tr> <td>2.</td> <td>39-3.4</td> <td>To consider the transfer of credit and mapping of courses offered on SWAYAM/MOOC platform with the existing credit and courses.</td> <td>The Senate has in principle approved the transfer of credit and mapping of courses offered on SWAYAM/MOOC platform with the existing credit and course. The Senate has authorized the Chairman to constitute a committee to decide the modalities and limits of credits transfer of the courses offered on SWAYAM/MOOCs platform. The committee will submit its recommendation before the implementation of revised UG scheme.</td> <td>Committee constituted</td> <td>Members inquired about the constitution of the Committee. It was decided to circulate it.</td> </tr> </tbody> </table>					S. No	Item No.	Particulars	Decision	Action Taken		1.	39-3.3	To consider the names of student representative in the Senate.	The Senate approved the nomination of student representatives Mr. Nishant Agrawal (2016UCE1166), overall topper in UG among all branches (CGPA 9.93 up to third year B.Tech./B.Arch.) and Ms. Saswati Nanda (2018PMT5124), overall topper among first year all branches (CGPA 9.67 M.Tech./M.Plan./MBA/M.Sc.) in the Senate for the session 2019-20.	Implemented	From the next meeting student representatives could be called in the Senate and the Agenda concerning students can be taken in the beginning so as they need not sit for the full length of the meeting.	2.	39-3.4	To consider the transfer of credit and mapping of courses offered on SWAYAM/MOOC platform with the existing credit and courses.	The Senate has in principle approved the transfer of credit and mapping of courses offered on SWAYAM/MOOC platform with the existing credit and course. The Senate has authorized the Chairman to constitute a committee to decide the modalities and limits of credits transfer of the courses offered on SWAYAM/MOOCs platform. The committee will submit its recommendation before the implementation of revised UG scheme.	Committee constituted	Members inquired about the constitution of the Committee. It was decided to circulate it.
S. No	Item No.	Particulars	Decision	Action Taken																			
1.	39-3.3	To consider the names of student representative in the Senate.	The Senate approved the nomination of student representatives Mr. Nishant Agrawal (2016UCE1166), overall topper in UG among all branches (CGPA 9.93 up to third year B.Tech./B.Arch.) and Ms. Saswati Nanda (2018PMT5124), overall topper among first year all branches (CGPA 9.67 M.Tech./M.Plan./MBA/M.Sc.) in the Senate for the session 2019-20.	Implemented	From the next meeting student representatives could be called in the Senate and the Agenda concerning students can be taken in the beginning so as they need not sit for the full length of the meeting.																		
2.	39-3.4	To consider the transfer of credit and mapping of courses offered on SWAYAM/MOOC platform with the existing credit and courses.	The Senate has in principle approved the transfer of credit and mapping of courses offered on SWAYAM/MOOC platform with the existing credit and course. The Senate has authorized the Chairman to constitute a committee to decide the modalities and limits of credits transfer of the courses offered on SWAYAM/MOOCs platform. The committee will submit its recommendation before the implementation of revised UG scheme.	Committee constituted	Members inquired about the constitution of the Committee. It was decided to circulate it.																		

3.	39-3.5	To consider the matter regarding external Ph.D. supervision by the faculty of the Institute.	<p>Following faculty members have submitted a request for permission to act as Supervisor/Joint Supervisor in other academic institutions:</p> <table border="1" data-bbox="614 414 1077 974"> <thead> <tr> <th>S. No</th> <th>Faculty name</th> <th>Student Name</th> <th>Student's Institution Name</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Prof. S. D. Bharti</td> <td>Ms. Saba Rahman</td> <td>IIT Delhi</td> </tr> <tr> <td>2.</td> <td>Prof. M. M. Sharma</td> <td>Ms. Reshmi Dhara</td> <td>NIT Sikkim</td> </tr> <tr> <td>3.</td> <td>Dr. Vibhuti Singh Shekhawat</td> <td>Ms. Tulsee Giri Goswami</td> <td>Central University of Rajasthan</td> </tr> <tr> <td>4.</td> <td>Dr. Manviri Rani</td> <td>Ms. Keshu</td> <td>Dr. B. R. Ambedkar NIT Jalandhar</td> </tr> <tr> <td>5.</td> <td>Dr. R. C. Gupta</td> <td colspan="2">For registration as Ph.D. Supervisor in "Maharaja Ranjit Singh Punjab Technical University Bathinda"</td> </tr> </tbody> </table> <p>The Senate has approved the external Ph.D. supervision without any financial burden and academic obligation on the part of the Institute. The Senate has authorized the Chairman Senate to approve all such cases of external Ph.D. supervision.</p>	S. No	Faculty name	Student Name	Student's Institution Name	1.	Prof. S. D. Bharti	Ms. Saba Rahman	IIT Delhi	2.	Prof. M. M. Sharma	Ms. Reshmi Dhara	NIT Sikkim	3.	Dr. Vibhuti Singh Shekhawat	Ms. Tulsee Giri Goswami	Central University of Rajasthan	4.	Dr. Manviri Rani	Ms. Keshu	Dr. B. R. Ambedkar NIT Jalandhar	5.	Dr. R. C. Gupta	For registration as Ph.D. Supervisor in "Maharaja Ranjit Singh Punjab Technical University Bathinda"		Implemented	Decision to formulate a Policy/Process for external supervision be made which would be placed in the Senate.
S. No	Faculty name	Student Name	Student's Institution Name																										
1.	Prof. S. D. Bharti	Ms. Saba Rahman	IIT Delhi																										
2.	Prof. M. M. Sharma	Ms. Reshmi Dhara	NIT Sikkim																										
3.	Dr. Vibhuti Singh Shekhawat	Ms. Tulsee Giri Goswami	Central University of Rajasthan																										
4.	Dr. Manviri Rani	Ms. Keshu	Dr. B. R. Ambedkar NIT Jalandhar																										
5.	Dr. R. C. Gupta	For registration as Ph.D. Supervisor in "Maharaja Ranjit Singh Punjab Technical University Bathinda"																											
4..	39-3.7	To consider the revised UG scheme.	The Senate has approved the revised scheme. However, Senate has also advised to send the revised UG scheme to all department for their specific comments and minor adjustment of credits/courses within the broader frame work of the revised.	In progress	Decision to revamp the proposed UG Scheme to be done by the departments in the light of New Education Policy(NEP) was taken																								
5.	39-3.8	To consider the revised PG curriculum.	After detailed deliberation, the revised PG curriculum is approved.	In progress	The recommendation of the committee on PG curriculum was approved in the minutes of 39 th Senate, Inadvertently, the decision regarding reduction of Course Credit requirement from 18 to 12 for Ph.D. students of non-engineering branches was not recorded in the minutes. Decision of the last Senate was upheld i.e. reduced course credits for PhD students of non-engineering branches as 12 credits, including mandatory Research Methodology course were approved																								

6.	39-3.10	To consider the matter regarding counting of slot of supervisor under Institute Assistantship till Ph.D. is submitted or terminated.	<p>The agenda item is approved.</p> <p>The Senate has also increased the number of slots on Institute Assistantship for Ph.D. from existing two slots per faculty to three slots per faculty at any given time. The Senate has also approved the maximum number of institutional full time Ph.D. slots per faculty as 5 (five). That is 3 (three) slots with institutional fellowship and 2 (two) slots without institutional fellowship. The maximum number of Ph.D. supervisions (Head count of scholars) per faculty at a time has been approved as 10 irrespective of the categories of admission (i.e. full time, part time, JRF, SRF, Project, QIP etc.).</p>	Noted Due to Covid-19 situation & financial aspect it is kept in abeyance	Decision to vacate the Ph.D. slot after submission of thesis by the student while counting available PhD slot for a faculty member was made.
7.	39-3.12	To consider the proposals received from Head Department of Chemical Engineering to start B.Tech. + M.Tech. Dual Degree/integrated program of 5 years duration.	<p>A proposal has been received from DFB, Department of Chemical Engineering to start B. Tech. + M. Tech. dual degree programme of 5 year duration in Chemical Engineering with an intake of 20 students.</p> <p>The Senate felt that the proposal needs in depth deliberation before approving such proposal. Therefore, the Senate has authorized Chairman to constitute a committee to look into the agenda from all perspectives and submit its recommendation.</p>	Noted	The proposals on Dual Degree has been taken up differently in NEP and is to be re-looked as per NEP
8.	39-3.13	To consider the proposal received from Head, Electronics and Communication Engineering Department regarding Dual Degree Programmes (B.Tech. and all four M. Tech. programmes offered by ECE department) and revision in the curriculum of B.Tech. & M. Tech. Programmes run by Department of Electronics and Communication Engineering.	<p>The Senate felt that the proposal needs in depth deliberation before approving such proposal. Therefore, the Senate has authorized Chairman to constitute a committee to look into the agenda from all perspectives and submit its recommendation.</p>	Noted	The proposals on Dual Degree has been taken up differently in NEP and is to be re-looked as per NEP

The Action Taken Report was approved.

HEE

Item No. 40-3-0	: Items for consideration.
Item No. 40-3.1	: To consider the list of the students eligible for award of degree in UG, PG and Ph.D. programmes in the forthcoming Convocation. The lists of eligible students for the award of B.Tech./B.Arch./M.Tech./ M.Plan./M.Sc./MBA and Ph.D. were approved. Senate authorized the Director as Chairman, Senate to approve the additional names of eligible students, who completes the requirements for award of degree for the forthcoming 15 th Convocation.
Item No. 40-3.2	: To consider the names of the students for award of Gold Medals in the respective UG and PG programmes. Based on the highest CGPA attained by the students (graduated in the Academic Year 2019-20 in each programme), the names of the students eligible for award of Gold Medals in UG & PG programmes in 15 th forthcoming Convocation. The Senate has approved the names of the eligible students for award of Gold Medals in UG & PG programmes.
Item No. 40-3.3	: To consider the names of student representative in the Senate. The Senate approved the nomination of student representatives Mr. Ayush Mangla (2017UEC1623), overall topper in UG among all branches (CGPA 9.90 up to third year B.Tech./B.Arch.) and Mr. Yogesh Agarwal (2019PMA5663), overall topper among first year all branches (CGPA 9.90 M.Tech./M.Plan./MBA/M.Sc.) in the Senate for the session 2020-21.
Item No. 40-3.4	: To consider the proposal received from Professor I/C Training and Placement for one-year internship for UG students of MNIT Jaipur offered by Apple Corporation. This matter was deliberated at length. It had too many aspects to be considered and were discussed in detail. The Senate could not come to a final recommendation in the present meeting. It was decided that Chairman Senate will constitute a Committee for working out the modalities for internship of UG students ensuring that both i.e. the students' interest as well as academic excellence are not compromised. It was further recommended that the committee be asked to submit its recommendations within a specified time frame as decided by the Chairman Senate.
Item No. 40-4-0	: Items for Ratification.
Item No. 40-4.1	: Minutes of 45 th meeting of SPGB held on 3rd November, 2020. The minutes of 45 th meeting of Senate Undergraduate Board were approved.
Item No. 40-4.2	: Minutes of 31st meeting of SUGB held on 06th November, 2020. The minutes of 43 rd meeting of Senate Postgraduate Board were approved.
Item No. 40-4.3	: To report the matter regarding the wake of Covid-19 outbreak Noted & ratified.
Item No. 40-4.4	: To report the matter regarding End Semester Examination of Final year B.Tech./B.Arch. in "Open book online mode". Noted & ratified.

Item No. 40-4.5	: To report the matter regarding revised academic calendar for final year B. Tech./B.Arch. (Even Semester) for the remaining session 2019-20. Noted & ratified.
Item No. 40-4.6	: To report the matter regarding summer vacation and end term examination for all students of I/II/III Year B.Tech./B.Arch. and M.Tech. /M.Sc./Ph.D. for the academic session 2019-20. Noted & ratified.
Item No. 40-4.7	: To report the matter regarding revised Academic Calendar for B.Tech./B.Arch. Even Semester remaining session 2019-20. Prof Y P Mathur raised the query about 65 days of vacation (in one calendar year) for faculty to be taken into account while preparing Academic calendar. This point shall be taken into consideration in future. Year 2020 being affected by COVID and resulting in unintentional academic breaks, Senate ratified proposed Academic calendar keeping in mind students' interests. Noted & ratified.
Item No. 40-4.8	: To report the matter regarding online supplementary examination 2019-20 of theory subject for B. Tech./B.Arch. programmes. Noted & ratified.
Item No. 40-4.9	: To report the Revised Academic Calendar for UG, PG and Ph.D. Odd Semester 2020-21. Noted & ratified.
Item No. 40-4.10	: To report the matter regarding online theory classes for B.Tech. II/III/IV, M. Tech./M.Sc., Ph.D. students w.e.f. 28th September 2020. Noted & ratified.
Item No. 40-4.11	: To report total number of students admitted in undergraduate, postgraduate and doctoral programmes during the academic session 2020-21. Noted & ratified.
Item No. 40-4.12	: To report the Academic Calendar for the Odd Semester of I Year session 2020-21. Noted and ratified
Item No. 40-4.13	: To report the case of Mr. Sanjay Singh Chouhan (2017UCH1111) who used unfair means during Mid Term examination of Even Semester 2019-20. Noted & ratified.
Item No. 40-4.14	: To report the list of the students for termination from the Institute's rolls of various departments in M. Tech./M.Plan. and MBA who are not eligible for promotion/register for next semester due to his/her CGPA below 5.0 grade point. Noted and ratified.

Item No. : 40-4.15	To report the list of the students for termination from the Institute's rolls of various departments in Ph.D. who are not eligible for promotion/register for next semester due to CGPA below 7 grade point. Noted and ratified.
Item No. : 40-5.0	Any other items with permission of chair.
Item No. : 40-5.1	The matter regarding mandatory attendance requirement of 75% of the classes engaged was discussed in the context of online classes. It was decided to leave the matter to the discretion of the course coordinator for online classes.

The meeting ended with vote of thanks to the Chair.

Submitted for approval

15/11/20

Registrar & Secretary

[Handwritten Signature]

Chairman Senate

The list of Senate members who attended online/offline 40th Senate meeting:-

S. No.	Name
1.	Prof. Udaykumar R Yaragatti
2.	Prof. N. C. Shivaprakash
3.	Prof. K. R. Niazi
4.	Prof. Urmila Brighu
5.	Prof. Tarush Chandra
6.	Prof. A. P. S. Rathore
7.	Prof. Alok Ranjan
8.	Dr. Nand Kumar
9.	Prof. Kailash Singh
10.	Dr. Madhu Agarwal
11.	Prof. Raj Kumar Vyas
12.	Prof. Sushant Kumar Jana
13.	Prof. Ragini Gupta
14.	Prof. B.L. Swami
15.	Prof. Sanjay Mathur
16.	Prof. A. B. Gupta
17.	Prof. M. K. Shrimali
18.	Prof. Mahender Choudhary
19.	Prof. R. C. Gupta
20.	Prof. Rohit Goyal
21.	Prof. Y.P. Mathur
22.	Prof. S. D. Bharti
23.	Dr. Pilli Emmanuel Shubhankar
24.	Prof. Vijay Laxmi
25.	Prof. Girdhari Singh
26.	Prof. Harpal Tiwari
27.	Prof. Manoj Fozdar
28.	Prof. Rajive Tiwari
29.	Prof. Vijay Janyani
30.	Prof. Ghanshyam Singh
31.	Prof. K. K. Sharma
32.	Prof. M. M. Sharma
33.	Prof. Mohammad Salim
34.	Prof. R. P. Yadav
35.	Prof. D. Boolchandani
36.	Prof. Vineet Sahula
37.	Prof. Nupur Tondon
38.	Prof. Manju Singh
39.	Prof. Vibhuti Singh Shekhawat
40.	Dr. Monika Sharma
41.	Prof. M. L. Mittal
42.	Prof. G. D. Agarwal
43.	Prof. Himanshu Chaudhary

44.	Prof. Jyotirmay Mathur
45.	Prof. Rakesh Jain
46.	Prof. Upendra Pandel
47.	Prof. Kanupriya Sachdev
48.	Dr. Rahul Singhal
49.	Dr. Vivakanand
50.	Dr. Kamendra Awasthi
51.	Prof. Rajesh Kumar
52.	Prof. Dilip Sharma
53.	Prof. Rajendra Kumar Goyal
54.	Prof. A.K. Vyas

* Name of faculty members are not in any particular order.

The list of members who could not attend 40th Senate meeting:-

S. No.	Name
1.	Prof. Hema A. Murthy
2.	Prof. Lakshman Nandagiri
3.	Dr. Ajay Kumar Sharma
4.	Prof. G. S. Dangayach
5.	Prof. Ravindra Nagar
6.	Prof. Gunwant Sharma
7.	Dr. Sanjay Bhatler
8.	Prof. Rajeev Shringi
9.	Prof. S. P. Chaurasia
10.	Prof. Alok Gupta
11.	Prof. Suja George
12.	Prof. Jyoti Joshi
13.	Prof. A. K. Vyas
14.	Prof. Ajay Singh Jethoo
15.	Prof. Mahesh Kumar Jat
16.	Prof. Sudhir Kumar
17.	Prof. S. K. Tiwari
18.	Prof. R. A. Gupta
19.	Prof. Vikas Gupta
20.	Prof. Lava Bhargava
21.	Prof. T. C. Gupta
22.	Prof. Nirupam Rohtagi

* Name of faculty members are not in any particular order.



ACTION TAKEN REPORT

S. No	Item No.	Particulars	Decision	Action Taken
1.	40-1-0	To confirm the minutes of the 39 th meeting of the Senate held on December 16 th , 2019.	Certain comments were received from the members which were addressed during deliberations on Item No 40-2.0 and then the minutes of the 39 th Senate meeting were confirmed.	Noted
2.	40-2-0	To note the "Action Taken" on the decisions taken in the 39 th meeting of the Senate.	The "Action Taken Report" on the 39 th meeting of the Senate was noted. Senators made some observations on some of the items of the action taken report.	Placed at Annexure-A
3.	40-3.0	Items for consideration		
4.	40-3.1	To consider the list of the students eligible for award of degree in UG, PG and Ph.D. programmes in the forthcoming Convocation.	The lists of eligible students for the award of B.Tech./B.Arch./M.Tech./ M.Plan./M.Sc./MBA and Ph.D. were approved. Senate authorized the Director as Chairman, Senate to approve the additional names of eligible students, who complete the requirements for award of degree for the forthcoming 15 th Convocation.	Noted
5.	40-3.2	To consider the names of the students for award of Gold Medals in the respective UG and PG programmes.	Based on the highest CGPA attained by the students (graduated in the Academic Year 2019-20 in each programme), the names of the students eligible for award of Gold Medals in UG & PG programmes in 15 th forthcoming Convocation. The Senate has approved the names of the eligible students for award of Gold Medals in UG & PG programmes.	Noted
6.	40-3.3	To consider the names of student representative in the Senate.	The Senate approved the nomination of student representatives Mr. Ayush Mangla (2017UEC1623), overall topper in UG among all branches (CGPA 9.90 up to third year B.Tech./B.Arch.) and Mr. Yogesh Agarwal (2019PMA5663), overall topper among first year all branches (CGPA 9.90 M.Tech./M.Plan./MBA/ M.Sc.) in the Senate for the session 2020-21.	Implemented Office order issued
7.	40-3.4	To consider the proposal received from Professor I/C Training and Placement for one year internship for UG students of MNIT Jaipur offered by Apple Corporation.	This matter was deliberated at length. It had too many aspects to be considered and discussed in detail and the Senate could not come to a final recommendation in the present meeting. It was decided that Chairman Senate will constitute a Committee for working out the modalities for internship of UG students ensuring that both i.e. the students' interest as well as academic excellence are not compromised. It was further recommended that the committee be asked to submit its recommendations within a specified time frame as decided by the Chairman Senate.	Committee constituted and recommendation place at Agenda Item No. 41-3.1

8.	40-4.0	Items for Ratification.		
9.	40-4.1	Minutes of 45 th meeting of SPGB held on 3rd November, 2020.	The minutes of 45 th meeting of Senate Undergraduate Board were approved.	Noted
10.	40-4.2	Minutes of 31st meeting of SUGB held on 06th November, 2020.	The minutes of 43 rd meeting of Senate Postgraduate Board were approved.	Noted
11.	40-4.3	To report the matter regarding the wake of Covid-19 outbreak	Noted & ratified.	Noted
12.	40-4.4	To report the matter regarding End Semester Examination of Final year B.Tech./B.Arch. in "Open book online mode".	Noted & ratified.	Noted
13.	40-4.5	To report the matter regarding revised academic calendar for final year B. Tech./B.Arch. (Even Semester) for the remaining session 2019-20.	Noted & ratified.	Noted
14.	40-4.6	To report the matter regarding summer vacation and end term examination for all students of I/II/III Year B.Tech./B.Arch. and M.Tech./M.Sc./Ph.D. for the academic session 2019-20.	Noted & ratified.	Noted
15.	40-4.7	To report the matter regarding revised Academic Calendar for B.Tech./B.Arch. Even Semester remaining session 2019-20.	Noted & ratified.	Noted
16.	40-4.8	To report the matter regarding online supplementary examination 2019-20 of theory subject for B. Tech./B.Arch. programmes.	Noted & ratified.	Noted
17.	40-4.9	To report the Revised Academic Calendar for UG, PG and Ph.D. Odd Semester 2020-21.	Noted & ratified.	Noted
18.	40-4.10	To report the matter regarding online theory classes for B.Tech. II/III/IV, M. Tech./ M.Sc., Ph.D. students w.e.f. 28 th September 2020.	Noted & ratified.	Noted
19.	40-4.11	To report total number of students admitted in undergraduate, postgraduate and doctoral programmes during the academic session 2020-21.	Noted & ratified.	Noted
20.	40-4.12	To report the Academic Calendar for the Odd Semester of I Year session 2020-21.	Noted & ratified.	Noted
21.	40-4.13	To report the case of Mr. Sanjay Singh Chouhan (2017UCH1111) who used unfair means during Mid Term examination of Even Semester 2019-20.	Noted & ratified.	Noted

22.	40-4.14	To report the list of the students for termination from the Institute's rolls of various departments in M. Tech./M.Plan. and MBA who are not eligible for promotion/register for next semester due to his/her CGPA below 5.0 grade point.	Noted & ratified.	Noted
23.	40-4.15	To report the list of the students for termination from the Institute's rolls of various departments in Ph.D. who are not eligible for promotion/register for next semester due to CGPA below 7 grade point.	Noted & ratified.	Noted
24.	40-5.0	Any other items with permission of chair.	The matter regarding mandatory attendance requirement of 75% of the classes engaged was discussed in the context of online classes. It was decided to leave the matter to the discretion of the course coordinator for online classes	Implemented

<p>1941</p>	<p>...</p>	<p>...</p>	<p>...</p>
<p>1942</p>	<p>...</p>	<p>...</p>	<p>...</p>

S. No.	Item No.	Particulars	Decision	Action Taken	Decision of the Senate in 14 th Senate meeting	action taken 40 th Senate meeting																								
1.	39-3.3	To consider the names of student representative in the Senate.	The Senate approved the nomination of student representatives Mr. Nishant Agrawal (2016UCE1166), overall topper in UG among all branches (CGPA 9.93 up to third year B.Tech./B.Arch.) and Ms. Saswati Nanda (2018PMT5124), overall topper among first year all branches (CGPA 9.67 M.Tech./M.Plan./MBA/M.Sc.) in the Senate for the session 2019-20.	Implemented	From the next meeting student representatives could be called in the Senate and the Agenda concerning students can be taken in the beginning so as they need not sit for the full length of the meeting.	Noted																								
2.	39-3.4	To consider the transfer of credit and mapping of courses offered on SWAYAM/MOOC platform with the existing credit and courses.	The Senate has in principle approved the transfer of credit and mapping of courses offered on SWAYAM/MOOC platform with the existing credit and course. The Senate has authorized the Chairman to constitute a committee to decide the modalities and limits of credits transfer of the courses offered on SWAYAM/MOOCs platform. The committee will submit its recommendation before the implementation of revised UG scheme.	Committee constituted	Members inquired about the constitution of the Committee. It was decided to circulate it.	Circulated																								
3.	39-3.5	To consider the matter regarding external Ph.D. supervision by the faculty of the Institute.	Following faculty members have submitted a request for permission to act as Supervisor/Joint Supervisor in other academic institutions: <table border="1" data-bbox="464 1115 922 1760"> <thead> <tr> <th>S. No.</th> <th>Faculty name</th> <th>Student Name</th> <th>Student's Institution Name</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Prof. S. D. Bharti</td> <td>Ms. Saba Rahman</td> <td>IIT Delhi</td> </tr> <tr> <td>2.</td> <td>Prof. M. M. Sharma</td> <td>Ms. Reshmi Dhara</td> <td>NIT Sikkim</td> </tr> <tr> <td>3.</td> <td>Dr. Vibhuti Singh Shekhawat</td> <td>Ms. Tulsee Giri Goswami</td> <td>Central University of Rajasthan</td> </tr> <tr> <td>4.</td> <td>Dr. Manviri Rani</td> <td>Ms. Keshu</td> <td>Dr. B. R. Ambedkar NIT Jalandhar</td> </tr> <tr> <td>5.</td> <td>Dr. R. C. Gupta</td> <td colspan="2">For registration as Ph.D. Supervisor in "Maharaja Ranjit Singh Punjab Technical University Bathinda"</td> </tr> </tbody> </table> The Senate has approved the external Ph.D. supervision without any financial burden and academic obligation on the part of the Institute. The Senate has authorized the Chairman Senate	S. No.	Faculty name	Student Name	Student's Institution Name	1.	Prof. S. D. Bharti	Ms. Saba Rahman	IIT Delhi	2.	Prof. M. M. Sharma	Ms. Reshmi Dhara	NIT Sikkim	3.	Dr. Vibhuti Singh Shekhawat	Ms. Tulsee Giri Goswami	Central University of Rajasthan	4.	Dr. Manviri Rani	Ms. Keshu	Dr. B. R. Ambedkar NIT Jalandhar	5.	Dr. R. C. Gupta	For registration as Ph.D. Supervisor in "Maharaja Ranjit Singh Punjab Technical University Bathinda"		Implemented	Decision to formulate a Policy/ Process for external supervision be made which would be placed in the next Senate.	Committee constituted and recommendation placed at Agenda Item No. 41-3.13
S. No.	Faculty name	Student Name	Student's Institution Name																											
1.	Prof. S. D. Bharti	Ms. Saba Rahman	IIT Delhi																											
2.	Prof. M. M. Sharma	Ms. Reshmi Dhara	NIT Sikkim																											
3.	Dr. Vibhuti Singh Shekhawat	Ms. Tulsee Giri Goswami	Central University of Rajasthan																											
4.	Dr. Manviri Rani	Ms. Keshu	Dr. B. R. Ambedkar NIT Jalandhar																											
5.	Dr. R. C. Gupta	For registration as Ph.D. Supervisor in "Maharaja Ranjit Singh Punjab Technical University Bathinda"																												

			to approve all such cases of external Ph.D. supervision.			
4.	39-3.7	To consider the revised UG scheme.	The Senate has approved the revised scheme. However, Senate has also advised to send the revised UG scheme to all departments for their specific comments and minor adjustment of credits/courses within the broader frame work of the revised.	In progress	Decision to revamp the proposed UG Scheme to be done by the departments in the light of New Education Policy(NEP) was taken	Committee was constituted and recommendation of the committee is placed at Item No. 41-3.2
5.	39-3.8	To consider the revised PG curriculum.	After detailed deliberation, the revised PG curriculum is approved.	In progress	The recommendation of the committee on PG curriculum was approved in the minutes of 39 th Senate, Inadvertently, the decision regarding reduction of Course Credit requirement from 18 to 12 for Ph.D. students of non-engineering branches was not recorded in the minutes. Decision of the last Senate was upheld i.e. reduced course credits for PhD students of non-engineering branches as 12 credits, including mandatory Research Methodology course were approved	Office Order issued for Implementation with effect from the Even Semester 2020-21.
6.	39-3.10	To consider the matter regarding counting of slot of supervisor under Institute Assistantship till Ph.D. is submitted or terminated.	The agenda item is approved. The Senate has also increased the number of slots on Institute Assistantship for Ph.D. from existing two slots per faculty to three slots per faculty at any given time. The Senate has also approved the maximum number of institutional full time Ph.D. slots per faculty as 5 (five). That is 3 (three) slots with institutional fellowship and 2 (two) slots without institutional fellowship. The maximum number of Ph.D. supervisions (Head count of scholars) per faculty at a time has been approved as 10 irrespective of the categories of admission (i.e. full time, part time, JRF, SRF, Project, QIP etc.).	Noted Due to Covid-19 situation & financial aspect it is kept in abeyance	Decision to vacate the Ph.D. slot for faculty be made after submission of thesis by the student.	Implemented
7.	39-3.12	To consider the proposals received	A proposal has been received from DFB, Department of Chemical Engineering to start	Noted	The proposals	Noted

		<p>from Head Department of Chemical Engineering to start B.Tech. + M.Tech. Dual Degree/integrated program of 5 years duration.</p>	<p>B. Tech. + M. Tech. dual degree programme of 5 year duration in Chemical Engineering with an intake of 20 students.</p> <p>The Senate felt that the proposal needs in depth deliberation before approving such proposal. Therefore, the Senate has authorized Chairman to constitute a committee to look into the agenda from all perspectives and submit its recommendation.</p>		<p>on Dual Degree has been taken up differently in NEP and is to be re-looked as per NEP</p>	
8.	39-3.13	<p>To consider the proposal received from Head, Electronics and Communication Engineering Department regarding Dual Degree Programmes (B.Tech. and all four M. Tech. programmes offered by ECE department) and revision in the curriculum of B.Tech. & M. Tech. Programmes run by Department of Electronics and Communication Engineering.</p>	<p>The Senate felt that the proposal needs in depth deliberation before approving such proposal. Therefore, the Senate has authorized Chairman to constitute a committee to look into the agenda from all perspectives and submit its recommendation.</p>	Noted	<p>The proposals on Dual Degree has been taken up differently in NEP and is to be re-looked as per NEP</p>	Noted

RECOMMENDATIONS OF THE COMMITTEE ON INDUSTRIAL INTERNSHIPS

The New Education Policy strongly recommends that practical exposure, vocational training, internships be integral part of the curriculum. This would produce graduates who have hands on working and problem-solving experience. This will help in their seamless transition from the Institute to the Industry. The employability of the students who undergo internship in reputed companies will be high as Industry would get work force in line with their requirements.

In order to encourage Industry Institute interaction and to impart practical exposure to the students the committee strongly recommends Industrial internships to the students for a period of six months to a maximum of one year. DUGC of the department shall recommend all the cases of industrial internships and ensure that the following norms are observed.

1. **Internship in VII Semester only** (can also be in continuation of summer internship for 2 months after VI Semester)
 - a. Completion of all courses up to VI Semester without any backlogs
 - b. Course waiver of 16 credits in lieu of internship.

2. **Internship in VIII Semester only :**
 - a. Completion of all courses up to VII Semester without any backlogs
 - b. Course waiver of 16 credits in lieu of internship.
 - c. B. Tech project under supervision by mentor from Internship organization and mentor from MNIT Faculty.

3. **Internship in both VII and VIII Semester :**
 - a. Permitted only in Exceptional cases, with the permission of Chairman Senate.
 - b. Permitted for Fortune 500 companies or companies listed in NIFTY 50.
 - c. Completion of all courses up to VI Semester without any backlogs
 - d. Waiver of 8 credits from each of the VII and VIII semesters.
Completion of remaining core / advanced elective / open elective courses by taking courses from MOOCs / NPTEL. The student shall have the following options for open electives and programme electives:
 - d(1) : Certificate of completion of MOOCs courses of Swayam or reputed Universities must be submitted and the same shall be mentioned in the marks sheet. This would not be counted towards CGPA.
 - d(2) : Study these courses in self study mode using NPTEL courses/MOOCs courses and appear for examination with the regular students. The subjects would appear in marks sheet and counted towards CGPA.
 - d(3): All the **Core** courses in VII or VIII Semester shall be converted into self study mode. The student can take help of appropriate NPTEL courses, MOOCs courses available online. The student shall have to appear in the end term examination and the grades shall be awarded on the basis of end term examination only. The end term examination can be held with the regular class or at mutual convenience of Course Coordinator and student.



(d4) B. Tech project shall be under supervision by mentor from Internship organization and mentor from MNIT Faculty. Major Project shall be allotted by the Supervisor in consultation with the Industry. The Project shall be examined at the end of the eighth semester along with the regular class or at mutual convenience of the student and the Supervisors.

(a) B. Tech. project is an important component of the curriculum. Students will have to submit the Project Report and appear for the examination. In case the supervisor is not satisfied the duration of the project may be extended till 15th July.

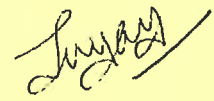
(b) If the progress is still not satisfactory student will have to register in 9th semester to complete the project. This should be made clear to the students by the departments.

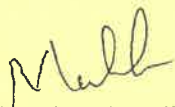
(e) The upper cap on the number of one-year (VII and VIII semester) internships shall not exceed 10% of the total class size.

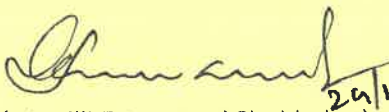
(4) If the student cannot complete the course requirements in the final semester along with the regular class, the student will have a flexibility to appear in the subsequent semesters. The student can take up to maximum 12 semesters to complete the undergraduate course requirements. The student will have to register for the semester and required to pay the Institutional fee.

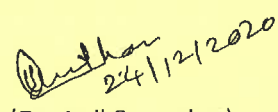

(Prof. Ravindra Nagar)
Member


(Prof. Rajesh Kumar)
Member


(Prof. Vijay Janyani)
Member


(Prof. Mahender Choudhary)
Member


(Dr. Pili Emmanuel Shubhakar)
Member


(Dr. Anil Swarnkar)
Convener

1. M. Tech / M. Plan regular students after completion of course work will be permitted to undertake Industrial training / Internship in their **III semester** (anytime between May 15 to Dec 31). The students will be expected to attend the evaluation of the required credits either offline / online, depending on the nature of work, as decided by DPGC.
2. **Students getting the offer in IV Semester of their PG** (Jan 1 – June 30) (or as part of their placement with the same organisation) must complete the dissertation problem defined in the III Semester with the Institute Supervisor. This can be completed remotely and in consultation with the Industry Mentor.
3. **Students getting the offer for a period more than 6 months upto one year spanning over III and IV Semester** will be required to:
 - a. Submit a plan of his / her dissertation work to DPGC with clearly defined objectives.
 - b. The dissertation plan will be submitted within a month of his / her joining the industry and approved by Industry Mentor and MNIT Supervisor.
 - c. Submit a progress report to DPGC every two months of his / her dissertation work forwarded by the Industry mentor and MNIT Supervisor.
 - d. The students will be expected to attend the evaluation of the required credits either offline / online, depending on the nature of work, as decided by DPGC.

Students will produce a certificate of successfully completing the Industrial training / Internship with clearly mentioning the work assigned to them.

Students who are not able to produce the certificate of completion and / or do not complete dissertation work satisfactorily as adjudicated by Institute Supervisor / DPGC must register for V Semester and complete the dissertation. The maximum time to complete their dissertation work will be one year (registering in their V and VI Semester).



Procedure for PG/UG internship application

1. PG Students must seek the consent of their Dissertation Supervisor and must appear in the internship interview only after due approval. Similarly, UG students must seek the consent of the DUGC before appearing for the internship interview.
2. After being selected for Internship, students must apply to the Dean (Academic) duly recommended by the Supervisor and Department PG/UG Committee. Students will submit the application in the prescribed format supported by the industry offer letter.
3. An office order will be issued by the academic section subsequently on recommendation of DPGC / DUGC.
4. Students can proceed to an internship only after receiving an Office Order from the Academic Section.





Format for application

To,
The Dean Academics,
MNIT Jaipur

I Son / Daughter of
bearing Institute ID No want to join the Industrial Training / Internship for a
period of one / two semester(s) starting from (date) to (date)
at (Name and address of
Internship Host Organisation).

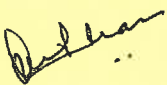
1. I have fully read and understood the rules and regulations laid by the Institute and Host Organisation and undertake to abide by them.
2. I have enclosed a copy of the offer letter from the Host Organisation
3. I will proceed for an internship only after obtaining the Office Order from the Academic Section.

Kindly permit me to join the Internship as mentioned above.

(Student Signature)

Supervisor / Programme Advisor

Convener DPGC / DUGC



Malaviya National Institute of Technology Jaipur

Proposed UG Scheme 2020

Revision and preparation of UG Scheme in view of New Education Policy 2020

To revise and prepare the guidelines for UG curriculum and scheme in view of New Education Policy 2020 a committee was formed by the Dean Academics. The committee recommends the following guidelines based on the previously proposed UG scheme in the 39th senate and the New Education Policy 2020

1. Classification of UG degree and credit requirements

S. No.	Type of Degree	Credit Requirement	Remarks
1	B. Tech.	168-175 Credits + 6 non graded units	Normal B. Tech. Requirement as in Table 1
1.a	B. Arch.	208 + 6 non graded units	Normal B. Arch requirement.
2	B. Tech. with honours	Additional 18 credits from a set of pre-defined courses in a focus area of parent department	This may include 600 level courses (M. Tech Courses). Subject to fulfilment of prerequisites.
2.a	B. Arch. with honours*	Additional 18 credits from a set of pre-defined courses in a focus area of parent department	
3	B. Tech. with minor specialization	Additional 18 credits from a set of pre-defined courses in a focus area of other department	This would include courses prescribed by the department offering minor specialisation. Subject to fulfilment of prerequisites.
3.a	B. Arch. with minor specialization*	Additional 18 credits from a set of pre-defined courses in a focus area of another department	This would include courses prescribed/ approved by the parent department and also from the department offering minor specialisation. Subject to fulfilment of prerequisites.

Ring Swang: *Grey* *Amal* *Sal* *Prish* *Ravish*

2. Year wise Minimum credit requirements:

S. No.	Year	Semester	Minimum Credit Requirement	Remarks
1	First Year B. Tech.	I	24	About 15 credits from Parent dept 9 credits from the Institute core
		II	24	About 15 credits from Parent dept 9 credits from the Institute core
2	Second Year B. Tech.	III	24	About 15 credits from Parent dept 9 credits from the Institute core
		IV	24	About 15 credits from Parent dept 9 credits from the Institute core
<p>Exit option with appropriate certificate Option for Honours/minor/research B. Tech. degree</p>				
3	Third Year B. Tech.	V	18+6	Additional 6 credits for those opted for honours/minor/research B. Tech. degree 3 credits from the Institute core
		VI	18+6	Additional 6 credits for who opted for honours/minor/research B. Tech. degree 3 credits from the Institute core
<p>Exit option with appropriate Degree e.g., B.Sc. (Engg.) etc. Option for M.Tech. and direct Ph.D. programs for those opted for honours/ research B. Tech. degree Department core should be completed at the end of 3rd year Option to go to other higher institute/Industry Internship/Research Institute etc. to earn equivalent credits of VII and/or VIII Sem.</p>				
4	Final Year B. Tech.	VII	18+3	Additional 3 credits for those opted for honours/minor/research B. Tech. degree 3 credits from the Institute core
		VIII	18+3	Additional 3 credits for those opted for honours/minor/research B. Tech. degree 3 credits from the Institute core
<p>168+18=186 Credits +6 Non graded credits</p>				

Option for re-entry, for the students exited after II/III year, to complete their degree

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

3. Types of courses

- (a) Institute Core (IC):
 - Basic Sciences (BS): Mathematics, Physics, Chemistry and Biology courses
 - Engineering Arts and Science (EAS): Fundamental engineering courses
 - Humanities and Social Sciences (HSS)
- (b) Program Core (PC): courses of relevant discipline.
- (c) Program Electives (PE): electives related to the parent discipline.
- (d) Programme linked basic sciences / EAS (PL)
- (e) Open Elective (OE): electives can be taken outside or within the discipline including Health/Fitness/Yoga; these credits can be used towards departmental specialization or minor area also.
- (f) Non-graded Core (NG) units: These are core requirements and can be earned through formal academic activity and informal co-curricular or extra-curricular activities

[Handwritten signatures and initials]

[Signature] *[Signature]* *[Signature]* *[Signature]*

[Signature] *[Signature]* *[Signature]* *[Signature]*

[Signature]

4. Limits of credits of different types of courses for B. Tech.

	Category	Symbol	B. Tech. Requirements	Remarks
1	Institute Core	IC	48 Credits	
	i. Basic Sciences (BS)		18	Courses decided by departments with consultation of Departments Basic sciences
	ii. Engineering Arts and Science (EAS): Fundamental engineering courses		18	Discipline specific courses
	iii. Humanities and Social Sciences (HSS)		12	Scattered from first year to final year. Management Courses are counted under this category.
2	Programme Linked EAS/BS	PL	0-15 Credits	Additional BS / EAS courses that are specified by the department
3	Departmental core	PC	105 -120 with min 15 as PE	Discipline specific; B. Tech. Project not more than 4 credits for normal degree.
4	Departmental Elective	PE		
5	Open Category	OE	06 Credits	Open to student's choice
6	Non-graded Core	NG	6 units	
	Total requirement for Degree		168-175 Credits +6 non graded units	

5 Non-graded Core Requirements

As part of the curriculum, non-graded units have been prescribed as core requirements for the undergraduate degree. These units can be earned through a combination of formal academic activity and informal co-curricular or extra-curricular activities. The components of non-graded core requirement are listed in Table 4.

Table: Components of Non-Graded Core Requirement

	Components	Units
1	Creative Arts / Sports / NSS	3
2	Discipline	3
	Total	6


The 6 units listed in the above Table will be the core requirement for all undergraduate programmes. A student must earn these 6 units over the complete duration of the programme with special considerations and requirements for each component. A student must get S grades to earn these units. Incomplete performance in these components will be indicated by a Z grade.

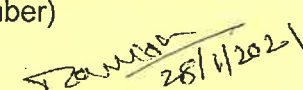
6 Clarification regarding First year

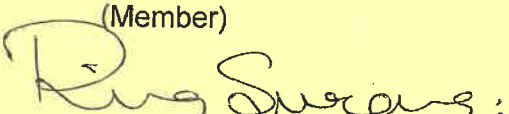
There is no common philosophy for the first year to implement options of exit and degree specialization. The disciplines courses should start from the first year itself so that the students may have gone through sufficient courses to opt for the exit option after II/III year.

Normally the courses from Basic sciences (BS)/ Engineering Arts and Science (EAS)/ Humanities and Social Sciences (HSS) need not to be common across various disciplines. Core departments will design BS/EAS/HSS courses with consultation of concerned departments.


Committee of UG Curriculum revision 2020

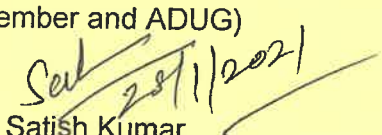

Dr. Sanyam Dangayach
(Member)

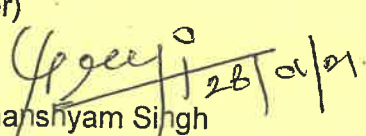

Dr. Manish Vashishtha
(Member)

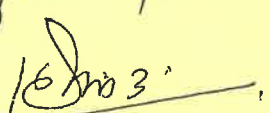

Dr. Rina Surana
(Member)


Dr. Dinesh Kumar
(Member)


Dr. Anil Swarnkar
(Member and ADUG)


Dr. Satish Kumar
(Member)


Prof. Ghanshyam Singh
(Member)


Prof. Himanshu Chaudhary
(Convener)



Centralized Counselling For M.Tech./M.Arch./M.Plan. Admissions
CCMT - 2020 (Coordinated by MNIT Jaipur)



Counselling Services

Simplifying The Admission Process

Participating Institute (PI): Malaviya National Institute of Technology Jaipur

Seat Matrix

/ Mapping of [Institute,Department & ME Program] Vs [GATE Paper & Qualifying Degree]

Institute Name :

Malaviya National Institute of Technology Jaipur

Department (*) :

Department of Metallurgical & Materials Engineering (MT)

ME Program (*) :

Metallurgical & Materials Engineering (GM)

Select Group (*) :

Select

<input type="checkbox"/>	S.No.	Institute	Department	ME Program	Group	Qualifying Degree	GATE Paper	Action
<input type="checkbox"/>	1	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Ceramic Engineering-(T116)	Mechanical Engineering -(ME)	Delete
<input type="checkbox"/>	2	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Ceramic Engineering-(T116)	Metallurgical Engineering -(MT)	Delete

		National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	1	B.E./B.Tech. in Ceramic Engineering-(T116)	Engineering Sciences - (XE)	Delete
	4	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Ceramic Engineering-(T116)	Mechanical Engineering -(ME)	Delete
	5	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Ceramic Engineering-(T116)	Metallurgical Engineering -(MT)	Delete
	6	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Ceramic Engineering-(T116)	Engineering Sciences - (XE)	Delete
	7	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Material Science and Engineering-(T157)	Metallurgical Engineering -(MT)	Delete
	8	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Material Science and Engineering-(T157)	Metallurgical Engineering -(MT)	Delete
	9	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Mechanical Engineering-(T158)	Metallurgical Engineering -(MT)	Delete
	10	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Metallurgical and Materials Engineering-(T160)	Metallurgical Engineering -(MT)	Delete

<input type="checkbox"/>	11	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Metallurgical and Materials Engineering-(T160)	Engineering Sciences - (XE)	Delete
<input type="checkbox"/>	12	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Metallurgical and Materials Engineering-(T160)	Metallurgical Engineering -(MT)	Delete
<input type="checkbox"/>	13	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Metallurgical and Materials Engineering-(T160)	Engineering Sciences - (XE)	Delete
<input type="checkbox"/>	14	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Metallurgical and Materials Technology-(T161)	Metallurgical Engineering -(MT)	Delete
<input type="checkbox"/>	15	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Metallurgical and Materials Technology-(T161)	Engineering Sciences - (XE)	Delete
<input type="checkbox"/>	16	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Metallurgical and Materials Technology-(T161)	Metallurgical Engineering -(MT)	Delete
<input type="checkbox"/>	17	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Metallurgical and Materials Technology-(T161)	Engineering Sciences - (XE)	Delete

		National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	1	B.E./B.Tech. in Metallurgical Engineering-(T162)	Engineering -(MT)	
	19	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Metallurgical Engineering-(T162)	Engineering Sciences - (XE)	Delete
	20	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Metallurgical Engineering-(T162)	Metallurgical Engineering -(MT)	Delete
	21	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Metallurgical Engineering-(T162)	Engineering Sciences - (XE)	Delete
	22	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Metallurgical Engineering and Material Science-(T163)	Metallurgical Engineering -(MT)	Delete
	23	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Metallurgical Engineering and Material Science-(T163)	Engineering Sciences - (XE)	Delete
	24	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Metallurgical Engineering and Material Science-(T163)	Metallurgical Engineering -(MT)	Delete
	25	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Metallurgical Engineering and Material Science-(T163)	Engineering Sciences - (XE)	Delete

26	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Metallurgy-(T164)	Metallurgical Engineering -(MT)	Delete
27	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Metallurgy-(T164)	Engineering Sciences - (XE)	Delete
28	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Metallurgy-(T164)	Metallurgical Engineering -(MT)	Delete
29	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Metallurgy-(T164)	Engineering Sciences - (XE)	Delete
30	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Ceramic Engineering and Technology-(T203)	Mechanical Engineering -(ME)	Delete
31	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Ceramic Engineering and Technology-(T203)	Metallurgical Engineering -(MT)	Delete
32	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Ceramic Engineering and Technology-(T203)	Engineering Sciences - (XE)	Delete
33	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Ceramic Engineering and Technology-(T203)	Mechanical Engineering -(ME)	Delete

		National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Ceramic Engineering and Technology-(T203)	Metallurgical Engineering -(MT)	Delete
	35	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Ceramic Engineering and Technology-(T203)	Engineering Sciences - (XE)	Delete
	36	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Ceramic Technology-(T204)	Mechanical Engineering -(ME)	Delete
	37	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Ceramic Technology-(T204)	Metallurgical Engineering -(MT)	Delete
	38	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Ceramic Technology-(T204)	Engineering Sciences - (XE)	Delete
	39	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Ceramic Technology-(T204)	Mechanical Engineering -(ME)	Delete
	40	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Ceramic Technology-(T204)	Metallurgical Engineering -(MT)	Delete
	41	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Ceramic Technology-(T204)	Engineering Sciences - (XE)	Delete

42	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Material Science and Metallurgical Engineering-(T277)	Metallurgical Engineering -(MT)	Delete
43	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Material Science and Metallurgical Engineering-(T277)	Metallurgical Engineering -(MT)	Delete
44	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Materials and Metallurgical Engineering -(T278)	Metallurgical Engineering -(MT)	Delete
45	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Materials and Metallurgical Engineering -(T278)	Engineering Sciences - (XE)	Delete
46	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Materials and Metallurgical Engineering -(T278)	Metallurgical Engineering -(MT)	Delete
47	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Materials and Metallurgical Engineering -(T278)	Engineering Sciences - (XE)	Delete
48	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Material Science and Technology-(T356)	Metallurgical Engineering -(MT)	Delete
49	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Material Science and Technology-(T356)	Metallurgical Engineering -(MT)	Delete

<input type="checkbox"/>	50	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Metallurgy and Material Technology-(T360)	Metallurgical Engineering -(MT)	Delete
<input checked="" type="checkbox"/>	51	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Metallurgy and Material Technology-(T360)	Metallurgical Engineering -(MT)	Delete
<input checked="" type="checkbox"/>	52	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 1	B.E./B.Tech. in Metallurgy and Materials-(T386)	Metallurgical Engineering -(MT)	Delete
<input checked="" type="checkbox"/>	53	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Metallurgical & Materials Engineering-(GM)	Group 2	B.E./B.Tech. in Metallurgy and Materials-(T386)	Metallurgical Engineering -(MT)	Delete

Delete Selected Records

Disclaimer:

This site is designed and hosted by NIC and the contents are provided by Centralized Counselling for M.Tech/M.Arch/M.Plan Admissions.

For any further information, please contact Centralized Counselling for M.Tech/M.Arch/M.Plan Admissions.



Centralized Counselling For M.Tech./M.Arch./M.Plan. Admissions CCMT - 2020 (Coordinated by MNIT Jaipur)



Counselling Services

Simplifying The Admission Process

Participating Institute (PI) : Malaviya National Institute of Technology Jaipur

Seat Matrix

/ Mapping of [Institute,Department & ME Program] Vs [GATE Paper & Qualifying Degree]

Institute Name :

Malaviya National Institute of Technology Jaipur

Department (*) :

Department of Metallurgical & Materials Engineering (MT)

ME Program (*) :

Steel Technology (ST)

Select Group (*) :

Select

<input type="checkbox"/>	S.No.	Institute	Department	ME Program	Group	Qualifying Degree	GATE Paper	Action
<input type="checkbox"/>	1	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Manufacturing Engineering-(T155)	Mechanical Engineering -(ME)	Delete
<input type="checkbox"/>	2	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Material Science and Engineering-(T157)	Metallurgical Engineering -(MT)	Delete

		National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	2	B.E./B.Tech. in Material Science and Engineering-(T157)	Engineering -(MT)	
<input type="checkbox"/>	4	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Mechanical Engineering-(T158)	Mechanical Engineering -(ME)	Delete
<input type="checkbox"/>	5	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Metallurgical and Materials Engineering-(T160)	Metallurgical Engineering -(MT)	Delete
<input type="checkbox"/>	6	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Metallurgical and Materials Engineering-(T160)	Engineering Sciences - (XE)	Delete
<input type="checkbox"/>	7	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Metallurgical and Materials Engineering-(T160)	Metallurgical Engineering -(MT)	Delete
<input type="checkbox"/>	8	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Metallurgical and Materials Engineering-(T160)	Engineering Sciences - (XE)	Delete
<input type="checkbox"/>	9	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Metallurgical and Materials Technology-(T161)	Metallurgical Engineering -(MT)	Delete
<input type="checkbox"/>	10	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Metallurgical and Materials Technology-(T161)	Engineering Sciences - (XE)	Delete

<input type="checkbox"/>	11	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Metallurgical and Materials Technology-(T161)	Metallurgical Engineering -(MT)	Delete
<input type="checkbox"/>	12	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Metallurgical and Materials Technology-(T161)	Engineering Sciences - (XE)	Delete
<input type="checkbox"/>	13	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Metallurgical Engineering-(T162)	Metallurgical Engineering -(MT)	Delete
<input type="checkbox"/>	14	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Metallurgical Engineering-(T162)	Engineering Sciences - (XE)	Delete
<input type="checkbox"/>	15	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Metallurgical Engineering-(T162)	Metallurgical Engineering -(MT)	Delete
<input type="checkbox"/>	16	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Metallurgical Engineering-(T162)	Engineering Sciences - (XE)	Delete
<input type="checkbox"/>	17	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Metallurgical Engineering and Material Science-(T163)	Metallurgical Engineering -(MT)	Delete
<input type="checkbox"/>	18	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Metallurgical Engineering and Material Science-(T163)	Engineering Sciences - (XE)	Delete

		National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	2	B.E./B.Tech. in Metallurgical Engineering and Material Science-(T163)	Engineering -(MT)	
<input type="checkbox"/>	20	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Metallurgical Engineering and Material Science-(T163)	Engineering Sciences - (XE)	Delete
<input type="checkbox"/>	21	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Metallurgy-(T164)	Metallurgical Engineering -(MT)	Delete
<input type="checkbox"/>	22	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Metallurgy-(T164)	Engineering Sciences - (XE)	Delete
<input type="checkbox"/>	23	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Metallurgy-(T164)	Metallurgical Engineering -(MT)	Delete
<input type="checkbox"/>	24	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Metallurgy-(T164)	Engineering Sciences - (XE)	Delete
<input type="checkbox"/>	25	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Production Engineering-(T177)	Mechanical Engineering -(ME)	Delete
<input type="checkbox"/>	26	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Material Science and Metallurgical Engineering-(T277)	Metallurgical Engineering -(MT)	Delete

27	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Material Science and Metallurgical Engineering-(T277)	Metallurgical Engineering -(MT)	Delete
28	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Materials and Metallurgical Engineering - (T278)	Metallurgical Engineering -(MT)	Delete
29	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Materials and Metallurgical Engineering - (T278)	Engineering Sciences - (XE)	Delete
30	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Materials and Metallurgical Engineering - (T278)	Metallurgical Engineering -(MT)	Delete
31	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Materials and Metallurgical Engineering - (T278)	Engineering Sciences - (XE)	Delete
32	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Material Science and Technology-(T356)	Metallurgical Engineering -(MT)	Delete
33	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Material Science and Technology-(T356)	Metallurgical Engineering -(MT)	Delete
34	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Metallurgy and Material Technology-(T360)	Metallurgical Engineering -(MT)	Delete

		National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	2	B.E./B.Tech. in Metallurgy and Material Technology-(T360)	Metallurgical Engineering -(MT)	
<input checked="" type="checkbox"/>	36	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 1	B.E./B.Tech. in Metallurgy and Materials-(T386)	Metallurgical Engineering -(MT)	Delete
<input checked="" type="checkbox"/>	37	Malaviya National Institute of Technology Jaipur	Department of Metallurgical & Materials Engineering-(MT)	Steel Technology-(ST)	Group 2	B.E./B.Tech. in Metallurgy and Materials-(T386)	Metallurgical Engineering -(MT)	Delete

Delete Selected Records

Disclaimer:

This site is designed and hosted by NIC and the contents are provided by Centralized Counselling for M.Tech/M.Arch/M.Plan Admissions.

For any further information, please contact Centralized Counselling for M.Tech/M.Arch/M.Plan Admissions.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR
DEPARTMENT OF METALLURGICAL AND MATERIALS ENGINEERING

Minutes of the meeting of Departmental Faculty Board (DFB)
 (DFB-05/2020-2021)

January 19, 2021

The fifth meeting of the Departmental Faculty Board (DFB) for the academic session 2020- 2021 was held on Monday, January 18, 2021 at 3.00 PM in the committee room of the department.

Attendees:

- | | | |
|--|---------------------------------|---------------------------|
| 1. Dr. Rajendra Kumar Goyal (Chairman) | 3. Dr. Rajendra Kumar Duchaniya | 4. Dr. Vijay Navaratna N. |
| 2. Dr. Upendra Pandel, | 6. Dr. Krishna Kumar | 7. Dr. Sreekumar V.M. |
| 5. Dr. Ajaya Kumar Pradhan | 9. Dr. Manjesh Mishra | 10. Dr. Kunal Borse |
| 8. Dr. Swati Sharma (Secretary-DFB) | 12. Dr. Rajesh Kumar Rai | 13. Dr. Abhishek Tripathi |
| 11. Dr. Brij Mohan | | |

At the onset, the chairman welcomed the members to the DFB and placed the agenda circulated on 17.01.2021 for the deliberation of the members.

Item No: 1: Eligibility criteria for admission in M.Tech. (in Metallurgical and Materials Engineering) was discussed and approved as under:

Name of the Programme	Group	Degree Eligibility	Degree Code	GATE CODE
M. Tech. (Metallurgical and Materials Engineering)	G -1	Metallurgical Engineering	T 162	MT, XE
		Metallurgy	T 164	MT, XE
		Metallurgical and Materials Engineering	T 160	MT, XE
		Metallurgical Engineering and Materials Science	T 163	MT, XE
		Materials and Metallurgical Engineering	T 278	MT, XE
		Metallurgical and Materials Technology	T 161	MT, XE
		Mechanical Engineering	T 158	ME, XE
		Production Technology	T 177	ME, PI
		Production Engineering		ME, PI
		Metallurgy and Materials Science	(T386)	MT
		Metallurgy and Materials Technology	(T360)	MT
		Manufacturing Technology	(T355)	ME
		Manufacturing Science & Engineering		
		Industrial Metallurgy		
		Materials Science		
	Materials Science and Engineering			
	Materials Engineering			
	G-2	Metallurgical Engineering	T 162	MT, XE
		Metallurgy	T 164	MT, XE
		Metallurgical and Materials Engineering	T 160	MT, XE
		Metallurgical Engg. and Materials Science	T 163	MT, XE
		Materials and Metallurgical Engg.	T 278	MT, XE
		Metallurgical and Materials Technology	T 161	MT, XE
		Ceramic Engineering	T 116	MT, XE, ME
		Ceramic Engg. and Technology	T 203	MT, XE, ME
		Ceramic Technology	T 204	MT, XE, ME
		Mechanical Engineering	T 158	ME
		Polymer Engineering	(T377)	CH, XE
Ceramic Engineering		T 116	MT, XE, ME	
Ceramic Engineering and Technology		T 203	MT, XE, ME	
Ceramic Technology	T 204	MT, XE, ME		
Polymer Science and Technology	(T173)	CH, CY, XE		
Polymer Engineering and Technology	(T310)	CH, XE		

Item No. 2: Eligibility criteria for admission in M.Tech. (in Steel Technology) was discussed and approved as under.

M. Tech. (Steel Technology)	G-1	Metallurgy	T 164	MT,XE
		Metallurgical and Materials Engineering	T 160	MT,XE
		Metallurgical Engineering and Materials Science	T 163	MT,XE
		Materials and Metallurgical Engineering	T 278	MT,XE
		Metallurgical and Materials Technology	T 161	MT,XE
		Mechanical Engineering	T 158	ME, XE
		Forging and Foundry		
	G-2	Metallurgical Engineering	T 162	MT,XE
		Metallurgy	T 164	MT,XE
		Metallurgical and Materials Engineering	T 160	MT,XE
		Metallurgical Engineering and Materials Science	T 163	MT,XE
		Materials and Metallurgical Engineering	T 278	MT,XE
		Metallurgical and Materials Technology	T 161	MT,XE
		Mechanical Engineering	T 155	ME
		Production Technology	T 177	ME

Item No. 3: Proposal for Self-Sponsored students for M. Tech.: These students should have first class B.Tech. and will be selected based on a written test and/or an interview against vacant slot. They will not receive any scholarship. – This agenda could not be discussed.

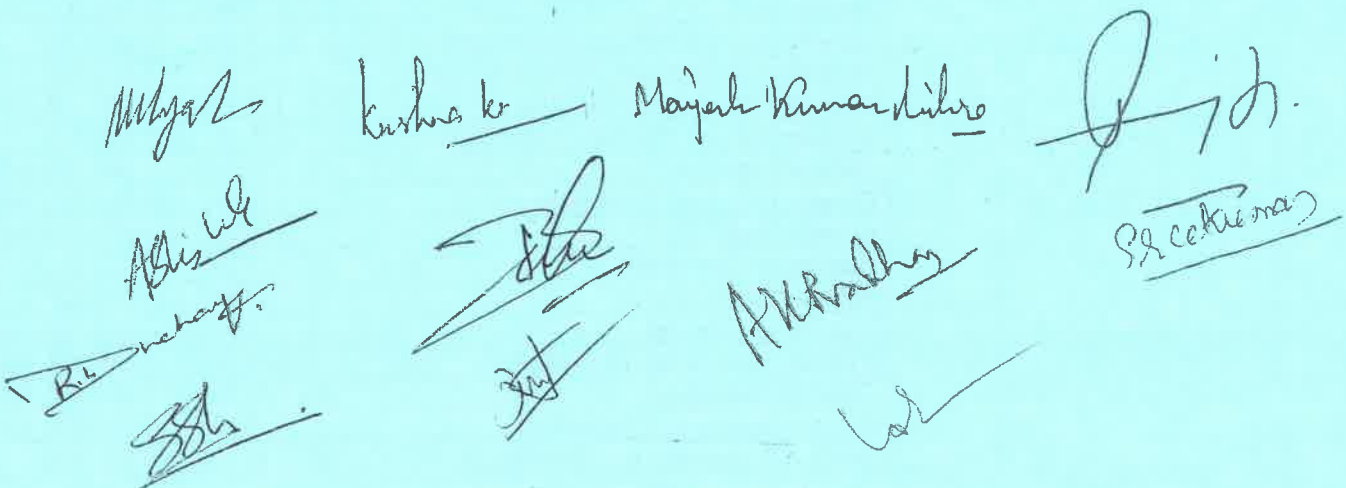
Item No. 4: Revised eligibility for PhD in (MME) was discussed and proposed as under:

B.E./B.Tech. degree in Metallurgical Engineering/ Materials Engineering/ Mechanical Engineering/ Materials Science and Engineering/Metallurgical and Materials Engineering/ Chemical Engineering/Ceramic Engineering/ Manufacturing Engineering/Production Engineering/Materials Science/Forge and Foundry with M.E. /M. Tech. degree in Metallurgical Engineering/ Materials Science/Ceramic Engineering/Thermal Engineering/Polymer engineering/ Plastic Engineering/Polymer Science and Engineering/Metallurgy and Materials Science/Materials Engineering/Design/Machine Design/Production/Foundry/Industrial Metallurgy/Welding Technology/ Manufacturing/Process Metallurgy/Process Engineering/Corrosion Engineering/Nano Technology/Steel Technology/ Mineral Processing/ Alloy Technology/ Extractive Metallurgy/Composites/Powder Metallurgy.

Item No. 5: Any other points

No other item was taken for deliberation.

The meeting ended with a vote of thanks to the chair.



 The page contains several handwritten signatures in black ink. The signatures are:

- M. J. (top left)
- K. S. (top middle)
- M. K. (top right)
- A. S. (middle left)
- S. S. (middle middle)
- A. S. (middle right)
- S. S. (bottom left)
- S. S. (bottom middle)
- S. S. (bottom right)



MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR

DEPARTMENT OF MANAGEMENT STUDIES

March 05, 2021

Minute of DPGC meeting (dated March 05, 2021)

Following members were present in the meeting of DPGC held on March 05, 2021 held at Committee Room, DMS:

1. Dr. Deepak Verma, Convener, DPGC, DMS
2. Dr. Monica Sharma, Head, DMS
3. Dr. Reeta Singh, Convener, DUGC
4. Dr. Divesh Kumar
5. Dr. Priyanka Sihag
6. Dr. Shweta Sharma
7. Dr. Ritika Mahajan
8. Dr. Shridev
9. Dr. Preeti Bhatt, Nominee Chairman (Senate)

Following matter was placed before the DPGC members

1.0	<p>As per directions received from the Office of Dean (Academics), the DRECs in the Department are to be constituted area-wise, and not scholar-wise. The same are to be communicated to the Office of Dean (Academics).</p> <p>DPGC (DMS) is required to identify the major areas of research and respective DRECs for each of the major research areas.</p>
	<p>DPGC resolved that the faculty members will identify the major research areas and propose a DPGC of at least four faculty members for each area. The same will be compiled by the DPGC, Convener and will be submitted for approval of the DPGC (DMS).</p>
2.0	<p>Revision in minimum eligibility criteria for admission to PhD (Management) program</p> <p>The current minimum qualification for admission to the Ph.D. (Management) program is: "The applicant must have a two-year post-graduate degree in management/commerce/economics/engineering/technology with CGPA not below 6.5 on a ten-point scale or 60% marks (where CGPA is not awarded)"</p> <p>The Ph.D. admission coordinators repeatedly face issues in determining the eligibility owing to the multiple naming schemes used by the Universities across the country. Further, most of the reputed institutions (including many IITs/NITs) offering PhD (Management) program do not restrict the minimum qualification on the basis of the degree area/specializations.</p>
	<p>DPGC (DMS) proposes to revise the minimum eligibility requirement for the PhD (Management) program as: "The applicant must have a two-year post-graduate degree or equivalent from a recognized institute/University with CGPA not below 6.5 on a ten-point scale or 60% marks (where CGPA is not awarded). For equivalence of program, a certificate from AIU to the effect is mandatory."</p>

3.0	<p>Revision in minimum eligibility criteria for admission to MBA program</p> <p>The current minimum qualification for admission to the MBA program is: "Bachelor's Degree in Engineering, Science, Commerce, Economics, Business Administration, Architecture, Pharmacy, Agricultural or Computer Applications or Master degree in Physics, Chemistry, Mathematics, Economics while scoring minimum CGPA of 6.5 on the 10-point scale (60% marks, only where CGPA is not awarded) with a relaxation for SC/ST implying a minimum of 6.0 on the 10-point scale (55% marks, only where CGPA is not awarded)."</p>
	<p>The admission coordinators repeatedly face similar issues as mentioned in the point (2) above. For example, a student with B.A. (Psychology) can be a good candidate for MBA degree in Human Resources/Organizational Behavior area but will not be eligible as per the current qualification criteria. However, an applicant with B.Sc. (Psychology) will qualify. Further, many of the reputed institutions (including many IITs/NITs), including the globally reputed B-Schools offering MBA program do not restrict the minimum qualification on the basis of the area of the graduate program of the applicants.</p> <p>DPGC (DMS) proposes to revise the minimum eligibility requirement for the MBA program as: "The applicant must have a valid 3-year or 4-year bachelor degree from a recognized institute/University with CGPA not below 6.5 on a ten-point scale or 60% marks (where CGPA is not awarded) with a relaxation for SC/ST implying a minimum of 6.0 on the 10-point scale (55% marks, only where CGPA is not awarded)."</p>


 05/03/2021
 Deepak Verma
 Convener, DPGC (DMS)



Centralized Counselling For M.Tech./M.Arch./M.Plan. Admissions
CCMT - 2020 (Coordinated by MNIT Jaipur)



Counselling Services

Simplifying The Admission Process

Participating Institute (PI) : Malaviya National Institute of Technology Jaipur

Seat Matrix

/ Mapping of [Institute, Department & ME Program] Vs [GATE Paper & Qualifying Degree]

Institute Name :

Malaviya National Institute of Technology Jaipur

Department (*) :

Department of Chemical Engineering (CH)

ME Program (*) :

Chemical Engineering (CE)

Select Group (*) :

Select

S.No.	Institute	Department	ME Program	Group	Qualifying Degree	GATE Paper	Action
1	Malaviya National Institute of Technology Jaipur	Department of Chemical Engineering- (CH)	Chemical Engineering- (CE)	Group 1	B.E./B.Tech. in Any of the above disciplines in B.E./B.Tech. degree- (T999)	Chemical Engineering - (CH),	Delete

<input type="checkbox"/>	2	Malaviya National Institute of Technology Jaipur	Department of Chemical Engineering- (CH)	Chemical Engineering- (CE)	Group 2	B.E./B.Tech. in Any of the above disciplines in B.E./B.Tech. degree- (T999)	Biotechnology - (BT)	Delete
<input type="checkbox"/>	3	Malaviya National Institute of Technology Jaipur	Department of Chemical Engineering- (CH)	Chemical Engineering- (CE)	Group 2	B.E./B.Tech. in Any of the above disciplines in B.E./B.Tech. degree- (T999)	Chemical Engineering - (CH)	Delete
<input type="checkbox"/>	4	Malaviya National Institute of Technology Jaipur	Department of Chemical Engineering- (CH)	Chemical Engineering- (CE)	Group 2	B.E./B.Tech. in Any of the above disciplines in B.E./B.Tech. degree- (T999)	Petroleum Engineering- (PE)	Delete
<input type="checkbox"/>	5	Malaviya National Institute of Technology Jaipur	Department of Chemical Engineering- (CH)	Chemical Engineering- (CE)	Group 2	B.E./B.Tech. in Any of the above disciplines in B.E./B.Tech. degree- (T999)	Textile Engineering and Fibre Science - (TF)	Delete

Delete Selected Records

Disclaimer:

This site is designed and hosted by NIC and the contents are provided by Centralized Counselling for M.Tech/M.Arch/M.Plan Admissions.

For any further information, please contact Centralized Counselling for M.Tech/M.Arch/M.Plan Admissions.

Fwd: Agenda for SPGB

Ravi Sharma <ravi.sharma@mnit.ac.in>
To: PG Academic <pg.acad@mnit.ac.in>

Thu, Jan 28, 2021 at 4:57 PM

----- Forwarded message -----

From: DPGC CHEM <dpgc.chem@mnit.ac.in>
Date: Thu, Jan 28, 2021, 4:57 PM
Subject: Re: Agenda for SPGB
To: ADPG.acad MNIT <adpg.acad@mnit.ac.in>, Ravi Sharma <ravi.sharma@mnit.ac.in>
Cc: Vikas Kumar Sangal <vksangal.chem@mnit.ac.in>

Dear Mam,
As discussed, please see the details of the agenda item at Sr. no. 2

Measures to increase student strength in M. Tech.

(i) Currently, Department of Chem. Engg. at MNIT Jaipur is offering only one Master's course i. e., M. Tech. in Chem. Engg. Keeping in view the multidisciplinary nature of Chem Engg. it is desirable that more interdisciplinary branches of engineering need to be opened for admission to this branch in order to impart value addition to the graduates of other branches of Engg. to perform better in Chemical Industries, research and other organizations. Therefore, it is proposed to modify the eligibility criteria for admission in M.Tech. (Chem. Engg.) as follows:

- (a) In addition to the existing branches of GATE (Biotechnology, Petroleum Engineering, Textile Engineering and Fibre Science) a few more GATE papers may be added, viz. Agricultural Engg., Biomedical Engg., Environmental Sc. & Engg., Production and Industrial Engg., Engineering Sciences, Mining Engg., and Metallurgical Engg.
- (b) M. Sc. in Chemistry, Mathematics or Physics with GATE in any of these disciplines or Engineering Sciences.

(ii) A few M. Tech./M. Plan courses including Chemical Engineering have seen lesser admissions in recent years. The admissions to all these courses are centralized and made through CCMT. Despite several rounds, sufficient GATE qualified candidates could not be admitted in these branches. At the one end, a sound infrastructure for these branches is available; on the other hand a number of students who could not qualify GATE are not allowed to take admission in these branches. In order to utilize the existing infrastructure for the benefit of students at large, it is proposed to allow non-GATE students on remaining vacant seats after the completion of CCMT admission process. This is not going to affect the merit of admissions as these students will be admitted after completion of CCMT admission process only on left over seats. To attract brighter students among non-GATE category a department level written test and interview may be conducted to shortlist the students. However, B.Tech. graduates from IITs and NITs with a CGPA score of 8 and above may be allowed direct admission through interview only.

Dear Mam,

The agenda items SPGB are as follows:

1. As per the existing regulations of MNIT, admission to Ph. D. course for a B. Tech. / B. Arch. qualified student requires him/her to have at least 9.00 CGPA, whereas several IITs have a requirement of 8.00 CGPA only and IIT Kanpur has brought it down even to 7.5. Considering the general status of the majority of the M. Tech. qualified students who appear at the Ph. D. entrance exam of MNIT, it is obvious that they do not possess the academic acumen and a zeal to work better than a B. Tech. / B. Arch. qualified student having 8.00 CGPA. Moreover, MNIT misses out these fairly bright students in Ph. D. admissions due to its severely stringent CGPA requirements stipulated for B. Tech. / B. Arch. qualified students. This narrows down the choice of Dept. in the selection process. Entry of B. Tech. / B. Arch. qualified students will enhance the quality of Ph.D. work carried out in MNIT in general with better quality of resulting publications. In turn, it will enhance our NIRF rank also. In view of the above, it is proposed to revise the CGPA requirement of B. Tech. /B. Arch. for Ph. D. admission from 9.00 to 8.00.
2. It is proposed to start self sponsored full time M.Tech in Chemical Engineering, as less number of students are enrolling in CCMT in Chemical Engineering. This practice is already started by some NITs like NIT Jalandhar.
3. It is proposed that for the PhD slot, the supervisor name along with the broad area of research should be displayed on the website for PhD admission. It was observed that many faculty have the same research area and create conflicts during supervisor allotment. This practice is already followed in IIT Roorkee for PhD admission.
4. The M.Tech Chemical Engineering programme Structure (as per the Agenda item 39-3.8 in the 39th Senate meeting held on November 10,2020) was discussed in DPGC and DFB and the proposed M.Tech Chemical Engineering scheme is attached for approval of SPGB.

With Regards,

Vikas K. Sangal

Convener DPGC

Associate Professor

Department of Chemical Engineering

Malaviya National Institute of Technology, Jaipur

(An Institute of National Importance under MHRD, Govt. of India)

Malaviya Nagar, J.L.N. Marg, Jaipur (India) -302 017

Phone: +91-141-2713142(R), +91- 95496-50367(M), +91-9815015705 (M)

E-mail: vksangal@gmail.com, vksangal.chem@mnit.ac.in

<http://scholar.google.com/citations?user=nCd8jEgAAAAJ&hl=en>

[Quoted text hidden]



Proposed M.tech Chemical Engg Scheme.docx

16K



MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR
Department of Humanities and Social Sciences

PROPOSAL

MA PUBLIC POLICY AND DEVELOPMENT (MPD)

Introduction

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, many of the social problems are just too complex to be solved by one specialized discipline (NEP, 2020). These multifaceted problems require trans disciplinary solutions. Thus, the institutes of higher learning must request, "How can we leverage new knowledge to solve the pressing contemporary problems?" This primarily requires institutes to foster learning that integrates the perspectives of multiple disciplines and stakeholders and to connect new knowledge and a deeper understanding of real-life experiences as even mentioned in the newly NEP, 2020.

In line of the above thoughts, **DHSS proposes to introduce a new Master's Program with currently available expertise with proposed intake of 20.**

Objectives

Public Policy and Development studies involve capability and knowledge to make executive decisions and, evaluate outcomes that aim to achieve collective purposes and provide solutions to pressing problems. The proposed Master of Arts in Public Policy and Development (MPD) will prepare students to become critical and analytical thinkers who can develop effective and equitable solutions to public policy and developmental challenges.

The carefully crafted curriculum of the proposed programme aims to prepare learners-

- To become critical and analytical thinkers who will engage in offering inclusive and effective solutions to public policy and developmental challenges.
- To train them about ideas, mechanisms and practices of Public Policy and Development and help them become reflexive practitioners who can tackle real-world issues of trans-disciplinary nature.
- To develop required competency and skills for managing the public policy and development projects.
- To develop personal and professional competences through the integration of knowledge and practice
- To inculcate accountable and ethical standards and provide purposive programmatic solutions, and undertake critical and impactful Research
- To ultimately enhance the employability of students in the public policy and development sectors.

Program Design

- The proposed MPD follows a semester and credits-based system, consisting of a set of essential core courses that will develop the foundational understanding along with the emphasis on experiential learning.
- The two-year, four semester program will be a full-time course with 84 credits. The broadened learning opportunities, so offered, can provide interesting course combinations in the context of Flexible and Choice Based Credit System too.
- Ten courses of 20 credits for foundational skill enhancement.
- Eight courses of 32 credits for knowledge enhancement in a major elective subject.
- Four courses of 16 credits for knowledge enhancement in a minor elective subject.
- Experiential learning and Field practice of 16 credits with capstone project and internship opportunity for problem identification and solution.
- Capstone project is an integral component of the program for guided research, an opportunity to transform knowledge into practice.
- Students may opt more choices and earn credits for Credit Bank
- Rigorous field engagement that has been designed as part of the course will provide learners with a hands-on experience at partner organizations by engaging them in different formats such as; Immersion, Internships, Research and Independent interventions all mentored and guided by faculty and field supervisors.
 - GATE qualified would be eligible for admission.
 - Relaxation may be granted for initially three years to Non GATE applicants having minimum 60% marks in any graduate degree.
 - Propose to award institutional stipend to GATE qualified students as per MNIT rules.

The proposed program aims to enrich students with **graduate attributes** such as

- Deep Discipline Scholarship and intellectual Breath
- Creative Critical Thinking and Problem-Solving Skills
- Teamwork, Collaboration, Leadership and Communication Skills
- Global citizenship: ethical, social and professional understanding
- Self-Awareness and emotional intelligence
- Lifelong Learning

Career Prospects:

MPD focuses on upcoming professional domains that will provide wide-ranging career opportunities to students. This program would train the students to undertake careers that involve areas such as but not limited to Government Organisations, Non Govt Agencies, Development Sector, Consultancies and Academia focussing programme evaluation, research, policy analysis, programme management, advocacy and other aspects of programme operations and governance.

PROPOSED PROGRAMME SCHEME**MA PUBLIC POLICY AND DEVELOPMENT (MPD)****SEMESTER-I**

Course Code	SKILL ENHANCEMENT Core	L	T	P	Credits
HST 801	1. Design: Process to Thinking	1	1	-	2
HST 802	2. Reflective Practice for Professional Development	1	1	-	2
HST 803	3. Artificial Intelligence (AI) for Social Empowerment	1	1	-	2
	KNOWLEDGE ENHANCEMENT Elective (Any three from two subject)**				
	Economics				
HST EC1	1. Contemporary Indian Economy: Issues and Approaches	3	1	-	4
HST EC2	2. Behavioural Economics	3	1	-	4
	English				
HST EN1	1. Communication Models and Dimensions	3	1	-	4
HST EN2	2. Literature and Psychoanalysis	3	1	-	4
	Political Science				
HST PS1	1. Digital Innovation in Public Administration	3	1	-	4
HST PS2	2. Public Policy for Sustainable Development	3	1	-	4
	Sociology				
HST SO1	1. Sociological Theories: Reflections and Transitions	3	1	-	4
HST SO2	2. Towards Social Justice and Inclusion	3	1	-	4
	EXPERIENTIAL LEARNING (Any One)***				
HST E01	1. Elementary French	2	1	-	3
HST E02	2. Foreign Language – German (Basic)	1	1	2	3
Total Credits (Semester-I)					21

SEMESTER-II

Course Code	SKILL ENHANCEMENT Core	L	T	P	Credits
HST 804	1. Research Design	1	1	-	2
HST 805	2. Critical Reading and Writing	1	-	2	2
HST 806	3. Introduction to Statistical Learning and Statistical Inference	1	-	2	2
	KNOWLEDGE ENHANCEMENT Elective (Any three from two subject)**				
	Economics				
HST EC3	1. Public Economics and Finance	3	1	-	4
HST EC4	2. Macro-Economic Implication of Globalization	3	1	-	4
	English				
HST EN3	1. Contemporary Fiction	3	1	-	4
HST EN4	2. Organizational Communication	3	1	-	4
	Political Science				
HST PS3	1. New Politics of Globalization	3	1	-	4
HST PS4	2. Conflict Transformation and Peace building	3	1	-	4
	Sociology				
HST SO3	1. Understanding Globalization, International Migration, Media and Culture	3	1	-	4
HST SO4	2. Gender Equity for Social Transformation	3	1	-	4
	EXPERIENTIAL LEARNING (Any One)**				
HST E03	1. Holistic Fitness	1	1	2	3
HST E04	2. An Insight into Music	1	1	2	3
Total Credits (Semester-II)					21

SEMESTER-III

Course Code	SKILL ENHANCEMENT	L	T	P	Credits
	Core				
HST 807	1. Positive Psychology: The Science of Well-being	1	1	-	2
HST 808	2. Geographic Information System (GIS) for All	1	-	2	2
	KNOWLEDGE ENHANCEMENT				
	Elective (Any three from two subject)				
	Economics				
HST EC5	1. Digital Banking and Financial Management	3	1	-	4
HST EC6	2. Environmental Economics	3	1	-	4
	English				
HST EN5	1. Feminism and Gender in Language and Literature	3	1	-	4
HST EN6	2. Digital Communication	3	1	-	4
	Political Science				
HST PS5	1. South Asia: A Geopolitical Perspective	3	1	-	4
HST PS6	2. Reimagining Social Policy Designs: Empirical Approaches	3	1	-	4
	Sociology				
HST SO5	1. Visual Sociology	3	1	-	4
HST SO6	2. Social Entrepreneurship for Social Change	3	1	-	4
HSP 901	Capstone Project (Guided Research)	-	-	-	6
Total Credits (Semester-III)					22

SEMESTER-IV

Course Code	SKILL ENHANCEMENT	L	T	P	Credits
	Core				
HST 809	1. Intercultural communication	1	-	2	2
HST 810	2. Soft Skills Development Lab	1	-	2	2
	KNOWLEDGE ENHANCEMENT				
	Elective (Any three from two subject)**				
	Economics				
HST EC7	1. Practicing Econometrics	3	-	2	4
HST EC8	2. Rural Development Experience	3	1	-	4
	English				
HST EN7	1. Personal and Political in Language and Literature	3	1	-	4
HST EN8	2. Life Writing	3	1	-	4
	Political Science				
HST PS7	1. Indian Government & Politics	3	1	-	4
HST PS8	2. Decentralized Governance for Democratization	3	1	-	4
	Sociology				
HST SO7	1. Global Environmental Challenges	3	1	-	4
HST SO8	2. Urban Sociology and Policy Planning	3	1	-	4
HSP 902	FIELD PRACTICE	-	-	-	4
Total Credits (Semester-IV)					20

Total Credits (Programme)	84
----------------------------------	-----------



MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR

Department of Humanities and Social Sciences

MA PUBLIC POLICY AND DEVELOPMENT (MPD)

PROGRAMME SCHEME

SEMESTER-I

Course Code	Skill Enhancement	L	T	P	Credits
	Core				
HST 801	1. Design: Process to Thinking	1	1	-	2
HST 802	2. Reflective Practice for Professional Development	1	1	-	2
HST 803	3. Artificial Intelligence (AI) for Social Empowerment	1	1	-	2
	KNOWLEDGE ENHANCEMENT				
	Elective (Any three from two subject)**				
	Economics				
HST EC1	1. Contemporary Indian Economy: Issues and Approaches	3	1	-	4
HST EC2	2. Behavioural Economics	3	1	-	4
	English				
HST EN1	1. Communication Models and Dimensions	3	1	-	4
HST EN2	2. Literature and Psychoanalysis	3	1	-	4
	Political Science				
HST PS1	1. Digital Innovation in Public Administration	3	1	-	4
HST PS2	2. Public Policy for Sustainable Development	3	1	-	4
	Sociology				
HST SO1	1. Sociological Theories: Reflections and Transitions	3	1	-	4
HST SO2	2. Towards Social Justice and Inclusion	3	1	-	4
	EXPERIENTIAL LEARNING (Any One)***				
HST E01	1. Elementary French	2	1	-	3
HST E02	2. Foreign Language – German (Basic)	1	1	2	3
Total Credits (Semester-I)					21

SEMESTER-II

Course Code	SKILL ENHANCEMENT Core	L	T	P	Credits
HST 804	1. Research Design	1	1	-	2
HST 805	2. Critical Reading and Writing	1	-	2	2
HST 806	3. Introduction to Statistical Learning and Statistical Inference	1	-	2	2
	KNOWLEDGE ENHANCEMENT Elective (Any three from two subject)**				
	Economics				
HST EC3	1. Public Economics and Finance	3	1	-	4
HST EC4	2. Macro-Economic Implication of Globalization	3	1	-	4
	English				
HST EN3	1. Contemporary Fiction	3	1	-	4
HST EN4	2. Organizational Communication	3	1	-	4
	Political Science				
HST PS3	1. New Politics of Globalization	3	1	-	4
HST PS4	2. Conflict Transformation and Peace building	3	1	-	4
	Sociology				
HST SO3	1. Understanding Globalization, International Migration, Media and Culture	3	1	-	4
HST SO4	2. Gender Equity for Social Transformation	3	1	-	4
	EXPERIENTIAL LEARNING (Any One)**				
HST E03	1. Holistic Fitness	1	1	2	3
HST E04	2. An Insight into Music	1	1	2	3
Total Credits (Semester-II)					21

SEMESTER-III

Course Code	SKILL ENHANCEMENT	L	T	P	Credits
	Core				
HST 807	1. Positive Psychology: The Science of Well-being	1	1	-	2
HST 808	2. Geographic Information System (GIS) for All	1	-	2	2
	KNOWLEDGE ENHANCEMENT				
	Elective (Any three from two subject)				
	Economics				
HST EC5	1. Digital Banking and Financial Management	3	1	-	4
HST EC6	2. Environmental Economics	3	1	-	4
	English				
HST EN5	1. Feminism and Gender in Language and Literature	3	1	-	4
HST EN6	2. Digital Communication	3	1	-	4
	Political Science				
HST PS5	1. South Asia: A Geopolitical Perspective	3	1	-	4
HST PS6	2. Reimagining Social Policy Designs: Empirical Approaches	3	1	-	4
	Sociology				
HST SO5	1. Visual Sociology	3	1	-	4
HST SO6	2. Social Entrepreneurship for Social Change	3	1	-	4
HSP 901	Capstone Project (Guided Research)	-	-	-	6
Total Credits (Semester-III)					22

SEMESTER-IV

Course Code	SKILL ENHANCEMENT Core	L	T	P	Credits
HST 809	1. Intercultural communication	1	-	2	2
HST 810	2. Soft Skills Development Lab	1	-	2	2
	KNOWLEDGE ENHANCEMENT Elective (Any three from two subject)**				
	Economics				
HST EC7	1. Practicing Econometrics	3	-	2	4
HST EC8	2. Rural Development Experience	3	1	-	4
	English				
HST EN7	1. Personal and Political in Language and Literature	3	1	-	4
HST EN8	2. Life Writing	3	1	-	4
	Political Science				
HST PS7	1. Indian Government & Politics	3	1	-	4
HST PS8	2. Decentralized Governance for Democratization	3	1	-	4
	Sociology				
HST SO7	1. Global Environmental Challenges	3	1	-	4
HST SO8	2. Urban Sociology and Policy Planning	3	1	-	4
HSP.902	FIELD PRACTICE	-	-	-	4
Total Credits (Semester-IV)					20

Total Credits (Programme)	84
----------------------------------	-----------



MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR

Department of Humanities and Social Sciences

MA PUBLIC POLICY AND DEVELOPMENT (MPD)

PROGRAMME SCHEME

SEMESTER-I

Course Code	SKILL ENHANCEMENT	L	T	P	Credits
	Core				
HST 801	1. Design: Process to Thinking	1	1	-	2
HST 802	2. Reflective Practice for Professional Development	1	1	-	2
HST 803	3. Artificial Intelligence (AI) for Social Empowerment	1	1	-	2
	KNOWLEDGE ENHANCEMENT				
	Elective (Any three from two subject)**				
	Economics				
HST EC1	1. Contemporary Indian Economy: Issues and Approaches	3	1	-	4
HST EC2	2. Behavioural Economics	3	1	-	4
	English				
HST EN1	1. Communication Models and Dimensions	3	1	-	4
HST EN2	2. Literature and Psychoanalysis	3	1	-	4
	Political Science				
HST PS1	1. Digital Innovation in Public Administration	3	1	-	4
HST PS2	2. Public Policy for Sustainable Development	3	1	-	4
	Sociology				
HST SO1	1. Sociological Theories: Reflections and Transitions	3	1	-	4
HST SO2	2. Towards Social Justice and Inclusion	3	1	-	4
	EXPERIENTIAL LEARNING (Any One)***				
HST E01	1. Elementary French	2	1	-	3
HST E02	2. Foreign Language – German (Basic)	1	1	2	3
Total Credits (Semester-I)					21

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: **HST 801**
2. Course Title: **Design: Process to Thinking**
3. Course Hours: L **1** T **1** P **0**
4. Credits: **2**
5. Pre-requisites: Aptitude towards understanding fundamental concepts of design: process to thinking.

6. Course Objectives:

- To introduce the concept of mind-mapping and idea generation
- To familiarize the learners with the design research and design methods
- To develop the understanding for conversion of ideas into designing in practical situations.

7. Course Outcomes:

- Understanding design as an intuitive action-oriented process through guided exercises.
- Familiarize design as thinking, theory of design & design thinking with reference to practical situations.
- Apply ideation, co-design skills & representation of design research through design methods towards design outcome.

8. Course Contents:

Module 1: Action - Un-learning patterns; Guided exercises triggering creative ideation, ranging from abstract to geometric, point to volume; Non-verbal thinking; Visual communication; Scribbling & doodling to design sketching

Module 2: Thought - Design as thinking; Introduction to theory of design; Design thinking paradigm; Research design in design research; Group design thinking exercise with reference to practical situation/ everyday problem

Module 3: Integration - Tools for ideation; Mind mapping; Diagramming; Design communication and co-design; Design representation; Design methods; Towards design outcome for design thinking exercise in previous module.

9. Suggested Readings:

- Alexander, C. (1964). *Notes on the Synthesis of Form* (Vol. 5). Harvard University Press.
- Brown, T., & Katz, B. (2011). Change by design. *Journal of product innovation management*, 28(3), 381-383.

- Buchanan, R. (1992). Wicked problems in design thinking. *Design issues*, 8(2), 5-21.
- Buzan, T. (2006). *The ultimate book of mind maps: unlock your creativity, boost your memory, change your life*. HarperCollins UK.
- Ching, F. D. (2014). *Architecture: Form, space, and order*. John Wiley & Sons.
- Hanington, B., & Martin, B. (2012). *Universal methods of design: 100 ways to research complex problems, develop innovative ideas, and design effective solutions*. Rockport Publishers.
- Liedtka, J., & Ogilvie, T. (2011). *Designing for growth: A design thinking tool kit for managers*. Columbia University Press.
- Norman, D. (2013). *The design of everyday things: Revised and expanded edition*. Basic books.
- Rowe, P. G. (1987). *Design thinking*. MIT press.
- Schuler, D., & Namioka, A. (Eds.). (1993). *Participatory design: Principles and practices*. CRC Press.
- Visser, W. (2006). *The cognitive artifacts of designing*. CRC Press.
- <https://designthinking.ideo.com/>

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST 802
2. Course Title: **Reflective Practice for Professional Development**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: Learners should be convinced with the course outcomes; must possess basic language skills; and must contribute wholeheartedly in various components of the course.

6. Course Objectives:

- To introduce the concept of reflective learning for personal and professional development;
- To develop the ability for self-assessment in personal and professional lives;
- To equip learners with effective communication skills and working style in academic, personal and professional lives.

7. Course Outcomes:

- Appreciate the importance of reflective learning for personal and professional development;
- Demonstrate a commitment to engage in lifelong learning;
- Demonstrate an ability to critically self assess different dimensions of their personal and professional lives;
- Identify and manage various life roles and associated goals;
- Equip themselves with information, ideas, skills and attitude critical for enhancing effectiveness in academic, personal and professional lives.

8. Course Contents:

Module 1: *Reflective Practice*- concept, imperatives, processes and skills.

Module 2: *Managing roles and goals*- Enhancing personal effectiveness: role of self awareness and feedback; Achieving academic success.

Module 3: *The art of listening*- Effective relationship—personal and professional; Managing attitude; Managing self for managing time.

Module 4: *Assertiveness skills*- Improving transaction style; Managing stress.

9. **Suggested Readings:**

- Bolton, G. (2001). *Reflective Practice: Writing and Professional Development*. London: Paul Chapman Publishing Limited
- Covey, S. R. (1989). *The 7 habits of highly effective people*. New York: Free Press, an Imprint of Simon & Schuster.
- Elkin, A. (1999). *Stress Management for Dummies*. New York, NY: Wiley
- Kumar, A. (2007). *Personal, Academic and Career Development in Higher Education: SOARing to Success*. Routledge, London and New York, NY
- Lawrence-Wilkes, L., and Ashmore, L., (2014). *The Reflective Practitioner in Professional Education*. Basingstoke: Palgrave Macmillan
- Moon, J.A. (1999). *Reflection in learning & professional development*. London: Kogan Page.
- Paterson, R. J. (2000). *The assertiveness workbook: How to express your ideas and stand up for yourself at work and in relationships*. Oakland, USA: New Harbinger Publications.
- Purohit S & Nayak S. (2003) *Enhancing personal effectiveness*. New Delhi: Tata Mcgraw Hill Publishing Co. Ltd
- Schon, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. Basic Books, New York.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST 803
2. Course Title: **Artificial Intelligence (AI) for Social Empowerment**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: Interest in relating AI for social use.

6. Course Objectives:

- To introduce the concept of probabilistic reasoning and understanding
- To familiarize learners with the concept of artificial intelligence and its future prospects.
- To assist learners in understanding the application of AI in various fields

7. Course Outcomes:

- Understand basic AI concepts and the current and future applications of AI in various domains.
- Acquire knowledge of AI and its role in solving various problems that we face in our daily life.
- Understand how to leverage cutting edge AI technologies for designing intelligent models for the betterment of society.
- Identify new problems that can be best solved by AI.

8. Course Contents:

Module 1: Introduction - AI origin, concepts, philosophy and definitions; Search and knowledge representation; Probabilistic reasoning and uncertainty
Module 2: Learning - Forms of learning; Statistical methods- naive-bayes, nearest neighbor, decision trees, clustering basics, metaheuristics optimization techniques
Module 3: Study of System considerations, Problem Solving using AI - Data collection, data labeling, data processing, training, evaluation, deployment
Module 4: AI Applications in various fields - Education, agriculture, healthcare, business, industries, etc.; AI case studies in India and around the world, future goals of AI

9. Suggested Books:

Russell, S. J., Russell, S. J., Norvig, P., Davis, E. (2009). Artificial Intelligence: A Modern Approach. United Kingdom: Prentice Hall.
Mackworth, A. K., Poole, D. L. (2010). Artificial Intelligence: Foundations of Computational Agents. United Kingdom: Cambridge University Press.
Bishop, C. M., Bishop, P. o. N. C. C. M. (2007). Pattern Recognition and Machine Learning. Switzerland: Springer.
Marsland, S. (2009). Machine Learning: An Algorithmic Perspective. Switzerland: CRC Press.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST EC1
2. Course Title: **Contemporary Indian Economy: Issues and Approaches**
3. Course Hours: L **3** T **1** P **0**
4. Credits: **4**
5. Pre-requisites: The learner should have interest and aptitude towards understanding some fundamental issues and perspectives of the field of Indian Economy.

6. Course Objectives:

- To sensitize students with the nature and magnitude of the main contemporary issues in Indian Economy
- To provide understanding of Economic reforms
- To acquaint them with the contemporary Indian development challenges vis-a-vis the global economy

7. Course Outcomes:

- Explain the basic characteristics of the Indian economy;
- Describe the key economic institutions as they have evolved since independence;
- Understand Economic reforms, contemporary issues and impending challenges of Indian Economy;
- Analyze India's economic position vis-a-vis the global economy.

8. Course Contents:

Module 1: India's Development Experience and Economic Reforms- Critical appraisal of state-led development; Post-liberalisation Economic reforms and state retreat; second generation of reforms

Module 2: Development transition through a Sectoral Lens-Agriculture- From Food scarcity to surplus, Food Security, Agrarian Crisis, Agriculture Input Subsidy, Reforms; Industry-Policy regimes and Startup ecosystem, MSMEs, Public Sector Enterprises and Disinvestment, Manufacturing Slowdown; Services in Indian growth process

Module 3: Current challenges facing Indian Economy- Poverty, Human Capital Formation, Rural development, Inequality, Employment, Infrastructure

Module 4: Approach and planning for Social Infrastructure and Human Development-poverty alleviation, education, well-being, security - food and social - and environment.

Module 5: India and global economy- India's global visibility, International development organisations, International Finance Institutions in other international contexts

9. Suggested Readings:

- Datta and Sundaram. (2019). Indian Economy. 72nd Edition, S. Chand Publication.
- Drèze, J., & Sen, A. (2015). An uncertain glory: India and its contradictions. *Economics Books*.
- Isher Judge Ahluwalia (1987). Industrial Growth in India stagnation since the Mid-Sixties, Oxford University Press.
- Joshi, V., & Little, I. M. D. (1993). Macro-economic stabilisation in India, 1991-1993 and Beyond. *Economic and Political weekly*, 2659-2665.
- Puri V.K., Misra S.K., Indian Economy (2019), 37th Edition, Himalaya Publishing House.
- Uma Kapila (Ed) (2020). 31st Edition "Indian Economy since Independence", Academic Foundation, New Delhi.
- Uma Kapila, Indian Economy (2019). 20th Edition, Academic Foundation Publication.
- Vaidyanathan, A. (1994). "Performance of Indian Agriculture since Independence" in Kaushik Basu (ed.), *Agrarian Questions* Oxford University Press.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: **HST EC2**
2. Course Title: **Behavioral Economics**
3. Course Hours: L **3** T **1** P **0**
4. Credits: **4**
5. Pre-requisites: General understanding of economy and decision making

6. Course Objectives:

- To explain economic-decision making behaviour and impression of psychology
- To elaborate the deviation in reality and standard economic theoretical predictions in the framework of behavioral economics
- To review empirical research in behavioral economics

7. Course Outcomes:

- Understand Economic behavior from the predictions of the neoclassical model, and psychological explanations for these anomalies.
- Incorporate and interpret the implications of psychologically motivated assumptions into economic models
- Explain how these models change the predictions for equilibrium behavior and welfare analysis, and assess the implications for optimal policy.
- Compare the predictions of neoclassical and behavioral models, and evaluate the best method for approaching a given topic.

8. Course Contents:

Module 1: *Let's understand behavioral economics-* Anticipation and information avoidance as introductory examples.

Module 2: *Making Choices under Risk-* Prospect Theory, The role of reference-dependent preferences in both risky (loss-aversion) and risk-free (the endowment effect) choices.

Module 3: *Social Preferences-* altruism, inequality aversion and intentions-based social preferences (reciprocity, fairness). The possibility of self-deception

Module 4: *Heuristics and Biases* in judgment and decision-making. The theory of nudges, and happiness as an outcome.

Module 5: *State-Dependent Preferences-* habit formation and addiction and Mis-Prediction about future utility and projection bias.

9. Suggested Readings:

- Wilkinson, N., & Klaes, M. (2012). An introduction to behavioural economics (2 p.) Palgrave Macmillan. *New York*.
- Akerlof, G. A., & Shiller, R. J. (2009). *Animal Spirits: How Human Psychology Drives the Economy, and Why It Matters for Global Capitalism* Princeton University Press.
- Applying behavioral economics to real-world challenges: Kelly Peters at TEDxUtrecht. (2014, April 29). <https://www.youtube.com/watch?v=0rLb0pGZzOw>
- Brunnermeier, M. K., & Parker, J. A. (2005). Optimal expectations. *American Economic Review*, 95(4), 1092-1118.
- Kahneman, D., & Krueger, A. B. (2006). Developments in the measurement of subjective well-being. *Journal of Economic perspectives*, 20(1), 3-24.
- Kahneman, D., & Tversky, A. (2013). Prospect theory: An analysis of decision under risk. In *Handbook of the fundamentals of financial decision making: Part I* (pp. 99-127).
- Miller, Lulu, & Rosin, Hanna. *Invisibilia*. <https://www.npr.org/podcasts/510307/invisibilia>
- Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. Penguin.
- Thaler, Richard H. on Behavioral Economics: Past, Present, and Future. The 2018 Ryerson Lecture. (2018, May 14). <https://www.youtube.com/watch?v=A1M9VSgsSW4>
- Thaler, R. H. (1988). Anomalies: The ultimatum game. *Journal of economic perspectives*, 2(4), 195-206.
- Thaler, R. H., & Sunstein, C. R. (2003). Libertarian paternalism. *American economic review*, 93(2), 175-179.
- Vedantam, Shankar. Hidden Brain. <https://www.npr.org/series/423302056/hidden-brain>

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
Department of Humanities and Social Sciences

1. Course Code: HST-EN1
2. Course Title: **Communication Models and Dimensions**
3. Course Hours: L 3 T 1 P 0
4. Credits: 4
5. Pre-requisites: The learner should have an interest in enhancing their communication skills and must be actively involved in discourses.

6. Course Objectives:

- To acquaint learners with a deeper knowledge of discourse and communication models.
- To develop a sound reasoning and effective communication style.
- To enhance the learners' capability of speaking and speech delivering, in both personal and professional settings.

7. Course Outcomes:

- Develop an understanding of how communication has developed and how it impacts our daily lives.
- Acquire the ability to apply interpersonal communication skills through analyzing interpersonal communication and situations.
- Communicate effectively in the public domain.
- Use media to communicate on a wider platform.

8. Course Contents:

Module 1: Communication: Approaches and Models for Development - Aristotle Model; Shannon and Weaver Model; Schramm Model; Stuart Hall Model.
Module 2: Communication Dimensions - Concept of the self, Interpersonal Communication Skills, Role structure and status, The Problem-Solving Process.
Module 3: Communication in Public - Identifying communication goals, Analyzing the Audience, Developing the Message, Public Communication through mass media and technology.

9. Suggested Readings:

Barker, Larry L. (1978). *Communication*. Prentice Hall, Inc., Englewood Cliffs, NJ: 07632
Ed. Mortensen, C. David. (2002) *Communication Theory*. Taylor & Francis Inc.
Inch, Edward S. & Warnick, Barbara. (2011). *Critical Thinking and Communication*. Pearson India.
Carnegie, Dale. (2020). *The Art of Public Speaking*. Prabhat Prakashan.
Hall, Edward T. *The Hidden Dimension*. Bantam Doubleday Dell.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST EN2
2. Course Title: Literature and Psychoanalysis
3. Course Hours: L 3 T 1 P 0
4. Credits: 4
5. Pre-requisites: The learner should have an interest and aptitude towards understanding some of the fundamental problems and psychoanalytic perspectives.

6. Course Objectives:

- To introduce learners to the theory of Psychoanalysis.
- To acquaint learners with the Affective, Behavioural, and Cognitive (A B C's) aspects.
- To develop a deeper understanding of the psychological underpinnings in major literary works.

7. Course Outcomes:

- Develop an interdisciplinary understanding of the response of human psychology to social problems and their representation in literature.
- Comprehend the relationship between human psychology and social and cultural expression, and identify the language of the 'Unconscious' as it appears in verbal and nonverbal communication.
- Develop critical thinking skills and arrive at a better understanding of human motivation and behavior.

8. Course Contents:

Modules (any three texts under each module):

Module 1: *Psychoanalysis and Sociological Perspectives* - Introduction to the course and general overview, The Applicability of the Psychoanalytical Method to the Understanding of Society. Literature as a reflection of Human Psychology.

- i. Mulk Raj Anand. (1935). *Untouchable*.
- ii. Excerpts from *Hind Swaraj*. (1938). M.K. Gandhi.
- iii. Gramsci, A. (1971). *Selections from the Prison Notebooks*. London: Lawrence and Wishart.
- iv. Jacques Lacan, "The Mirror Stage," 1949, (2004) *Ecrits A Selection*. Trans. Alan Sheridan. W.W. Norton.

Module 2: *Selves, Subjectivity and Society* - The Presentation of Self, Social Beliefs and Judgments, Behaviors and Attitudes, Gender and the Influence of Culture, The Role of Emotions.

- i. Gilman, Charlotte Perkins. (1892). *The Yellow Wallpaper*.
- ii. Albee, Edward. (1962). *Who's Afraid of Virginia Woolf?*
- iii. Deshpande, Shashi. (2000). *Small Remedies*.

- iv. Freud, "Mourning and Melancholia," (1917), *Freud Reader*.
- v. Freud, "On Narcissism" (1914), *Freud Reader*.

Module 3: Psychology of Literary Experience - Psychoanalytical principles as applied to the understanding of literature, art, and cultural life, The dialectical balance between the internal and external world; Problems associated with the Psychoanalytical Method.

- i. Sophocles, *Oedipus the King*, trans. Roche or Grene.
- ii. Hoffman ETA. (1816). *The Sandman*.
- iii. Selected stories from *The Bloody Chamber: And Other Stories* by Angela Carter. (1979) Penguin, 1990.
- iv. Freud, "Three Essays on the Theory of Sexuality" (1905), *Freud Reader*.

Module 4: Conflict with the Self and the Other - The Psychology of Conflict, The Unconscious Self, Identity and Group Formation, Individual Differences and Group Conflict, Efforts at Resolution

- i. Shakespeare. *Hamlet*.
- ii. Mantel, Hilary. (2005). *Beyond Black*.
- iii. Kafka, Franz. (1925). *The Trial*.
- iv. Freud, "Female Sexuality." (1931), *Freud Reader*.

9. Suggested Readings:

- Adams P., (1996) *The Emptiness of the Image: Psychoanalysis and Sexual Differences*. Routledge.
- Bettelheim, B. (1976). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. Knopf.
- Brooks, Peter. (1984). "Freud's Masterplot: A Model for Narrative," *Reading for the Plot: Design and Intention in Narrative*. Harvard University Press.
- Cixous, Hélène. (1981). "Castration or Decapitation?" *Signs: Journal of Women in Culture and Society*, Vol.7 (1), p.41-55.
- Leader, Darian, and Groves, Judy. (2010). *Introducing Lacan*. Icon.
- Fanon, Frantz. (2005). "On Violence" and "Colonial Wars and Mental Disorders." *The Wretched of the Earth*. Grove Press.
- Foster, Thomas. (2005). *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*. Harper.
- Foucault, M. (1990). "We 'Other Victorians,'" *The History of Sexuality: An Introduction*, Volume 1, trans Robert Hurley. Vintage Books.
- Gay, P. ed., (1995). *The Freud Reader*. W. W. Norton & Company.
- Holland, Norman L. (1990). *Holland's Guide to Psychoanalytic Psychology and Literature-and-Psychology*. Oxford University Press.
- Irigaray, Luce (1977). "The Power of Discourse." *This Sex Which Is Not One*. Cornell University Press.
- Jameson, F. (1977). Imaginary and Symbolic in Lacan: Marxism, Psychoanalytic Criticism, and the Problem of the Subject. *Yale French Studies*, (55/56), 338-395. doi:10.2307/2930443
- Phillips, A. (Ed.). (2006). *The Penguin Freud Reader* (Penguin Modern Classics). Penguin UK.
- Rabaté, Jean-Michel. (2014) *The Cambridge Introduction to Literature and Psychoanalysis (Cambridge Introductions to Literature)*. Cambridge University Press.
- Slade, Andrew. (2015). *Psychoanalytic Theory and Criticism*. Orient Blackswan.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST PS1
2. Course Title: **Digital Innovation in Public Administration**
3. Course Hours: L **3** T **1** P **0**
4. Credits: **4**
5. Pre-requisites: Learner should have understanding of the fundamental concepts of social science and public administration.

6. Course Objectives:

- To introduce the with the fundamentals of digital innovation and public administration to the students.
- To comprehend the recent global trends in public administration
- To understand the legal and institutional framework of digital governance and role of Information and Communications Technology in Governance
- To evaluate the present challenges of arising out of the digital divide

7. Course Outcomes:

- Familiarize with the key concepts of digital innovation and public administration.
- Understand the increasing role of ICT and e-governance.
- Examine the application of ICT in diverse spheres of administration.

8. Course Contents:

Module 1: Introduction to the fundamentals of Public Administration - Role of public policy in development and public administration

Module 2: Core Ideas of Public Administration - Principles of organization; Theories of organization, administrative behaviour; Bureaucracy and Max Weber

Module 3: Recent Global Trends in Public Administration- Concepts and case studies - Technology of Governments and citizens: recent e-trends in governance, Equity and access to services

Module 4: Legal and Institutional Framework of Digital Governance in India - Information systems, IT Act 2000 and salient features of the Act, Citizen's access to information, RTI Act, National E-governance Plan

Module 5: Role of Information and Communications Technology (ICT) in Governance- E-Governance: Approaches and Impact- a) e-Democracy, e-Participation,

e-Services and e-Learning b) Transparency & Accountability in Governance; Measuring ICT in different sectors, health, and community involvement; User-Driven Public Administration- Case Study: Aadhaar in India

Module 6: Understanding Digital Divide & Bridging the gap - The challenges of digital government, cyber security, improving digital services

9. Suggested Readings:

- Bhatnagar, S. (2009). *Unlocking e-government potential: Concepts, cases and practical insights*. SAGE Publications India.
- Bhatt, Nityesh and Aggarwal, Akshai (eds) (2001). *E-governance policies and practices*, Excel India Publishers, New Delhi.
- Bhattacharya, Jaijit (2011). *e-Gov 2.0: policies, processes and technologies*, 1st edn, Tata McGraw Hill, New Delhi.
- Biesdorf, S., & Niedermann, F. (2014). Healthcare's digital future. *McKinsey & Company*.
- Dunleavy, P., Margetts, H., Tinkler, J., & Bastow, S. (2006). *Digital era governance: IT corporations, the state, and e-government*. Oxford University Press.
- F. Belanger and L. Carter, "The Effects of the Digital Divide on E-Government: An Empirical Evaluation," Proceedings of the 39th Annual Hawaii International Conference on System Sciences (HICSS'06), Kauia, HI, USA, 2006, pp. 81c-81c, doi: 10.1109/HICSS.2006.464.
- Fang, Z. (2002). E-government in digital era: concept, practice, and development. *International journal of the Computer, the Internet and management*, 10(2), 1-22.
- Heeks, R. (Ed.). (1999). *Reinventing Government in the Information Age: International Practice in IT-Enabled Public Sector Reform* (1st ed.). Routledge. <https://doi.org/10.4324/9780203204962>
- Heeks, R. (2006). *Implementing and Managing EGovernment: An International Text*. India: SAGE Publications.
- Mälkiä, M., Malkia, M., Anttiroiko, A. (2007). *Encyclopedia of Digital Government*. Singapore: Idea Group Incorporated.
- Mathiason, J. (2008). *Internet Governance: The New Frontier of Global Institutions* (1st ed.). Routledge. <https://doi.org/10.4324/9780203946084>
- Milakovich, M. E. (2012). *Digital governance: New technologies for improving public service and participation*. Routledge.
- Sharma, S. (2008). Ecology of e-Governance. In *Electronic Government: Concepts, Methodologies, Tools, and Applications* (pp. 89-97). IGI Global.
- Taylor, A. (2013). *Information Security Management Principles*. United Kingdom: BCS Learning & Development Limited.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
Department of Humanities and Social Sciences

1. Course Code: HST PS2
2. Course Title: **Public Policy for Sustainable Development**
3. Course Hours: L 3 T 1 P 0
4. Credits: 4
5. Pre-requisites: General awareness regarding public policy for sustainable development.

6. Course Objectives:

- To introduce learners with the basic concepts of Public Policy for Development
- To analyze the core concepts of public policy and understand various actors, processes and institutions of Public Policy in India
- To critically analyze the contemporary shifts in public policies in India

7. Course Outcomes:

- Understand the concepts of sustainable development.
- Analyse the public policy process with special reference to sustainability.
- Evaluate the successful models of the state for achieving sustainable development.

8. Course Contents:

Module 1: *Public Policy for Development* - Definitions, Debates and dilemmas; Theory and Conceptual Models of Public Policy

Module 2: *Core Components of Public Policy* - Leadership and Decision-making Skills; Communications in Public Policy; Good Governance and Ethics: Professional values, ethics and standards, accountability, neutrality, official disobedience, protection of whistle-blowers, Administrative discretion and conflict of interests.

Module 3: *Actors, processes and institutions of Public Policy in India* - Indian State and Its developmental trajectory; India's Developmental Strategy from Planning Commission to NITI Aayog; Constitutional and Non Constitutional Bodies; Role of Private Sector

Module 4: *Analysis of Global public policy (accords and programmes)* - New international institutional contexts

Module 5: *Major Sectors in India: Contemporary Shifts in Public Policies in India* - Gender and public policy; New Education policy (NEP); Health policy; Environment and public policy; Urban Growth and Development; Media and Public Policy

Module 6: Policy analysis and Evaluation - From sustainability 'Problems' to 'Solution' strategies; Best Practices of Sustainability; Behavioural change and sustainability

9. Suggested Readings:

- Ahluwalia, M. S. (2012). Policymaking for Indian Planning: Essays on Contemporary Issues in Honour of Montek S. Ahluwalia. India: Academic Foundation.
- Balakrishnan, Rajiv, *Towards Just and Equitable Development*, Konarak Publishers, 2012.
- Bhattacharya, Rakhee (Ed.) (2015). *Regional Development and Public Policy*, Springer, India, New Delhi.
- Breman, J. (2016). At work in the informal economy of India: A perspective from the bottom up (OIP). *OUP Catalogue*.
- D'souza, D. (Ed.). (2010). *The World Bank in India: Undermining Sovereignty, Distorting Development*. Orient BlackSwan.
- D'Souza, R. (Ed.). (2012). *Environment, Technology, and Development: Critical and Subversive Essays*. Orient Blackswan.
- Dutt, A. K. (2014). *Pathways to Economic Development*. India: Oxford University Press.
- Economic Growth and Its Distribution in India. (2015). India: Orient BlackSwan.
- Glasbergen, P. (2010). Global action networks: Agents for collective action. *Global Environmental Change*, 20(1), 130-141.
- Harriss, J. (2002). *Depoliticizing development: The World Bank and social capital*. Anthem Press.
- Hopper, P. (2012). *Understanding Development*. United Kingdom: Wiley.
- Jayal, N. G. (2001). *Democracy and the State: Welfare, Secularism and Development in Contemporary India*. India: Oxford University Press.
- Jayal, N. G., Prakash, A. (2006). *Local Governance in India: Decentralization and Beyond*. India: Oxford University Press.
- Kohli, A. (2010). *Democracy and development in India: From socialism to pro-business*. *OUP Catalogue*.
- Maendra Dev, S. (2015). *India development report 2015*. *OUP Catalogue*.
- Malhotra, R. (2012). *A Critical Decade: Policies for India's Development*. Oxford University Press.
- Mog, J. M. (2004). Struggling with sustainability—a comparative framework for evaluating sustainable development programs. *World development*, 32(12), 2139-2160.
- Mukherji, R. (2014). *Globalization and deregulation: Ideas, interests, and institutional change in India*. New Delhi: Oxford University Press.
- Srinivasan, T. N., Kochar, A., Noll, R. (2013). *Economic Reform in India: Challenges, Prospects, and Lessons*. United Kingdom: Cambridge University Press.
- Urs, K., Whittell, R. (2009). *Resisting Reform? Water Profits and Democracy*. India: SAGE Publications.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST SO1
2. Course Title: **Sociological Theories: Reflections and Transitions**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: The learner should have interest and aptitude towards understanding some of the fundamental problems and analytic perspectives of the field of sociology.

6. Course Objectives:

- To introduce basic concepts and tools that help to develop 'Sociological Imagination' among society.
- To develop ways of interactions that are socially ordered and culturally mediated
- To examine the structure of role, status, community, association and their institutionalisation in social context.
- To introduce sociological perspectives along with Dramaturgy, ethnomethodology, phenomenology and critical theory, as theoretical approaches to explore.

7. Course Outcomes:

- Comprehend sociology with its background of emergence as a discipline in the west and India.
- Analyse the modern and post-modern theories of sociology and understand how people make sense of the world they live in.
- Explain and evaluate how sociological theories and methods are used outside of academic settings in the practice of sociology and the production of positive social change.
- Apply social theory to critically interpret and evaluate both published social scientific research and social policies and programs.
- Examine, comprehend and construct the debates around processes of change and development in society.

8. Course Contents:

Module 1: *An Overview* - Early Sociology; Theorizing society and social phenomena; Sociological imagination; An overview of Sociological perspectives

Module 2: *Revisiting Classical Theories* - Auguste Comte; Herbert Spencer; Emile Durkheim; Max Weber; Karl Marx

Module 3: *Contemporary Theories on Modernity and Post-modernity* - Anthony Giddens; Antonio Gramsci; Jürgen Habermas; Jacques Derrida; Michel Foucault; Pierre Bourdieu

Module 4: *Indian Sociological Thought: Trajectories and challenges* - Development of sociology and social anthropology in India; Disciplinary orientations, Theories and methods.

9. Suggested Readings:

- Desai, A. R. (1981), "Relevance of the Marxist Approach to the Study of Indian Society", *Sociological Bulletin*, 30 (1): 1-20.
- Dhanagare, D. (2004). *Social Policy Concerns in Indian Sociology*. *Sociological Bulletin*, 53(1), 4-30.
- Dhanagare, D. N. (2011), *Themes and Perspectives in Indian Sociology*. Jaipur: Rawat Publications, pp. 20-88.
- Doshi, S.L. (2003) *Modernity, Postmodernity and Neo-Sociological Theories*. New Delhi: Rawat Publications.
- Giddens, A. (1989). *Sociology*. Cambridge: Polity Press.
- Haralambos, M., & Holborn, M. (2000). *Sociology: Themes and perspectives*. London: Collins.
- Mills, C. Wright. (1999). *The Sociological Imagination*. Anniversary Edition. USA: OUP. ISBN-13: 978-0195133738.
- Patel S. (2011). *Sociology in India: Trajectories and challenges*. *Contributions to Indian Sociology*, 45 (3):427-435. DOI:10.1177/006996671104500305
- Ritzer, George. (2000). *Sociological Theory*. 5th Edition. New York: Mc.Graw Hill.
- Singh, Yogendra (2004), *Ideology and Theory in Indian Sociology*. Jaipur: Rawat Publication, pp. 135-166.
- Turner J H. (1982). *The Structure of Sociological Theory*, Homewood: Dorsey Press.
- Worsley, Peter. (1991). *New Reading in Sociology*, London: Penguin.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. **Course Code:** HST SO2
2. **Course Title:** Towards Social Justice and Inclusion
3. **Course Hours:** L T P
4. **Credits:**
5. **Pre-requisites:** The learner should have a basic interest in knowing about the principles, philosophy and debates in the area of social justice and inclusion.

6. Course Objectives:

- To understand the basic issues and themes in social justice.
- To provide various processes concerning the concepts of social exclusion and inclusion
- To explore the various consequences of global markets and certain social conditions that emerged in the modern era.

7. Course Outcomes:

- Critically analyse and locate the trajectory of social justice and inclusion in the Indian and global context.
- Navigate complex debates around social justice, rights, social welfare, wellbeing, capabilities and the like.
- Apply western, contemporary and indigenous knowledge sources to examine the concept of Social Justice and Inclusion in the present context.
- Examine the issues of public policy and governance from interdisciplinary perspectives after getting oriented with the concepts and theories of social justice and inclusion.

8. Course Contents:

Module 1: Foundations & Themes of Social Justice & Inclusion - The Philosophical underpinnings of social justice and inclusion, Morality, Rights and Freedom: The changing concepts and practices of capabilities and entitlements, The role of institutions in social justice - Democracy, Civil society, and Community based Participatory Governance.

Module 2: Reinvigorating the Philosophical Perspectives of Social Justice through Contemporary Lens – Western classical theories: Aristotelianism, Utilitarianism, Libertarianism & its critiques, Creative & reflexive indigenous traditions: Indian Folklores & Mores, Dharmashastras, Vedantic Thought, Gandhianism, Ambedkarism & Integral Humanism.

Module 3: Contemporary Debates on Social Justice & Inclusion - Contextualizing multiculturalism and regionalism in Indian society, Sociology of Technology, Power dynamics & politics in Indian democracy, Discussing social justice for the child, youth and elderly.

Module 4: Reassessing the Role of Governmental, Multilateral & other Agencies -
 Distributive Justice: who deserves what, Public policies & interventions for marginalized,
 Development processes: role of development organizations governmental, non-
 governmental & other stakeholders in Social Justice and Inclusion.

9. Suggested Readings:

- Anderson, E. S. (1999). What is the Point of Equality?. *Ethics*, 109(2), 287-337.
- Barry, B. (1989). *Theories of Justice: A Treatise on Social Justice* vol. 1 (Hemel Hempstead: Harvester-Wheatsheaf).
- Bhatia, S. (2017). *Decolonizing psychology: Globalization, social justice, and Indian youth identities*. Oxford University Press.
- Casal, P. (2007). Why sufficiency is not enough. *Ethics*, 117(2), 296-326.
- Cohen, G. A. (1989). On the currency of egalitarian justice. *Ethics*, 99(4), 906-944.
- Cohen, G. A. (2009). *Rescuing justice and equality*. Harvard University Press.
- Crisp, R. (2000). EN Ostenfeld (ed.): *Essays on Plato's Republic*. Pp. 119. Aarhus: Aarhus University Press, 1998. Cased. ISBN: 87-7288-785-0. *The Classical Review*, 50(1), 331-331.
- Dworkin, R. (2002). *Sovereign virtue: The theory and practice of equality*. Harvard university press.
- Finn, J. L. (2020). *Just practice: A social justice approach to social work*. Oxford University Press.
- Fleischacker, S. (2009). *A short history of distributive justice*. Harvard University Press.
- Foucault, M., (2006). *History, Inequality, Exclusion: New Approaches to Theory and Practice – Pauvretes, Inegalites, Exclusions: renouveau des approches theoriques et des pratiques Sociales*. Geneva:ILO.
- Mahajan, G., (1998). *Democracy, Difference and Social Justice*. Oxford University
- Moghe, S. G. (1991). *Studies in the Dharma-śāstra*. India: Ajanta Publications.
- Nussbaum, M. (2003). Capabilities as fundamental entitlements: Sen and social justice. *Feminist economics*. 9(2-3), 33-59.
- Parekh, B., (2018) 'Cultural Diversity and Liberal Democracy'. in Gurpreet Mahajan (ed). *Democracy. Difference and Social Justice*. Oxford University Press. Delhi. p.221
- Sandel, M, (1981). *Liberalism and the Limits of the Justice* Cambridge: Cambridge University Press. New Delhi
- Sandel, M. J. (2009). *Justice: What's the Right Thing to Do?*. United Kingdom: Penguin Books Limited.
- Sandel, M. J. (2009). *Justice: What's the Right Thing to Do?*. United Kingdom: Penguin Books Limited.
- Sen, A. (2000). Social justice and the distribution of income. *Handbook of income distribution*, 1, 59-85.
- Sen, Amartya, 1980, *Equality of What?*, in S. McMurrin (ed.), *Tanner Lectures on Human Values*. Vol. 1. Cambridge University Press, and Salt Lake City: University of Utah Press.
- Sen, Amartya, 1990, "Justice: Means versus Freedoms", *Philosophy and Public Affairs*.
- Singh, U. K. (2011). *Social Justice in India*. India: ABD Publishers.
- Social Justice: Interdisciplinary Inquiries from India*. (2019). India: Taylor & Francis.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST E01
2. Course Title: **Elementary French**
3. Course Hours: L **2** T **1** P **0**
4. Credits: **3**
5. Pre-requisites: There is no specific pre-requisite for the students as the course begins with the elementary level of French.

6. Course Objectives :

- To develop the ability to communicate effectively using French language
- To offer insights into their culture and society
- To develop awareness of the nature of language and language learning

7. Course Outcomes:

- Understand the content and function of simple written texts required in daily life.
- Understand and express oneself on simple topics related to everyday situations.
- Understand and discuss in general terms the main features of certain cultural and socio-cultural aspects of contemporary France.

8. Course Contents:

Alphabets, accents, salutations, les nombres, introduire quelqu'un, demander l'identité de quelqu'un, nationalités, professions, les jours de la semaine, les mois de l'année, les couleurs, adjectif possessif, adjectif démonstratif, adjectif interrogatif, expression interrogative, expression de "faire" et "jouer", négation, réponse avec oui, si, et non, prépositions de lieu, pronoms sujets, les articles, genres, adjectives, les verbes comme être, avoir, s'appeler, etc., conjugaison verbs of three groups i.e. -ER,-IR,-RE in present, futur proche, impératif, passe compose, date et l'heure, les verbes pronominaux, expressions négatives, partitive articles, prépositions, adverbes, les conjonctions. Paragraph writing, post card writing, email writing, and small descriptive text writing, Reading the seen and unseen text.

9. Suggested Readings:

J Girardet and J Pecheur. *Echo-A1 Méthode de Français*. Paris : CLE International, 2013.

J Girardet and J Pecheur. *Echo-A1 (Cahier Personnel d'apprentissage)*. Paris : CLE International, 2013.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST E02
2. Course Title: **Foreign Language – German (Basic)**
3. Course Hours: L **1** T **1** P **2**
4. Credits: **3**
5. Pre-requisites: The learner should have interest towards learning German language

6. Course Objectives:

- To develop the ability to communicate effectively using the German language
- To develop awareness of the nature of language and language learning
- To offer insights into their culture

7. Course Outcomes:

- Introduce themselves to a German native speaker in a culturally correct manner.
- Understand the daily life conversations at public places, viz. railway stations, restaurants.
- Introduce their country / city to the native German speakers and understand the information about their country / city.
- Grasp the basic sentence structure and build a basic foundational vocabulary

8. Course Contents:

Module 1: *Basic Elements of German Language* - Alphabets; Vocabulary; Numbers, Definite Article (Singular and Plural); Indefinite Articles; Chapter I of Textbook

Module 2: *Introduction to Verbs, Articles and Pronouns* - Some Common verbs; Verb conjugation in present tense; Verb - „heißen“, „sein“ (1st and 2nd Person); Personal pronouns; Interrogative pronoun-Wer, Woher, Wie; Possessive Pronoun; Chapter II, III of Textbook

Module 3: *Basic Sentence Structure* - Sentence structure - Statement; Interrogative sentences; Nominative; Past Tense; Akkusative, Dativ; Separable verbs; Chapter IV, V of Textbook.

Module 4: *Adjectives and Prepositions* - Adjectives; Prepositions with Dativ; Prepositions with Akkusative; Prepositions with Dativ or Akkusative; Prepositions with Genetiv; Chapter VI of Textbook

PRESCRIBED BOOK : Netzwerk A1
Deutsch als Fremdsprache

Authors	:	Stefanie Dengler, Paul Rusch, Helen Schmitz, Tanja Sieber
Published by	:	Langenscheidt Verlag, Berlin/München, Germany
Year of Publication	:	2012

9. Suggested Readings:

Collins German Dictionary & Grammar. 2006.
Deutsch Sprachlehre für Ausländer. Max Hueber Verlag. 1999.
 Kushwaha, Deepak (2007). *Deutsch Einfach Gemacht*. New Delhi: Saraswati House.
Lernziel Deutsch: Deutsch als Fremdsprache. Max Hueber Verlag. 1988.
 Rusch, P., Schmitz, H. (2012). *Einfach Grammatik Deutsch A1 Bis B1 (German)*.
 Langenscheidt.
 Wilkes, A. Shackell, J. (1986). *German for Beginners (Language for Beginners)*.
 Usborne Publishing.



MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR

Department of Humanities and Social Sciences

MA PUBLIC POLICY AND DEVELOPMENT (MPD)

PROGRAMME SCHEME

SEMESTER-II

Course Code	SKILL ENHANCEMENT	L	T	P	Credits
	Core				
HST 804	1. Research Design	1	1	-	2
HST 805	2. Critical Reading and Writing	1	-	2	2
HST 806	3. Introduction to Statistical Learning and Statistical Inference	1	-	2	2
	KNOWLEDGE ENHANCEMENT				
	Elective (Any three from two subject)**				
	Economics				
HST EC3	1. Public Economics and Finance	3	1	-	4
HST EC4	2. Macro-Economic Implication of Globalization	3	1	-	4
	English				
HST EN3	1. Contemporary Fiction	3	1	-	4
HST EN4	2. Organizational Communication	3	1	-	4
	Political Science				
HST PS3	1. New Politics of Globalization	3	1	-	4
HST PS4	2. Conflict Transformation and Peace building	3	1	-	4
	Sociology				
HST SO3	1. Understanding Globalization, International Migration, Media and Culture	3	1	-	4
HST SO4	2. Gender Equity for Social Transformation	3	1	-	4
	EXPERIENTIAL LEARNING (Any One)**				
HST E03	1. Holistic Fitness	1	1	2	3
HST E04	2. An Insight into Music	1	1	2	3
	Total Credits (Semester-II)				21

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST 804
2. Course Title: **Research Design**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: Basic idea of research and exploration.

6. Course Objectives:

- To equip students with the methodological knowledge and research skills
- To identify the complex issues inherent in selecting a research problem
- To identify and discuss the issues and concepts salient to the research process and ethics

7. Course Outcomes:

- Demonstrate a comprehensive understanding of the various aspects of research design such as: formulating research questions; specifying data needs; and choosing appropriate methods of collection, analysis, dissemination and publication
- Demonstrate an awareness of the range of ethical, theoretical and methodological approaches relevant to development research
- Demonstrate an awareness of the applied skills used in research design
- Identify the suite of activities involved in research and publication ethics

8. Course Contents:

Module 1: *Research Paradigms* – Descriptive, interpretative and relational research, Principles of research design, issues relating to research questions, the need (or not) for hypotheses, operationalization of key concepts, establishing relationships between outcomes and key casual factors, and analysis and interpretation

Module 2: *Frameworks for research and research design*- evidence-based synthesis, building strong conceptual frameworks, principles of literature reviews, ways of reaching to literature, critical review, use of evidence to substantiate the central claim that answer the research question, developing a research outline

Module 3: *Data Collection*- Sampling and survey designs, Self-Administered Questioning, Interviewing, Use of Administrative Sources, Visual Methods, Advanced Technologies using computer-assisted data collection, Grid technology, Qualitative data collection: Participant & Non-Participant Observation, Ethnography, focus group discussions, An-based methods in qualitative and quantitative data collection, Establishing validity and reliability of data

Module 4: *Research and Publication Ethics*- Research and Integrity, Scientific misconduct: Falsification, Fabrication and Plagiarism (FFP), Overcoming Biases & Prejudices, Conflict of research, predatory publishers and journals, open access publication. Data Bases and research Metrics, software tools for similarity check. Guidelines and standard practices: COPE etc.

Module 5: *Research Skills, Communication and Dissemination*- Reporting on research, writing for publications and grant applications, conference posters and presentations, Methods of dissemination: theatre etc.

9. Suggested Readings:

- Crano, W. D., Brewer, M. B., & Lac, A. (2014). *Principles and methods of social research*. Routledge.
- Habib, M. M., Pathik, B. B., & Maryam, H. (2014). *Research methodology-contemporary practices: guidelines for academic researchers*. Cambridge Scholars Publishing.
- Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners*. Sage.
- Lewis-Beck, M., Bryman, A. E., & Liao, T. F. (2003). *The Sage encyclopedia of social science research methods*. Sage Publications.
- Outhwaite, W., & Turner, S. (Eds.). (2007). *The SAGE handbook of social science methodology*. Sage.
- Perecman, E., & Curran, S. R. (Eds.). (2006). *A handbook for social science field research: essays & bibliographic sources on research design and methods*. Sage.
- Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST 805
2. Course Title: **Critical Reading and Writing**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: Basic understanding of critical reading and writing.

6. Course Objectives:

- To provide the basic knowledge on critical reading and writing
- To assist learners in critically analyzing the text through effective strategies of critical reading
- To facilitate learners with the key elements of critical writing for effective presentation of the idea in a persuasive and critical manner.
- To familiarize learners with the concepts of grammar and higher-order thinking skills.

7. Course Outcomes:

- Develop the ability to locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
- Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing an argument.
- Identify and analyze the audience, purpose, and message across a variety of texts.
- Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advances their purpose.
- Develop and use effective reading and revision strategies to strengthen their ability to compose advanced level writing assignments.

8. Course Contents:

Module 1: Basics of Critical Reading - What is Critical Reading?; Developing a Reading Strategy –Steps and Principles; Effective Strategies for Critical Reading; Using Higher Order Thinking Skills: Predicting, Visualizing, Drawing connections, Summarizing, Inferring; Understanding Readers & Purpose; Focusing on implied details; Main ideas and organization of the text; Analyzing Issues; Practice exercises

Module 2: Essentials of Critical Writing - Principles and Elements of Writing: Form, Content, Style and Structure; Creativity in Writing; Persuasive writing Stylistics; The Foundation of Argument; How Understanding Grammar Improves Writing; Developing deductive, unified and coherent paragraphs; Clear and Concise Sentences, removing redundancy; Planning, Shaping and Proofreading Your Writing; Practice exercises

9. Suggested Readings:

- Adler, Ronald B. (2016). *Understanding Human Communication*. Oxford University Press.
- Dreyer, Benjamin. (2019). *Dreyer's English: An Utterly Correct Guide to Clarity and Style*. Century.
- Earnshaw, Steven. (2014). *The Handbook of Creative Writing*. Edinburgh University Press.
- Howard, Rebecca Moore. (2018). *Writing Matters: A Handbook for Writing and Research*, 3/e. McGraw Hill Education.
- King, Stephen. (2012). *On Writing: A Memoir of the Craft*. Hodder Paperbacks.
- McMillan, Kathleen. (2013). *How to Improve your Critical Thinking & Reflective Skills*. Pearson.
- Moran, Joe. (2019). *First You Write a Sentence: The Elements of Reading, Writing ... and Life*. Penguin.
- Morley, David. (2012). *The Cambridge Companion to Creative Writing*. Cambridge University Press
- Strunk, William. (2019). *The Elements of Style: Writing Strategies with Grammar*. General Press.
- Zinsser, William. (2020). *On Writing Well: The Classic Guide to Writing Nonfiction*. Harper Perennial.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST 806
2. Course Title: **Introduction to Statistical Learning and Statistical Inference**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: The learner should have interest and aptitude towards understanding some of the fundamentals of statistical learning and inference.

6. Course Objectives:

- To build capacity for explaining the process of data analysis and draw conclusion.
- To elaborate how to derive inferences

7. Course Outcomes:

- Execute statistical analyses with professional statistical software.
- Apply statistical concepts and methods to solve problems in real-world issues.
- Demonstrate proficiency with statistical analysis of data.
- Demonstrate skill in data management.

8. Course Contents:

Module 1: *Qualitative Approaches of Data Handling and Data Analysis* - Construction of meaning through experiences- When to recruit Qualitative analysis approaches, Qualitative Analysis Approaches: Discourse Analysis, Conversation Analysis, Content Analysis, Framework Analysis, Analysis of Composite Data, Corpus Analysis, Documentary Analysis & Thematic Analysis, Using Art based methods in Qualitative data analysis

Module 2: *Quantitative Approaches of Data Handling and Data Analysis*- Exploring Data: Cases, Variables and Levels of Measurement, Descriptive Statistics, Introduction to Correlation and Regression Analysis, Multivariate Analysis, Data Visualization: Charts & Graphs

Module 3: *Mixed Methods Approaches*- Social Network Analysis, Interaction analysis, Mixing, integration, combining qualitative and quantitative methods

Module 4: *Statistical Theory and Methods of Inference*- The art and science of statistics, Introduction to Probability theory, distribution theory, hypothesis testing, Parametric and Non-Parametric Tests

Module 5: Software uses- Qualitative Software computing, Quantitative Software computing

9. Suggested Readings:

- Bordens, K. S., & Abbott, B. B. (2002). *Research design and methods: A process approach*. McGraw-Hill.
- Brannen, J. (2005). Mixing methods: The entry of qualitative and quantitative approaches into the research process. *International journal of social research methodology*, 8(3), 173-184.
- Crano, W. D., Brewer, M. B., & Lac, A. (2014). *Principles and methods of social research*. Routledge.
- Curry, L. A., Nembhard, I. M., & Bradley, E. H. (2009). Qualitative and mixed methods provide unique contributions to outcomes research. *Circulation*, 119(10), 1442-1452. <https://doi.org/10.1161/CIRCULATIONAHA.107.742775>
- Flick, U. (2018). *An introduction to qualitative research*. Sage Publications Limited.
- Hogg, R. V., Tanis, E. A., & Zimmerman, D. L. (2010). *Probability and statistical inference*. Upper Saddle River, NJ, USA:: Pearson/Prentice Hall.
- Holstein, J. A., & Gubrium, J. F. (2003). Active interviewing. In J. F. Gubrium & J. A. Holstein (Eds.), *Postmodern Interviewing* (p. 287). London: Sage.
- Kirk, J., Miller, M. L., Miller, M. L., M. M. L. (1986). *Reliability and Validity in Qualitative Research*. India: SAGE Publications.
- Mack, N. (2005). *Qualitative research methods: A data collector's field guide*.
- Mayring, P. (2000). Qualitative Content Analysis. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research [on-Line Journal]*, 1(2), 28 paragraphs.
- Perecman, E., & Curran, S. R. (Eds.). (2006). *A handbook for social science field research: essays & bibliographic sources on research design and methods*. Sage.
- Rao, C. R., Rao, C. R., Statistiker, M., Rao, C. R., & Rao, C. R. (1973). *Linear statistical inference and its applications* (Vol. 2, pp. 263-270). New York: Wiley.
- Ritchie, J. & L. Spencer (2002). Qualitative data analysis for applied policy research. In A.M.Huberman & M.B. Miles (Eds.), *The qualitative researcher's companion*. (pp. 305-329). London: Sage.
- Rubin, H. J., & Rubin, I. (2005). *Qualitative interviewing: the art of hearing data* (2nd ed.). Thousand Oaks: Sage.
- Silverman, D. (2015). *Interpreting qualitative data*. Sage.
- Wasserman, L. (2013). *All of statistics: a concise course in statistical inference*. Springer Science & Business Media.
- Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Sage.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST EC3
2. Course Title: **Public Economics and Finance**
3. Course Hours: L **3** T **1** P **0**
4. Credits: **4**
5. Pre-requisites: Basic knowledge of public finance
6. Course objectives:

- To provide a thorough grounding in the principles underlying the role of the welfare state and the design of the tax system
- To analyze public goods, externalities, information asymmetries; and market failures
- To discuss the implications of policy for efficiency and equity

7. Course Outcomes:

- Understand the theoretical and empirical concepts in public economics.
- Develop a sophisticated understanding of public policies and their implications for development.
- Demonstrate thorough understanding of government's role in allocation, redistribution and welfare.
- Understand comparative policies of different countries and international development issues.
- Analyze trends and issues in public expenditure and taxation.

8. Course Contents:

Module 1: Overview of Public Economics and concept of public goods- how should the state and market be viewed in relation to development; role of different sectors in public policy making.

Module 2: *Public policy analysis-* efficiency and equity conditions of resource allocation; The theory of externalities; Private bargaining solutions versus government intervention; Cost-benefit analysis of public policy.

Module 3: *Inequality and poverty across countries-* government's income redistribution and welfare reform measures; public-private interventions: healthcare, education, communication and technology.

Module 4: Social Policy for inclusive development- Social policy: analysis and key areas; social audit.

Module 5: Overview of Public Finance- Public expenditure: structure and trends; public expenditure management; Taxation: types and effects; Fiscal Federalism; recent tax reforms; Pensions and social security contribution.

9. Suggested Readings:

- Cullis, J., Jones, P., & Jones, P. R. (2009). *Public finance and public choice: analytical perspectives*. Oxford University Press.
- Government of India, (2017), GST - Concept and status - as on 3rd June, 2017. Central Board of Excise and Customs, Department of Revenue, Ministry of Finance.
- Gruber, J. (2011), *Public Finance and Public Policy*, 3rd edition, Worth Publishers.
- Peacock, A. T. (1979). *The economic analysis of government, and related themes*. New York: St. Martin's Press.
- Rao, M. G., & Kumar, S. (2018). Envisioning tax policy for accelerated development in India. *ASIA-PACIFIC SUSTAINABLE DEVELOPMENT*, 85.
- Stiglitz, J. E., & Stiglitz, J. E. (2000). Economics of the public sector.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
Department of Humanities and Social Sciences

1. Course Code: HST EC4
2. Course Title: **Macro-Economic Implication of Globalization**
3. Course Hours: L 3 T 1 P 0
4. Credits: 4
5. Pre-requisites: The learner should have understanding of basic macroeconomics concepts.
6. Course Objectives:

- To enable students to understand issues facing developed and developing countries in the era of globalization.
- To provide students with a basic understanding of how contemporary macroeconomics explains dramatic events in the international economy
- To evaluate the scope for policy to improve macroeconomic performance.

7. Course Outcomes:

- Understand the effect and conduct of macroeconomic policies in open economies.
- Assess the effects of international financial and trade integration as well as those of protectionist trade policies.
- Gain knowledge of contemporary issues arising due to globalization.
- Analyze recent developments in the study of international business cycle transmission and international financial adjustments.

8. Course Contents:

Module 1: *Overview of global economy* - Emerging regionalism; Consequences for world trade and domestic economies; Convergence of third world countries towards developed economies; Factors responsible for divergence in economic performance of nations.

Module 2: *Impact of Globalization on Macroeconomic Aggregates* - GDP and welfare, inflation; Monetary and fiscal policy; Impact on poverty and inequality; Human development indicators.

Module 3: *International Trade Theories* - Classical and modern; Recent trends in global trade; Emergence of global value chains; Free trade v/s protectionism; Movements in international labour and capital flows.

Module 4: *Comparative Development Experiences and Globalization* - Emerging market economies; India and regional trade agreements and economic cooperation; East-Asian miracle; European integration and BREXIT; The impact of China: trade

integration and technological change.

Module 5: *Components of International Trade* - Balance of payments and Exchange rate dynamics; International business cycle transmission; Purchasing power parity; Size of world economy; International financial adjustments.

9. Suggested Readings:

- Acemoglu, D., & Robinson, J. A. (2012). *Why nations fail: the origins of power, prosperity and poverty*. New York: Crown Publishers.
- Bhalla, S. S. (2002). *Imagine There's No Country: Poverty, Inequality, and Growth in the Era of Globalization*. United Kingdom: Institute for International Economics.
- Milanovic, B. (2006). *Global income inequality: What it is and why it matters*. The World Bank.
- Obstfeld, M., Rogoff, K. S., & Wren-Lewis, S. (1996). *Foundations of international macroeconomics* (Vol. 30). Cambridge, MA: MIT press.
- Sachs, J. D. (2006). *The End of Poverty: Economic Possibilities for Our Time*. United Kingdom: Penguin Publishing Group.
- Stiglitz, J. E. (2003). *Globalization and Its Discontents*. United States: W. W. Norton.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
Department of Humanities and Social Sciences

1. Course Code: HST EN3
2. Course Title: **Contemporary Fiction**
3. Course Hours: L 3 T 1 P 0
4. Credits: 4
5. Pre-requisites: The learner should have an interest in reading and reasoning.

6. Course Objectives:

- To inculcate and develop in learners, the 'art of reading'.
- To familiarize learners with the various renowned and critically acclaimed contemporary writers and their works.
- To help learners establish a relationship between political and literal, in the changing times.

7. Course Outcomes:

- Develop knowledge and understanding of literature of the period 1980-2020, its formal and stylistic diversity, its critical reception, and the contexts of its production, along with some knowledge of critical/theoretical discourse of this period.
- Demonstrate skills of close reading and analysis of literary texts, alongside skills of appropriate research and critical argument.
- Demonstrate enhanced verbal and written communication skills, with a view to clarity, concision and reasoned argument, and work well both independently and in groups.

8. Course Contents:

- Module 1: *Contemporary Fiction: Dimensions and Approaches*** - What is contemporary fiction, how to read contemporary fiction, Literary value of a text,
- i. Selected Stories from *The Interpreter of Maladies* Jhumpa Lahiri (1999)
 - ii. *Fasting Feasting* Anita Desai (1999)
 - iii. *The Chemistry of Tears* Peter Carey (2012)
- Module 2: *Narrative Strategies and Thematic Strands*** - Literary modernism, The art of storytelling, Contemporary Dilemmas.
- i. *The Great Indian Novel* Shashi Tharoor (1989)
 - ii. *The Hungry Tide* Amitav Ghosh (2004)
 - iii. *The Ministry of Utmost Happiness* Arundhati Roy (2017)

Module 3: Outlining Time and Place – Setting; Place; The temporal dimension; The fantastic.

- i. *Midnight's Children* Salman Rushdie (1981)
- ii. *Beloved* Toni Morrison (1987)
- iii. *The Kite Runner* Khaled Hosseini (2003)

Module 4: Self and Society - Class as a social category, Gender roles, Nationality

- i. *The Thousand Faces of Night* Githa Hariharan (1992)
- ii. *The Reluctant Fundamentalist* Mohsin Hamid (2007)
- iii. Selected Stories from *Just One Word* Bama (2018)

9. Suggested Readings:

- Barry, P. (1995). *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press.
- Bhabha, Homi K. (1990). *Nation and Narration*. Routledge.
- Bhabha, Homi K. (2017). *The Location of Culture*. Routledge Classics.
- Butler, Judith. (2016). *Gender Trouble*. Routledge Classics.
- Childs, P. (2000). *Reading Fiction: Opening the Text*. Palgrave.
- Childs, Peter, and Fowler, Roger. (2012). *The Routledge Dictionary of Literary Terms*. Routledge.
- Eagleton, T. (2004). *The English Novel: An Introduction*. Wiley-Blackwell.
- Foucault, Mitchel. (1991). *The Foucault Reader: An Introduction to Foucault's Thought* (P. Rabinow, Ed.). Penguin UK.
- Jameson, Fredric. (2002). *The Political Unconscious: Narrative as a Socially Symbolic Act*. Routledge.
- Macey, David. (2002). *The Penguin Dictionary of Critical Theory*. Penguin UK.
- McLeod, J. (2000). *Beginning Postcolonialism*. Manchester University Press.
- Rimmon-Kenan, Shlomith. (2002). *Narrative Fiction: Contemporary Poetics (New Accents)*. Routledge.
- Said, Edward W. (1994). *Culture and Imperialism*. RHUK.
- Williams, Raymond. (2016). *Marxism and Literature*. Aakar Books.
- Woods, Tim. (2018). *Beginning Postmodernism, 2/e (Beginning Series)*. Viva Books.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST EN4

2. Course Title: **Organizational Communication**

3. Course Hours: L T P

4. Credits:

5. Pre-requisites: The learner should have an interest and aptitude towards understanding discourses and art of conversation.

6. Course Objectives:

- To develop an understanding of workplace communication and conversation etiquettes.
- To acquaint learners with the different modes and types of communication in various social settings.
- To familiarize learners with the dynamicity and power of good communication skills.

7. Course Outcomes:

- Develop the ability to communicate in organizations in diverse contexts
- Acquire communication strategies that develop leadership skills, effective planning and team work.
- Write effectively using technology and develop good writing skills.
- Inculcate an understanding of ethical issues in organizational communication.

8. Course Contents:

Module 1: *Organization Theories and Dimensions* - Organizational communication in context, Approaches to Organizational Communication, Categories and Levels of Organizational Communication.

Module 2: *Conflict and Organizational Communication* - Genres and Sources of Conflict, Issues of Diversity in Organizations, Conflict Management.

Module 3: *Values, Ethics and Organizational Communication* - The Importance of Ethics, Ethical Issues in Organizations, Technology, Ethics and Communication.

Module 4: *Effective Communication Strategies at the Workplace* - Interpersonal Communication: Networking and team skills, Effective Use of Technology, Writing Skills (Business letters, Advertorials, Meetings etc.)

9. Suggested Readings:

- Andrews, Patricia Hayes & Herschel, Richard T. (1997). *Organizational Communication*. Houghton Mifflin Company, USA
- Murphy, Herta A., Hildebrandt, Herbert W., Thomas, Jane P.(2000). *Effective Business Communication*. McGraw Hill India.
- Lesikar, Raymond V., Flatley, Marie E., Rentz, Kathryn, Lentz, P., Pande, Neerja.(2015), *Business Communication: Connecting in a Digital World*. Tata McGraw Hill Education India.
- Miller, Katherine.(2013). *Organizational Communication: Approaches and Processes*, Seventh Edition. CENGAGE Learning.
- Key Issues in Organizational Communication.(200#) Eds., Tourish, Dennis & Hargie, Owen. Routledge: Taylor & Francis Group, London and New York.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST PS3
2. Course Title: **New Politics of Globalization**
3. Course Hours: L **3** T **1** P **0**
4. Credits: **4**
5. Pre-requisites: The learner should have interest towards political science and international relations

6. Course Objectives:

- To understand the basic concept, theories and themes around the politics of Globalization.
- To explore the various facets of globalization and evaluate the changing patterns in the present day Globalization process
- To analyse the emerging trends in Globalization.

7. Course Outcomes:

- Understand the concept of New Politics of Globalization.
- Explore the paradigm shift and the transformations in Globalization.
- Analyse the emerging trends in Globalization.

8. Course Contents:

Module 1: *Understanding Globalization* - The concept of 'globalization' - Is globalization new? Historical perspectives and evolution - The dimensions of globalization.

Module 2: *International Organization and Global Governance* - Legacy of International Organization and Global Governance, International Financial Institutions Bretton Woods System WTO and Non-States Actors in Global Governance.

Module 3: *The Globalization of Politics and Democracy* - The instruments of international pressure: conditional aid, sanctions, and military intervention, The Globalization of Human Rights and Justice, The International Criminal Court, The Globalization of Peace - The UN and peacekeeping operations and Global warming.

Module 4: *Globalization and Public Policy*: Globalization: Challenges to Internal Sovereignty and Global Public Policy (key areas)

Module 5: *Globalisation and Politics in developing countries* - Globalisation and social movements b. Globalisation and human migration.

Module 6: *Emerging Trends* - a) The New Bureaucracy b) Organizations and Accountability c) Corporate Lobby Groups in the Policy Process d) Deglobalization.

9. Suggested Readings:

- Aronowitz, S., Bratsis, P. (2002). *Paradigm Lost: State Theory Reconsidered*. United Kingdom: University of Minnesota Press.
- Arora, R. U. (2009). Globalization and stages of development: an exploratory analysis. In *Review of Urban & Regional Development Studies: Journal of the Applied Regional Science Conference* (Vol. 21, No. 2-3, pp. 124-142). Melbourne, Australia: Blackwell Publishing Asia.
- Baylis, J. (2020). *The Globalization of World Politics: An Introduction to International Relations*. United Kingdom: Oxford University Press.
- Cowen, T. (2009). *Creative Destruction: How Globalization Is Changing the World's Cultures*. Ukraine: Princeton University Press.
- Desai P.N. (2009) "Globalization of Innovations: Changing Nature of India's Science and Technology Cooperation Policy", *International Journal of Institutions and Economies*, Vol. 1, No. 1, April 2009, pp. 52-77
- Eriksen, T. H. (2014). *Globalization: The Key Concepts*. United Kingdom: Bloomsbury Publishing.
- Garrett, G. (2000). The causes of globalization. *Comparative political studies*, 33(6-7), 941-991.
- Gilpin, R. (2011). *Global Political Economy: Understanding the International Economic Order*. United Kingdom: Princeton University Press.
- Kegley, C. W., Blanton, S. L. (2010). *World Politics: Trend and Transformation*. United States: Wadsworth Cengage Learning.
- Keohane, R. O., & Nye Jr, J. S. (2000). Globalization: What's new? What's not?(And so what?). *Foreign policy*, 104-119.
- Nye, J. S., & Donahue, J. D. (Eds.). (2000). *Governance in a globalizing world*. Brookings Institution Press.
- Rodrik, D. (2008). *One economics, many recipes: globalization, institutions, and economic growth*. Princeton University Press.
- Rondinelli, D. A. (2003). *Reinventing Government for the Twenty-first Century: State Capacity in a Globalizing Society*. United Kingdom: Kumarian Press.
- Salamon, L. M. (2005). Globalization and the civil society sector. *Globalization, philanthropy, and civil society: Toward a new political culture in the twenty-first century*, 137-52.
- Stiglitz, S. F. J. E., Stiglitz, J. E. (2002). *Globalization and Its Discontents*. United Kingdom: W.W. Norton, Incorporated.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST PS4
2. Course Title: **Conflict Transformation and Peace Building**
3. Course Hours: L **3** T **1** P **0**
4. Credits: **4**
5. Pre-requisites: Base idea regarding conflicts and effort of peace building.

6. Course Objectives:

- To understand the fundamentals and themes around conflict transformation and peace building
- To provide a thorough grounding in the areas, institutions and processes of peacemaking, collective security and peace-building
- To equip students with tools and skills for conflict prevention, conflict resolution, conflict transformation, peace negotiations and post-conflict reconstruction

7. Course Outcomes:

- Grasp the foundational concepts of the field of peacebuilding and learn about the various tools applied by peacebuilders to promote nonviolent conflict prevention, mitigation, and resolution.
- Examine the field from different theoretical and practitioners' perspectives, while learning how to think like policy analysts who are often required to absorb and synthesize information about peace and conflict dynamics.
- Comprehend the complexity of real-world issues and the need to remain nuanced and accepting of diverse opinions as analysts and policy makers. This will help students improve their abilities for collective problem solving and getting a feel for policy negotiation and role-playing.

8. Course Contents:

Module 1: Concepts of Conflicts and Peace building- Typology and Nature Peacekeeping, Peace-making and Adjudication; Disarmament and Arms Control; Confidence Building Measures; Conflict Management and Conflict Resolution; The Gandhian Approach; Various Peace movements- Case Studies (New York Peace Society, London Peace Society, Anti – nuclear movements).

Module 2: Peace and Conflict Studies- Area Studies - Regional Co-operation- SAARC, ASEAN, NAM; India's relation with neighbouring countries; Conflicts impacting India- Asian Studies (co-operation between India & Pakistan); Peace

Accords in North East India and Beyond Major Movements and Accords; Civil Society and Peace Building

Module 3: *The UN's Instruments for Peace and Security*- Major Peacekeeping Operations United Nations Peacekeeping Operations, Changing Nature of Peacekeeping Challenges in the 21st Century.

Module 4: *South Asia*- Region, Characteristics and Issues South Asian: Socio-economic, and political Constraints. Major Inter-state and Intra-State Conflicts.

Module 5: *Understanding War*- Theories & Forms. New Wars?: Terrorism, Environment and Resource Conflicts

Module 6: *Migration and Statelessness*- Environment and Development. (Recent global incidences)

9. Suggested Readings:

- Botes, J. (2003). Conflict transformation: a debate over semantics or a crucial shift in the theory and practice of peace and conflict studies?. *International Journal of Peace Studies*, 1-27.
- Crocker, C. A., Hampson, F. O., & Aall, P. R. (Eds.). (2001). *Turbulent peace: The challenges of managing international conflict*. United States Inst of Peace Pr.
- Fisher, S., Matovic, V., Ludin, J., Abdi, D. I., Walker, B. A., Smith, R., ... & Williams, S. (2000). *Working with Conflict 2: Skills and Strategies for Action*. Zed books.
- Greenberg, M., Mallozzi, E., & Cechvala, S. (2012). Peacebuilding 2.0: Mapping the boundaries of an expanding field. *USA: The Alliance for Peacebuilding*.
- Kilgour, D. M. (2014). Presidential address: Peace engineering. *Conflict Management and Peace Science*, 31(2), 111-118.
- Lund, M. S. (2009). *Conflict prevention: Theory in pursuit of policy and practice* (pp. 287-308). London: Sage.
- Nambiar, S., Sundaram, C. S., & Chhina, R. (2009). *For the honour of India: A history of Indian peacekeeping*. Centre for Armed Forces Historical Research, United Service Institution of India.
- Pruitt Dean, G., & Kim, S. H. (2004). Social Conflict: escalation, stalemate and settlement.
- Regan, P. M. (2014). Bringing peace back in: Presidential address to the Peace Science Society, 2013. *Conflict Management and Peace Science*, 31(4), 345-356.
- Snodderly, D. (2016). Peace terms: Glossary of terms for conflict management and peacebuilding.
- Zartman, I. W. (Ed.). (2007). *Peacemaking in international conflict: Methods & techniques*. US Institute of Peace Press.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
Department of Humanities and Social Sciences

1. Course Code: HST S03
2. Course Title: **Understanding Globalization, International Migration, Media and Culture**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: The learner should have interest in understanding the concepts, trends and patterns of Globalization, International Migration, Media and Culture.

6. Course Objectives:

- To familiarize with the competing explanations and debates that characterise the recent search in the field of cultural globalisation.
- To engage with the theoretical and empirical knowledge that are possible in the case studies of globalisation.
- To explore the contribution of globalisation, socialization and cultural changes on a global level.

7. Course Outcomes:

- Demonstrate a clear grasp of the concept of globalization and contending definitions of it.
- Comprehend globalization and describe its importance of historical perspective and manifestation in modern society.
- Evaluate and apply differing approaches to the study of media, culture and identity
- Analyze how globally mediated information contributes to socialization, identity, and the construction of social reality
- Critically analyse and reflect on issues of international migration and cultural change.

8. Course Contents:

Module 1: *Conceptualizing Globalization* - What is globalization? Is it a unique phenomenon of the 21st century, Concepts and theories of globalization, Historical context and dimensions, Communications, networks, space and time compression, liberalization, internationalization, Global inequalities- education, digital divide, unemployment, income, social stratification, gender inequality, income, well-being.

Module 2: *Global Trends and Patterns* - The Globalization of culture: Homogenization or hybridization, The Global economy: Capitalism, Multinational corporations, inequalities, Political processes: Global governance, state and hegemony, Globalization and social and Political movements.

Module 3: *Migration and Development* - Migration as an intrinsic part of development and change, Global trends of migration and change, Immigration and refugees- Human rights issues, Challenges of equality, Nationality and identity, Global Citizenship and democracy.

Module 4: Media and Culture - Technologies and Media: has the internet and global media unified or divided the global society, Evolution of media systems, types of media and its significance in contemporary culture and social life, Cultural globalization: Cultural Scrapes, Flows and networks, Cultural diversity and multiculturalism, social capital, Culture, ethnicity, race, and identity: Ethnocentrism, stereotyping, prejudice and discrimination

9. Suggested Readings:

- Appadurai, A. (1996). *Modernity at large: cultural dimensions of globalization* (Vol. 1). U of Minnesota Press
- Bennett, W. L. (2003). *New media power. Contesting media power*, 17-37
- Brooks, C., Manza, J., & Cohen, E. D. (2016). Political ideology and immigrant acceptance. *Socius*, 2, 2378023116668881
- Brooks, D. E., & Hébert, L. P. (2006). Gender, race, and media representation. *Handbook of gender and communication*, 16, 297-317.
- Burzynski, M., Deuster, C., & Docquier, F. (2020). Geography of skills and global inequality. *Journal of Development Economics*, 142, 102333
- Castles, S. (2004). The factors that make and unmake migration policies. *International migration review*, 38(3), 852-884.
- Castles, S. (2004). Why migration policies fail. *Ethnic and racial studies*, 27(2), 205-227.
- Chakraborty, I., & Maity, P. (2020). COVID-19 outbreak: Migration, effects on society, global environment and prevention. *Science of the Total Environment*, 138882.
- Croteau, D., & Hoynes, W. (2013). *Media/society: Industries, images, and audiences*. Sage Publications
- De Haas, H. (2010). Migration and development: A theoretical perspective. *International migration review*, 44(1), 227-264.
- Economic Review-Federal Reserve Bank of Dallas, 2-10.
- Ehmer, E., & Kothari, A. (2020). Malaysia and the Rohingya: Media, Migration, and Politics. *Journal of Immigrant & Refugee Studies*, 1-15.
- Habermas, J. (1981). *New social movements*
- Heisler, B.S. 2008. "The Sociology of Immigration," in C.B. Brettel and J.F. Hollifield, eds. *Migration Theory: Talking Across Disciplines*. Routledge: Ch. 2, Pp. 83 – 111
- Hopper, Paul. (2007) *Understanding Cultural Globalization*. Polity Press: Cambridge, UK; Malden.
- Kaplinsky, R. (2013). *Globalization, poverty and inequality: Between a rock and a hard place*. John Wiley & Sons.
- La Barbera, M. (2015). Identity and migration: An introduction. In *Identity and migration in Europe: Multidisciplinary perspectives* (pp. 1-13). Springer, Cham.
- Lechner, F. J., & Boli, J. (2019). *The globalization reader* (6th Edition. ed.). Hoboken, NJ: Wiley-Blackwell.
- Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of international migration: A review and appraisal. *Population and development review*, 431-466.
- Pearson, R., Seyfang, G., & Jenkins, R. (2013). *Corporate responsibility and labour rights: Codes of conduct in the global economy*. Routledge
- Pieterse, J. N. (1995). Globalization as hybridization. *Media and Cultural Studies*, 658.
- Ross, K., & Byerly, C. M. (Eds.). (2008). *Women and media: international perspectives*. John Wiley & Sons.
- Sklair, L. (2000). *The sociology of the global system* (p. 178). Routledge
- Zavodny, M. (1997). *Welfare and the locational choices of new immigrants*.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
Department of Humanities and Social Sciences

1. Course Code: HST SO4

2. Course Title: **Gender Equity for Social Transformation**

3. Course Hours: L 3 T 1 P 0

4. Credits: 4

5. Pre-requisites: Interest in understanding the fundamental concepts, themes and discourses on the role of gender equity in social transformation.

6. Course Objectives:

- To explore the role of gender differentiation and inequality that prevails at the global level.
- To explain the meaning of gender socialisation and determinant factors of gender roles.
- To learn about Gender Discrimination at different levels of Institutions – Social, Cultural, Economic, Political, and Educational.
- To explain gender identity and the socialisation practices in the world.

7. Course Outcomes:

- Examine gender as a major organizing principle of contemporary social life and explore the ways that gender intersects with other important lines of social differentiation, such as caste, ethnicity, social class, sexuality, and nationality.
- Analyse diverse theories and concepts that address issues of gender differentiation and gender inequality.
- Comprehend how gender influences social life and social organization within major social institutions such as family, the workplace, religion and politics.
- Investigate the sources and structures of these inequalities, possible alternatives to them, and possible means of transforming these structures.

8. Course Contents:

Module 1: *Contextualizing Gender* - Conceptual understanding: gender, sex, inequality, and exclusion, Gender parity approach, Social construction & deconstruction of gender; The journey of feminist theoretical formulations: Liberal, Radical, Marxist, Psycho-analytic, Postmodernist, Ecofeminist, Decolonization of gender perspectives: Redefining gender through an indigenous lens

Module 2: *Gendered Social Formations: Power, Representation and Participation in Public Sphere* - Social structure and gender; Gender roles, Private vs public dichotomy, Gender at the intersection of caste, class and religion, Historical orientations in women's movements - global, national and local, Women's participation in mass politics, Local government bodies and civil society organizations, Issues of disempowerment, Displacement and disability.

Module 3: Education, Workplace and the Household - Gender disparity in education & promoting gender equality through education, Invisibility of women's work, Gender division of labour & gender hierarchy, Flexitime/Feminization of poverty, Capability approach and gender inequality, Gender resocialization.

Module 4: Legal remedies and Inclusive Policy -Social legislations & women empowerment, Women in panchayat, Gender budgeting, Religion and gender- Codification of Laws, Sati, Triple Talaq, Abortion, Sabrimala, Community Participation for Gender Inclusive Policy Making

9. Suggested Readings:

- Batra, R. & Reio Jr T. G. (2016). Gender inequality issues in India. *Advances in Developing Human Resources*. 18(1), 88-101.
- Campbell, A. (2013). *A mind of her own: The evolutionary psychology of women*. OUP Oxford.
- Chakravarti, U. (2003). *Gendering Caste*. Stree, Kolkata.
- Cornwall, A. (2007). Addressing the preconditions: women's rights and development.
- Fausto-Sterling, A. (2005). The problem with sex/gender and nature/nurture. In *Debating biology* (pp. 133-142). Routledge.
- Ghadially Rehana (ed.) (1988) *Women in India Society*. Sage Publication, New Delhi.
- Green, J. M., & Curry, B. R. (1994). Recognizing each other amidst diversity: beyond essentialism in collaborative multi-cultural feminist theory. *Sage (Atlanta, Ga.)*, 8, 39-49.
- Jassal, S. T. (2012). *Unearthing gender: folksongs of North India*. Duke University Press.
- Jenkins, K. (2016). Amelioration and inclusion: Gender identity and the concept of woman. *Ethics*, 126(2), 394-421.
- Kabeer, N. (2008). Paid work, women's empowerment and gender justice: critical pathways of social change.
- Kabeer, N. (2012). Empowerment, Citizenship and Gender Justice: A Contribution to Locally Grounded Theories of Change in Women's Lives. *Ethics and Social Welfare*, 6:3, 216-232, DOI: 10.1080/17496535.2012.704055
- Kapur Ratna (1996). *Subversive Sites: Feminist Engagements with Law in India*. Sage Publication, New Delhi
- Karin Kapadia (Ed.). *The Violence of Development: The Politics of identity, Gender and Social Inequalities in India*. Kali for Women 2002
- Kauffman. (1989). *Gender and Theory: Dialogues on Feminist Criticism*. L. S. Kauffman (Ed.). B. Blackwell.
- Kimmel, M. S. (2000). *The gendered society*. Oxford University Press, USA.
- Lindsey, L. L. (2015). *Gender roles: A sociological perspective*. Routledge
- Mazumdar, I., Neetha, N., & Agnihotri, I. (2013). Migration and gender in India. *Economic and Political Weekly*. 54-64.
- Menon, N. (Ed.). (1999). *Gender and politics in India* (p. 262264). New Delhi: Oxford University Press.
- Nielsen, K. B., & Waldrop, A. (Eds.). (2014). *Women, gender and everyday social transformation in India*. Anthem Press.
- Padia, C. (2015). *Feminism, Tradition and Modernity* (15th ed.; C. Padia, ed.) Gail Omvedt.

- Padia, C. (2016). *Women in Dharmasastras: A Phenomenological and Critical Analysis*.
- Sangari, K & Chakravarti U., (2001). *From Myths to Markets: Essays on Gender*. IAS & Manohar
- Sen, A. (1980). Equality of What?, in S. McMurrin (ed.), *Tanner Lectures on Human Values*, Vol. 1. Cambridge University Press, and Salt Lake City: University of Utah Press.
- Sen, A. (1999). *Development as Freedom*, New York and Oxford: Oxford University Press.
- Thompson, M. H. (2011). Linda Stein's "Fluidity of Gender"(2009–2010). *Sex Roles*. 65(7-8), 647.
- Witt, C. (Ed.). (2010). *Feminist metaphysics: explorations in the ontology of sex, gender and the self* (Vol. 6). Springer Science & Business Media.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
Department of Humanities and Social Sciences

1. Course Code: HST E03
2. Course Title: **Holistic Fitness**
3. Course Hours: L 1 T 1 P 2
4. Credits: 3
5. Pre-requisites: The learner should be physically and medically fit to take the practical classes.
6. Course Objectives:

- To provide the individual a blend of knowledge of fitness education and business principles in order to effectively serve, motivate, and counsel diverse clients.
- To change and inspire the learners through a strong understanding of physical exercise techniques, proper nutrition etc.

7. Course Outcomes:

- Demonstrate an overall knowledge of Health importance, Wellness & fitness.
- Demonstrate the knowledge of the components of personal Fitness & Wellness dimension
- Identify behaviors associated with Obesity and Body Weight control.
- Identify risk factors and warning signs used in the prevention of Occupational diseases
- Identify basic Nutritional principles and planning Balanced Diet.
- Demonstrate Physiological concepts of Training and planning Personal Fitness programme
- Practical knowledge of the Course will enable each to keep Fit and strengthen the nation
- Might lead to fully successful positive livelihood and will also reduce the Medical cost of the county

8. Course Contents:

Module 1: *Introduction to holistic approach to Health & Fitness*- Introduction to health and its dimensions, Introduction to fitness and training benefits of exercise. Components of physical fitness, Holistic approach to management of health and fitness (aerobic and anaerobic), Principles of exercise training to improve physical fitness, Development of physical fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition), Exercise prescription

Module 2: *Wellness and Nutrition*- Concept of wellness & aspects of wellness, Obesity & body weight control, measuring body fat, Body mass index (BMI) and calculation, Nutrition & balanced diet plan, Introduction to water and electrolyte balance, Hydration and dehydration, Yoga sutras, Mental health and stress management

Module 3: *Fitness Training*- Physiological effects of exercise on different systems of the body, Concept & means of recovery technique, Oxygen debt & second wind, Load and recovery, Overload-causes and symptoms-tackling of overload, Sports injuries (acute), Exercise prescription for Obesity and Weight control

Module 4: Course Related Practical Work & Field Work- Gait and running technique, Warming up & cooling down, Weight training & strengthening exercises, Backache, Cervical spondylosis, Stretching & flexibility exercises, PNF training, Core stability exercises, First aid for different acute sports injuries, Postural deformities and remedies (a) Kyphosis (b) Lordosis (c) Knock-knee (d) Flat-foot, Hydrotherapy, Cryotherapy, Contrast Bath, Yoga & pranayama practices, Yognidra and meditation

9. Suggested Readings:

- American College of Sports Medicine. (2012). *ACSM's resource manual for guidelines for exercise testing and prescription*. Lippincott Williams & Wilkins.
- Berry, M. J., Fahey, T. D., Insel, P. M., Roth, W. T., & Singletary, R. T. (1995). *Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness*.
- Bompa, T., & Buzzichelli, C. (2015). *Periodization training for sports, 3e*. Human kinetics.
- Brooks, D. (2004). *The complete book of personal training*. Human Kinetics.
- Greenberg, J. S., Dintiman, G. B., & Oakes, B. M. (2004). *Physical fitness and wellness: Changing the way you look, feel, and perform*. Human Kinetics.
- Kjaer, M., Krogsgaard, M., Magnusson, P., Engebretsen, L., Roos, H., Takala, T., & Woo, S. L. (Eds.). (2008). *Textbook of sports medicine: Basic science and clinical aspects of sports injury and physical activity*. John Wiley & Sons.
- Krautblatt, C. (2018). *Fitness ABC's certification manual*. International Fitness Association.
- Saraswati, S.S., & Hiti, J. K. (1996). *Asana pranayama mudra bandha*. Bihar, India: Yoga Publications Trust.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
Department of Humanities and Social Sciences

1. Course Code: HST E04
2. Course Title: **An Insight into Music**
3. Course Hours: L 1 T 1 P 2
4. Credits: 3
5. Pre-requisites: The learner should have interest towards learning music
6. Course Objectives:

- Promote the highest levels of human aspiration and artistic integrity
- Develop a creative, and intuitive understanding of music as a cultural language.

7. Course Outcomes:

- Understand and identify basic scales and patterns of music and will be prepared to explore and practice the more advanced concepts of composition, development and performance.
- Consider how different musical elements relate to each other in various musical contexts; and explain the relationship that particular sounds might have to the cultural or social context out of which it has arisen.
- Acquire the ability to use basic elements of music (melody and rhythm) to improvise musical phrases.

8. Course Contents:

Module 1: *Introduction to Music* - Definition and Origin of Music; Basic Concepts; Forms of Music (Indian and Western); Harmony and Melody

Module 2: *Swar Gyan* - Definition of Naad and characteristics; Shruti; Swara (Notes); The Saptak (Low, medium and high pitch); Concept and Definition and key principles of Raga: Bandish, The Composition; Development of Raga: Alaap, Jod, Jhala And Bandish; 'That' definition and basic principles, Ten 'Thats' of Hindustani Classical Music; Major and Minor Scale

Module 3: *Rhythm* - Tala: The Concept; Laya; Slow middle, fast; Beats (matra); Beats in different taals; Basics of Staff Notation: Chord, Beat, Interval, Progression, Key Signature.

Module 4: *Theoretical Perspectives* - Classification of Instruments: India and Abroad; Stringed, Wind and Rhythm instruments; History and description of musical instruments (any two); Contribution and Life Sketch of Renowned Musicians (any two); Indian Notation System by Pandit Bhatkhande

9. Suggested Readings:

- Bhatkhande, Vishnu Narayan (2007). *Hindustani Sangeet Paddhati, Kramik Pustak Malika*, Part 1. Sangeet Karyalaya Hathras; 3rd edition.
- Campbell, Patricia Shehan. (2004). *Teaching Music Globally*. Oxford University Press.
- Subramaniam, Lakshminarayana and Subramaniam, Viji. (2018). *Classical Music of India: A Practical Guide*. Tranquebar.
- Stock, Jonathan (1996). *World Sound Matters: An Anthology of Music from Around the World*. London: Schott.
- Tenzer, Michael. (2006). "Introduction: Analysis, Categorization, and Theory of Musics of the World." In *Analytical Studies in World Music*. New York: Oxford University Press.
- Titon, Jeff Todd, ed. (2016). *Worlds of Music: An Introduction to the Music of the World's Peoples*. 6th Edn. Cengage Learning.
- Vasant (2019). *Sangeet Visharad*. Sangeet Karyalaya Hathras
- Wade, Bonnie C. (2012). *Thinking Musically: Experiencing Music, Expressing Culture*. Oxford University Press.



MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR

Department of Humanities and Social Sciences

MA PUBLIC POLICY AND DEVELOPMENT (MPD)

PROGRAMME SCHEME

SEMESTER-III

Course Code	Skill Enhancement	L	T	P	Credits
	Core				
HST 807	1. Positive Psychology: The Science of Well-being	1	1	-	2
HST 808	2. Geographic Information System (GIS) for All	1	-	2	2
	KNOWLEDGE ENHANCEMENT				
	Elective (Any three from two subject)				
	Economics				
HST EC5	1. Digital Banking and Financial Management	3	1	-	4
HST EC6	2. Environmental Economics	3	1	-	4
	English				
HST EN5	1. Feminism and Gender in Language and Literature	3	1	-	4
HST EN6	2. Digital Communication	3	1	-	4
	Political Science				
HST PS5	1. South Asia: A Geopolitical Perspective	3	1	-	4
HST PS6	2. Reimagining Social Policy Designs: Empirical Approaches	3	1	-	4
	Sociology				
HST SO5	1. Visual Sociology	3	1	-	4
HST SO6	2. Social Entrepreneurship for Social Change	3	1	-	4
HSP 901	Capstone Project (Guided Research)	-	-	-	6
Total Credits (Semester-III)					22

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST 807
2. Course Title: **Positive Psychology: The Science of Well-being**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: Learner should have interest and aptitude towards understanding the theory of psychology and its role in addressing the well-being of an individual.

6. Course Objectives:

- To introduce the concept of positive psychology
- To introduce the importance of happiness and well-being for a better life
- To give insight on the use of positive emotions theoretical aspects of well being

7. Course Outcomes:

- Identify positive aspects of human behavior
- Understand the importance of greater resilience and learn to conquer or reduce stress in their lives.
- Use positive emotions and strengths to stimulate personal growth
- Develop mindfulness and spirituality in the wake of positive subjective

8. Course Contents:

Module 1: Psychology and “the Good Life”- Perspectives on positive Psychology, Understanding Happiness, purpose, and well-being. Significance of positive emotions, Classification of character strengths and virtues. Culture and Well-being.

Module 2: Psychology of Well-being- Perspectives on Life, balanced psychology, Positive Affect and Negative Affect, measures of human strengths and positive outcomes, Theoretical perspectives on well-being: the broaden-and-build theory of positive emotions, hedonic and eudemonic approaches of well-being, the hedonic treadmill model, Ryff’s model of psychological well-being, Self-determination theory.

Module 3: Positive Emotions and Life-Satisfaction- Meaning and Valued living, Wisdom Courage, forgiveness, Gratitude, and Behavioral well-being. Transforming the self.

Module 4: Subjective Well-being- Importance of Subjective Experiences and Happiness, personality and Subjective well-being. Role of Self-Acceptance, Resilience, Emotional Intelligence, and Psychological Capital in Human Flourishing

Module 5: Enhancing the Good- Flourishing and happiness with Mindfulness and spirituality

9. Suggested Readings:

- Batthyany, A., Russo-Netzer, P. (Eds.). (2014). *Meaning in Positive and Existential Psychology*. Springer
- Boniwell, I. (2012). *Positive Psychology In a Nutshell: The Science of Happiness* (3rd edition). London: Mc Graw Hil
- Linley, A. (2008). *Average to A+: Realising Strengths in Yourself and Others*. CAPP Press
- Peterson, C. & Seligman, M. (2004). *Character Strengths and Virtues: A Handbook and Classification*. New York: Oxford University Press
- Seligman, M. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press
- Snyder, C.R., & Lopez, S.J. (2016). *The Oxford Handbook of Positive Psychology*, 3rd Edition

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
Department of Humanities and Social Sciences

1. Course Code: HST 808
2. Course Title: **Geographic Information System (GIS) for All**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: Learner should have interest and aptitude towards understanding fundamental concepts of Geographic Information System (GIS).

6. Course Objectives:

- To understand geographical information systems.
- To provide basic understanding on spatial data integration, geo-spatial data collection and handling through geographical information systems.
- To provide insight on spatial analysis using GIS

7. Course Outcomes:

- Ability to understand geo-spatial data/ information collection and handling through geographical information systems.
- Learning spatial data integration and ability to select a particular method of geospatial data analysis.
- Analysis of geo-spatial data and design of strategies for different socio-economic problems

8. Course Contents:

Module 1: *Coordinate system*- Datum, Geographical coordinate system, Projected coordinate system and their need, basic projection types, polyconic and UTM projections.

Scales: Engineering scale, R.F., Graphical scale.

Module 2: *Introduction to GIS*- Components, Data types - spatial, attribute and metadata, raster and vector data, and their comparison, data abstraction, maps and map scales.

Module 3: *Data Input and Editing*- Raster and vector data formats, georeferencing, data input using scanner and on-screen digitization, input using XY data, data editing, attaching attribute data.

Module 4: *Spatial Analysis*- Reclassification, overlaying, buffering, unions, intersections; DEM, DEM analysis, contour and cut-fill analysis, arithmetic and logical operations, change detection, process modelling using GIS, Interpolation techniques: IDW, spline and kriging.

Module 5: *GPS and Keyhole markup language (KML)*- Introduction to global positioning system and KML format.

Module 6: *Remote Sensing and GIS Applications*- Brief introduction to Remote sensing and photogrammetry (including the data involved, its classification, analysis), mapping and zoning, preparing spatial plots.

Module 7: *Practicals*- Basics of Scales; Concept of Layers; Introduction to GIS software and understanding of GIS data and data formats; Manual collection of data using GPS instrument; Scanning, geo-referencing and digitization of spatial features from maps and topo-sheets; Preparation of contours and surfaces using spatial data w.r.t. its attributes; Inter-conversion of spatial data between GIS and Google-Earth formats.

9. Suggested Readings:

Parker, R. N., & Asencio, E. K. (2009). *GIS and spatial analysis for the social sciences: Coding, mapping, and modeling*. Routledge.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST EC5
2. Course Title: **Digital Banking and Financial Management**
3. Course Hours: L **3** T **1** P **0**
4. Credits: **4**
5. Pre-requisites: Learner should have basic knowledge of banking and finance.
6. Course Objectives:

- To apprise the knowledge of Indian banking and financial systems to enhance its practices.
- To familiarize with the importance of digitalization in the current era.
- To provide a framework to solve the integrated problems of organisations.
- To develop a basic foundation of financial management concepts which helps to understand about investment and financing decisions in corporations along with the working capital policies.

7. Course Outcomes:

- Will get insight to the effects of monetary institutions, banking and policy.
- Deeper understanding to the role of digitization in money and banking.
- Understanding of financial accounting, revenue management, investment appraisal.

8. Course Contents:

Module 1: Digital banking and Financial management - Digital divide and initiatives; Digital banking products (internet banking, mobile banking, payment systems); New Developments in digital banking and Customer education for digital banking with special reference to India.

Module 2: Financial Market and Innovation in Digital Banking - Introduction to financial market; Use of technology in banking and arrival of Fintech firms; Innovative technologies aiding digital transformation (IoT, AI, ML, Blockchain, big-data etc.).

Module 3: Introduction to financial management - Overview and objectives of financial management; Principles and practices of financial management; Time value of money; Risk and returns.

Module 4: Capital Budgeting and Cost of Capital for policy formulation - Nature of capital budgeting; Principles and techniques; Concept, importance and measurement of cost of capital; Analysis of risks and uncertainty in capital budgeting.

Module 5: *Digital Banking and Regulatory Environment in India* - Indian financial system; Digital banking environment in India; Corporate and financial restructuring, corporate failure and liquidation; Regulatory changes in digital banking sector: post-pandemic regulations and adoptions; Impact of digital finance on financial inclusion and stability.

9. Suggested Readings:

- Bansal, N., & Jain, M. (2018). Progress in digital banking after demonetization: some evidence. *IUP Journal of Bank Management*, 17(2), 50-59.
- Chandra, P. (2007). *Financial Management*. India: McGraw-Hill Education (India) Pvt Limited.
- Chandra, P. (2019). *Financial Management: Theory and Practice*, 10e: McGraw-Hill Education.
- Luigi Wewege, Michael C. Thomsett (2020), *The Digital Banking Revolution*, Walter de Gruyter Inc., Bostan/Berlin
- Misra, A., Srivastava, R. (2008). *Financial Management*. India: Oxford University Press.
- Nayak, R. (2018). A Conceptual Study on Digitalization of Banking-Issues and Challenges in Rural India. *International Journal of Management, IT and Engineering*, 8(6), 186-191.
- Pandey, I M. (2015). *Financial Management*, Vikas Publications UNCTAD Reports.
- Ross, P. S. A., Jordan, B. D., Jaffe, J., Westerfield, R. W. (2015). *Corporate Finance*. United Kingdom: McGraw-Hill Education.
- Rustagi, R.P (2000). *Financial Management: Theory, concepts and Problems*. India: Galgotia Publishing Company.
- Shaikh, A.A., Glavee-Geo, R., & Karjaluoto, H. (2017). Exploring the nexus between financial sector reforms and the emergence of digital banking culture-Evidences from a developing country. *Research in International Business and Finance*, 42, 1030-1039.
- Van Home, J., Wachowicz, P. J. M. (2010). *Van Home: Fundamentals of Financial Management*. United Kingdom: Pearson Education Limited.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST EC6
2. Course Title: **Environmental Economics**
3. Course Hours: L **3** T **1** P **0**
4. Credits: **4**
5. Pre-requisites: Learner should have basic knowledge of micro and macroeconomic concepts

6. Course Objectives:

- To develop the basic tools to estimate the cost and benefit of environmental regulations.
- To discuss various theories and methods used in economic analysis of environmental and natural issues.
- To study about Environmental policy prescriptions and its tools that are designed to correct such market failures are explored

7. Course Outcomes:

- Enable students to understand the economic-environmental relationship.
- Comprehend the economies of both sides of natural resources, their exploitation and use.
- Understand the importance of sustainable development as an ideology-driving policy as well as a concept of resource use.

8. Course Contents:

Modules 1: Concepts and Issues - Basic idea of environmental economics, ecological economics and sustainable development; National income and environmental accounting; Measurement of environmental benefits; Problems of market failures and externalities; Demand for environmental services

Modules 2: Theory of environment regulations - Price rationing; pigovian taxes, subsidies for abatement of pollution, property rights and Coasian approach; Quantitative regulations, tradable pollution permits, mixed permits, output tax; Uncertainty and risk in environment and environmental policy choice; Global regulatory initiatives towards environment protection- Kyoto Protocol and Paris Agreements.

Modules 3: Environmental Valuation - Alternative approaches and methods of environmental valuation, valuation of health and human life, valuation of bio-diversity; Environmental problems of agricultural development and industrial development.

Modules 4: *Global Environmental Issues and Sustainable Development* - Trans-national issues and the environment; Trade, environment and foreign investment, ecological dumping and standards; Economics of global warming and climate change; Energy environment and economic growth.

Modules 5: *Environmental Issues and Policies in India* - Globalization, economic reforms and the environment; Cost-benefit analysis, Environmental impact assessment: objectives, benefits, Indian direction of EIA; Environmental Management System (EMS), National Environment Protection Act, Strategic environmental assessment (SEA): Objectives and Implications.

9. Suggested Readings:

- Bhattacharya, R. (2001). *Environmental Economics: An Indian Perspective*. India: Oxford University Press.
- Hussen, A. (2018). *Principles of Environmental Economics and Sustainability: An Integrated Economic and Ecological Approach*. United Kingdom: Taylor & Francis.
- Kolstad, C. D. (2011). *Intermediate Environmental Economics*. United Kingdom: Oxford University Press.
- Seo, S. N. (2017). *The Behavioral Economics of Climate Change: Adaptation Behaviors, Global Public Goods, Breakthrough Technologies, and Policy-Making*. United Kingdom: Elsevier Science
- White, B., Shogren, J. F., Hanley, N. (2016). *Environmental Economics: in Theory and Practice*. United Kingdom: Macmillan Education, Limited.
- Additional Readings:
- Bernstein, L., Bosch, P., Canziani, O., Chen, Z., Christ, R., Davidson, O., ... & Kundzewicz, Z. W. (2008). *Climate change 2007: Synthesis report: An assessment of the intergovernmental panel on climate change*. IPCC.
- Grubb, M. (2004). *The economics of the Kyoto Protocol*. *The Economics of Climate Change*, 3, 72.
- Hoffman, A. J. (2005). *Climate change strategy: The business logic behind voluntary greenhouse gas reductions*. *California Management Review*, 47(3), 21-46.
- Hoffman, A. J. (2011). *The culture and discourse of climate skepticism*. *Strategic Organization*, 9(1), 77-84.
- Hoffman, A. J. (2015). *How culture shapes the climate change debate*. Stanford University Press.
- Hoffman, A. J., & Ventresca, M. J. (1999). *The institutional framing of policy debates: Economics versus the environment*. *American behavioral scientist*, 42(8), 1368-1392.
- Pachauri, R. K. (2010). *Climate ethics: Essential readings*. Oxford University Press on Demand.
- Pachauri, R. K., Allen, M. R., Barros, V. R., Broome, J., Cramer, W., Christ, R., ... & Dubash, N. K. (2014). *Climate change 2014: synthesis report. Contribution of Working Groups I, II and III to the fifth assessment report of the Intergovernmental Panel on Climate Change* (p. 151). Ipcc.
- Pachauri, Rajendra K. "Addressing Sustainable Development Goals and Tackling Climate Change: Scientific Realities and Options." *ERUDITIO*: 7.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST EN5
2. Course Title: **Feminism and Gender in Language and Literature**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: The learner should have an interest and aptitude towards understanding some of the fundamental problems and analytic perspectives through novels and texts.

6. Course Objectives

- To embrace learners with the foundational tenets of feminism, as a theoretical approach.
- To develop a deeper knowledge of sex and gender, and their dimensions.
- To acquaint learners with the genre of 'Gender Studies'.

7. Course Outcomes:

- Comprehend feminism and gender in Selected texts.
- Analyze the role of women /Gender in public and private spheres.
- Develop gender sensitive communication.

8. Course Contents:

Module 1: Overview of Feminism and Gender - Feminism and Gender: Key concepts, Women's oppression, patriarchal values, reinforcement of traditional feminine roles-conflicts.

Module 2: Feminism and Gender in Literature (any two of the given texts) - Mahasweta Devi - *Rudali*, Arundhati Roy - *The God of Small Things*, Taslima Nasrin - Selected Columns, Champavathi – *Shivaganga*, Simon de Beauvoir – *The Second Sex*

Module 3: Feminism and Gender in Language (any two of the given texts) - Suma Chitnis - *Feminism: Indian Ethos and Indian Conviction*, Vina Majumdar - *Towards Equality Report*, Uma Chakravarty- *Whatever happened to Vedic Dasi*, Madhu Kishwar- *Why I Do Not Call Myself A Feminist*, Urvashi Butalia - *The Other Side of Silence*

Module 4: Gender and Communication - Gender Mainstreaming and Gender Inclusive Communication, Agency/Assertion and Power politics through Language

9. Suggested Readings:

- Eckert, Penelope and Sally Mc Connell Ginet (2013), *Language and Gender*, United Kingdom: Cambridge University Press.
- Hellinger, Marlis and Hadumod Bußmann (2003), *Gender Across Languages: The Linguistic Representation of Men and Women*, Volume 4, Philadelphia: John Benjamin's Publishing Company.
- Robinson, Orrin W. (2010), *Grimm Language: Grammar, Gender and Genuineness in the Fairy Tales*, Philadelphia: John Benjamin's Publishing Company.
- De Beauvoir, Simone (1961), *The Second Sex*, New York: Bantam.
- Hughes, Christiana (2002), *Key Concepts in Feminist Theory and Research*, London: Sage.
- Bhasin, Kamla (1993), "What is Patriarchy?" Kali For Women, New Delhi.
- Butler, Judith and Joan W Scott, eds. (1992), "Feminist Theorize the Political", Routledge, New York.
- Engels, Friedrich. (1979), "The Origin of Family, Private Property and the State", Pathfinder Press, New York. (1884 tr. 1902).
- Maitrayee Chaudhuri, (ed). (2004), "Feminism in India - Issues in contemporary Indian Feminism", Book Review Literary Trust, New Delhi.
- Mary Eagleton, (ed). (2003), "A concise companion to Feminist Theory", Blackwell publishing
- Mary Wollstonecraft. (1992), "Vindication of the Rights of Woman".

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST EN6
2. Course Title: **Digital Communication**
3. Course Hours: L 3 T 1 P 0
4. Credits: 4
5. Pre-requisites: The learner should have an interest and aptitude towards dynamicity of everyday discourse and its relevance.

6. Course Objectives:

- To familiarise learners with the growing need of excellent communication skills, at a global level.
- To set forth the basic tenets of digital communication through various multimedia.
- To acquaint learners with the encompassing grip of social media on our everyday lives, cutting through geographical domains.

7. Course Outcomes:

- Analyze Digital Communication and its widespread use in the lives of every individual.
- Apply digital communication to address contemporary changes in society, politics, and economy.
- Concretize the relations and interactions between society and technology.

8. Course Contents:

Module 1: Overview of Online Communication & Internet - Development of internet and online communication, Fundamental concepts and applications – Multimediality, Hyper-textuality, Interactivity, Crowdsourcing, RSS, Mashups, Widgets, Folksonomy, Social bookmarking, Networking, video conferencing, Webcasting, Micro-Blogging

Module 2: Social Media and Digital Culture - Digital culture and digital identity, User-Generated Communication, Facebook, Instagram, YouTube, Participatory culture and Social Media, Citizen Journalism, Content Journalism, New/Digital media & Public sphere

Module 3: Emerging Trends in New Media - ICT and Development, Information Society and E-governance; New/Digital Media and Contemporary social movements; Mobile phone: a convergent technology, Smartphone culture and society.

Module 4: Digital Communication and Ethics - Cyber Crimes & Security: Case Studies, Social Media Trolls, WikiLeaks, Cyber Laws & Ethics, Internet censorship in India, Comparative study between any developed country and India.

9. Suggested Readings:

- Barbara .Mogrenstom, *Policy & Impact*, Focal Press, 4th edition.
Carolina McCarthy, *Facebook: Our targeted ads aren't creepy* , The Social-CNET news, June 18, 2009.
Flew. Terry, *New Media: An Introduction*, Oxford Higher Education, 3rd, 2007.
Frank Webster, *Theories of the Information Society*, Routledge, 3rd, 2006.
John Vernon Pavlik, *New Media Technology*, Allyn & Bacon
LA Lievrouw, S Livingstone, *Handbook of new media: Social shaping and consequences of ICTs*, Sage 2002.
Lev Manovich, *The language of New Media*, MIT Press, 2001.
Levinson. Paul, *New New Media*, Allyn & Bacon, 2nd, 2012.
Martin Lister, *New Media: A Critical introduction*, Routledge, 2009.
Michael M. Mirabito, *New Communication Technologies : Application*
Richard Kahn, Douglas Kellner, University of California, Los Angeles, USA, '*New media and internet, activism: from the 'Battle of Seattle' to blogging*', New Media and Society, Sage 2004.
Ronald Dewolk, *Introduction to Online Journalism*, Allyn & Bacon
Sunetra Sen Narayan, Shalini Narayan, *India Connected: Mapping The Impact of New Media*, Sage 2016.
Wendy Hui Kyong Chun, Thomas Keenan, '*New media, Old Media, A history and Theory reader*, Routledge, 2006.
Xtine Burrough, Paul Martin Lester, *Visual Communication on the Web*, Routledge, 2012.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST PS5
2. Course Title: **South Asia: A Geopolitical Perspective**
3. Course Hours: L **3** T **1** P **0**
4. Credits: **4**
5. Pre-requisites: Learners should have general awareness regarding geopolitical issues of South Asia.

6. Course Objectives:

- To identify the major factors affecting the geopolitics of the South Asian region.
- To understand the role of India with reference to various facets in the geopolitics of the region.
- To analyze various challenges in the South Asia geopolitics.

7. Course Outcomes:

- Identify the major factors affecting the Geopolitics of South Asian region.
- Understand the various regional groupings with reference to India.
- Analyse the foreign policy of India with reference to it's other South Asian Neighbours.

8. Course Contents:

Module 1: Introduction to South Asia as a Region - Social and cultural profile of South Asia; General population and migration patterns; Caste and class groupings; Religious and linguistic groupings; Tribal settlements; Forces of social change in South Asia.

Module 2: South Asia in a Globalizing World- Emergence of the nation states; Problems of nation building; Constitutional development in South Asia; Political parties and electoral politics; Democracy in South Asia; Regional cooperation: issues and challenges; Resolution of the problems; Population challenge.

Module 3: Cold War Ideological Geopolitics (Blocks, Worlds and Alliances): - Implications for South Asia

Module 4: Regional Security in South Asia, with reference to - India, Pakistan, Bangladesh, Nepal; Foreign policies with special reference to - Bhutan, Sri Lanka, Afghanistan, Maldives

Module 5: Role of Indian democracy in South Asia - Political institutions in India and its impacts on South Asia; Electoral politics in India and its impacts on South Asia

Module 6: Geopolitics of 'Global' Dangers - Natural disasters and climate change (perspectives from South Asia)

9. Suggested Readings:

- Bose, S., & Jalal, A. (2017). *Modern South Asia: history, culture, political economy*. Routledge.
- Carranza, M. E. (2016). *South Asian security and international nuclear order: Creating a robust Indo-Pakistani nuclear arms control regime*. Routledge.
- Chandran, D., & Chari, P. (2011). *Armed Conflicts in South Asia 2010: Growing Left-Wing Extremism and Religious Violence (1st ed.)*. New Delhi: Routledge.
- Devare, S. (2006). *India & Southeast Asia: Towards Security Convergence*. Institute of Southeast Asian Studies.
- Devi, T. N., & Raju, A. S. (Eds.). (2012). *India and Southeast Asia: Strategic convergence in the twenty-first century*. Manohar Publishers & Distributors.
- Dhaliwal, S. (2009). *Development of regionalism in South Asia*. New Delhi: MD Publications.
- Dixit, J. (2012). *Indian Foreign Policy and Its Neighbours*. New Delhi: Gyan Publishing House.
- Drèze, J., Sen, A. (2002). *India: Development and Participation*. India: Oxford University Press.
- Iqbal, D. (2010). *Global Companion to South Asian Economy: Tradition, Transition and Transformation*. New Delhi: Global Vision Publishing House.
- Khan, R. (2012). *SAARC Nations: New Role and Challenges Ahead*. New Delhi: Mittal Publications.
- Kim, N. (2009). *Globalization and regional integration in Europe and Asia*. Farnham, England: Ashgate.
- Mann, M. (2014). *South Asia's modern history: thematic perspectives*. Routledge.
- Ollapally, D. (2009). *The Politics of Extremism in South Asia*. New Delhi: Cambridge University Press.
- Orton, A. (2010). *India's Borderland Disputes: China, Pakistan, Bangladesh and Nepal*. New Delhi: Epite Books.
- Riaz, A. (2010). *Religion and Politics in South Asia (1st ed.)*. Abingdon Oxon: Routledge.
- Roy, M. (2010). *India And Her Sub-Continent Neighbours: New Pattern of Relationships*. New Delhi: Deep and Deep Publications.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST PS6
2. Course Title: **Reimagining Social Policy Designs: Empirical Approaches**
3. Course Hours: L 3 T 1 P 0
4. Credits: 4
5. Pre-requisites: Learners should have knowledge of social policy and issues.

6. Course Objectives:

- To explore and understand the fundamental concepts and various frameworks regarding social policy designs.
- To critically evaluate the emerging challenges in the field of social policy designs.
- To explore various social policy initiatives undertaken in India

7. Course Outcomes:

- Familiarize with the course concepts in the field of social policy, welfare state, Social Institutions, Social Movements, and Social Administration.
- Analyze the development, implementation and effects of social policy.
- Understand the methods used to meet social needs that may be contained within social policies.

8. Course Contents:

Module 1: Concepts of Indian Social Policy - Principles, and fundamentals and empirical approaches of social policy designs; Theories and practice of social planning; Emergence and formulation of social policy; Perspectives, development and approaches of social policy; Need for social planning in India.

Module 2: Social Policy and Approach towards Development Strategies - Social diagnosis; Drafting of action formation and development plans; Factors implementing the shaping of social policies; Concept of social development and planning; Participation and ensuring political sustainability.

Module 3: Social and Inclusive Development - Theories and perspectives (socio-cultural, political, economic, legal, economic); Sustainable development and economic progress; Government and Non-Governmental efforts for evaluating societal development; Impact of long term policies initiatives; Political context of social policy (Globalization and Democratization of Social Policy); Social policies at global level.

Module 4: Social Policy and Emerging Trends - Social policy, rural and urban development; Social development and the public policy; Development paths and Scenarios; Development and social impacts in the 21st Century.

Module 5: Social Policies initiatives in India (relevant to social, political, economic concepts) - National Education Policy; Health Policy in India, Children's Policy in India; State welfare weaker section Policy in India.

Module 6: Social Audit and Accountability - Application of Social Audit: Tools and modes of social audit; Training module; Case Studies -- national and international.

9. Suggested Readings:

- Alcock, C., Daly, G., & Griggs, E. (2014). *Introducing social policy*. Routledge.
- Alfers, L., Surender, R. (2019). *Handbook of Social Policy and Development*. United Kingdom: Edward Elgar Publishing.
- Beland, D. (2010). *What is Social Policy?*. United Kingdom: Wiley.
- Bhartiya, A. K., Singh, D. K. (2009). *Social Policy in India*. India: New Royal Book Company.
- Birkland, T. A. (2019). *An introduction to the policy process: Theories, concepts, and models of public policy making*. Routledge.
- Blakemore, K., & Warwick-Booth, L. (2013). *Social Policy: An Introduction: An Introduction*. McGraw-Hill Education (UK).
- Blakemore, K., Griggs, E. (2007). *Social Policy: An Introduction*. United Kingdom: McGraw-Hill Education.
- Bochel, H. M. (2009). *Social Policy*. United Kingdom: Pearson Prentice Hall.
- Boix, C. (2007). *The Oxford Handbook of Comparative Politics*. United Kingdom: Oxford University Press.
- Chakravarty, S. (1977). *Development Planning: The Indian Experience*. Oxford University Press.
- Clarke J, Hughes G, Lewis G, Money G. (1998). *Introduction: The meaning of the Welfare State, Social Policy: Welfare, Power and Diversity (Imaging Welfare Futures)*. New York: Open University Press
- Deacon, B. (2000). *Globalization and social policy: The threat to equitable welfare* (No. 5). Geneva 2000 Occasional Paper.
- Deacon, B. (2007). *Global Social Policy and Governance*. United Kingdom: SAGE Publications.
- Dean, H. (2012). *Social Policy*. United Kingdom: Wiley.
- Drake, R.F. (2001). *The principles of social policy*, Basingstoke, Palgrave.
- Jordan, B. (2006). *Social policy for the Twenty-First Century: New perspectives, big issues*. Cambridge: Polity.
- Kahn, A. J. (1969). *Theory and practice of social planning*. Russell Sage Foundation.
- Kulkarni, P. D. (1979). *Social Policy and Social Development in India*. India: Association of Schools of Social Work in India.
- Lewis, A.W. (1970). *The Development Process*. United Nations, New York.
- Lister, R. (2010). *Understanding Theories and Concepts in Social Policy*. UK: The Policy Press.
- Paranjpe, N. (1990). *Social Welfare in India A Policy Perspective*, New Delhi: Associated Publishing House.
- Sole, A.N., Bhadra. S. (2019). *Social Policies in India: Contemporary Perspectives*. Abd Publishers

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST SO5
2. Course Title: **Visual Sociology**
3. Course Hours: L 3 T 1 P 0
4. Credits: 4
5. Pre-requisites: Aptitude towards understanding the theory and practice of Visual sociology and its role in addressing public policy and development issues.

6. Course Objectives:

- Explore, interrogate and understand social world by using visual, sensory and innovative methodological approaches
- To relate such images to wider sociological questions and methods of investigation.
- To interrogate and understand social world by using visual, sensory and innovative methodological approaches.

7. Course Outcomes:

- Analyse and interrogate the social world by using visual, sensory and innovative methodological approaches.
- Possess logical and analytical skill to contribute subject knowledge to nurture creativity, research and development.
- Develop an in-depth understanding of research ethics and skills for interpretation and analysis of visual data as a means for studying and critiquing social life.
- Able to express their opinion on different social issues through digital and visual presentation.

8. Course Contents:

- Module 1: *Conceptual and Historical Framework of Visual Sociology*** - Subject matter, approaches and scope of visual study of society, Theory and practice in visual sociology
- Module 2: *Visualizing Society and Social Phenomena*** - Social forms and practices of visual representation: photos, films, artwork and videos, Visual culture: reading and interpreting pictures, History of photography, filmmaking and trends, Exploring the nature and contemporary uses of photographs, Observing and theorizing visual manifestations
- Module 3: *Collecting and Producing Visual Data*** -Visuals as a qualitative and quantitative research method, Photo-elicitation research, Visual ethnography, Participatory photography, Photo-voice, Self-portrait, Micro-aggressions, Documentary and photography, Photojournalism, Drawings as a research method, Visual storytelling

Module 4: *Practicing Visual Sociology* - Studies In Visual Sociology; Ethical Issues, Issues Of Privacy And Publicity; Legal Issues And Challenges.

Module 5: *Visual Data Analysis* - Introducing software for visual data analysis and Interpretations, Coding, Thematic analysis, Social media analysis, Maps and charts.

9. Suggested Readings:

- Angela, Bolton; Pole, Christopher & Mizen, Phillip. (2001). *Picture This: Researching Child Workers*. Sociology, 35(2):501-518.
- Ball, Susan & Gilligan, Chris. (2010). "Visualising Migration and Social Divisions: Insights from Social Sciences and the Visual Arts." Forum: Qualitative Social Research 11 (2). <http://www.qualitative-research.net/index.php/fqs/article/view/1486/3002>
- Banks, M. (2001). *Visual methods in Social Research*. London: Sage. ISBN 978-0761963646.
- Bateson, G. & Mead, M. (1942). *The Balinese Character A Photographic Analysis*. New York: New York Academy of Sciences.
- Becker, Howard. 1974. "Photography and Sociology." Studies in the Anthropology of Visual Communication 1 (1): 3–26.
- Ciolan, Lucian and Manasia, Loredana. (2017). Reframing Photovoice to Boost Its Potential for Learning. The International Journal of Qualitative Methods. DOI: 10.1177/1609406917702909
- Clark, Andrew; Prosser, Jon & Wiles, Rose. (2010). *Ethical Issues in Image-Based Research*. Arts & Health: An International Journal for Research, Policy and Practice, 2:1, 81-93, DOI: 10.1080/17533010903495298
- Goffman, E. (1987) *Gender Advertisements*. New York: Harper & Row.
- Gomez, Ricardo & Vannini, Sara. (2015). *Fotohistorias: Participatory Photography and the Experience of Migration*. CreateSpace Independent publishing platform. ISBN-13 : 978-1518767579
- Hamilton, Peter (ed.) (2006). *Visual Research Methods*. SAGE Benchmarks in Social Research Methods. Sage Publications Ltd.
- Harper, Douglas. (2012). *Visual Sociology*. New York: Routledge.
- Harrison B. (1996). *Every Picture 'Tells a Story': Uses of the Visual in Sociological Research*. In: Lyon E.S., Busfield J. (eds.). *Methodological Imaginations. Explorations in Sociology*. London: Palgrave Macmillan. https://doi.org/10.1007/978-1-349-24547-5_5
- Heider, Karl G. (2006). *Ethnographic Film*. Second Edition. USA: Austin University of Texas Press. ISBN-13 : 978-0292714588
- Henderson, L (1988). *Access and consent in public photography*. In Gross, L, Katz, J and Ruby, J (eds.) The moral rights of subjects in photographs, films and television. New York: Oxford University Press. pp 91-107.
- Henderson, L (1988). *Access and consent in public photography*. In Gross, L, Katz, J and Ruby, J (eds.) The moral rights of subjects in photographs, films and television. New York: Oxford University Press. pp 91-107.
- Hirsch, Julia. (1981). *Family Photographs: Content, Meaning, and Effect*. New York: Oxford University Press.
- Hughes, Jason. (ed.) (2012). *Sage Visual methods*. Sage publications ltd. ISBN-13 : 978-1446241028

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
Department of Humanities and Social Sciences

1. Course Code: HST SO6
2. Course Title: **Social Entrepreneurship for Social Change**
3. Course Hours: L 3 T 1 P 0
4. Credits: 4
5. Pre-requisites: Understanding of fundamental principles, philosophy and debates in the area of Social Entrepreneurship for Social Change.

6. **Course Objectives:**

- To help students to basic concepts and scope of social entrepreneurship for social change
- To understand the concept and theories of Social Innovation & Social Entrepreneurship
- To provide student an opportunity to apply theoretical knowledge into practical situations
- To capacitate the students to explore the possibilities for social change through social entrepreneurship

7. **Course Outcomes:**

- Demonstrate comprehensive knowledge, skills and attitude to understand the concept and theories of Social entrepreneurship and its rising relevance in the society.
- Critically analyse and understand social value creation through social entrepreneurship and learn about leadership skills needed for social change.
- Possess skills and expertise to locate social problems, evaluate contextual realities and employ solutions to bring positive change in the communities.

8. **Course Details**

Module 1: *Social Innovation & Social Entrepreneurship* - Social innovation in the emerging economies and society, Relevance of technology for social innovation, Social entrepreneurship and social innovation, Discovering social entrepreneurship for social change, Examining social entrepreneurs who are successfully alleviating poverty, combating unemployment and violence, and bringing education and opportunity and freedom to poor and marginalized people around the world.

Module 2: *Leadership for Social Change- The Social Entrepreneurs* - Theoretical foundations of social change and the role of leadership, Leaders as social change agents to address social issues, Role of disruptive innovation in the social sector

Module 3: *Social Value Proposition and Empowering Beneficiaries* - Stakeholder Analysis- Identifying beneficiaries and serving their needs, Community Asset Mapping -

the value of engaging the community to identify assets, Understanding & developing the theory of change model; Scaling social impact- scale deep, scale-up or scale-out, Ethics, morality & challenges in social entrepreneurship.

Module 4: Successful Social Entrepreneurship Initiatives - Grameen Bank, Aravind Eye Care System, LEDeG, TERI, Pasumai Payanam, Eesha Foundation, Sewa Bharti, Siruthuli, SEWA, Amul, Evidence from OASiS, Case Study on SELCO, Annapurna, Goonj

9. Suggested Readings:

- Ahuja, R. (2013). *Social problems in India*. Rawat publications.
- Aitken, H. (2010). *Developing Change Leaders*. Routledge Publishers.
- Ashoka Is... (2013, October 21). [Video]. YouTube.
<https://www.youtube.com/watch?v=yckslk2K6S-8&feature=youtu.be>
- Ashoka: Innovators for the Public. (2008, March 6). [Video]. YouTube.
<https://www.youtube.com/watch?v=DttTSJEO47g&feature=youtu.be>
- Bessant, J., & Tidd, J. (2007). *Innovation and entrepreneurship*. John Wiley & Sons.
- Bide, A. (2012). *Entrepreneurship determinants: culture and capabilities*. 12th Edition. Euro Stat. European Union. <http://ec.europa.eu/eurostat>
- Dees, J. G. (1998). The meaning of social entrepreneurship.
- Dees, J. G. (2007). Taking social entrepreneurship seriously. *Society*, 44(3), 24-31.
- Dinanath, K (2013). *Studies in Indian Entrepreneurship*. New Delhi. Cyber Tech Publications
- Fulton, K. (2006). The past, present, and future of social entrepreneurship. A conversation with Greg Dees. Retrieved April, 18, 2008.
- Gopalkrishnan, C. (Ed.). (2016). *The Entrepreneur's choice: Cases on family business in India*. Routledge.
- Hirsch, R. & Peters, M. et. Shepherd, S. (2009) *Entrepreneurship*. New Delhi, Tata McGraw Hill Publishing Company Limited.
- Kaliyamoorthy, S., & Chandrasekhar, K. (Eds:2007). *Entrepreneurial Training: Theory and Practice*. New Delhi. Kanishka Publishers.
- Kotter, J. P. (2012). *Leading change*. Harvard business press.
- Lowe, R., & Marriott, S. (2006). *Enterprise: entrepreneurship and innovation: concepts, contexts and commercialization*. Routledge.
- Mair, J., Robinson, J., & Hockerts, K. (Eds.). (2006). *Social entrepreneurship* (p. 3). Basingstoke: Palgrave Macmillan.
- Martin, R. L., & Osberg, S. (2007). *Social entrepreneurship: The case for definition*.
- Posner, K. (2006). *Leadership Challenges*, New Delhi: Wiley India Pvt Ltd

- Lubell, M. (2002). Environmental activism as collective action. *Environment and Behavior*, 34(4), 431-454.
- Lutz, W., & Samir, K. C. (2011). Global human capital: Integrating education and population. *Science*, 333(6042), 587-592.
- Meyer-Ohlendorf, L. (2018). Drivers of Climate Change in Urban India: Social Values, Lifestyles, and Consumer Dynamics in an Emerging Megacity. Springer.
- Raustiala, K. (1997). States, NGOs, and international environmental institutions. *International Studies Quarterly*, 41(4), 719-740.
- Redclift, M. (1994). Reflections on the 'sustainable development' debate. *The International Journal of Sustainable Development & World Ecology*, 1(1), 3-21.
- Ribot, J. (2013). Vulnerability does not just fall from the sky: Toward multi-scale pro-poor climate policy. In *Handbook on climate change and human security*. Edward Elgar Publishing.
- Rootes, C. (2014). *Environmental movements: local, national and global*. Routledge.
- Rosa, E. A., & Dietz, T. (2012). Human drivers of national greenhouse-gas emissions. *Nature Climate Change*, 2(8), 581-586.
- Ruiz, I., Faria, S. H., & Neumann, M. B. (2020). Climate change perception: Driving forces and their interactions. *Environmental Science & Policy*, 108, 112-120.
- Shiva, V. (2016). *Staying alive: Women, ecology, and development*. North Atlantic Books
- Walker, H. M., Culham, A., Fletcher, A. J., & Reed, M. G. (2019). Social dimensions of climate hazards in rural communities of the global North: An intersectionality framework. *Journal of Rural Studies*, 72, 1-10.
- Welford, R. (Ed.). (2013). *Hijacking environmentalism: Corporate responses to sustainable development*. Routledge.

**MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR****Department of Humanities and Social Sciences****MA PUBLIC POLICY AND DEVELOPMENT (MPD)****PROGRAMME SCHEME****SEMESTER-IV**

Course Code	SKILL ENHANCEMENT	L	T	P	Credits
	Core				
HST 809	1. Intercultural communication	1	-	2	2
HST 810	2. Soft Skills Development Lab	1	-	2	2
	KNOWLEDGE ENHANCEMENT Elective (Any three from two subject)**				
	Economics				
HST EC7	1. Practicing Econometrics	3	-	2	4
HST EC8	2. Rural Development Experience	3	1	-	4
	English				
HST EN7	1. Personal and Political in Language and Literature	3	1	-	4
HST EN8	2. Life Writing	3	1	-	4
	Political Science				
HST PS7	1. Indian Government & Politics	3	1	-	4
HST PS8	2. Decentralized Governance for Democratization	3	1	-	4
	Sociology				
HST SO7	1. Global Environmental Challenges	3	1	-	4
HST SO8	2. Urban Sociology and Policy Planning	3	1	-	4
HSP 902	FIELD PRACTICE	-	-	-	4
Total Credits (Semester-IV)					20

Total Credits (MPD Programme - 4 Semester)	84
---	-----------

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST 809
2. Course Title: **Intercultural Communication**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: Basic interest in understanding Intercultural communication

6. Course Objectives:

- To familiarize learners with the concept and theoretical foundation of intercultural communication.
- To introduce various dimensions of intercultural communication.
- To assist in overcoming barriers for effective intercultural communication.

7. Course Outcomes:

- Learn about the conceptual and practical dimensions of intercultural communication, and the theoretical foundations
- Develop linguistic and other strategies to interact with various cultures
- Acquire the skills and attitudes that increase intercultural competence

8. Course Contents:

Module 1: Culture and Communication- Approaches and Dialectics - Hofstede's dimensions of national cultures; Cross-cultural and intercultural communication; Communication, culture and context.

Module 2: Language and intercultural communication - Language and psychology of power and politics; Culture and vocabulary: culture-specific lexicon, semantics; Non-verbal codes, perception of space, territoriality; Communication styles.

Module 3: Intercultural barriers - Ethnocentrism and Stereotyping; Intercultural conflicts and issues; Overcoming barriers for effective intercultural communication

9. Suggested Readings:

- Beamer, L., & Varner, I. I. (2001). *Intercultural communication in the global workplace*. New York, NY: McGraw-Hill/Irwin.
- Hofstede, G. J., Pedersen, P. B., & Hofstede, G. (2002). *Exploring culture: Exercises, stories and synthetic cultures*. Nicholas Brealey.
- Martin, J., Nakayama, T., & Flores, L. (2002). *Readings in intercultural communication: Experiences and contexts*. McGraw-Hill Humanities Social.
- Martin, J. N., & Nakayama, T. K. (2013). *Intercultural communication in contexts*. New York, NY: McGraw-Hill.
- Rao, R. N., & Thombre, A. (2015). *Intercultural communication: the Indian context*. SAGE Publications India.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
Department of Humanities and Social Sciences

1. Course Code: HST 810
2. Course Title: **Soft Skills Development Lab**
3. Course Hours: L 1 T 0 P 2
4. Credits: 2
5. Pre-requisites: Interest in gaining soft skills
6. Course Objectives:

- To familiarize with the idea of self-assessment, leadership and development
- To gain understanding of group dynamics and effective communication skills.

7. Course Outcomes:

- Demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment.
- Understand, and apply contemporary theories of leadership to a wide range of situations and interactions.
- Manage conflict, understand and appropriately apply the skills of problem solving, conflict management and resolution while allowing for healthy disagreement.

8. Course Contents:

Module 1: *Self-Development* - Self-Assessment, Self-Esteem and Self-Confidence; Personal Grooming, Assertiveness

Module 2: *Group Dynamics* - Team building, Leadership Skills; Negotiation, Conflict Resolution

Module 3: *Communication Skills* - Listening and Speaking Skill; Reading and Writing Skill

9. Suggested Readings:

Kamin, M. (2013). *Soft skills revolution: a guide for connecting with compassion for trainers, teams, and leaders*. John Wiley & Sons.

Klaus, P. (2009). *The hard truth about soft skills*. HarperCollins.

Stein, S. J., & Book, H. E. (2011). *The EQ edge: Emotional intelligence and your success*. John Wiley & Sons.

Ramesh, G. (2010). *The ace of soft skills: attitude, communication and etiquette for success*. Pearson Education India.

Cuddy, A. (2015). *Presence: Bringing your boldest self to your biggest challenges*. Hachette UK.

Tulgan, B. (2015). *Bridging the soft skills gap: How to teach the missing basics to today's young talent*. John Wiley & Sons.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST EC7
2. Course Title: **Practicing Econometrics**
3. Course Hours: L 3 T 0 P 2
4. Credits: 4
5. Pre-requisites: Basic understanding of economics and statistics

6. Course Objectives:

- To introduce the fundamental concepts of statistical modelling, particularly linear regression models
- To develop the ability to use statistical techniques
- To analyse data and assess the accuracy of the resulting estimates and conclusions.

7. Course Outcomes:

- Understand empirical quantitative analysis of data relevant to development issues.
- Develop the necessary skills needed for empirical research using modern econometrics techniques in addressing policy issues.
- Perform research using primary data.

8. Course Contents:

Module 1: *Let's understand Econometrics*– definitions – scope – methodology – types
Basic idea about the softwares (SPSS/STATA/EViews).

Module 2: *Two Variable Regression Model Assumptions* – method of least squares – properties – BLUE – R-square – maximum likelihood method – testing of hypotheses using point and interval estimates – forecasting – solving problems using Excel/SPSS/STATA/ EViews.

Module 3: *Nonlinear relationship Transformation of variables* – functional forms – three variable regression models with support from applications.

Module 4: *General linear model (matrix approach) specification* – OLS estimators – testing significance of individual and overall regression coefficients – restricted least squares – structural regression models – dummy variables–using software applications.

Module 5: *Violation of classical assumptions*- multicollinearity – autocorrelation – heteroskedasticity – problems – causes – consequences – remedial measures – model specification and diagnostic testing using applications.

9. Suggested Readings:

- Dougherty, C. (2011). *Introduction to econometrics*. Oxford University Press.
- George, D. (2011). *SPSS for windows step by step: A simple study guide and reference, 17.0 update, 10/e*. Pearson Education India.
- Gujarati, D. (2012). *Econometrics by example*. Macmillan.
- Hill, R. C., Griffiths, W. E., & Lim, G. C. (2018). *Principles of econometrics*. John Wiley & Sons.
- Lahiri, K., Maddala, G. S. (2009). *Introduction to Econometrics*. United Kingdom: Wiley.
- Lee, C. A., & Hill, R. C. (2008). *Using Stata for Principles of Econometrics*. Hoboken.
- Ramanathan, R. (2002). *Introductory Econometrics with Applications*. United Kingdom: Harcourt College Publishers.
- Salvatore, D., & Reagle, D. (2002). *Statistics and Econometrics, Schaum's Outline Series*.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST EN8
2. Course Title: **Life Writing**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: The learner needs to have an appetite for a deeper understanding of context and backdrop of life writing.

6. Course Objectives:

- To acquaint learners with extraordinary lives of renowned prodigies.
- To well verse the learners with the genre of autobiography, vis-a-vis, the technicalities and the intricacies of the same.
- To develop an interest towards various movements fueled through these path breaking autobiographies.

7. Course Outcomes:

- Familiarity with the life and times of selected authors, and how these authors chronicled and influenced their era.
- Understanding of the interface between literature of the time and the campaigns, initiatives, movements, politics and policies.

8. Course Contents:

Module 1: *Autobiography and Biography as a genre* - Blog, Diary, Memoir, Apology, Confession, Journal, Defence, etc., Diary of a Young Girl Anne Frank, Long walk to freedom Nelson Mandela

Module 2: *Feminism through Life writing* - *I know Why the Caged Bird Sings* Maya Angelou, Mad Girl's Love Song Sylvia Plath, Andrew Wilson

Module 3: *Life of People in Office* - Wings of Fire APJ Abdul Kalam and Arun Tiwari, A Promised Land Barack Obama, The Lady and the Peacock (Aung Saan Suu Kyi) Peter Popham

9. Suggested Readings:

Adventures of a Romantic Biographer Richard Holmes Hodder & Stoughton 1985,
published again by Harper Perennial, 2005
Bird by Bird: Some instructions on writing and life - Anne Lanott, Canongate books,
2020
Brave Companions - David McCullough, Simon & Schuster, 1992
Divided by Partition, United by resilience - Mallika Agarwal Rupa, 2018
Holmes, R. (1985). *Adventures of a Romantic biographer*. London: Hodder and
Stoughton.
McCullough, D. G. (2007). *Brave companions: Portraits in history*. New York: Simon
& Schuster Paperbacks.
The Genre of Autobiography (essay on Owlcation, 2016) - Candace Bacon

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST EC8

2. Course Title: **Rural Development Experience**

3. Course Hours: L T P

4. Credits:

5. Pre-requisites: Learner should have basic understanding of Indian economy.

6. Course Objectives:

- To explore the various characteristics, challenges, development issues and socio-economics conditions of rural folks
- To invent ideas and solutions for the better development of rural areas.
- To impart knowledge about credit sources agencies and their functioning.

7. Course Outcomes:

- Understand the importance and role of the rural sector, rural development and address them through various development strategies.
- Identify the importance of empowerment of women and community participation for micro-finance and governance.
- Understand the rural credit structure, its importance and challenges.
- Review major schemes, programs and initiatives by the government for the development of rural areas.
- Identify the problems associated with rural development and the possible solutions to it.

8. Course Contents:

Modules 1: *Overview to Rural Development* - Concept, nature, elements of rural development; Significance of rural development in Indian context; Strategies of rural development, growth-oriented strategies; Case studies on recent practices in rural development.

Modules 2: *Significance of Rural Economy* - Rural occupations and income sources; Emerging trends in rural expenditure pattern; Women participation in rural development; Technological transfer for livelihood creation in rural areas.

Modules 3: *Rural Financial Sector*- Structure and its current environment; Rural credit- institutional and non-institutional, Institutional credit for rural development- role of NABARD, cooperative credit institutions, regional rural banks, micro finance institutions and SHGs.

Modules 4: *Rural Development Programs*- Appraisal of rural development programs – employment, health, sanitation and education.

Modules 5: *Issues and Challenges in Rural Development*- Rural poverty, rural-urban divide, migration, rural indebtedness, impact of globalization; Agricultural subsidies, agrarian crisis, food security and public distribution system, farmers distress and recent reforms.

9. Suggested Readings:

- A.Vinayak Reddy and M. Yadagira Charyulu, (2009), *Rural Development in India : Policies and Initiatives*, New Century Publications, New Delhi.
- Datta and Sundaram, *Indian Economy* (2019), 72nd Edition, S. Chand Publication.
- G. Sridhar and D. Rajasekhar, (2019): *Rural Development in India*-Concept Publishing Company
- Gupta, Dipankar (2011): *How rural is rural India – RNFE*, Oxford Handbook of Agriculture.
- Jodhka, Surinder, S. (2012):*Village Society: Essays From Economic and Political Weekly*, Orient BlackSwan, New Delhi.
- Katar Singh (1986) *Rural Development, principles, policies and Management*, Sage Publication, New Delhi.
- Lalitha N. (2004). *Rural Development: Volume I and Volume II Trends and Issues*, Dominant Publishers, New Delhi.
- Puri V.K., Misra S.K., *Indian Economy* (2019), 37th Edition, Himalaya Publishing House.
- Sarathi De, Partha (2012): *Rural Sociology*, Pearson, New Delhi .
- Venkatta Reddy. K. (2000) *Rural Development in India*, Himalaya Publishing House, New Delhi.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST EN7

2. Course Title: **Personal and Political in Language and Literature**

3. Course Hours: L T P

4. Credits:

5. Pre-requisites: An introductory grounding in analytical reading.

6. Course Objectives:

- To acquaint learners with the intersection of the political and the literal.
- To develop an understanding of the 'Political Writing' genre.
- To coalesce the changing paradigm of this genre and the spirit of change, present in all these works.

7. Course Outcomes:

- Learn how intricately literature embraces and incorporates the political.
- Comprehend the all-important interconnection and reciprocity between the personal and political in literature.

8. Course Contents:

Module 1: *Politics of the English language* - Selected essays by George Orwell, Excerpts from *Manufacturing Consent: The political economy of the Mass Media* - Noam Chomsky & Edward S. Herman; Excerpts from *Straight & Crooked Thinking* - Robert H. Thouless

Module 2: *Language Policy and Politics of Identity* - *The Anthem* Ayn rand; Excerpts from *The Battle of Belonging* Shashi Tharoor; Excerpts from *The Argumentative Indian* Amartya Sen

Module 3: *Role of Language in Emotional & Social rejuvenation* - *Jane Eyre* Charlotte Bronte, *Wide Sargasso Sea* Jean Rhys, *Reflections on Exile* (essay) Edward Said

Module 4: *Literature & the Concept of Freedom* - *A Room of One's Own* Virginia Woolf; *The Ice Candy Man* - Bapsi Sidhwa

9. Suggested Readings:

- Butalia, U. (2014). *The other side of silence voices from the partition of India*. New Delhi: Penguin Books.
- Butalia, U. (2017). *The other side of silence: Voices from the partition of India*. Penguin UK.
- Chomsky, N. (2006). *Deterring democracy*. London: Vintage.
- Hajari, Nisid. (2015) *Midnight's Furies: The deadly Legacy of India's Partition*. Gloucester: Amberley Publishing.
- Kerr, M. H. (1980). Edward W. Said, *Orientalism* (New York: Pantheon Books, 1978). Pp. xiii+ 368. *International Journal of Middle East Studies*, 12(4), 544-547.
- Rancière, J. (2006). *The politics of aesthetics: The distribution of the sensible*. London: Continuum.
- Sahgal, N. (1997). *Point of view: A personal response to life, literature and politics*. New Delhi: Prestige Books.
- Said, E. W. (2014). *Out of place: A memoir*. London: Granta.
- Said, E. W. (2019). *Orientalism*. London: Penguin Books.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST PS7

2. Course Title: **Indian Government & Politics**

3. Course Hours: L **3** T **1** P **0**

4. Credits: **4**

5. Pre-requisites: Basic information of Indian Politics

6. Course Objectives:

- To analyse the historical background of Indian Government and Politics.
- To examine the working and functioning of the Union and State Relations.
- To understand the structure of Indian Judiciary and its functioning.
- To evaluate the politics of alienation and secessionism in few states in India.

7. Course Outcomes:

- Analyse the historical background of Indian Government and Politics.
- Examine the working and functioning of the Union and State Relations.
- Understand the structure of Indian Judiciary and its functioning.
- Evaluate the politics of alienation and secessionism in few states in India.

8. Course Contents:

Module 1: *Approaches to the Study of Indian Politics and Nature of the State in India*- Liberal, Marxist and Gandhian

Module 2: *Indian Constitution*- basic features, debates on Fundamental Rights and Directive Principles

Module 3: *Institutional Functioning*- Executive, Parliament and Judiciary

Module 4: *Strategies of Development in India since Independence*- Planned Economy and Neo-liberalism

Module 5: *Social Movements*- Workers, Peasants, Environmental and Women's Movement

Module 6: *Contemporary Political Debates* - Political Economy perspective on Development- (Recent developments, disputes and processes, politics); Unruly Politics; Union-State Relations: Bargain or Blackmail; Debates on secularism and communalism; Role of Governor: Authority without Accountability; Problem of Alienation and Secessionism in few states creating hurdles in growth and development

9. Suggested Readings:

- Austin, G. (1999). *The Indian constitution: Cornerstone of a nation*. Oxford University Press, USA.
- Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (2016). *India's struggle for independence*. Penguin UK.
- Basu, D. D., Manohar, V. R., Banerjee, B. P., & Khan, S. A. (2001). *Introduction to the Constitution of India* (p. 74). Wadhwa.
- Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). *Contemporary India: economy, society, politics*. Pearson Education India.
- Pandey, M. K. (2009). On ageing, health and poverty in rural India.
- Saxena, R., & Singh, M. P. (2008). *Indian politics: contemporary issues and concerns*. Prentice-Hall of India.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST PS8
2. Course Title: **Decentralized Governance for Democratization**
3. Course Hours: L **3** T **1** P **0**
4. Credits: **4**
5. Pre-requisites: The learner should have interest in knowing the concepts of governance.
6. Course Objectives:

- To understand theories of decentralization and local governance.
- To analyse the emerging trends of rural and urban local governance.
- To understand the real-world cases of decentralization and local governance.

7. Course Outcomes:

- Introduce normative theories and timely real-world cases pertinent to decentralization and local governance in India with theoretical and empirical approaches.
- Provide a comparative study of local governance from different key democracies across the globe.
- Analyse emerging trends of rural and urban local governance in India.

8. Course Contents:

Module 1: Introduction to Democratic Decentralization and Governance- Perspectives of Decentralisation: dimensions of decentralization: political, fiscal, and administrative Democratic Decentralisation - Key issues, Major Trends and Future development

Module 2: Decentralised Planning in India- Rural and Urban Local Government in India Experiences and Prospects - NITI Aayog - Decentralized Development Planning: Critical Issues in Change and Transformation.

Module 3: Centre-Local Relations and State-Local relations in India - Diversity of Local Structures - Challenges for Local Governments: Social, Administrative, Financial, and Political Dimension.

Module 4: Approaches for empowering Local Governments-Need and Relevance – Approaches for empowerment: Constitutional/Legal, Political, Institutional and Economic. Good Governance Initiatives in Local Governments: Right to Education, Right to Information and Right to Public Services - Initiatives in Local Governments: Social Audit, Citizen Charter, Citizen Report Card and Ombudsman.

Module 5: Comparative local government – Organisational, Functioning and Processes - USA, UK, France, Canada, Japan.

Module 6: Emerging trends in the decentralized form of governance- Re-centralization: Issues and challenges; SMART city mission & AMRUT; Governing Cities of Tomorrow.

9. Suggested Readings:

- Ahluwalia, I. J., Kanbur, R., & Mohanty, P. K. (Eds.). (2014). *Urbanisation in India: Challenges, opportunities and the way forward*. SAGE Publications India.
- Chakrabarty, B., & Chand, P. (2018). *Vaishvikrit Duniya mein Lok Prashasan: Siddhant aur Paddhatiyan*. SAGE Publishing India.
- CHANDLER, J. (2014). France. In *Comparative Public Administration* (pp. 73-90). Routledge.
- Clarke, J. J. (1924). *The local government of the United Kingdom*. Sir Isaac Pitman & Sons.
- Fry, E. H. (1998). The expanding role of state and local governments in US foreign affairs.
- Raadschelders, J., & Vigoda-Gadot, E. (2015). *Global dimensions of public administration and governance: A comparative voyage*. John Wiley & Sons.
- Sachs, J. D. (2015). *The age of sustainable development*. Columbia University Press.
- Singh, U. B. (2009). *Decentralized Democratic Governance in New Millennium: Local Government in the USA, UK, France, Japan, Russia and India*. Concept Publishing Company.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY
Department of Humanities and Social Sciences

1. **Course Code:** HST S07

2. **Course Title:** Global Environmental Challenges

3. **Course Hours:** L 3 T 1 P 0

4. **Credits:** 4

5. **Pre-requisites:** Aptitude towards understanding the fundamental concepts, challenges and debates around the topic of the global environment.

6. **Course Objectives:**

- To introduce basic concepts concerning environmental sociology as a field of enquiry
- To acquaint the learner with the themes and approaches on environmentalism
- To examine the complex issues of global environmental challenges
- To critically evaluate the role of environmental activism, international agencies in addressing global environmental challenges

7. **Course Outcomes:**

- Analyse the basic concepts, theories and literature of environmental sociology and global environmental challenges
- Critically reflect upon the discourse of international environmentalism and sustainable development.
- Examine, comprehend and construct the debates around global environmental issues and challenges
- Apply scientific principles to examine the causal relationship between man, society and the environment.

8. **Course Contents:**

Module 1: *Environmental Sociology as a Field of Enquiry* - Environment and global crisis, Conceptual clarifications: social ecology, sustainable development, sustainability, Human impact on earth system: Its history and current situation

Module 2: *Themes and Approaches on environmentalism* - Social construction and realism, Deep ecology, Social, Radical, Risk society, Ecofeminism, Gandhian philosophy, Technology & Environment, Ecological modernization as a social theory.

Module 3: *Unanswered questions of environmental destruction: Global and Indian* - Issues of environmental pollution, Climate change and global warming, Environmental good and bad, Debate around development and sustainability, Global economy, Politics, Environmental justice; Indigenous Culture: Environmental Knowledge, Practice, and Rights, Religion, Consumption, Social inequality and vulnerability, Educational

experiences, Future interventions: Socio-technical transition, Eco-innovation and circular economy, Green economy and politics, Over-population and Building resilience of urban communities.

Module 4: Environmental Activism, International Agencies and the State: Policies and Programs - Growth of environmentalism: Role of international organizations, State, NGOs and individuals; Environmental Laws and policies in India; Environmental Movements in India – Chipko, Narmada Bachao Andolan, Tehri dam, National Fisherfolk, Kerala, and more.

9. Suggested Readings:

- Atapattu, S. (2015). Human rights approaches to climate change: challenges and opportunities. Routledge.
- Baker, J. L. (Ed.). (2012). Climate change, disaster risk, and the urban poor: cities building resilience for a changing world. The World Bank.
- Bamberg, S., Rees, J., & Seebauer, S. (2015). Collective climate action: Determinants of participation intention in community-based pro-environmental initiatives. *Journal of Environmental Psychology*, 43, 155-165.
- Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and society*, 35(3), 329-345.
- Bell, M.M. and L.L. Ashwood. (2016). An Invitation to Environmental Sociology, 5th ed. Los Angeles: Sage.
- Bookchin, Murray. (1991). The Ecology of Freedom: The Emergence and Dissolution of Hierarchy. AK Press
- Brundtland, G. H., Khalid, M., Agnelli, S., Al-Athel, S., & Chidzero, B. J. N. Y. (1987). Our common future. New York, 8.
- Bullard, R. D., & Johnson, G. S. (2000). Environmentalism and public policy: Environmental justice: Grassroots activism and its impact on public policy decision making. *Journal of Social Issues*, 56(3), 555-578.
- Buttel, F. H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65
- Carolyn, M. (1996). Ecology: Key Concept in Critical Theory.
- Da Silva, J., Kernaghan, S., & Luque, A. (2012). A systems approach to meeting the challenges of urban climate change. *International Journal of Urban Sustainable Development*, 4(2), 125-145.
- Gadgil, M., & Guha, R. (1995). Ecology and equity: The use and abuse of nature in contemporary India. Psychology Press.
- Guha, Ramachandra. (1998). Social Ecology, Calcutta: Oxford University Press.
- Hallegatte, S., Rogelj, J., Allen, M., Clarke, L., Edenhofer, O., Field, C. B., ... & Mastrandrea, M. (2016). Mapping the climate change challenge. *Nature Climate Change*, 6(7), 663-668.
- Jorgenson, A. K., Fiske, S., Hubacek, K., Li, J., McGovern, T., Rick, T., ... & Zycherman, A. (2019). Social science perspectives on drivers of and responses to global climate change. *Wiley Interdisciplinary Reviews: Climate Change*, 10(1), e554.
- Kersty Hobson (2004) Environmental Justice: An Anthropocentric Social Justice Critique of How, Where and Why Environmental Goods and Bads Are Distributed, *Environmental Politics*, 13:2, 474-481

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST SO8
2. Course Title: **Urban Sociology and Policy Planning**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: Interest towards understanding some of the fundamental problems and analytic perspectives of the Urban Sociology and Policy planning

6. Course Objectives:

- To identify and characterize processes of urbanization and patterns of urban development and change
- To understand the work of early and contemporary scholars and theorists in the field of urban studies and relate the significance of their contributions to the field of urban studies
- To identify and understand the key issues and policy debates in the areas of urban sociology and policy planning

7. Course Outcomes:

- Understand different perspectives to analyze the challenges faced by developed and developing countries in urban development.
- Apprehend how economic forces and social structures influence spatial justice, housing provision and management, and urban resilience.
- Apply and suggest evaluative frameworks or innovative solutions to contemporary urban challenges

8. Course Contents:

Module 1: *Understanding Urban Sociology* - Basic concepts: Urban, rural, urbanism and urbanization, Migration and expansion of cities: Ghettoization, Suburbs and the Metropolitan Region, Models of urban structures: Concentric zone model, Sector model, and Multiple nuclei model, Social interactions in stratified urban spaces.

Module 2: *Theoretical perspectives on Urban Development* - Theories and conceptualizing urban society: Classical and contemporary thoughts; Various perspectives towards Urban development: Information system perspective, Multi-stakeholder integration and engagement, Citizens' perspectives, Industry perspective, Knowledge management perspectives.

Module 3: Urbanization and development: Challenges and opportunities - Urban Poverty, Regional disparity, Migration, Urban informality, Congestion, Pollution, crime, Homelessness and diseases, Urban resilience (case studies of resilience and risk management), Cities and climate change- impact on health, water, food and environment, Development, displacement, inequalities and exclusion.

Module 4: Urban Planning and Development: Policies and programs - Contemporary urban policies and urban planning in Third World countries with special reference to India, Collective action and role of ULBs, Citizens and civil society in urban development; Urban development programs in India - Swachh Bharat Mission Urban (SBM), Atal Mission for Rejuvenation and Urban Transformation (AMRUT), Smart Cities Heritage City Development and Augmentation Yojana (HRIDAY) and more; Progress towards sustainable cities and communities (SDG 11).

9. **Suggested Readings:**

- Building urban resilience: principles, tools, and practice.* The World Bank.
- Burgess, Ernest, and Robert Park. 1984. *The City.*
- Castells, M. (1996). The space of flows. *The rise of the network society, 1*, 376-482.
- Davis, M. (2004). Planet of slums. *New left review, 26*, 5.
- Dawson, A., & Edwards, B. H. (2004). Introduction: Global cities of the South. *Social Text, 22*(4), 1-7.
- De Wet, C. (2006). Risk, complexity and local initiative in forced resettlement outcomes. *Development-induced displacement: Problems, policies and people, 18*, 180-202.
- Drakakis-Smith, D. (1995). Third world cities: sustainable urban development, 1. *Urban studies, 32*(4-5), 659-677.
- Fishman, R. (2000). Beyond suburbia: the rise of the technoburb. *The city reader, 71-86.*
- Fromhold-Eisebith, M., & Eisebith, G. (2019). What can Smart City policies in emerging economies actually achieve? Conceptual considerations and empirical insights from India. *World Development, 123*, 104614.
- Habitat, U. N. (2013). *State of the world's cities 2012/2013: Prosperity of cities.* Routledge.
- Harvey, David: *The Urban Experience*, Basil Blackwell, 1989.
- Huyssen, A. (Ed.). (2008). *Other cities, other worlds: urban imaginaries in a globalizing age.* Duke University Press.
- Jha, A. K., Miner, T. W., & Stanton-Geddes, Z. (Eds.). (2013).
- King, A. D. (1985). Colonial cities: global pivots of change. In *Colonial Cities* (pp. 7-32). Springer, Dordrecht.
- Parnell, S., & Oldfield, S. (Eds.). (2014). *The Routledge handbook on cities of the global south.* Routledge.
- Politics and Urban Governance in India (Economic and Political Weekly, June 30, 2007)
- Rao M. S. A. (ed.), 1974, *Urban Sociology in India*, Orient Longman, Hyderabad.
- Rondinelli, D. A. (1991). Asian urban development policies in the 1990s: from growth control to urban diffusion. *World development, 19*(7), 791-803.

- Roy, A. (2005). Urban informality: toward an epistemology of planning. *Journal of the American planning association*, 71(2), 147-158.
- Sassen, S. (Ed.). (2002). *Global networks, linked cities*. Psychology Press.
- Smith, M. P. (2005). Transnational urbanism revisited. *Journal of Ethnic and Migration Studies*, 31(2), 235-244.
- Smith, M. P., & Guarnizo, L. E. (2009). Global mobility, shifting borders and urban citizenship. *Tijdschrift voor economische en sociale geografie*, 100(5), 610-622.
- Wilson, William Julius. 1987. *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*
- Wirth, Louis. 1938. "Urbanism as a Way of Life." *American Journal of Sociology*

1.5 SENATE UNDER GRADUATE BOARD (SUGB)

1.5.1 SUGB CONSTITUTION

The Senate Under Graduate Board (SUGB) shall be a subcommittee of the senate, which shall consider all the academic matters recommended by the DUGC and coordinate their activities. The constitution of SUGB including two student representatives as approved by Senate is as follows.

1. Dean, Academic	Member
2. Associate Dean UG	Convener
3. Associate Dean PG	Member
4. Conveners DUGC(s) from all Departments	Members
5. Six additional members	
• Two Nominees of Chairperson Senate	Members
• Previous Chairperson, SUGB, if not a member	Member
• Senate Post Graduate Board (SPGB) Chairperson,	Member
• Two undergraduate students** nominated to the SUGB Members	Members

** Note- Student who is the Overall topper at the end of third year among all the UG Programmes and Branch topper at the end of second year by rotation excluding the branch of overall topper at the end of third year

Chairperson of SUGB would be nominated by the Chairperson Senate from amongst the members. The tenure of the student members will be for ONE Academic year. The duration of the nominees of the Chairperson senate may be of 2 years.

MEMBERSHIP

The National Board of Directors shall be a corporation of the State of New York, organized for the purpose of promoting the interests of the State of New York and of the people thereof, and shall be organized and operated for the benefit of the State of New York and of the people thereof. The corporation shall have the following powers and duties:

- 1. To receive and hold the funds and property of the State of New York.
- 2. To invest the funds and property of the State of New York in such manner as the Board may deem proper.
- 3. To pay the interest on the bonds of the State of New York.
- 4. To pay the principal of the bonds of the State of New York when due.
- 5. To make such other investments as the Board may deem proper.
- 6. To exercise such other powers as may be necessary or proper for the purposes of the corporation.

The Board of Directors shall be composed of seven members, to be appointed by the Governor of the State of New York, and shall hold office for a term of three years, and shall be eligible for re-appointment.

The Board of Directors shall have the honor of the State of New York, and shall be authorized to receive and hold the funds and property of the State of New York, and to invest the same in such manner as the Board may deem proper.

ENACTED

1.4 SENATE POST GRADUATE BOARD (SPGB)**1.4.1 CONSTITUTION OF SPGB**

The Senate Post Graduate Board (SPGB) shall have the following constitution:

- | | |
|--|----------|
| 1. Dean Academic | Member |
| 2. Associate Dean (PG) | Convener |
| 3. Associate Dean (UG) | Member |
| 4. Convener of DPGC from all Departments | Member |
| 5. Six additional | Members |
- Immediate past chairperson of SPGB (if not otherwise a member),
 - Senate Under Graduate Board (SUGB) chairperson,
 - Two students, one each from Ph.D. and M. Tech./ M. Plan. Programmes and nominated for the purpose among the class seniors on the basis of merit. The student members shall be nominated by the Dean Academic.
 - Two nominees of Chairperson Senate.

Chairperson of the SPGB shall be nominated from amongst the members by the Chairperson Senate.



Malaviya National Institute of Technology

J A I P U R – 302017 (Rajasthan)

मालवीय राष्ट्रीय प्रौद्योगिकी संस्थान, जयपुर

2713201 Director

2713202

☎ : 2713204 Registrar

2715035 Dean Academic Affairs (Office)

No.MNIT/Acad/Ph.D./2020/

Dated:

TO WHOM SO EVER IT MAY CONCERN

Malaviya National Institute of Technology Jaipur is an Institute of National Importance declared by the Act of Parliament, June 06, 2007. As per the NIT Act 2007 clause 6, the Institute is empowered to conduct Ph.D. programme.

The Ph.D degree on the topic _____ awarded to

Mr./Ms. _____ ID : _____ is in compliance with the University Grants Commission (Minimum Standards and Procedure for Award of Ph.D Degree), Regulation 2009/2016.

Dean, Academic

1876
No. 100
The following is a list of the names of the persons who have been appointed to the various offices of the County of ...

... of the County of ...

Department of Humanities and Social Sciences Agenda for SPGB

The following, approved by the DPGC, HSS, in its meeting on January 13, 2021, may be taken up as agenda items in the SPGB, tentatively scheduled for January 25, 2021:

1. Consideration of Compliance as per UGC norms for PhD scholars of Humanities and Social Sciences

UGC Regulations dated July 5, 2016 state the following norms for coursework during PhD:

7.1 The credit assigned to the M.Phil. or Ph.D. course work shall be a minimum of 08 credits and a maximum of 16 credits.

7.2 The course work shall be treated as prerequisite for M.Phil. /Ph.D. preparation. A minimum of four credits shall be assigned to one or more courses on Research Methodology which could cover areas such as quantitative methods, computer applications, research ethics and review of published research in the relevant field, training, field work, etc. Other courses shall be advanced level courses preparing the students for M.Phil./Ph.D. degree.

7.5 All candidates admitted to the M.Phil. and Ph.D. programmes shall be required to complete the course work prescribed by the Department during the initial one or two semesters.

The PhD scholars enrolled in our Department since 2016 have studied six courses, including the 3 credit Research Methodology course *Foundations of Research and Academic Writing (HST 600)* as a part of their coursework and have completed **18 credits** in all in the first two semesters. In all the PG/PhD courses there is a component of research methodology in the form of review of published research in the relevant field, quantitative methods, research ethics, training, field work and writing reports and papers for journals. The other five courses that the Ph.D. scholars have studied to complete 18 credits of coursework thus easily compensate for the remaining one credit of the Research Methodology course.

Keeping these points in view, the Academic Section is requested that Compliance Certificate according to UGC Regulations 2016 may be issued on completion of the PhD degree to the scholars who have enrolled in the PhD program at MNIT after July 5, 2016.

2. Approval of proposed HSS masters program : M.A. in Public Policy and Development

The proposed HSS masters program, M.A. in Public Policy and Development, approved by the DFB, and the DPGC, may be put up in the SPGB.

Forwarded with scheme and syllabi for approval and necessary action.

Prof. Nupur Tandon
Convenor, DPGC

7

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

REPORT OF THE COMMITTEE ON THE PROGRESS OF THE
RESEARCH PROGRAM OF THE DEPARTMENT OF CHEMISTRY
FOR THE YEAR 1963-1964

The Department of Chemistry at the University of Chicago has
been fortunate to have had a very successful year in 1963-1964.
The research program has been carried out in a most
productive and efficient manner.

The progress of the research program has been
summarized in the following report. The research
program has been carried out in a most
productive and efficient manner. The progress
of the research program has been summarized
in the following report. The research program
has been carried out in a most productive
and efficient manner.

The progress of the research program has been
summarized in the following report. The research
program has been carried out in a most
productive and efficient manner. The progress
of the research program has been summarized
in the following report. The research program
has been carried out in a most productive
and efficient manner.

The progress of the research program has been
summarized in the following report. The research
program has been carried out in a most
productive and efficient manner. The progress
of the research program has been summarized
in the following report. The research program
has been carried out in a most productive
and efficient manner.

Approved: _____

The progress of the research program has been
summarized in the following report. The research
program has been carried out in a most
productive and efficient manner. The progress
of the research program has been summarized
in the following report. The research program
has been carried out in a most productive
and efficient manner.

1964

Office of Dean Academic Affairs

Minutes of Meeting

A meeting of the committee constituted to formulate a policy/process for external/internal Ph. D. co-supervision was held on 03.02.2021 at 04.00 P.M.

Following attended the meeting:-

- 1- Prof. Rakesh Jain (Chairman SPGB & member)
- 2- Prof. Kanupriya Sachdev- Convener
- 3- Dr. Madhu Agrawal (member)
- 4- Dr. Dinesh Goplani (member)

After deliberations, the committee unanimously agreed upon as given below-

Addition of a co-supervisor either internal or external should be well justified and it needs to be ensured that the co-supervisor has great knowledge about the concerned area and can contribute significantly.

(1) For external Ph.D. supervision – either for addition of an external joint supervisor for MNIT student or MNIT faculty to act as an external Ph.D. joint supervisor for a student pursuing Ph.D. outside MNIT, following will be applicable for the consideration of Institute/University/ Research organization/ Industry etc-

- The Institute should be either a CFTI or having NIRF ranking within or 100.
- The research organization should be either Govt. (State/Central) funded or a well reputed private research organization e.g. Sri Ram Institute for Industrial Research, Delhi.
- Industry with minimum of Rs. 100 Crore annual turnover.
- Foreign university within QS 500.

In all cases, the proposal will have to be submitted to Academic Section through DREC & DPGC (recommended by both). It should include the latest CV and consent of the internal/external co-supervisor (to be added) along with appropriate justification by the internal supervisor.

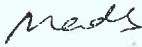
For external co-supervisor addition, the Chairman Senate/ SPGB may approve the case when forwarded by the Dean, Academic Affairs. For approval of internal co-supervision current regulations are to be followed. Addition of co-supervisors will not be encouraged normally after the comprehensive exam and state of the art seminar.



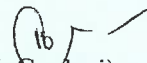
(Prof. Rakesh Jain)



(Prof. Kanupriya Sachdev)



(Dr. Madhu Agrawal)



(Dr. Dinesh Goplani)

180

Anti-Plagiarism Policy

Objectives

1. To create awareness about responsible conduct of research, thesis, dissertation, promotion of academic integrity and prevention of misconduct including plagiarism in academic writing among student, faculty, researcher and staff.
2. To establish institutional mechanism through education and training to facilitate responsible conduct of research, thesis, dissertation, promotion of academic integrity and deterrence from plagiarism.
3. To develop systems to detect plagiarism and to set up mechanisms to prevent plagiarism.

Curbing Plagiarism

1. The Institute has purchased a licensed for the plagiarism detection software tool turnitin™.
2. Special training sessions is organized regularly by the academic sections to use the software tool and analyze the results.
3. A report from plagiarism detection software (Turnitin™) shall be submitted along with the thesis and dissertation.
4. Every student submitting a thesis, dissertation, or any other such documents to the institute shall submit anundertaking indicating that the document has been prepared by him or her and that the document is his/heroriginal work and free of any plagiarism.
5. The undertaking shall include the fact that the document has been duly checked through a Plagiarism detectiontool approved by the institute.

Similarity checks rules

1. The similarity checks for plagiarism shall exclude the following:
 - i. All quoted work reproduced with all necessary permission and/or attribution.
 - ii. All references, bibliography, table of content, preface and acknowledgements.
 - iii. All generic terms, laws, standard symbols and standards equations.

2. **Similarity word count:** Maximum 5 word count is allowed for UG students and 3 words count is allowed for PG and PhD students.

Levels of Plagiarism:

Maximum 15% similarity index is allowed for the thesis, dissertation and reports submitted by the UG, PG and PhD students.

Procedure recommended for probing into allegations of Plagiarism in the Institute:

1. Get a formal approval of the policy from the Senate to curb plagiarism,
2. The Director may constitute a permanent standing Committee (Institutional Academic Integrity Panel) to which all complaints may be submitted. The Committee may also have the Head of the concerned Department as a Special Invitee.
3. The process starts by a complaint from the aggrieved person who in writing informs the authorities about the incident.
4. The Committee may call upon written statements from the person(s) involved and adduce evidence. Notice has to be issued to both the parties to record their versions and statements.
5. Based on the enquiry, the Committee may recommend suitable action, which may be submitted for approval by the Director.
6. The Director, with the consent of the BOG may order enforcement of the actions suggested by the committee.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR

MINUTES OF THE 46th MEETING OF THE SPGB HELD ON
January 30, 2021

The 46th Meeting of SPGB was held on January 30, 2021 at 11:00 AM in the Old Senate Hall, Prabha Bhawan.

The meeting was attended by following members:

S. No.	Name	Department
1.	Prof. Rakesh Jain	Chairperson, SPGB
2.	Prof. Urmila Brighu	Dean, Academics
3.	Prof. Ravindra Nagar	Chairperson, SUGB
4.	Dr. Kanupriya Sachdev	Associate Dean (PG& Ph.D.)/Convener, SPGB
5.	Dr. Anil Swarnkar	Associate Dean (UG)
6.	Dr. Dinesh Gopalani	Ph.D Coordinator
7.	Dr. Bhagwati Sharma	Material Research Center
8.	Dr. Ritu Agarwal	Department of Mathematics
9.	Dr. Ashwani Kumar	Department of Architecture and Planning
10.	Dr. Rajesh Gupta	Department of Civil Engineering
11.	Dr. Vikas Kumar Sangal	Department of Chemical Engineering
12.	Dr. K.V. Kamma	Department of Physics
13.	Dr. Pilli Emmanuel Shubhakar	Department of Computer Science & Engineering
14.	Dr. Mushtaq Ahmed	Department of Computer Science & Engineering
15.	Dr. M.M. Sharma	Department of Electronics & Communication Engineering
16.	Prof. Manoj Fozdar	Department of Electrical Engineering
17.	Dr. Deepak Verma	Department of Management Studies
18.	Dr. Vijay Navaratna Nadakuduru	Metallurgical and Materials Engineering
19.	Dr. Manju Singh	Department of Humanities and Social Science
20.	Dr. Nupur Tandon	Department of Humanities and Social Science
21.	Dr. Rectu Singh	Dy. Registrar (Academics), Special invitee
22.	Dr. Sandeep Chaudhary	Department of Chemistry

Following members could not attend the meeting:

S. No.	Name	Department
1.	Prof. M.K. Shrimali	National Centre for Disaster Mitigation & Management
2.	Prof. R.K. Vyas	Nominee, Chairperson Senate
3.	Dr. Sanjay Mathur	Immediate Past Chairperson, SPGB
4.	Dr. Kapil Pareek	Centre for Energy & Environment
5.	Prof. G. S. Dangayach	Department of Mechanical Engineering

The following agenda items were discussed and the recommendations are as follows:

<p>Item No. 46-1.0</p>	<p><i>To confirm the minutes of 45th meeting of the SPGB held on November 03, 2020.</i></p> <p>The minutes of the 45th meeting of the SPGB held on November 03, 2020 are approved by chairman Senate and same was circulated. The minutes therefore, may be taken as confirmed.</p> <p>The SPGB noted the approval of the Senate.</p>
<p>Item No. 46-2.0</p>	<p><i>Items for Consideration.</i></p>
<p>Item No. 46-2.1</p>	<p><i>To consider the request of Mr. Arun G Dsouza (2020RBM9044) regarding conversion of Ph. D. candidacy from part-time (Off-Campus) to Full-Time.</i></p> <p>SPGB decided to not entertain the request of Mr. Arun G Dsouza (2020RBM9044) and he will continue to be a Part Time (Off Campus) category student. His NOC requirement was also waived.</p>
<p>Item No. 46-2.2</p>	<p><i>To consider the proposal received from convener DPGC department of Mathematics regarding minimum qualification for the PhD entrance in the department of mathematics.</i></p> <p>SPGB approved the proposal of the Mathematics Department</p>
<p>Item No. 46-2.3</p>	<p><i>To consider the proposal received from convener DPGC, Centre for Energy and Environment regarding revised qualifications for Ph.D admission in CEE.</i></p> <p>SPGB deferred the matter since DPGC Convener, CEE was absent in the meeting.</p>
<p>Item No. 46-2.4</p>	<p><i>To consider the Proposal received from Convener DPGC Department of Management Studies regarding the three applications received from MBA 2018-20 students for award of MBA Degree.</i></p> <p>It was unanimously agreed that the degrees may be awarded to the concerned students as per past precedent.</p>
<p>Item No. 46-2.5</p>	<p><i>To consider the proposal received from convener DPGC Department of chemical Engineering to revise the CGPA requirement of B. Tech. /B. Arch. for Ph. D. admission from 9.00 to 8.00.</i></p> <p>As per the existing regulations of MNIT, admission to Ph. D. course for a B. Tech. / B. Arch. qualified student requires him/her to have at least 9.00 CGPA, whereas several IITs have a requirement of 8.00 CGPA only and IIT Kanpur has brought it down even to 7.5. Moreover, MNIT misses out these fairly bright students in Ph. D. admissions due to its severely stringent CGPA requirements stipulated for B. Tech. / B. Arch. qualified students. This narrows down the choice of Dept. in the selection process. Entry of B. Tech. / B. Arch. qualified students will enhance the quality of Ph.D. work carried out in MNIT.</p> <p>The proposal was approved for all departments with additional requirements that only those students from CFTIs and institutions whose NIRF ranking is upto 100 may be considered for this Scheme.</p>

Item No. 46-2.6	<p><i>To consider the proposal received from convener DPGC Department of Chemical Engineering for measures to increase student strength in M. Tech.</i></p> <p>SPGB recommended the proposal for all departments, It was decided that admissions be made to vacant seats on the basis of interview and departmental exam. This admissions will not be eligible for scholarships. SPGB further said, this may be made applicable to all the departments.</p>
Item No. 46-2.7	<p><i>To consider the proposal received from convener DPGC Department of Chemical Engineering for the Ph. D. slots.</i></p> <p>SPGB was of the opinion that this is not a policy issue and hence guidelines for the same may be prepared by the office of the Dean Academics.</p>
Item No. 46-2.8	<p><i>To consider the proposal received from convener DPGC Department of Chemical Engineering regarding revision of Curriculum of M. Tech. Chemical Engineering.</i></p> <p>SPGB directed DPGC Conveners of all Departments to complete the revision of M.Tech. Curriculum. After this all Curriculum's be put up together in the SPGB/Senate.</p>
Item No. 46-2.9	<p><i>To consider the proposal received from convener DPGC Department of Computer Science and Engineering to offer two seats under Sponsored Category for Armed Forces in both M. Tech CSE and M. Tech CSIS (currently there is only one seat in M. Tech Computer Engineering)</i></p> <p>SPGB was of the view that such students can be admitted under the category of Full-Time Sponsored candidates. In order to increase the number of admission of students from armed forces an initiative from MNIT can be taken.</p>
Item No. 46-2.10	<p><i>To consider the proposal received from convener DPGC Department of Computer Science and Engineering to restrict M. Tech. Students who go for Internship in their IV Semester.</i></p> <p>SPGB referred the proposal to the same committee which was formed to look into matters of internship in UG.</p>
Item No. 46-2.11	<p><i>To consider the proposal received from convener DPGC Department of Computer Science and Engineering to allow PG students who score less than 6.5 CGPA to Improve their grades.</i></p> <p>SPGB approved the agenda.</p>
Item No. 46-2.12	<p><i>To consider Dr. Rohidas Bhoi as Co-supervisor of Ph.D. Research Scholar Ms. Surbhi Singh (2019RCH9026).</i></p> <p>The request for addition of external supervisor was declined by SPGB.</p>
46-3.0	Reporting Items
46-3.1	<p>List of Ph.D. students whose supervisors are added/changed before comprehensive examination – Annexure D.</p> <p>The SPGB noted & ratified the same.</p>
46-3.2	List of Ph.D. students whose Semester withdrawal permitted – Annexure E.

	The SPGB noted & ratified the same.
46-3.3	List of Ph.D. students whose status converted from Full Time to Part Time/Off Campus – Annexure F. The SPGB noted & ratified the same.
46-3.4	List of Ph.D. students granted approval for change of supervisor – Annexure G. The SPGB noted & ratified the same.
46-3.5	List of PhD students for termination – Annexure H. The SPGB noted & ratified the same.
46-3.6	List of Ph.D. students permitted for comprehensive exam extension – Annexure I. The SPGB noted & ratified the same.
46-3.7	List of PG students permitted for internship work in other institute – Annexure J. The SPGB noted & ratified the same.
46-3.8	List of pass out PG Students for the award of Degree in XV Convocation (After 40th Senate) The SPGB noted & ratified the same.
46-4.0	<i>Any other item with permission of chair.</i>
46-4.1	<i>To consider the proposal received from convener DPGC Department of Computer Science and Engineering to rename the PG programmes.</i> A proposal has been received from convener DPGC Department of Computer Science and Engineering that the names of PG programmes in the department as per the recommendations of Curriculum Development Workshop are: a. M. Tech Computer Science and Engineering (CSE) (currently it is Computer Engineering) b. M. Tech Computer Science and Information Security (CSIS) (currently it is Computer Engineering and Information Security) SPBG approved the matter
46-4.2	<i>To consider the proposal received from convener DPGC Department of Humanities and Social Sciences for approval of proposed HSS masters program : M.A. in Public Policy and Development</i>

	SPBG approved in principle and referred the matter to the Senate.
46-4.3	<p><i>To consider Dr. Navneet Khanna, Assistant Professor, Department of Mechanical Engg., Institute of Infrastructure Technology Research and Management (IITRAM), Ahmedabad (An Autonomous University established by Govt. of Gujarat) as External Joint-Supervisor of Ph.D. Research Scholar Mr. Suraj Kumar Gupta (2018RME9148).</i></p> <p>SPGB declined the request for addition of external supervisor.</p>
46-4.4	<p><i>To consider the release of revised scholarship of Mr. Ramkumar Yadav (2017RME9039) since 20 July 2019.</i></p> <p>SPGB did not consider the matter because it was not related to policy matter.</p>



मालवीय राष्ट्रीय प्रौद्योगिकी संस्थान जयपुर

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR

पंजिका संख्या / FILE NO.:

कार्यालय टिप्पणी

Note Sheet

Academic Section

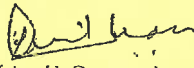
Subject:- Minutes of 32nd SUGB Meeting held on January 29, 2021 at 4:00 PM.

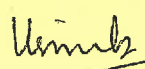
32nd meeting of SUGB was held on January 29, 2021 at 4:00 PM. in Old Senate Hall, Prabha Bhawan, MNIT, Jaipur.

The minutes of 32nd SUGB meeting are put up for kind approval.

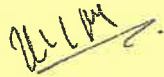


Chairman, SUGB


(Anil Swarnkar)
Convener, SUGB

Dean, AA 
8/2/21.

 Chairman, Senate



1822
9/1/21
113
9/2

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR

MINUTES OF THE 32nd MEETING OF THE SUGB HELD ON January 29, 2021

The 32nd Meeting of SUGB was held on January 29, 2021 at 4:00 PM in the Old Senate Hall, Prabha Bhawan.

The meeting was attended by following members:

S.No.	Name	Department
1.	Prof. Ravindra Nagar	Chairman, SUGB
2.	Prof. Urmila Brighu	Dean, Academics
3.	Prof. Kanupriya Sachdev	Associate Dean (PG)
4.	Dr. Anil Swarnkar	Associate Dean (UG)
5.	Dr. Rajeev Dohare	Department of Chemical Engineering
6.	Dr. V. K. Jain	Department of Electrical Engineering
7.	Dr. Meenakshi Tripathi	Department of Computer Science & Engineering
8.	Dr. Reeta Singh	Department of Management Studies
9.	Dr. Pooja Nigam	Department of Architecture and Planning
10.	Dr. Amartya Chowdhary	Centre for Energy & Environment
11.	Dr. Sumit Kumar Sonkar	Department of Chemistry
12.	Dr. Vibhuti Singh Shekhawat	Department of Humanities and Social Science
13.	Dr. G. D. Agarwal	Department of Mechanical Engineering & Ex-Chairman SUGB
14.	Dr. Vatsala Mathur	Department of Mathematics
15.	Dr. C. Periasamy	Department of Electronics & Communication Engineering
16.	Dr. Ajaya Kumar Pradhan	Department of Metallurgical and Materials Engineering
17.	Dr. Sumit Khandelwal	Department of Civil Engineering
18.	Dr. Reetu Singh	Academic Section

Following members couldn't attend the meeting:

S.No.	Name	Department
1.	Prof. Rakesh Jain	Chairman, SPGB
2.	Dr. Nivedita Kaul	Nominee, Chairperson Senate
3.	Dr. Nisha Verma	Material Research Centre
4.	Dr. Kavita Lalwani	Department of Physics
5.	Dr. Naveen Choudhary	CTAE, Udaipur (TEQIP nominee)

Item No. 32-2.4:

To consider the proposal received from Convener DUGC, Department of Mathematics to get Section wise feedback from the first year students as it is taught by various faculty members.

SUGB accepted the proposal.

Item No. 32-2.5

To consider the proposal received from the Convener DUGC, Department of Architecture and Planning, to allow a jury panel of external examiners to conduct the viva-voce examination of sessional exam.

SUGB accepted the proposal for all Architecture Design/Studio courses.

Item No. 32-2.6

To consider the proposal received from the Convener DUGC, Department of Architecture and Planning, to include the course of ARS507 Thesis Preparatory Seminar and Group Discussion as the prerequisite for ARD506 Thesis Project for B. Arch. V year.

SUGB rejected the proposal.

Item No. 32-3.0: Reporting Items

Item No. 32-3.1:

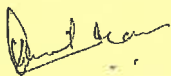
The List of Passed Out UG students for the award of Degree in XV Convocation after the approval of 40th Senate Meeting.

The SUGB approved the list of additional 05 UG students for award of Degree in XV Convocation, to be put before the Senate.

Item No. 32-3.2:

The List of Inactive UG Students having absence for more than 2 semesters (on the stage of Termination).

The SUGB noted the same.



MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR

ACADEMIC CALENDAR FOR II SEMESTER B.Tech./B.Arch. 2020-21

EVENTS	From Date & Day	To Date & Day
Registration of II Sem UG students without late fee	Thursday, April 01, 2021	Wednesday, April 07, 2021
Commencement of Lecture Classes (online)	Thursday, April 08, 2021	
Registration of continuing UG students with late fee of Rs 1,000/-	Thursday, April 08, 2021	Monday, April 12, 2021
Registration of continuing UG students with late fee of Rs 10,000 (No registration after last date)	Tuesday, April 13, 2021	Friday, April 16, 2021
Course withdrawal or conversion to audit	Monday, April 26, 2021	Friday, April 30, 2021
Mid Term Feedback	Tuesday, May 11, 2021	Friday, May 14, 2021
Mid Term Examinations (MTE) (Online)	Monday, May 17, 2021	Thursday, May 20, 2021
Last date of Special MTE for absentees (on medical ground or Internet Problems)	Monday, May 31, 2021	
Last date for showing the marked answer scripts of the MTE to students	Thursday, June 03, 2021	
End Term online feedback	Monday, June 14, 2021	Friday, June 18, 2021
Last date of Lecture classes	Monday, June 21, 2021	
Physical Reporting to the Institute	Friday, June 25, 2021	Wednesday, June 30, 2021
End Term Examinations (ETE) (Offline)	Monday, July 05, 2021	Saturday, July 10, 2021
Commencement of Lab Classes for Pending and Current Sem Labs	Monday, July 12, 2021	
Last date for showing the marked answer scripts of the ETE to students	Friday, July 16, 2021	
Grade Submission by Course Coordinators on ERP	Thursday, July 08, 2021	Monday, July 19, 2021
Grades submission to DUGC / GMC	Friday, July 16, 2021	
Display of grades on Departmental notice board/ERP	Monday, July 19, 2021	
Lab Exams of Pending and Current Sem Labs	Monday, August 23, 2021	Saturday, August 28, 2021
Grade Submission of Lab Courses by Course Coordinators on ERP	Wednesday, August 25, 2021	Saturday, September 04, 2021
Grades submission to DUGC / GMC	Friday, September 03, 2021	
Display of grades on Departmental notice board	Monday, September 06, 2021	



10-110

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR
ACADEMIC CALENDAR FOR IV SEMESTER B.Tech./B.Arch. 2020-21

EVENTS	From Date & Day	To Date & Day
Registration of IV Sem UG students	Monday, January 04, 2021	Sunday, January 10, 2021
Registration of continuing UG students with late fee of Rs 1,000/-	Monday, January 11, 2021	Wednesday, January 13, 2021
Commencement of Lecture Classes (online)	Monday, January 11, 2021	
Registration of continuing UG students with late fee of Rs 10,000 (No registration after last date)	Thursday, January 14, 2021	Saturday, January 16, 2021
Course withdrawal or conversion to audit	Monday, February 01, 2021	Friday, February 05, 2021
Mid Term Examination (Online)	Monday, February 22, 2021	Friday, February 26, 2021
Mid Term Feedback	Monday, February 22, 2021	Friday, February 26, 2021
Last date for evaluating the answer scripts of MTE	Monday, March 08, 2021	
Last date of Special MTE for absentees (on medical ground only)	Monday, March 08, 2021	
End Term online feedback	Monday, April 12, 2021	Friday, April 16, 2021
Last date of Lecture classes	Friday, April 16, 2021	
Physical Reporting to the Institute	Wednesday, May 05, 2021	Saturday, May 08, 2021
End Term Examinations (ETE) (Offline)	Monday, May 10, 2021	Saturday, May 15, 2021
Grade Submission by Course Coordinators on ERP	Wednesday, May 12, 2021	Sunday, May 23, 2021
Commencement of Lab Classes for Pending and Current Sem Labs	Monday, May 17, 2021	
Last date for showing the marked answer scripts of the ETE to students	Friday, May 21, 2021	
Grades submission to DUGC / GMC	Saturday, May 22, 2021	
Display of grades on Departmental notice board	Sunday, May 23, 2021	
Lab Exams of Pending and Current Sem Labs	Monday, June 21, 2021	Wednesday, June 30, 2021
Grade Submission by Course Coordinators on ERP	Tuesday, June 29, 2021	Tuesday, July 06, 2021
Grades submission to DUGC / GMC	Monday, July 05, 2021	
Display of grades on Departmental notice board	Tuesday, July 06, 2021	



MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR
ACADEMIC CALENDAR FOR VI SEMESTER B.Tech./B.Arch. 2020-21

EVENTS	From	To
	Date & Day	Date & Day
Registration of VI Sem UG students	Monday, January 04, 2021	Sunday, January 10, 2021
Registration of continuing UG students with late fee of Rs 1,000/-	Monday, January 11, 2021	Wednesday, January 13, 2021
Commencement of Lecture Classes (online)	Monday, January 11, 2021	
Registration of continuing UG students with late fee of Rs 10,000 (No registration after last date)	Thursday, January 14, 2021	Saturday, January 16, 2021
Course withdrawal or conversion to audit	Monday, February 01, 2021	Friday, February 05, 2021
Mid Term Feedback	Monday, February 08, 2021	Friday, February 12, 2021
Convener, DUGC to display list of courses for pre-registration on departmental notice board	Monday, March 01, 2021	
Pre-registration of courses for next semester	Monday, March 08, 2021	Friday, February 12, 2021
End Term online feedback	Monday, March 08, 2021	Friday, March 12, 2021
Last date of Lecture classes	Friday, March 12, 2021	
Physical Reporting to the Institute	Monday, March 15, 2021	Friday, March 19, 2021
Mid Term Examinations (MTE) (Offline)	Tuesday, March 23, 2021	Friday, March 26, 2021
Mid Term Feedback	Tuesday, March 30, 2021	Saturday, April 03, 2021
Commencement of Lab Classes for Pending and Current Sem Labs	Tuesday, March 30, 2021	
Last date for showing the marked answer scripts of the MTE to students	Monday, April 05, 2021	
Last date of Special MTE for absentees (on medical ground only)	Monday, April 05, 2021	
Lab Exams of Pending and Current Sem Labs	Monday, May 17, 2021	Monday, May 24, 2021
End Term Examinations (ETE) (Offline)	Thursday, May 27, 2021	Wednesday, June 02, 2021
Last date for showing the marked answer scripts of the MTE to students	Monday, June 07, 2021	
Grade Submission by Course Coordinators on ERP	Saturday, May 29, 2021	Wednesday, June 09, 2021
Grades submission to DUGC / GMC	Tuesday, June 08, 2021	
Display of grades on Departmental notice board	Thursday, June 10, 2021	
Students may proceed for practical training	Thursday, June 03, 2021	Tuesday, July 20, 2021



MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR
ACADEMIC CALENDAR FOR VIII Sem B.Tech./ X Sem B.Arch. 2020-21

EVENTS	From	To
	Date & Day	Date & Day
Registration of VIII Sem UG students	Monday, January 04, 2021	Sunday, January 10, 2021
Registration of continuing UG students with late fee of Rs 1,000/-	Monday, January 11, 2021	Wednesday, January 13, 2021
Registration of continuing UG students with late fee of Rs 10,000 (No registration after last date)	Thursday, January 14, 2021	Saturday, January 16, 2021
Commencement of Classes along with pending labs (offline)	Thursday, January 21, 2021	
Adding/dropping a elective course	Monday, January 25, 2021	Friday, January 29, 2021
Course withdrawal or conversion to audit	Monday, February 01, 2021	Friday, February 05, 2021
Mid Term Feedback	Monday, March 01, 2021	Friday, March 05, 2021
Practical Exams of Pending Labs	Monday, March 08, 2021	Friday, March 12, 2021
Mid Term Examination (Offline)	Tuesday, March 16, 2021	Friday, March 19, 2021
Grade Submission of Lab courses by Course Coordinators on ERP	Thursday, March 04, 2021	Friday, March 12, 2021
Grades submission to DUGC / GMC	Thursday, March 11, 2021	
Last date for showing the answer scripts of MTE	Friday, March 26, 2021	
Last date of Special MTE for absentees (on medical ground only)	Tuesday, March 30, 2021	
End Term online feedback	Monday, April 12, 2021	Friday, April 16, 2021
Last date of Lecture classes	Friday, April 16, 2021	
End Term Examinations (ETE) (Offline)	Monday, April 19, 2021	Saturday, April 24, 2021
B.Tech. Project viva-voce Exam	Monday, April 26, 2021	Tuesday, April 27, 2021
Grade Submission by Course Coordinators on ERP	Thursday, April 22, 2021	Tuesday, May 04, 2021
Last date for showing the marked answer scripts of the ETE to students	Friday, April 30, 2021	
Grades submission to DUGC / GMC	Monday, May 03, 2021	
Display of grades on Departmental notice board	Tuesday, May 04, 2021	

Students must vacate the hostel by 01st May 2021



MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR

* ACADEMIC CALENDAR FOR EVEN SEMESTER 2020-21

M. Tech./M. Plan./MBA/M.Sc. II ** & IV*** Semester

EVENTS	From Date & Day	To Date & Day
Registration for MBA/M.Sc. of continuing students	Monday, January 04, 2021	Monday, January 11, 2021
Registration for M.Tech./M.Plan. of continuing students	Friday, January 15, 2021	Wednesday, January 20, 2021
Registration for M.Tech./M.Plan./MBA/M.Sc. continuing students with late fee of Rs 1,000/-	Thursday, January 21, 2021	Monday, January 25, 2021
Physical Reporting to the Institute (Hostels)	Sunday, January 17, 2021	
Commencement of classes II Semester (Online)	Monday, January 18, 2021	
Physical Reporting to the Department (only for IV Semester)	Wednesday, January 20, 2021	
Commencement of classes IV Semester (Offline) (M.Sc./MBA)	Thursday, January 21, 2021	
Course addition/drop	Wednesday, January 27, 2021	Thursday, January 28, 2021
Course withdrawal	Monday, February 08, 2021	Friday, February 12, 2021
M.Sc. Lab Examination (Physics)	Monday, February 22, 2021	Tuesday, February 23, 2021
Mid Term Feedback	Monday, March 01, 2021	Friday, March 05, 2021
Mid Term Examination	Tuesday, March 16, 2021	Friday, March 19, 2021
Mid Term evaluation Projects	Tuesday, March 23, 2021	
Last date for showing the answer scripts of MTE (IV Semester) M.Sc./MBA	Friday, March 26, 2021	
Last date of Special MTE for absentees (on medical ground)	Tuesday, March 30, 2021	
End Term online feedback	Wednesday, April 14, 2021	Saturday, April 17, 2021
M.Sc. III Semester Lab Examination (Physics)	Thursday, April 15, 2021	Friday, April 16, 2021
Last date of classes	Friday, April 16, 2021	
End Term Examinations (ETE)	Monday, April 19, 2021	Saturday, April 24, 2021
Grade Submission by Course Coordinators on ERP	Thursday, April 22, 2021	Tuesday, May 04, 2021
Ph.D. Progress Report	Monday, April 26, 2021	Friday, April 30, 2021
Last date for showing the ETE (offline)	Friday, April 30, 2021	
Grades submission to DPGC / GMC	Monday, May 03, 2021	
Display of grades on Departmental notice board	Tuesday, May 04, 2021	
Grades display to the students on ERP	Tuesday, May 04, 2021	
Submission of dissertations of PG programmes (M.Tech./M.Plan. IV Semester)	Friday, May 21, 2021	Monday, June 21, 2021
Grade Submission (M.Tech./M.Plan.) IV Semester	Wednesday, June 30, 2021	

* subject to change in the date of holiday

** II Semester would be online

*** IV Semester would be offline.



MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR

* ACADEMIC CALENDAR FOR EVEN SEMESTER 2020-21

M. Tech./M. Plan./MBA/M.Sc. II & IV Semester & PhD

EVENTS	From Date & Day	To Date & Day
Registration for MBA/M.Sc. of continuing students	Monday, January 04, 2021	Monday, January 11, 2021
Registration for M.Tech./M.Plan. of continuing students	Friday, January 15, 2021	Wednesday, January 20, 2021
Registration for M.Tech./M.Plan./MBA/M.Sc. continuing students with late fee of Rs 1,000/-	Thursday, January 21, 2021	Monday, January 25, 2021
Physical Reporting to the Institute (Hostels)	Sunday, January 17, 2021	
Commencement of classes II Semester (Online)	Monday, January 18, 2021	
Physical Reporting to the Department (only for IV Semester)	Wednesday, January 20, 2021	
Commencement of classes IV Semester (Offline) (M.Sc./MBA)	Thursday, January 21, 2021	
Course addition/drop	Wednesday, January 27, 2021	Thursday, January 28, 2021
Course withdrawal	Monday, February 08, 2021	Friday, February 12, 2021
M.Sc. Lab Examination (Physics)	Monday, February 22, 2021	Tuesday, February 23, 2021
Mid Term Feedback	Monday, March 01, 2021	Friday, March 05, 2021
Mid Term Examination	Tuesday, March 16, 2021	Friday, March 19, 2021
Mid Term evaluation Projects	Tuesday, March 23, 2021	
Last date for showing the answer scripts of MTE (IV Semester) M.Sc./MBA	Friday, March 26, 2021	
Last date of Special MTE for absentees (on medical ground)	Tuesday, March 30, 2021	
End Term online feedback	Wednesday, April 14, 2021	Saturday, April 17, 2021
M.Sc. III Semester Lab Examination (Physics)	Thursday, April 15, 2021	Friday, April 16, 2021
Last date of classes	Friday, April 16, 2021	
Pending PG Lab Examination for Sem (I & II)**		
End Term Examinations (ETE)	Monday, April 26, 2021	Saturday, May 1, 2021
Mid Term Examination - RM	Monday, April 5, 2021	Tuesday, April 6, 2021
Grade Submission by Course Coordinators on ERP	Thursday, April 22, 2021	Tuesday, May 04, 2021
Ph.D. Progress Report	Monday, April 26, 2021	Friday, April 30, 2021
Last date for showing the ETE (offline)	Friday, April 30, 2021	
Grades submission to DPGC / GMC	Monday, May 03, 2021	
Display of grades on Departmental notice board	Tuesday, May 04, 2021	
Grades display to the students on ERP	Tuesday, May 04, 2021	
End Term Examinations (ETE)- RM	Monday, May 24, 2021	Tuesday, May 25, 2021
Submission of dissertations of PG programmes (M.Tech./M.Plan. IV Semester)	Friday, May 21, 2021	Friday, June 11, 2021
Grade Submission (M.Tech./M.Plan.) IV Semester	Monday, June 21, 2021	

* subject to change in the date of holiday

** Department may conduct the exam as per their convenience

Students must vacate the hostel by 22nd June 2021

Minutes of the meeting of all HODs regarding the Ph.D. admission of Even Semester
2020-21

A meeting of all Head of Departments (HoDs) to formulate a uniform policy for admissions in Ph.D. across all departments was convened in the Senate Hall, Prabha Bhawan on 14.12.2020 at 3:00 PM. The following persons attended the meeting:

1. Prof. Urmila Brighu
2. Prof. Kanupriya Sachdev
3. Prof. M. M. Sharma
4. Dr. Manju Singh
5. Dr. Rajeev Tiwari
6. Dr. Bhagwati Sharma
7. Dr. Sanjay Bhatler
8. Dr. Nand Kumar
9. Prof. S. D. Bharati
10. Dr. Rahul Singhal
11. Dr. Madhu Agarwal
12. Dr. R. K. Goyal
13. Dr. Monica Sharma
14. Dr. Pilli Emmanuel Shubhakar
15. Dr. Dinesh Kumar
16. Dr. Kapil Pareek
17. Dr. Reetu Singh (Special Invitee)

At the onset, the group was apprised about the need of making a policy at this juncture. It was informed that as the admissions for Ph.D. this time include scholarship as well as non scholarship slots and admission process has to be completed in an online mode, hence, the need for formalizing such a policy arose.

Deliberations were made by the group on the selection process to be adopted for admission of candidates in Ph.D. programme. It was decided that the selection process would include both written examination as well as interview same as previous practice.

The scheme of admission process would be as follows:

Part I of the admission process will be written examination which will consist of two sections A & B. A combined test paper for two Sections will be given.

Section A would be designed to test the research aptitude of the candidate. It would include questions to test both, the linguistic (comprehensive, writing and verbal ability) as well as mathematical (data interpretation and reasoning) abilities of the candidates. The difficulty level & the typology of the questions to be included in the test paper would be decided by the concerned department according to its needs.

Section B would be based on the subject selected by the candidate and would assess domain knowledge of the candidate.

The departments would design a syllabus for this test and will also prepare model sample papers consisting of five questions, which would be provided to the Academic Section. These syllabus and model sample papers would be displayed on the website along with the list of the shortlisted candidates.

Section A of the written test would be of a qualifying nature and a candidate has to secure minimum of 50% marks in Section A to qualify.

In Section B of the written test (Domain knowledge test), minimum 40% marks will be required for the student to qualify for the interview. Number of candidates called for the interview will be three times the number of seats available for admission in each department. Part II of the admission process would consist of interview of the candidates qualified in the written test.

The interview would be taken by the Departmental Selection Committee (DSC). It was also decided that all eligible supervisors who have given the slots/Subject areas would be given a chance to interview the candidates who have listed their topics in the order of the preferences of subject area given by the student.

Guidelines regarding number of questions to be included in the test and the duration and nature of the test would be provided by the Academic Section.


A clear distinction in part time and off ^{campus} line Ph.D. candidates' admission should be reflected in the minutes of the Departmental Selection Committee.



Prof. Urmila Brighu


Prof. Kanupriya Sachdev


Prof. M. M. Sharma


Dr. Manjira Singh

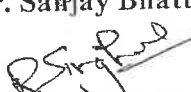

Dr. Rajeev Tiwari

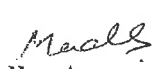

Dr. Bhagwati Sharma


Dr. Sanjay Bhatte


Dr. Nand Kumar


Prof. S. D. Bhrati


Dr. Rahul Singhal


Dr. Madhu Agarwal


Dr. R. K. Goyal


Dr. Monika Sharma


Dr. Pilli Emmanuel Shubhakar


Dr. Dinesh Kumar


Dr. Kapil Pareek


Dr. Reetu Singh



Note Sheet

ACADEMIC SECTION

Your kind attention is drawn to a large number of active PG students, who have already completed their maximum duration of the program. These students (list enclosed) have already completed their minimum credit requirements towards coursework and only dissertation work is pending. Institute has already disbursed an amount of approximate 55 lacs. Requests have been received from some students for permission to complete their M. Tech. Programme.

As per rule 6.2 of PG regulation regarding Extension of Programme it has been stated as "no student, who has completed the prescribed maximum duration in the programme shall be allowed to register in the subsequent semester, unless she/he has been granted extension of the programme by the Senate on the recommendations of the DPGC and SPGB on case to case bases depending upon the merit of the cases".

As only dissertation work of these students is left and as per rule 6.5 of PG regulations, "dissertation work as part time/off campus student may be allowed by SPGB on the recommendation of DPGC, if other academic requirements in M. Tech./M. Plan. 1st & 2nd Semester have been completed by the concerned student with or without any financial support/scholarship".

In lieu of the above special permission maybe granted to these students for completion of their dissertation work without financial support/scholarship, as a special onetime measure. This may be described as exceptional and this decision will not set a precedent for future cases.

Submitted for kind approval

Umil Singh

- Chairman Senate

AOS

U Singh

Fna please

Umil Singh

- DR (Acad)

the
Reetu Singh
26/11

AD (Acad)

Dr. P. S. R.

26/11/20

List of M.Tech. Students who left the Institute

S.No.	Status	Student Id	Student Name	Gender	Category	Selection Board	FT/PT	Degree	Assistantship given to Students	I Sem	II Sem	III Sem	Mobile	City	State
1	I	2011PEV5033	Abhinav Soni	M	OBC	Sponsored Full Time	FULL TIME	M.Tech	0.00	5.75	6.03	6.15		JAIPUR	RAJASTHAN
2	I	2015PCV5280	UJWAL SINGH RAO *	M	OBC	DEPARTMENTAL ENTRANCE EXAM	PART TIME	M.Tech	0.00	7.71	7.75	7.53	7891378288		
3	I	2015PES5160	RAMESHWAR	M	OBC	CCMT	PART TIME	M.Tech	1784000.00	7.00	7.17	7.36	9785983581	NAGPUR	RAJASTHAN
4	I	2015PES5222	SACHIN JAIN	M	GENERAL	CCMT	PART TIME	M.Tech	1908000.00	7.35	7.34	7.51	7827472423	BHILWARA	RAJASTHAN
5	I	2016PCE5263	PIYUSH KURDIA	M	SC	CCMT	PART TIME	M.Tech	170613.00	7.50	7.33	7.30	9610708199	AJMER	RAJASTHAN
6	I	2016PCH5011	OMPRAKASH PAHADIVA *	M	SC	CCMT	PART TIME	M.Tech	1532000.00	7.00	7.25	6.93	7597057579	MADHOPUR	RAJASTHAN
7	I	2016PCT5311	RAJESH KUMAR MEENA	M	ST	CCMT	PART TIME	M.Tech	1488000.00	7.65	7.85	7.87	7891146261	JAIPUR	RAJASTHAN
8	I	2016PES5019	PAVAN KUMAR MEENA *	M	ST	CCMT	PART TIME	M.Tech	1888000.00	6.47	6.66	6.79	9636428408	bandikui	RAJASTHAN
9	I	2016PES5079	SARIKA	F	SC	CCMT	PART TIME	M.Tech	2012000.00	7.29	7.57	7.72	9990519512	JIND	HARYANA
10	I	2016PIE5227	ANKESH KUMAR YADAV	M	OBC	CCMT	FULL TIME	M.Tech	2756000.00	6.65	7.00	7.10	9057836979	JAIPUR	RAJASTHAN
11	I	2016PMT5191	NISHANT SARASWAT	M	GENERAL	CCMT	FULL TIME	M.Tech	236733.00	8.33	8.42	8.23	7300176787	HATHRAS	UTTAR PRADESH
12	I	2017PIE5286	HIMALAYA DEVATWAL	M	SC	CCMT	FULL TIME	M.Tech	2884000.00	7.82	7.57	7.62	7791999150	JAIPUR	RAJASTHAN
13	I	2018PPE5470	AVIRAL JAKAR	M	OBC	CCMT	FULL TIME	M.Tech	2232000.00	6.5	7.25	7.28	9782938400	dausa	RAJASTHAN
14	I	2018PPD5178	KANISHKA	M	GENERAL	CCMT	FULL TIME	M.Tech	2640000.00	7.88	7.26	7.33	7065125169	BOKARO	JHARKHAND
15	I	2017PCE5290	PRADEEP KUMAR BIJARNIYA	M	OBC	CCMT	FULL TIME	M.Tech	1272000.00	5.83	6.33		9414726006	SIKAR	RAJASTHAN
16	I	2017PCP5068	PANKAJ KUMAR SINGH	M	OBC	CCMT	FULL TIME	M.Tech	1396000.00	8.00	8.08		9910893743	Gorakhpur	UTTAR PRADESH
17	I	2017PCP5201	RISHABH KATIYAR	M	OBC	CCMT	FULL TIME	M.Tech	1272000.00	8.00	7.58		9452757601	Kanpur	UTTAR PRADESH
18	I	2017PCT5246	RADHEYSHYAM BIJARNIYA	M	OBC	CCMT	PART TIME	M.Tech	1148000.00	7.29	7.29		8385006426	JAIPUR	RAJASTHAN
19	I	2017PDE5083	NIKESH KUMAR	M	SC	CCMT	FULL TIME	M.Tech	1520000.00	8.22	8.11		8952936898	ALWAR	RAJASTHAN
20	I	2017PEC5251	RAHUL KUMAR GUPTA	M	GENERAL	CCMT	FULL TIME	M.Tech	1520000.00	7.86	7.81		9660027325	DAUSA	RAJASTHAN
21	I	2017PEQ5418	NEERAJ KUMAR VERMA	M	OBC	CCMT	FULL TIME	M.Tech	1396000.00	7.65	7.14		7987531855	INDORE	MADHYA PRADESH
22	I	2017PEQ5420	ASHISH YADAV	M	OBC	CCMT	PART TIME	M.Tech	1516000.00	7.47	7.06		7065797488	SIKANDRABAD	UTTAR PRADESH
23	I	2017PES5444	RAVI SHANKAR MEENA	M	ST	CCMT	FULL TIME	M.Tech	1636000.00	6.65	6.31		7053960113	NEW DELHI	DELHI
24	I	2017PPD5154	KUSHAL KALAL	M	OBC	CCMT	PART TIME	M.Tech	166653.00	6.82	7.26		9602722875	DUNGARPUR	RAJASTHAN
25	I	2017PPD5170	RAHUL	M	GENERAL	CCMT	FULL TIME	M.Tech	1024000.00	7.35	7.77		9414604600	Barmer	RAJASTHAN
26	I	2017PTE5069	SARVAGYA KATIYAR	M	OBC	CCMT	FULL TIME	M.Tech	1644000.00	8.82	8.57		9005340710	KANPUR DEHAT	UTTAR PRADESH
27	I	2018PAR5367	KIRTI PAL SINGH	M	OBC	CCMT	FULL TIME	M.Plan	1148000.00	7.37	7.32		8650772772	MATHURA	UTTAR PRADESH
28	I	2018PCE5225	POOJA SHARMA	F	OBC	CCMT	FULL TIME	M.Tech	139557.00	6.83	7.75		7597116069	JAIPUR	RAJASTHAN
29	I	2018PCV5132	SUMIT SHARMA	M	GENERAL	CCMT	FULL TIME	M.Tech	141974.00	8.33	7.75		9461517819	JAIPUR	RAJASTHAN
30	I	2018PCV5187	SURAJ MEENA	M	ST	CCMT	FULL TIME	M.Tech	500000.00	5.83	5.58		9694011118	JAIPUR	RAJASTHAN

31	I	2018PCV5430	PADAM SINGH	M	SC	CCMT	FULL TIME	M.Tech	52400.00	5.83	5.83	9084450289	FATEHABAD	UTTAR PRADESH
32	I	2018PTE5135	RAGHUVEER PRASAD CHOUDHARY	M	OBC	CCMT	PART TIME	M.Tech	151200.00	8.12	7.63	7232848579	ANTA	RAJASTHAN
33	I	2018PTE5369	YOGESH KUMAR	M	SC	CCMT	PART TIME	M.Tech	176800.00	7.12	7.06	8871340561	GWALIOR	MADHYA PRADESH
34	I	2019PCE5338	TARUN KASLIWAL	M	GENERAL	CCMT	FULL TIME	M.Tech	148800.00	8.67	8.36	8766165208	Jaipur	RAJASTHAN
35	I	2019PSM5248	ANDRU TARUN KUMAR	M	SC	CCMT	FULL TIME	M.Tech	124000.00	8.35	5.09	8019152258	HYDERABAD	TELANGANA
36	I	2019PTE5112	CHE TAN NAGAR	M	OBC	CCMT	FULL TIME	M.Tech	148800.00	7.18	7.69	8003688817	BARAN	RAJASTHAN

5469130.00

Information regarding to complete pending dissertation work etc.

1 message

PG Academic <pg.acad@mnit.ac.in>

Fri, Dec 18, 2020 at 11:01 AM

Cc: Dean Academic <dean.acad@mnit.ac.in>, "ADPG.acad MNIT" <adpg.acad@mnit.ac.in>, "D. R. Academic" <dr.acad@mnit.ac.in>, Assistant Registrar <ar.acad@mnit.ac.in>, "adug.acad mnit" <adug.acad@mnit.ac.in>
Bcc: ABHINAV SONI <2011pev5033@mnit.ac.in>, UJJWAL SINGH <2015pcv5280@mnit.ac.in>, RAMESHWAR MNIT <2015PES5160@mnit.ac.in>, SACHIN JAIN <2015PES5222@mnit.ac.in>, PIYUSH KURDIA <2016PCE5263@mnit.ac.in>, OMPRAKASH PAHADIYA <2016PCH5011@mnit.ac.in>, RAJESH KUMAR <2016PCT5311@mnit.ac.in>, PAVAN KUMAR <2016PES5019@mnit.ac.in>, SARIKA MNIT <2016PES5079@mnit.ac.in>, ANKESH KUMAR <2016PIE5227@mnit.ac.in>, NISHANT SARASWAT <2016PMT5191@mnit.ac.in>, HIMALAYA DEVATWAL <2017PIE5286@mnit.ac.in>, AVIRAL JAKAR <2018PPE5470@mnit.ac.in>, KANISHKA MNIT <2018PPD5178@mnit.ac.in>, PRADEEP KUMAR <2017PCE5290@mnit.ac.in>, PANKAJ KUMAR <2017PCP5068@mnit.ac.in>, RISHABH KATIYAR <2017PCP5201@mnit.ac.in>, RADHEYSHYAM BIJARNIYA <2017PCT5246@mnit.ac.in>, NIKESH KUMAR <2017PDE5083@mnit.ac.in>, RAHUL KUMAR <2017PEC5251@mnit.ac.in>, NEERAJ KUMAR <2017PEQ5418@mnit.ac.in>, ASHISH YADAV <2017PEQ5420@mnit.ac.in>, RAVI SHANKAR <2017PES5444@mnit.ac.in>, KUSHAL KALAL <2017PPD5154@mnit.ac.in>, RAHUL MNIT <2017PPD5170@mnit.ac.in>, SARVAGYA KATIYAR <2017PTE5069@mnit.ac.in>, KIRTI PAL SINGH <2018PAR5367@mnit.ac.in>, POOJA SHARMA <2018PCE5225@mnit.ac.in>, SUMIT SHARMA <2018PCV5132@mnit.ac.in>, SURAJ MEENA <2018PCV5187@mnit.ac.in>, PADAM SINGH <2018PCV5430@mnit.ac.in>, RAGHUVVEER PRASAD CHOUDHARY <2018PTE5135@mnit.ac.in>, YOGESH KUMAR <2018PTE5369@mnit.ac.in>, TARUN KASLIWAL <2019PCE5338@mnit.ac.in>, ANDRU TARUN KUMAR <2019PSM5248@mnit.ac.in>, CHETAN NAGAR <2019PTE5112@mnit.ac.in>

Dear Student,

Many requests have been received from the students for permission to complete their dissertation work who have already completed their minimum credit requirements towards coursework for M.Tech/ M.Plan program.

In this regard special permission has been granted by the competent authority to these students for completion of their dissertation work without any financial support/scholarship, as a special onetime measure. This may be described as exceptional and this decision will not set a precedent for future case.

In light of above, you are advised to contact the academic section, if you are interested to complete the dissertation work to get M.Tech/ M.Plan degree. Please send your consent/ intention for the same to email id adpg.acad@mnit.ac.in for further formalities.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR
ACADEMIC SECTION

10/02/21

A committee was constituted for the redesigning the Research Methodology course(s) for the Ph.D. students. As per UGC Gazette notification, University Grants Commission regulations 2016 a minimum of four credits shall be assigned to one or more courses of Research Methodology. The recommendations of the committee after deliberations are as below-

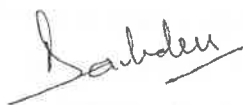
- The Research Methodology course may be split into two separate courses each of 2 credit.
- The first course Research Methodology- MET⁹⁰¹~~900~~ will be common for the PhD students of all disciplines (both engineering and non-engineering) in the institute and the second course may be floated by individual departments.
- The departments may prepare the syllabus of the course pertaining to them and take approval for the same from the competent authority.
- As per Amendment in PG Regulation (29th Senate, 09th April 2014 Item No. 29-3.1 Clause 8.2(a) (Ph.D. Course Work)), the course in Research Methodology would be a compulsory credit course for Ph.D. research scholars.
- The same clause will be applicable for these two courses of research methodology after approval from the competent authority and the student must pass both to complete the course work.
- The First course, MET⁹⁰¹~~900~~ which is common to all PhD students in the institute may be taught by departments in rotation or by various departments in conjunction. This will be coordinated by the academic section well in advance. The second course offered by individual departments will be open to PhD students of all departments and centres.

As per PG regulation, a minimum number of students will be required to run the second course in the department. In case of any circumstances if any department is not able to float the second course then the students of that department can opt for that floated by any other department as per recommendations by the DPGC.

The prepared syllabi as below for the courses to be floated in the even semester (2020-2021) for the Ph.D. students (on approval from the competent authority) are attached.


- 1) Research Methodology MET900
- 2) Design of experiments and optimization MET902 - to be taught by Mech Engg. Deptt.
- 3) Survey Research Methods BMT903 - to be taught by DMS
- 4) Research Design: Inquiry and Discovery HST 904 - to be taught by HSS Deptt.
- 5) Research Methodology II CST905 - to be taught by CSE Deptt.

The matter is now submitted for kind approval, so that the newly admitted PhD students in the can register in the even semester 2020-2021 as per the proposed scheme and syllabi of the Research Methodology courses.



(K.Sachdev)

ADPG



Dean

Chairman Senate



(Common to Engineering & Non Engineering Branches)

Unit-I Research formulation and Design

Definition and objective of research, types of research, steps in research process, research Design, concept and types of research design, defining and formulating the research problems, importance of literature review- primary and secondary sources, reviews, monographs, patent, research database, web sources, identifying gap areas from the literature and research data base, surveying synthesis, Interpretation.

Unit-II Sampling & Data Interpretation

Mathematical tools for analysis, statistical analysis of data, regression analysis, correlation, concept of best fit and exact fit, exact fit, theory, examples from linear regression with one and more unknowns

Unit-III Patent rights and IPR

Patents and its basics, process of filing patent at national and international level, Introduction and significance of intellectual property rights, commercialization, royalty, copyright, trade related aspects of IPR, Administration of patent system in India, licensing and transfer of technology, case studies

Unit-IV Research and Publication Ethics:

Research and Integrity, Scientific mis conduct: Falsification, Fabrication and Plagiarism (FFP), Conflict of research, Predatory publishers and Journals, Open access publication, citation and acknowledgement, reproducibility and accountability, software tools for similarity check

Unit-V Report Writing

Structure and components of research report, types of report, layout of research report, mechanism of writing a research report, referencing in academic writing, Abstracting, Bibliography

Text Books

1. C R Kothari, Research Methodology: methods and techniques, New Age International
2. Publication Ltd
3. J W Creswell, Research Design, Sage South Asia Edition
4. D G Montgomery, Design and analysis of Experiments, John Willy India Edition
5. D.P. Mittal (Taxman Publication), Indian Patents Law and Procedure
6. B.L. Wadera, Patents, trademarks, copyright, Designs and Geographical Judications.
7. Neuman, W. Lawrence. 2000. Social research methods: qualitative and quantitative approaches. Boston: Allyn and Bacon

Malaviya National Institute of Technology Jaipur

Course Code: MET 901

**Course: Design of Experiments and optimization
(Proposed Syllabus)**

2-0-0

Unit-I Design of Experiments

Introduction to statistical analysis, Design of experiment definition, objective, strategies, factorial design, designing engineering experiments, ANOVA, EVOP, Fractional, Full and Orthogonal Experiments, Taguchi methods for robust design, response surface methods, data validation with predicted values.

Unit-II Engineering Optimization

Engineering Optimization definition, need and application, formulation of optimization problems, new generation optimization techniques- Genetic algorithm and simulated annealing, neural network based optimization, optimization of fuzzy systems, multi-criteria decision making (MCDM)

Unit III Modelling tools and data analysis

Mathematical Model, types of Mathematical models and properties, Procedure of modeling, simulation from discrete probability distributions, computation work, use of software tools, spread sheet, generating charts, graphs and tables, application of theoretical and system modelling for respective area of problems

Text books

1. D G Montgomery, Design and analysis of Experiments, John Willy India Edition
2. Phillip Ross, Taguchi Techniques for Quality Engineering, McGraw-Hill Education
3. J R Timothy, Fuzzy Logic with Engg. Application, John Willy Publication
4. D E Goldberg, Genetic Algorithm in search, optimization and machine learning
5. E H Aartse, Simulated Annealing: Theory and application

Reference books

1. Edward A. Bender, An Introduction to Mathematical Modeling.
2. A. C. Fowler, Mathematical Models in Applied Sciences, Cambridge University Press.
3. J. N. Kapoor, Mathematical Modeling, Wiley eastern Limited.
4. S.M. Ross, Simulation, India Elsevier Publication.
5. A.M. Law and W.D. Kelton, Simulation Modeling and Analysis, T.M.H. Edition

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR

Course Code: ~~PHD902~~ ^{BMT 903}

Course: Survey Research Methods

(Proposed Syllabus)
Credits 2 (2-0-0)

Unit 1: Introduction to Research Philosophy and Survey research design

Principles of Scientific investigation, Research Quality, Research Philosophy, Components of survey research design

Unit 2: Sampling, Measurement, and Data Collection design

Sampling Methods – probabilistic and non-probabilistic sampling methods, sample size determination

Measurement and Scaling – Levels of measurements, scaling and scaling techniques – comparative and non-comparative, scale construction

Data Collection – Primary and secondary data collection – sources, methods, techniques and issues

Unit 3: Statistical design and methods

Preparing data for analysis, Descriptive statistics – measures of central tendency, dispersion and association

Hypothesis Testing – Process and major considerations, Parametric and non-parametric hypothesis testing

Multivariate statistical methods – Multiple Linear Regression, Logistic Regression, Discriminant Analysis, Factor Analysis, Cluster Analysis, Conjoint Analysis, Introduction to Structural Equation Modelling

Recommended Books:

1. Creswell, J.W. and Creswell, J.D. (2017) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5th Edition, Sage
2. Zikmund, W. G., Babin, B. J., Carr, J. C., Adhikari, A. and Griffin, M. (2016) Business Research Methods: A South-Asian Perspective with CourseMate, 8th Edition, Cengage
3. Cooper, D. R., Schindler, P. S. and Sharma, J. K. (2018) Business Research Methods, 12th Edition, McGraw Hill
4. Bryman, A., Bell, E. and Harley, B. (2018) Business Research Methods, 5th Edition, Oxford University Press
5. Sekaran, U. and Bougie, R. (2016) Research Methods for Business: A Skill-Building Approach, 7th Edition, Wiley
6. Saunders, M. N. K., Lewis, P. and Thornhill, A. (2019) Research Methods for Business Students, 8th Edition, Pearson
7. Bajpai, N. (2017) Business Research Methods, 2nd Edition, Pearson
8. Anderson, D.R., Sweeny, D. J., Williams, T.A., Camm, J.D. and Cochran, J.J. (2014) Statistics for Business & Economics, 12th Edition, Cengage
9. Stine, R. and Foster, D. (2014) Statistics for Business Decision Making and Analysis, 2nd Edition, Pearson Education
10. Lind, D.A., Marchal, W.G. and Wathen, S.A. (2013) Basic Statistics for Business and Economics, 7th Edition, McGraw-Hill Education
11. Bajpai, N. (2013) Business Statistics, 2nd Edition, Pearson Education India

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

Department of Humanities and Social Sciences

1. Course Code: HST 9034
2. Course Title: **Research Design: Inquiry and Discovery**
3. Course Hours: L T P
4. Credits:
5. Pre-requisites: Basic idea of research and exploration.
6. Course Objectives:

- To impart comprehensive understanding of research process.
- To create awareness regarding theoretical and methodological approaches of research.
- To enhance capacity regarding rigor and bias throughout the research cycle.

7. Course Outcomes:

- Demonstrate a comprehensive understanding of the different stages of research.
- Demonstrate an awareness of the range of the theoretical and methodological approaches relevant to social science research.
- Address issue of rigor and bias throughout the research cycle.

8. Course Contents:

Module 1: *Getting Ready for Research*- Use of tools for Research: methods to search required information effectively, computer-assisted data collection, Reference Management Software like Zotero/Mendeley, Software for paper formatting like LaTeX/MS Office, Software for detection of Plagiarism.

Module 2: *Research Paradigms* – Descriptive, Interpretative and Relational research, Matching research question with the research design, issues relating to research questions, the need (or not) for Hypotheses, Developing concepts, Establishing relationships between outcomes and key casual factors, connection with literature review.

Module 3: *Framework for research and research design*- Evidence-based synthesis, building strong conceptual frameworks, Critical review of literature , Developing effective analysis and argument, use of evidence to substantiate the central claim that answer the research question

Module 4: *Data Collection*- Exploring Data: Concept of Measurement and scaling, Primary, Secondary Data, Large data set and their extraction-use of Administrative Sources like Census, NFHS and NSSO, Establishing validity and reliability of data. Questionnaire design, Survey designs, Visual Methods, Qualitative data collection: Participant & Non-Participant Observation, Ethnography, Focus group discussions, Narrative Inquiry, Art-based methods

9. Suggested Readings:

- Booth, W.C., Colomb, G. G., and Williams, J.M. (1995). *The Craft of Research*. Chapter 7 and 8 (pages 88 – 110). University of Chicago Press, Chicago and London
- Cottrell, Stella (2011) *Critical Thinking Skills: developing effective analysis and argumentation*. Palgrave Macmillan. Chapters 4 and 10.
- Cottrell, Stella (2011) 'Where's the proof: finding and evaluating sources of evidence' in *Critical Thinking Skills: developing effective analysis and argumentation*. Palgrave Macmillan. Chapter 8.
- Crano, W. D., Brewer, M. B., & Lac, A. (2014). *Principles and methods of social research*. Routledge
- Doing a literature search: a comprehensive guide for the social sciences, by Chris Hart, Chapters 1 and 2.
- Gerring, J. (2011) *Social science methodology: A Unified Framework*. 2nd edition. Cambridge: Cambridge University Press. Chapters 2 and 8.
- Gerring, J. (1999) What Makes a Concept Good? A Criterial Framework for Understanding Concept Formation in the Social Sciences. *Polity*, 31(3) 357-393.
- Goertz, G. (2006) 'Introduction', in *Social science concepts: a user's guide*, Chapter 1. Princeton, NJ: Princeton University Press, pp. 1-24
- Hart, C. (1998) 'Writing the review', in *Doing a literature review: releasing the social science research imagination*, Chapter 7. London: SAGE Publications, pp. 172-206.
- Outhwaite, W., & Turner, S. (Eds.). (2007). *The SAGE handbook of social science methodology*. Sage.
- Weston, Anthony (1992) *A rulebook for arguments*. (2nd edition) Hackett Publishing Company, Indianapolis/Cambridge

Malaviya National Institute of Technology Jaipur

Course Code: ~~CST-9045~~ 5

Course: Research Methodology - II
(Proposed Syllabus)

L-T-P: 2-0-0

Unit I: Data Structures and Algorithms

Review of Data Structures, and most commonly used algorithms in Computer Science and Engineering – Sorting, DFS/BFS, Pattern Searching,

Unit II: Linear Algebra

Vectors - linear vector spaces, linear independence, norms and inner products, Basis and dimension, Matrices, Matrix operations, Inverse of a matrix Orthogonalization, Properties of determinants, Eigenvalues and eigenvectors, SVD and pseudo inverse, KL or hotelling transform,

Unit III: Transforms

Signals and representation, Convolution, Frequency Transforms, Properties of Fourier Transform, DFT, DCT and FFT, Introduction to wavelets, applications in Computer Science and Engineering

Unit III: Probability and Statistics

Statistics: Introduction to statistical analysis, hypothesis testing – null and alternate, statistical tests – chi-square, ANOVA, data validation

Probability models and axioms, Bayes' rule, discrete and continuous random variables, Probability distributions: normal distribution and properties, conditional, marginal and joint probability distribution, PRNG (pseudo random number generators) - randomness tests, introduction to information theory and cryptography: an Introduction

Unit IV: Machine Learning: Linear and non-linear regression, supervised learning – neural network, binary decision diagram, SVM, k-NN, unsupervised learning – Clustering, Hidden Markov Models, Introduction to deep learning

Unit V: Case Studies in Research Domains of CSE

Books/References

1. Gilbert Strang: Linear Algebra, MIT Cambridge Press
2. Sheldon Ross: First Course in Probability, Pearson
3. Mark Girolami, Simon Rogers: First Course In Machine Learning, CRC Press
4. Anirban Das Gupta: Probability and Statistics for Machine Learning, Springer
5. The Elements of Statistical Learning, Trevor Hastie, Robert Tibshirani, second ed, Springer
6. Ian Goodfellow: Deep learning, MIT Cambridge Press

Python and C languages shall be used for programming assignment

8. The Ethics of Teaching and Scientific Research by Miro Todorovich; Paul Kurtz; Sidney Hook.

Reference Books

1. Edward A. Bender, An Introduction to Mathematical Modeling.
2. A. C. Fowler, Mathematical Models in Applied Sciences, Cambridge University Press.
3. J. N. Kapoor, Mathematical Modeling, Wiley eastern Limited.
4. P. Narayanan (Eastern Law House), Intellectual Property Law
5. N.S. Gopalakrishnan & T.G. Agitha, Principles of Intellectual Property (2009), Eastern Book Company, Lucknow
6. Research Ethics: A Psychological Approach by Barbara H. Stanley; Joan E. Sieber; Gary B. Melton
7. Ethics and Values in Industrial-Organizational Psychology by Joel Lefkowitz Lawrence Erlbaum Associates, 2003.

Handwritten scribbles or marks in the top right corner.

Faint, illegible text, likely bleed-through from the reverse side of the page.

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

UNIVERSITY GRANTS COMMISSION

NOTIFICATION

New Delhi, the 5th May, 2016

University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D Degrees) Regulations, 2016

{In supersession of the UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009, notified in The Gazette of India [No. 28, Part III- Section 4] for the week July 11-July 17, 2009}

No. F. 1-2/2009(EC/PS)V(I) Vol. II - In exercise of the powers conferred by clauses (f) and (g) of sub-section (1) of Section 26 of the University Grants Commission Act, 1956 (3 of 1956), and in supersession of the UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009, notified in The Gazette of India [No. 28, Part III-Section 4] for the week July 11 — July 17, 2009, the University Grants Commission hereby makes the following Regulations, namely:-

1. Short title, Application and Commencement:

- 1.1 These Regulations may be called University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degrees) Regulations, 2016.
- 1.2 They shall apply to every University established or incorporated by or under a Central Act, a Provincial Act, or a State Act, every affiliated college, and every Institution Deemed to be a University under Section 3 of UGC Act, 1956.
- 1.3 They shall come into force from the date of their publication in the Gazette of India.

2. Eligibility criteria for admission to the M.Phil. programme:

- 2.1 Candidates for admission to the M.Phil. programme shall have a Master's degree or a professional degree declared equivalent to the Master's degree by the corresponding statutory regulatory body, with at least 55% marks in aggregate or its equivalent grade 'B' in the UGC 7-point scale (or an equivalent grade in a point scale wherever grading system is followed) or an equivalent degree from a foreign educational Institution accredited by an Assessment and Accreditation Agency which is approved, recognized or authorized by an authority, established or incorporated under a law in its home country or any other statutory authority in that country for the purpose of assessing, accrediting or assuring quality and standards of educational institutions.
- 2.2 A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, may be allowed for those belonging to SC/ST/OBC(non-creamy layer)/Differently-Abled and other categories of candidates as per the decision of the Commission from time to time, or for those who had obtained their Master's degree prior to 19th September, 1991. The eligibility marks of 55% (or an equivalent grade in a point scale wherever grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible based only on the qualifying marks without including the grace mark procedures.

3. Eligibility criteria for admission to Ph.D. programme:

Subject to the conditions stipulated in these Regulations, the following persons are eligible to seek admission to the Ph.D. programme:

- 3.1 Master's Degree holders satisfying the criteria stipulated under Clause 2 above.
- 3.2 Candidates who have cleared the M.Phil. course work with at least 55% marks in aggregate or its equivalent grade 'B' in the UGC 7-point scale (or an equivalent grade in a point scale wherever grading system is followed) and successfully completing the M.Phil. Degree shall be eligible to proceed to do research work leading to the Ph. D. Degree in the same Institution in an integrated programme. A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, may be allowed for those belonging to SC/ST/OBC(non-creamy layer)/differently-abled and other categories of candidates as per the decision of the Commission from time to time.

- 3.3 A person whose M.Phil. dissertation has been evaluated and the viva voce is pending may be admitted to the Ph.D. programme of the same Institution;
- 3.4 Candidates possessing a Degree considered equivalent to M.Phil. Degree of an Indian Institution, from a Foreign Educational Institution accredited by an Assessment and Accreditation Agency which is approved, recognized or authorized by an authority, established or incorporated under a law in its home country or any other statutory authority in that country for the purpose of assessing, accrediting or assuring quality and standards of educational institutions, shall be eligible for admission to Ph.D. programme.

4. Duration of the Programme:

- 4.1 M.Phil. programme shall be for a minimum duration of two (2) consecutive semesters / one year and a maximum of four (4) consecutive semesters / two years.
- 4.2 Ph.D. programme shall be for a minimum duration of three years, including course work and a maximum of six years.
- 4.3 Extension beyond the above limits will be governed by the relevant clauses as stipulated in the Statute/Ordinance of the individual Institution concerned.
- 4.4 The women candidates and Persons with Disability (more than 40% disability) may be allowed a relaxation of one year for M.Phil and two years for Ph.D. in the maximum duration. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M.Phil/Ph.D. for up to 240 days.

5. Procedure for admission:

- 5.1 All Universities and Institutions Deemed to be Universities shall admit M.Phil/Ph.D. students through an Entrance Test conducted at the level of Individual University/Institution Deemed to be a University. The University/Institution Deemed to be a University may decide separate terms and conditions for Ph.D. Entrance Test for those students who qualify UGC-NET (including JRF)/UGC-CSIR NET (including JRF)/SLET/GATE/teacher fellowship holder or have passed M.Phil programme. Similar approach may be adopted in respect of Entrance Test for M.Phil programme.
- 5.2 Higher Educational Institutions (HEIs) referred to in sub-clause 1.2 above and Colleges under them which are allowed to conduct M.Phil. and/or Ph.D. programmes, shall:
- 5.2.1 decide on an annual basis through their academic bodies a predetermined and manageable number of M.Phil. and/or Ph.D. scholars to be admitted depending on the number of available Research Supervisors and other academic and physical facilities available, keeping in mind the norms regarding the scholar- teacher ratio (as indicated in Para 6.5), laboratory, library and such other facilities;
- 5.2.2 notify well in advance in the institutional website and through advertisement in at least two (2) national newspapers, of which at least one (1) shall be in the regional language, the number of seats for admission, subject/discipline-wise distribution of available seats, criteria for admission, procedure for admission, examination centre(s) where entrance test(s) shall be conducted and all other relevant information for the benefit of the candidates;
- 5.2.3 adhere to the National/State-level reservation policy, as applicable.
- 5.3 The admission shall be based on the criteria notified by the Institution, keeping in view the guidelines/norms in this regard issued by the UGC and other statutory bodies concerned, and taking into account the reservation policy of the Central/State Government from time to time.
- 5.4 HEIs as mentioned in Clause 1.2 shall admit candidates by a two stage process through:
- 5.4.1 An Entrance Test shall be qualifying with qualifying marks as 50%. The syllabus of the Entrance Test shall consist of 50% of research methodology and 50% shall be

subject specific. The Entrance Test shall be conducted at the Centre(s) notified in advance (changes of Centres, if any, also to be notified well in advance) at the level of the individual HEI as mentioned in clause 1.2; and

- 5.4.2 An interview/*viva-voce* to be organized by the HEI as mentioned in clause 1.2 when the candidates are required to discuss their research interest/area through a presentation before a duly constituted Department Research Committee.
- 5.5 The interview/*viva voce* shall also consider the following aspects, viz. whether:
- 5.5.1 the candidate possesses the competence for the proposed research;
- 5.5.2 the research work can be suitably undertaken at the Institution/College;
- 5.5.3 the proposed area of research can contribute to new/additional knowledge.
- 5.6 The University shall maintain the list of all the M.Phil. / Ph.D. registered students on its website on year-wise basis. The list shall include the name of the registered candidate, topic of his/her research, name of his/her supervisor/co-supervisor, date of enrolment/registration.
6. **Allocation of Research Supervisor:** Eligibility criteria to be a Research Supervisor, Co- Supervisor, Number of M.Phil./Ph.D. scholars permissible per Supervisor, etc.
- 6.1 Any regular Professor of the University/Institution Deemed to be a University/College with at least five research publications in refereed journals and any regular Associate/Assistant Professor of the university/institution deemed to be a university/college with a Ph.D. degree and at least two research publications in refereed journals may be recognized as Research Supervisor.
- Provided that in areas/disciplines where there is no or only a limited number of refereed journals, the Institution may relax the above condition for recognition of a person as Research Supervisor with reasons recorded in writing.
- 6.2 Only a full time regular teacher of the concerned University/Institution Deemed to be a University/College can act as a supervisor. The external supervisors are not allowed. However, Co-Supervisor can be allowed in inter-disciplinary areas from other departments of the same institute or from other related institutions with the approval of the Research Advisory Committee.
- 6.3 The allocation of Research Supervisor for a selected research scholar shall be decided by the Department concerned depending on the number of scholars per Research Supervisor, the available specialization among the Supervisors and research interests of the scholars as indicated by them at the time of interview/*viva voce*.
- 6.4 In case of topics which are of inter-disciplinary nature where the Department concerned feels that the expertise in the Department has to be supplemented from outside, the Department may appoint a Research Supervisor from the Department itself, who shall be known as the Research Supervisor, and a Co-Supervisor from outside the Department/ Faculty/College/Institution on such terms and conditions as may be specified and agreed upon by the consenting Institutions/Colleges.
- 6.5 A Research Supervisor/Co-supervisor who is a Professor, at any given point of time, cannot guide more than three (3) M.Phil. and Eight (8) Ph.D. scholars. An Associate Professor as Research Supervisor can guide up to a maximum of two (2) M.Phil. and six (6) Ph.D. scholars and an Assistant Professor as Research Supervisor can guide up to a maximum of one (1) M.Phil. and four (4) Ph.D. scholars.
- 6.6 In case of relocation of an M.Phil./Ph.D. woman scholar due to marriage or otherwise, the research data shall be allowed to be transferred to the University to which the scholar intends to relocate provided all the other conditions in these regulations are followed in letter and spirit and the research work does not pertain to the project secured by the parent institution/ supervisor from any funding agency. The scholar will however give due credit to the parent guide and the institution for the part of research already done.
7. **Course Work:** Credit Requirements, number, duration, syllabus, minimum standards for completion, etc.
- 7.1 The credit assigned to the M.Phil. or Ph.D. course work shall be a minimum of 08 credits and a maximum of 16 credits.

- 7.2 The course work shall be treated as prerequisite for M.Phil./Ph.D. preparation. A minimum of four credits shall be assigned to one or more courses on Research Methodology which could cover areas such as quantitative methods, computer applications, research ethics and review of published research in the relevant field, training, field work, etc. Other courses shall be advanced level courses preparing the students for M.Phil./Ph.D. degree.
- 7.3 All courses prescribed for M.Phil. and Ph.D. course work shall be in conformity with the credit hour instructional requirement and shall specify content, instructional and assessment methods. They shall be duly approved by the authorized academic bodies.
- 7.4 The Department where the scholar pursues his/her research shall prescribe the course(s) to him/her based on the recommendations of the Research Advisory Committee, as stipulated under sub-Clause 8.1 below, of the research scholar.
- 7.5 All candidates admitted to the M.Phil. and Ph.D. programmes shall be required to complete the course work prescribed by the Department during the initial one or two semesters.
- 7.6 Candidates already holding M. Phil. degree and admitted to the Ph.D. programme, or those who have already completed the course work in M.Phil. and have been permitted to proceed to the Ph.D. in integrated course, may be exempted by the Department from the Ph.D. course work. All other candidates admitted to the Ph.D. programme shall be required to complete the Ph.D. course work prescribed by the Department.
- 7.7 Grades in the course work, including research methodology courses shall be finalized after a combined assessment by the Research Advisory Committee and the Department and the final grades shall be communicated to the Institution/College.
- 7.8 A M.Phil./Ph.D. scholar has to obtain a minimum of 55% of marks or its equivalent grade in the UGC 7-point scale (or an equivalent grade/CGPA in a point scale wherever grading system is followed) in the course work in order to be eligible to continue in the programme and submit the dissertation/thesis.

8. Research Advisory Committee and its functions:

- 8.1 There shall be a Research Advisory Committee, or an equivalent body for similar purpose as defined in the Statutes/Ordinances of the Institution concerned, for each M.Phil. and Ph.D. scholar. The Research Supervisor of the scholar shall be the Convener of this Committee. This Committee shall have the following responsibilities:
- 8.1.1 To review the research proposal and finalize the topic of research;
- 8.1.2 To guide the research scholar to develop the study design and methodology of research and identify the course(s) that he/she may have to do.
- 8.1.3 To periodically review and assist in the progress of the research work of the research scholar.
- 8.2 A research scholar shall appear before the Research Advisory Committee once in six months to make a presentation of the progress of his/her work for evaluation and further guidance. The six monthly progress reports shall be submitted by the Research Advisory Committee to the Institution/College with a copy to the research scholar.
- 8.3 In case the progress of the research scholar is unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. If the research scholar fails to implement these corrective measures, the Research Advisory Committee may recommend to the Institution/College with specific reasons for cancellation of the registration of the research scholar.

9. Evaluation and Assessment Methods, minimum standards/credits for award of the degree, etc.:

- 9.1 The overall minimum credit requirement, including credit for the course work, for the award of M.Phil. degree shall not be less than 24 credits.
- 9.2 Upon satisfactory completion of course work, and obtaining the marks/grade prescribed in sub-clauses 7.8 above, as the case may be, the M.Phil./Ph.D. scholar shall be required to undertake research work

and produce a draft dissertation/thesis within a reasonable time, as stipulated by the Institution concerned based on these Regulations.

- 9.3 Prior to the submission of the dissertation/thesis, the scholar shall make a presentation in the Department before the Research Advisory Committee of the Institution concerned which shall also be open to all faculty members and other research scholars. The feedback and comments obtained from them may be suitably incorporated into the draft dissertation/thesis in consultation with the Research Advisory Committee.
- 9.4 M.Phil scholars shall present at least one (1) research paper in a conference/seminar and Ph.D. scholars must publish at least one (1) research paper in refereed journal and make two paper presentations in conferences/seminars before the submission of the dissertation/thesis for adjudication, and produce evidence for the same in the form of presentation certificates and/or reprints.
- 9.5 The Academic Council (or its equivalent body) of the Institution shall evolve a mechanism using well developed software and gadgets to detect plagiarism and other forms of academic dishonesty. While submitting for evaluation, the dissertation/thesis shall have an undertaking from the research scholar and a certificate from the Research Supervisor attesting to the originality of the work, vouching that there is no plagiarism and that the work has not been submitted for the award of any other degree/diploma of the same Institution where the work was carried out, or to any other Institution.
- 9.6 The M.Phil. dissertation submitted by a research scholar shall be evaluated by his/her Research Supervisor and at least one external examiner who is not in the employment of the Institution/College. The *viva-voce* examination, based among other things, on the critiques given in the evaluation report, shall be conducted by both of them together, and shall be open to be attended by Members of the Research Advisory Committee, all faculty members of the Department, other research scholars and other interested experts/ researchers.
- 9.7 The Ph.D. thesis submitted by a research scholar shall be evaluated by his/her Research Supervisor and at least two external examiners, who are not in employment of the Institution/College, of whom one examiner may be from outside the country. The *viva-voce* examination, based among other things, on the critiques given in the evaluation report, shall be conducted by the Research Supervisor and at least one of the two external examiners, and shall be open to be attended by Members of the Research Advisory Committee, all faculty members of the Department, other research scholars and other interested experts/researchers.
- 9.8 The public *viva-voce* of the research scholar to defend the dissertation/thesis shall be conducted only if the evaluation report(s) of the external examiner(s) on the dissertation/thesis is/are satisfactory and include a specific recommendation for conducting the *viva-voce* examination. If the evaluation report of the external examiner in case of M.Phil. dissertation, or one of the evaluation reports of the external examiner in case of Ph.D. thesis, is unsatisfactory and does not recommend *viva-voce*, the Institution shall send the dissertation/ thesis to another external examiner out of the approved panel of examiners and the *viva-voce* examination shall be held only if the report of the latest examiner is satisfactory. If the report of the latest examiner is also unsatisfactory, the dissertation/ thesis shall be rejected and the research scholar shall be declared ineligible for the award of the degree.
- 9.9 The Institutions shall develop appropriate methods so as to complete the entire process of evaluation of M.Phil. dissertation/ Ph.D. thesis within a period of six months from the date of submission of the dissertation/thesis.
10. **Academic, administrative and infrastructure requirement to be fulfilled by Colleges for getting recognition for offering M.Phil./Ph.D. programmes:**
- 10.1 Colleges may be considered eligible to offer M.Phil./Ph.D programmes only if they satisfy the availability of eligible Research Supervisors, required infrastructure and supporting administrative and research promotion facilities as per these Regulations.
- 10.2 Post-graduate Departments of Colleges, Research laboratories of Government of India/State Government with at least two Ph.D. qualified teachers/scientists/other academic staff in the Department concerned along with required infrastructure, supporting administrative and research promotion facilities as per these Regulations, stipulated under sub-clause 10.3, shall be considered eligible to offer M.Phil./Ph.D. programmes. Colleges should additionally have the necessary recognition by the

Institution under which they operate to offer M.Phil/Ph.D. programme.

- 10.3 Colleges with adequate facilities for research as mentioned below alone shall offer M.Phil./Ph. D. programmes:
- 10.3.1 In case of science and technology disciplines, exclusive research laboratories with sophisticated equipment as specified by the Institution concerned with provision for adequate space per research scholar along with computer facilities and essential software, and uninterrupted power and water supply;
- 10.3.2 Earmarked library resources including latest books, Indian and International journals, e-journals, extended working hours for all disciplines, adequate space for research scholars in the Department/ library for reading, writing and storing study and research materials;
- 10.3.3 Colleges may also access the required facilities of the neighbouring Institutions/Colleges, or of those Institutions/Colleges/R&D laboratories/Organizations which have the required facilities.
11. **Treatment of Ph.D / M.Phil. through Distance Mode/Part-time:**
- 11.1 Notwithstanding anything contained in these Regulations or any other Rule or Regulation, for the time being in force, no University; Institution, Deemed to be a University and College shall conduct M.Phil. and Ph.D. Programmes through distance education mode.
- 11.2 Part-time Ph.D will be allowed provided all the conditions mentioned in the extant Ph.D Regulations are met.
12. **Award of M.Phil./Ph.D. degrees prior to Notification of these Regulations, or degrees awarded by foreign Universities:**
- 12.1 Award of degrees to candidates registered for the M.Phil./Ph.D. programme on or after July 11, 2009 till the date of Notification of these Regulations shall be governed by the provisions of the UGC (Minimum Standards and procedure for Awards of M.Phil/Ph.D Degree) Regulation, 2009.
- 12.2 If the M.Phil./Ph.D. degree is awarded by a Foreign University, the Indian Institution considering such a degree shall refer the issue to a Standing Committee constituted by the concerned institution for the purpose of determining the equivalence of the degree awarded by the foreign University.
13. **Depository with INFLIBNET:**
- 13.1 Following the successful completion of the evaluation process and before the announcement of the award of the M.Phil./Ph.D. degree(s), the Institution concerned shall submit an electronic copy of the M.Phil. dissertation /Ph. D. thesis to the INFLIBNET, for hosting the same so as to make it accessible to all Institutions/Colleges.
- 13.2 Prior to the actual award of the degree, the degree-awarding Institution shall issue a provisional Certificate to the effect that the Degree has been awarded in accordance with the provisions of these UGC Regulations, 2016.

Prof. JASPAL S. SANDHU, Secy.

[ADVT.-III/4/Exty./143(113)]