

Details of Programmes and Courses which integrate cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values, Emerging Demographic Changes, and Professional Ethics in the curricula

| SL No | Name of the programme | Specify the Course (Name and Course Code) | Crosscutting issues addressed | | | | | Brief Description of the Course | Name of School |
|-------|---|--|-------------------------------|------------------------------|--------------|------------------------------|---------------------|---|---------------------|
| | | | Gender | Environment & Sustainability | Human Values | Emerging Demographic Changes | Professional Ethics | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Certificate in Consumer Protection (CCP) | Consumer and Consumer Protection Regulations (CPI-101) | Yes | Yes | - | - | - | Unit 3 is fully devoted to Consumer Environment. Unit 11, para 11.3.2 deals with Ethical Consumer. | School of Law (SOL) |
| | | | | | | | | Para 11.3.3 deals with green consumer including UN Conference on Sustainable Development. | |
| | | | | | | | | Unit 14, Para 14.5.3 deals with Drugs and Magic Remedies (Objectionable advisements) Act 1954 This Law contain provision related to Women (Gender) as well. | |
| | | Redressal of Consumer Grievances: Role of Various Stakeholders (CPI-102) | - | - | Yes | - | Yes | Unit 2 deals with Misleading Advisements - The Regulatory Mechanism. The laws discussed under this head squarely false under the term Human Values as well as Ethics. | |
| | | Consumer Protection Issues (CPI103) | - | - | Yes | - | Yes | Unit 5, Para 5.4 deals with the problem related to Adulteration of goods and food items. It is also covered under the boarder item Values and Ethics | |
| | Unit 9 & 10 deals with Food Safety Standards prescribed under the relevant Act (FSSAI), 2006. This law elaborately deals with need to maintain business Ethics and Professional Values to be observed by Traders, Manufactures and Services Providers | | | | | | | | |

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| | | Project Work (CPIP-104) | | | Yes | – | Yes | | |
| 2 | Certificate in Co-operation, Co-operative Law (CCLBL) | Co-operation: Genesis, Principles, Values, Growth and development (BLE011) | Yes, | Yes | Yes | – | Yes | Unit 12, para 12.4.5 deals with all types of woman Cooperatives | School of Law (SOL) |
| | | | | | | | | Unit 2, Para 2.8.7 deals with concern for community which is covered under environment and sustainability | |
| | | | | | | | | Unit 2, Para 9 deals with Cooperatives Values which is part of Human Values. (para 2.9 vii) also deals with honesty in Cooperatives which again is part of Human Values | |
| | | | | | | | | Unit 12, Para 12.4.5 deals with all types of Women Cooperatives | |
| | | | | | | | | Unit 14, Para 14.5 deals with Professional Management in Cooperative which is also covered under the broader term ethics | |
| | | Co-operative Law (BLE012) | Yes, | Yes | Yes | – | Yes | | |
| | | Business Law as Applicable to co-operative-I (BLE013) | Yes, | Yes | Yes | – | Yes | | |
| Business Law as Applicable to co-operative-II (BLE014) | Yes, | Yes | Yes | – | Yes | | | | |

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| 3 | Diploma in Paralegal Practice(DI PP) | BLE-001: Introduction to the Indian Legal System BLE-002: Introduction to Law BLE-003: Law and Vulnerable Groups | Yes | Yes | Yes | - | - | BLE-001: This course deals with the constitutional values and Indian legal system.BLE-002: This course deals with the various Indian Laws such as procedural Law, Family Law, Environmental Law and Labour Law etc.BLE-003: This course covers the laws relating to women, children, SC/ST, persons with disability and HIV Aids victims. | School of Law (SOL) |
| 4 | Certificate in Human Rights (CHR) | CHR-11: Human Rights: Evolution, Concepts and Concerns CHR-12: Human Rights in India | Yes | Yes | Yes | - | - | This course is concerned with the concepts, development, nature and type of human rights in general terms and in the context of international community. This course deals with the constitutional provisions and other laws which deal with various aspects of human Rights | School of Law (SOL) |
| 5 | Post Graduate Diploma in Criminal Justice (PGDCJ) | MLE-011: Criminal Justice System MLE-012: Indian Penal Code MLE-013: Criminal Justice Processes MLE-014: Criminal Justice Administration MLE-015: Challenges to Criminal Justice System MLE-016: Criminal Justice Research and Advocacy | Yes | Yes | Yes | - | Yes | Keep pace with emerging developments in criminal justice; Create well-informed citizens and professionals in the area of criminal justice; and Enhance the competencies of the professionals already working in the area of criminal justice system. | School of Law (SOL) |

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| 6 | Certificate in Anti Human Trafficking | BLE-031: Understanding Human Trafficking BLE-032: Law Policies and institutional Response to Human Trafficking BLE-033: Rehabilitation and Prevention | Yes | Yes | Yes | - | Yes | To bring about awareness and provide comprehensive understanding to the learners in Anti Human Trafficking, Develop functional understanding and coordination amongst learners about various stake holders/ agencies associated with the process of Human Trafficking directly or indirectly, Create awareness building in the area of law, policies, rehabilitation and prevention aspects of Human Trafficking amongst the learners, | School of Law (SOL) |
| 7 | Certificate in Social Work and Criminal Justice System (CSWCJS) | MSW 031: Social Work Intervention in Correctional Setting | YES | YES | YES | YES | YES | This course will enable learner to understand social work as a profession, skills and techniques and components of case work and social group work | School of Social Work (SOSW) |
| | | MSW 032: Social Work and Criminal Justice | YES | YES | YES | YES | YES | Introduction to criminal justice; criminal justice administration In India; CJ processes; Prison process | |
| | | MSWL 33: Social Work Practicum in Correctional Settings | YES | YES | YES | YES | YES | Orientation visits to jails, family courts, beggars home, observation homes etc... | |
| 8 | Certificate in HIV and Family Education (CAFÉ) | BFE 101: Basics of HIV/AIDS | YES | YES | YES | YES | YES | Public health and HIV/AIDS; HIV transmission and testing issues; prevention and care | School of Social Work (SOSW) |
| | | BFE 102: Basics of Family Education | YES | YES | YES | YES | YES | Education on family; sexual health education; process of growing up | |
| | | BFEE101: Elective on HIV/AIDS | YES | YES | YES | YES | YES | HIV/ AIDS and vulnerable population; education and care; law and human rights | |
| | | BFEE102: Elective on Family Education | YES | YES | YES | YES | YES | Social institution of marriage; programmes for family welfare; major problems in marital life | |

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| | | BFEE103: Alcohol, Drugs and HIV/AIDS | YES | YES | YES | YES | YES | Factual information on substance abuse; substance abuse and its implication; prevention and treatment of alcohol and drug dependence | |
| | | BFEE104: Communication and Counselling in HIV/AIDS | YES | YES | YES | YES | YES | Basics of communication; counselling; counselling in HIV and family matters | |
| 9 | Diploma in HIV and Family Education (DAFE) | BFE 101: Basics of HIV/AIDS | YES | YES | YES | YES | YES | Public health and HIV/AIDS; HIV transmission and testing issues; prevention and care | School of Social Work (SOSW) |
| | | BFE 102: Basics of Family Education | YES | YES | YES | YES | YES | Education on family; sexual health education; process of growing up | |
| | | BFEE101: Elective on HIV/AIDS | YES | YES | YES | YES | YES | HIV/ AIDS and vulnerable population; education and care; law and human rights | |
| | | BFEE102: Elective on Family Education | YES | YES | YES | YES | YES | Social institution of marriage; programmes for family welfare; major problems in marital life | |
| | | BFEE103: Alcohol, Drugs and HIV/AIDS | YES | YES | YES | YES | YES | Factual information on substance abuse; substance abuse and its implication; prevention and treatment of alcohol and drug dependence | |
| | | BFEE104: Communication and Counselling in HIV/AIDS | YES | YES | YES | YES | YES | Basics of communication; counselling; counselling in HIV and family matters | |
| 10 | Bachelor's Degree in Social Work (BSW) | BSWE 001: Introduction to Social Work | YES | YES | YES | YES | YES | The Bachelor Degree programme is Social Work (BSW) is meant for candidates who are interested in providing professional assistance to people in need. Persons with professional training/ degree in Social Work generally work in socially-relevant areas such as health care, community development, education, industry, counselling, family, correction, social defense, women, children, disability etc. | School of Social Work (SOSW) |
| | | BSWE 002: Social Work Intervention with Individuals and Groups | YES | YES | YES | YES | YES | | |
| | | BSWE 003: Social Work Intervention with Communities and Institutions | YES | YES | YES | YES | YES | | |

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| | | BSWE 004: Introduction to Family Education | YES | YES | YES | YES | YES | | |
| | | BSWE 005: Introduction to HIV/AIDS | YES | YES | YES | YES | YES | | |
| | | BSWE 006: Substance Abuse and Counselling | YES | YES | YES | YES | YES | | |
| | | BSWL001: Social Work Practicum-1 | YES | YES | YES | YES | YES | | |
| | | BSWL002: Social Work Practicum-2 | YES | YES | YES | YES | YES | | |
| | | BSWL003: Social Work Practicum-3 | YES | YES | YES | YES | YES | | |
| 11 | Master's Degree in Social Work: Counselling (MSW-C) | MSW 001: Origin and Development of Social Work | YES | YES | YES | YES | YES | History of social Work: Global scenario; social work profession and education; social work concepts and primary methods; secondary methods of social work | School of Social Work (SOSW) |
| | | MSW 002: Professional Social Work Indian Perspectives | YES | YES | YES | YES | YES | Evolution of social work practice in India; religion and social work: Indian context; Gandhian concepts of social work; Professional social work in independent India | |
| | MSW 005: Social Work Practicum and Supervision | YES | YES | YES | YES | YES | Social work practicum: An overview; roles and expectations in social work practicum; fieldwork supervision; social work practicum in various settings | | |
| | MSW 008: Social Group Work: Working with Groups | YES | YES | YES | YES | YES | Introduction to social work; group work dynamics; leadership and skill development in social group work; social group work in different setting | | |
| | MSW 009: Community Organisation Management for Community Development | YES | YES | YES | YES | YES | Concepts of community and community development; community organization for community development; social action for community development; social welfare administration | | |
| | MSWL 046: Social Work Practicum -1 | YES | YES | YES | YES | YES | Fieldwork of 45 days | | |

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| | MSWL 047: Block Placement | YES | YES | YES | YES | YES | Fieldwork of 30 days |
| | MSW 012: Introduction to Life Characteristics and Challenges | YES | YES | YES | YES | YES | Infancy and child; adolescence; adulthood; old age |
| | MSW 013: Introduction to Psychological basis of Counselling | YES | YES | YES | YES | YES | General psychology; social psychology; abnormal psychology 1&2 |
| | MSW 014: Relevance of Social Case Work in Counselling | YES | YES | YES | YES | YES | Basic of Social case work; social case work as a process; interviewing and recording; applications of methods to various settings/situations |
| | MSW 015: Basics of Counselling | YES | YES | YES | YES | YES | Basics of counselling; historical, ethical and legal aspects of counselling; theories of counselling; counselling as a process; |
| | MSW 016: Fields of Counselling | YES | YES | YES | YES | YES | Individuals and family; health care; industry; education; counselling in social welfare sector |
| | MSW 006: Social Work Research | YES | YES | YES | YES | YES | Basics of research in social work; research methods in social work; tools and methods of data collection; data processing and analysis |
| | MSWE001: HIV/AIDS : Stigma, Discrimination and Prevention | YES | YES | YES | YES | YES | Basic facts of HIV/AIDS; HIV/AIDS prevention: Socio-ethical issues; education and care; understanding and responding to stigma and discrimination |
| | MSW 010: Introduction to Philanthropic Social Work | YES | YES | YES | YES | YES | Concepts, history, ethics, and values of Philanthropy; Philanthropic social work; stakeholders in philanthropic social work |
| | MSW 011: Working Among the Poorest of the Poor | YES | YES | YES | YES | YES | Contribution of Indian Philanthropists; |
| | MSWE 003: Disaster Management | YES | YES | YES | YES | YES | Introduction |

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| 12 | Master's Degree in Social Work (MSW) | Origin and Development of Social Work | YES | YES | YES | YES | YES | The MSW programme offers opportunity to learners for higher studies in professional social work. Besides offering the core courses pertaining to social work curriculum across the globe and India, it includes themes in some of the pertinent areas in social work such as globalization; migration, history of social work in India, theory paper on social work practicum and a course on HIV/ AIDS which are expected to be highly useful in the present day context. The practical components have been meticulously prepared to provide the learners, hands on training, which will enable the candidates to find suitable placements within and outside the country. The programme includes Block Placement and Internship in practical component and emphasis on Social Work in African Context, Criminal Justice, Contemporary Methods and Values of Social Work and International Social Work. | School of Social Work (SOSW) |
| | | Professional Social Work: Indian Perspectives | YES | YES | YES | YES | YES | | |
| | | Social Work Practicum and Supervision | YES | YES | YES | YES | YES | | |
| | | Basic Social Science Concepts | YES | YES | YES | YES | YES | | |
| | | Social Work and Social Development | YES | YES | YES | YES | YES | | |
| | | Social Work Research | YES | YES | YES | YES | YES | | |
| | | Social Work in African Context | YES | YES | YES | YES | YES | | |
| | | Social Work and Criminal Justice | YES | YES | YES | YES | YES | | |
| | | Case Work and Counselling Working With Individuals | YES | YES | YES | YES | YES | | |
| | | Social Group Work Working With Groups | YES | YES | YES | YES | YES | | |
| | | Community Organisation Management for Community Development | YES | YES | YES | YES | YES | | |
| | | Contemporary Methods and Values of Social Work | YES | YES | YES | YES | YES | | |
| | | HIV/AIDS: STIGMA, DISCRIMINATION AND PREVENTION | YES | YES | YES | YES | YES | | |
| | | International Social Work | YES | YES | YES | YES | YES | | |

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| | | Disaster Management | YES | YES | YES | YES | YES | | |
| | | WOEMN AND CHILD DEVELOPMENT | YES | YES | YES | YES | YES | | |
| 13 | Post Graduate Diploma in Counselling (PGDCOUN) | Origin and Development of Social Work | YES | YES | YES | YES | YES | <p>Post Graduate Diploma in Social Work Counselling would provide both academic learning and professional education and training in counselling, extending beyond theoretical knowledge. This programme is tailored to suit counsellors working in a wide range of organizational and community context as well as individuals in a family. With the fast changing social scenario, the problems being faced by people from across the board are many. Unlike in the western world, counselling services are very inadequate in India. There is a growing demand for counsellors in schools, corporate sector, health care setting, social and welfare sectors, correctional settings etc. However, schools/universities where counselling course/programme are taught in India are very few. There is an urgent need for specially trained counsellors to handle the stress of employees working with call centres, corporate sectors, families, family courts, correctional settings, school, universities and educational institutions, rehabilitation centres, refugee camps, institutions for the differently abled, aged child care and adoption centres, family planning, voluntary counselling and testing centres, rural sectors especially where farmers are driven to commit suicide, de-addiction centres etc. This programme would enrich the functionaries working in NGOs, welfare agencies as well as in human resources management.</p> | School of Social Work (SOSW) |
| | | Introduction to Life Characteristics and Challenges | YES | YES | YES | YES | YES | | |
| | | Introduction to Psychological Basis of Counselling | YES | YES | YES | YES | YES | | |
| | | Relevance of Social Case Work in Counselling | YES | YES | YES | YES | YES | | |
| | | Basics of Counselling | YES | YES | YES | YES | YES | | |
| | | Fields of Counselling | YES | YES | YES | YES | YES | | |
| | | Social Work Practicum | YES | YES | YES | YES | YES | | |
| 14 | Certificate in Tribal Studies (CTRBS) | UNDERSTANDING TRIBALS | YES | YES | YES | YES | YES | <p>The Certificate in tribal studies aims to provide basic knowledge and information to the learners regarding the Tribes/Tribals in India and to help the learners understand the tribal ways of life in India. The programme hope to provide employment of learners in the tribal development departments in NGOs or other institutions and help individuals working in the social and welfare service sector</p> | School of Social Work (SOSW) |
| | | TRIBAL SOCIETY | YES | YES | YES | YES | YES | | |

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| | | TRIBALS OF SOUTH AND CENTRAL INDIA | YES | YES | YES | YES | YES | targeted for the tribals to acquire professional education and will enable them to be trained, educated which in turn will help them better understand the issues and remove the bias if any formed during the course of their work. With the pressing need for trained professionals in tribal areas, the Certificate programme in Tribal Studies through distance learning will enable the in-service personnel in social and welfare sectors to enhance their competence. | |
| | | TRIBALS IN NORTH AND NORTHEAST REGION OF INDIA | YES | YES | YES | YES | YES | | |
| 15 | MATS (M.A. in Translation Studies) | MTT-021 Anuvad Prashikshan | | | | | Yes | The course comprising of 4 credits deals with translation ethics, copyright laws and various other conventions relating to Copyright laws | School of Translation Studies and Training (SOTST) |
| | | MTT-022 Pariyojna Karya | | | | | Yes | The course is a project work that comprises of 16 credits and deals with professional ethics of practical translation | |
| 16 | PGDT (Post Graduate Diploma in Translation) | PGDT-05 Anuvad Pariyojna | | | | | Yes | The course comprises of 6 credits deals with professional ethics of practical translation | School of Translation Studies and Training (SOTST) |
| 17 | PGCBHT (P.G. Certificate in Bangla in Hindi Translation) | MTTP-001 Anuvad Pariyojna | | | | | Yes | The course is a project work and comprises of 4 credits and deals with professional ethics of practical translation | School of Translation Studies and Training (SOTST) |

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| 18 | PGCMHT (P.G. Certificate in Malayalam Hindi Translation) | MTTP-002 Anuvad Pariyojna | | | | | Yes | The course is a project work and comprises of 4 credits and deals with professional ethics of practical translation | School of Translation Studies and Training (SOTST) |
| 19 | Post-Graduate Certificate in Adult Education (PGCAE) | MAE-001: Understanding Adult Education | Yes | Yes | Yes | No | No | This course covers different aspects of adult education and thus develops comprehensive understanding of adult education. | School of Education (SOE) |
| | | MAE-002: Policy Planning and Implementation of Adult Education in India | Yes | Yes | Yes | No | No | This course presents adult education in Five Year Plans, agencies involved in implementation of adult education, and emphasises participatory training and research in adult education for creating a literate and educative environment aimed at promoting lifelong learning. | |
| 20 | Post-Graduate Diploma in Adult Education (PGDAE) | MAE-001: Understanding Adult Education | Yes | Yes | Yes | No | No | This course develops comprehensive understanding of adult education. | School of Education (SOE) |
| | | MAE-002: Policy Planning and Implementation of Adult Education in India | Yes | Yes | Yes | No | No | This course presents adult education in Five Year Plans, agencies involved in implementation of adult education, and emphasises participatory training and research in adult education for creating a literate and educative environment aimed at promoting lifelong learning. | |

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| | | MAE-003: Knowledge Management, Information Dissemination and Networking in Adult Education | Yes | Yes | Yes | No | No | This course deals with all these in the context of managing an adult learning setup and in establishing and expanding local, national and international networks of adult education for marching towards learning society. | |
| 20 | Master of Arts in Adult Education (MAAE) | MAE-001: Understanding Adult Education | Yes | Yes | Yes | No | No | This course develops comprehensive understanding of adult education. | School of Education (SOE) |
| | | MAE-002: Policy Planning and Implementation of Adult Education in India | Yes | Yes | Yes | No | No | This course presents adult education in Five Year Plans, agencies involved in implementation of adult education, and emphasises participatory training and research in adult education for creating a literate and educative environment aimed at promoting lifelong learning. | |
| | | MAE-003: Knowledge Management, Information Dissemination and Networking in Adult Education | Yes | Yes | Yes | No | No | This course deals with different aspects of managing an adult learning setup and of establishing and expanding local, national and international networks of adult education for marching towards learning society. | |
| | | MAE-004: Extension Education and Development | Yes | Yes | Yes | No | No | This course introduces the concepts of extension education and development and focuses on the relevant concepts, principles, philosophy, dimensions, dynamics, models, issues and problems, among others. It would enable the learners play an effective role, as an adult educator, in promoting extension education for the development of adults, the communities and the society as a whole. | |

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| | | MAE-005: Population and Development Education | Yes | Yes | Yes | Yes | No | This course presents different concepts, aspects, factors, issues and so on related to population, its change, its distribution, its consequences on various aspects of life and development, and measures of controlling it, among others. | |
| | | MAEE-001: Sustainable Development | Yes | Yes | Yes | No | No | This course introduces the concept, scope, approaches and strategies of sustainable development and presents a judicious mix of policies and programmes that have relevance to sustainable development. | |
| | | MAEE-002: Basics of Legal Awareness | Yes | Yes | Yes | Yes | No | This course focuses on the essentials of Indian legal system, the laws that empower the people, the laws that create liability on them, the laws that provide for remedies when the rights are at stake, and the laws that provide special rights to certain categories of people. | |
| 21 | Bachelor of Education | BES:129 Gender, School and Society | Yes | No | No | No | No | This course emphasizes on the needs for gender sensitivity among student teachers. This course critically evaluates and challenge gender inequality and explains the role of school, teachers and society at large to bring about gender parity. | School of Education (SOE) |
| 22 | Master of Arts in Developme nt Studies ((MADVS)) | Issues and Challengesof Development (MDV-103) (BLOCK 4,UNIT 1) | | Yes | | | | It discusses components of Sustainable Development , Indicators of Sustainable Development, Measures to Promote Sustainable Development , Sustainable Development Goals. | School of Extension and Develop ment Studies (SOEDS) |
| | | Gender and Development(MDV- 004) | | | | | | This course discusses Concepts of Gender, Strategies in Gender, Gender and Labour Market,in Agriculture,in informal economy, Gender and Education , Health and Democracy . | |

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| 23 | Certificate Programme in Value Education (CPVE) | Overview and Perspectives of Values BEDS-001 (BLOCK 2) | | | Yes | | | Discusses the importance of values underlying our Indian Culture. | School of Extension and Development Studies (SOEDS) |
| 24 | Post Graduate Diploma in Urban Planning and Development (PGDUPDL) | Development: Issues and Perspectives, MEDS E-046 (BLOCK 2) | | | | Yes | | It describes the growth and distribution of world population over the time and space, explain age-sex compositions and its implication on development, analyze various theories on population and development and their significance, the linkages between growth of population and development | School of Extension and Development Studies (SOEDS) |
| 25 | Masters in English (MEG) | Literary Theory and Criticism (MEG-05) | Yes | – | Yes | – | Yes | The aim of this programme is to provide learners with a sound base in language as well as exposure to a wide range of literature, with options for specialization in a particular area. The learners are expected to develop confidence in their critical and analytical abilities. | School of Humanities (SOH) |
| 26 | PG Diploma in Maternal and Child Health (PGDMCH) | Preventive MCH (MME-301) | Yes | – | Yes | Yes | Yes | This is a theory course of the preventive and primitive aspect of maternal and child health | School of Health Studies (SOHS) |
| | | Reproductive Health (MME 302) | Yes | – | Yes | Yes | Yes | This theory course is about the reproductive child health | |
| | | Child Health (MME 203) | Yes | – | Yes | | Yes | This theory course is about the child health | |
| | | Preventive MCH Practical (MMEL-301) | Yes | – | Yes | Yes | Yes | This is a theory practical course of the preventive and primitive aspect of maternal and child health | |
| | | Reproductive Health Practical (MMEL-302) | Yes | – | Yes | Yes | Yes | This practical course is about the reproductive child health | |
| | | Child Health Practical (MMEL 303) | Yes | – | Yes | – | Yes | This practical course is about the child health | |

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| 27 | BAG Philosophy | Applies Ethics BPYG 171 | Yes | | | | | | The course is concerned with the practical application of certain Principles of morality. It concerns the moral conduct of individuals in the real world scenario. | School of Inter-Discipline and Trans-Discipline Studies (SOITS) |
| 28 | Appreciation Course on Population and Sustainable Development | ACPSD | Yes | Yes | Yes | Yes | No | | The course is an awareness level course which sensitizes the learners on the issues of population and sustainable development | School of Inter-Discipline and Trans-Discipline Studies (SOITS) |
| 29 | Post Graduate Diploma in Sustainability Science | Sustainability Science (MSD 011) | Yes | Yes | Yes | Yes | Yes | | The programme introduces the concept of sustainability science through various courses. The meaning of sustainable development, its objectives and challenges, insight about some important ecosystem services and information about the impacts of humans on some ecosystems and its services are also described. The meaning and functions of culture and society, the interaction between ecology and economy, and Institutions and its role in achieving sustainable development are also described. | School of Inter-Discipline and Trans-Discipline Studies (SOITS) |
| | | Ecosystem and Natural Resources (MSD 012) | Yes | Yes | Yes | Yes | Yes | | | |
| | | Socio-cultural System (MSD 013) | Yes | Yes | Yes | Yes | Yes | | | |
| | | Ecological Economics (MSD 014) | Yes | Yes | Yes | Yes | Yes | | | |
| | | Institutions, governance and Policies (MSD 015) | Yes | Yes | Yes | Yes | Yes | | | |
| | | Strategies and Models for Sustainability (MSD 016) | Yes | Yes | Yes | Yes | Yes | | | |
| | | Challenges to Sustainable | Yes | Yes | Yes | Yes | Yes | | | |

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| | | Development (MSD 017) | | | | | | | |
| 30. | Post Graduate Diploma in Environment and Occupational Health | Introduction to Environmental Health (MEV-001) | Yes | Yes | Yes | Yes | Yes | The Programme aims at various concepts related to general environment, environment at the work place, related hazards and evaluation of health risk assessment by providing solutions to various aspects of environmental health occupational hazard management, epidemiology, health policy and management, and environmental health promotion. | School of Inter-Discipline and Trans-Discipline Studies (SOITS) |
| | | Environmental and Occupational Hazards (MEV-002) | Yes | Yes | Yes | Yes | Yes | | |
| | | Environmental Law and Management (MEV-003) | Yes | Yes | Yes | Yes | Yes | | |
| | | Environmental Toxicology (MEV-004) | Yes | Yes | Yes | Yes | Yes | | |
| | | Occupational Health and Safety (MEV-005) | Yes | Yes | Yes | Yes | Yes | | |
| | | Environmental Impact Assessment for Environmental Health (MEVE-001) | Yes | Yes | Yes | Yes | Yes | | |
| | | Health Care (MEVE-002) | Yes | Yes | Yes | Yes | Yes | | |
| | | Agriculture and Allied Sector (MEVE-003) | Yes | Yes | Yes | Yes | Yes | | |
| | | Industrial Sector (MEVE-004) | Yes | Yes | Yes | Yes | Yes | | |
| | | Project work (MEVP-001) | Yes | Yes | Yes | Yes | Yes | | |
| 31. | Post Graduate Certificate in Climate Change | Climate Change and Society MEV-025 | Yes | Yes | Yes | Yes | Yes | The course deals with the interrelationship between climate change and society. | School of Inter-Discipline and Trans-Discipline Studies (SOITS) |
| 32 | B.A. (Philosophy) | Indian Philosophy Part – I (BPY-001) | | | Yes | | | The courses include the courses on Indian philosophy, religions and ethics. | School of Inter-Discipline and Trans- |
| | | Religions of the World (BPY-004) | | | Yes | | | | |
| | | Indian Philosophy | | | Yes | | | | |

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| | | Part - I I | | | | | | | Discipline Studies (SOITS) |
| | | Ethics BPYC-132 | | | Yes | | | | |
| | | Philosophy of Human Person | | | Yes | | | | |
| 33. | M.A. (Philosophy) | Indian Philosophy (MPYE - 001) | Yes | Yes | Yes | Yes | Yes | The courses aim to train the mind for better logical thinking, mental discipline, ability for analysis and synthesis, critical reflection on social and political realities. | School of Inter-Discipline and Trans-Discipline Studies (SOITS) |
| | | Ethics | Yes | Yes | Yes | Yes | Yes | | |
| | | Philosophy of Human Person (MPYE - 004) | Yes | Yes | Yes | Yes | Yes | | |
| | | World Religions (MPYE - 005) | Yes | Yes | Yes | Yes | Yes | | |
| | | Introduction to Peace and Conflict Resolution (MGP - 005) | Yes | Yes | Yes | Yes | Yes | | |
| 34 | Diploma in Early Childhood Education (DECE) | Organising Child Care Services (DECE-01) | | Yes | Yes | Yes | Yes | The Diploma in Early Childhood Care and Education is a programme for continuous knowledge and skill up-gradation for those working in the sector of Early Childhood Care and Education. It is a unique holistic package that equips the learner to foster the holistic development of young children (i.e., children from birth to 6 years of age) and will be of interest to functionaries and teachers working with children in the birth to 6 age group in diverse settings, such as crèches, preschools, pre-primary classes, nursery schools, anganwadis and balwadis; those wishing to set up early childhood care and education centres or managing such centres; parents and others interested in knowing about the development of young children. | School of Continuing Education (SOCE) |
| | | Child Health and Nutrition (DECE-02) | | Yes | Yes | Yes | Yes | | |
| | | Services and Programmes for Children (DECE-03) | | Yes | Yes | Yes | Yes | | |
| 35 | Certificate in Nutrition and Child Care (CNCC) | Nutrition For The Community (CNCC-01) | | Yes | Yes | Yes | Yes | This Programme would make the learners qualified to take up jobs as functionaries with Government and non-government organisations working for women and children. The objectives are to develop knowledge, understanding and skills with regard to nutrition and child development. | School of Continuing Education (SOCE) |
| | | Organising Child Care Services (CNCC-02) | | Yes | Yes | Yes | Yes | | |
| 36 | Bachelor's Degree Programme (BDP) | Organising Child Care Services (ACC-1) | | Yes | Yes | Yes | Yes | | School of Continuing Education |

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| | | BRDE-101 Rural Development: Indian Context | | | Yes | | | | (SOCE) |
| | | Nutrition for the Community (ANC-1) | | Yes | Yes | Yes | Yes | | |
| 37 | Post Graduate Diploma in Counselling & Family Therapy (PGDCFT) | MCFT-001 Human Development and Family Relationships | | Yes | | Yes | | The Post Graduate Diploma in Counselling and Family Therapy is aimed at developing professionals in this vital field, which is gaining greater salience in the present times both from social, and employment perspectives. By developing the requisite knowledge, understanding, attitudes and skills in the area of Counselling and Family Therapy, this unique programme of study would help to train professional cadres in the field, equipping them for both wage-employment and self-employment, and thus fill the existing lacuna. | School of Continuing Education (SOCE) |
| | | MCFT-002 Mental Health and Disorders | | Yes | | | | | |
| | | MCFT-003 Counselling and Family Therapy: Basic concepts and Theoretical Perspectives | | Yes | | Yes | | | |
| | | MCFT-004 Counselling and Family Therapy: Applied Aspects | | Yes | | Yes | | | |
| 38 | Master of Science in Counselling & Family Therapy (MSCCFT) | MCFT-001 Human Development and Family Relationships | | Yes | | Yes | | The M.Sc. programme in the area of Counselling and Family Therapy is aimed at developing professionals in this vital field, which is gaining greater salience in the present times both from social and employment perspectives. The contemporary social scenario has resulted in an increased need and demand for professional support in terms of counselling and family therapy, which is being increasingly recognized as an effective approach both for promoting positives like strengthening family ties, fostering positive parenting, and increasing resilience of individuals in vulnerable situations as well as for addressing negative aspects such as socio-psychological problems, maladaptive behaviours, declining mental health, and psychosomatic disorders that are being increasingly witnessed in the present | School of Continuing Education (SOCE) |
| | | MCFT-002 Mental Health and Disorders | | Yes | | | | | |
| | | MCFT-003 Counselling and Family Therapy: Basic concepts and Theoretical Perspectives | | Yes | | Yes | | | |
| | | MCFT-004 Counselling and Family Therapy: Applied Aspects | | Yes | | Yes | | | |

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| | | MCFT-006 Applied Social Psychology | | Yes | | Yes | | times. By developing the requisite knowledge, understanding, attitudes and skills in the area of Counselling and Family Therapy, this unique programme of study would help to train professional cadres in the field, equipping them for both wage-employment and self-employment, and thus fill the existing lacuna. | |
| | | MCFT-007 Counselling and Family Therapy: Applications and Interventions | | Yes | | Yes | | | |
| | | MCFTE-001 Marital and Family Therapy | | Yes | | Yes | | | |
| | | MCFTE-002 Child and Adolescent Counselling and Family Therapy | | Yes | | Yes | | | |
| | | MCFTE-003 Substance Abuse Counselling and Family Therapy | | Yes | | Yes | | | |
| 39 | Diploma in Event Management (DEVMT) | BHC-012 Event Planning | YES | YES | YES | YES | YES | The Diploma in Event Management is a professional programme that aims to equip the learners with the necessary knowledge and skills in one of the most exciting and rapidly growing industry, the event industry. | School of Continuing Education (SOCE) |
| | | BHC-013 Event Coordination and Control | YES | YES | YES | YES | YES | | |
| | | BHC-015 Event Financing And Accounting | | | | | | | |
| | | BHCP-011 Internship | YES | YES | YES | YES | YES | | |
| 41 | Diploma in Panchayat Level Administration and Development (DPLAD) | BPR-001 Panchayat in India: The Context | | Yes | Yes | Yes | | The major objectives of this programme are to: a) equip panchayat level functionaries with the necessary knowledge, skills and talents needed for strengthening local democracy and the process of decentralized planning. b) help them to work with elected representatives in a cooperative and coordinated fashion, and c) facilitate people's participation through a denovo approach, attitude and action by the panchayat level functionaries. | School of Continuing Education (SOCE) |
| | | BPR-002 Decentralizing Planning and Panchayati Raj | | Yes | Yes | Yes | | | |
| | | BPR-003 Panchayati Raj Institutions and Anti-Poverty Programmes | | Yes | Yes | Yes | | | |
| | | BPR-004 Project Work | | Yes | Yes | Yes | | | |
| | | BPR-005 Basic Computer Literacy | | Yes | Yes | Yes | | | |

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| 42 | Diploma in Nutrition and Health Education (DNHE) | Nutrition for the Community (DNHE-1) | | Yes | Yes | Yes | Yes | The aim of the programme is to develop a knowledge base in areas of nutrition and public health, promote awareness about concepts and principles in communication and their application in nutrition and health education, and develop skills for playing the role of nutrition/health educators in the community. | School of Continuing Education (SOCE) |
| | | Public Health and Hygiene (DNHE-2) | | Yes | Yes | Yes | Yes | | |
| | | Nutrition and Health Education (DNHE-3) | | Yes | Yes | Yes | Yes | | |
| 43 | Certificate in Food and Nutrition (CFN) | You and Your Food (CFN-01) | | Yes | Yes | Yes | Yes | The focus of the programme is to enable you to make the best possible choice for meeting the nutritional needs of your family. At the same time it aims at helping you choose an adequate variety of foods to suit the taste of each individual in your family. In addition, learner will learn about the nature of food-borne diseases and the importance of good food habits in preventing them. | School of Continuing Education (SOCE) |
| | | Your Food and Its Utilization (CFN-02) | | Yes | Yes | Yes | Yes | | |
| | | Economics of Food (CFN-03) | | Yes | Yes | Yes | Yes | | |
| 44 | Master of Science (Food and Nutrition) (MScDFSM) | MFN004 | | Yes | Yes | Yes | Yes | The courses so designed will help the learners: Gain knowledge; Develop critical abilities; Offer scientific opinion on popular nutrition, dietetics and other related issues and controversies; Acquire a basic grounding in research techniques; Train and develop as a diet counsellor and nutrition/ health communicator; Develop as institution food administrator or food service managers, and Develop entrepreneurship skills. | School of Continuing Education (SOCE) |
| | | MFN005 | | Yes | Yes | Yes | Yes | | |
| | | MFN006 | | Yes | Yes | Yes | Yes | | |