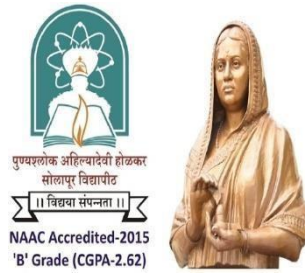


**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur.**



Choice Based Credit System

(As Per NEP 2020)

Name of the Faculty: Humanities

Subject: Persian

Name of the Course : B.A. Part- II

Semester : III

(With effect from : Academic Year 2025-2026)

Unique Programme Term Code: G033

Credit Distribution Structure for Three / Four Year Honors / Honors with Research B.A. Degree Programme with Multiple Entry and Exit option

Choice Based Credit System (As Per NEP 2020)

With effect from - Academic Year 2025-2026

Level	Sem	Major		Minor	GE/OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT FP, CEP CC,R P	Cm . Cr./ Sem	Deg Ree Cm. Cr.
		Mandatory	Electives							
5.0	III	DSC-III(4) Farsi فارسی Nasar نسر DSC-IV (4) Farsi Shaeri فارسی شاعری		Minor-III (4) Gulistan e Saadi گلستان سعدی	GE-I (2) Mirza Galib Ka Khususi Mutalea مرزا غالب کا خصوصی مطالعہ	VSC-I (2) Khutut Nigari خطوط نگاری	AEC-I (2) Maulana Rom Aur Unka Falsap ha مولانا روم اور ان کا فلسفہ	FP (2) Field Project (Persian Poetry Analysis In Modern Context)		UG Certificate
	IV	DSC-V (4) Farsi Nasar فارسی نسر DSC-VI (4) Farsi Shaeri فارسی شاعری	---	Minor-IV(4) Butane Saadi بوستان سعدی	GE-II (2) Hafiz Sheerazi Ka Khususi Mutalea حافظ شیرازی کا خصوصی مطالعہ	VSC-II (2) Colum Navesi کالم نویسی SEC (2) Khaka Nigari خاکہ نگاری	AEC-II (2) Allama Iqbal Aur Unka Phalsafha	CEP-I (2) Community Engagement Programme		
	Cum . Cr.									
Exit option: Award of UG Certificate in Major with 44 Credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor										

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Syllabus

Choice Based Credit System

(As Per NEP 2020)

B.A.Part- II Semester- III- Persian

With effect from - Academic Year 2025-2026

	Seme ster	Course Type	Title of the Paper	Credits	Semester Exam Marks		Total Mark s
					CA	UA	
5.0	III	DSC-III (Major Mandatory)	Farsi Nasar (فارسی نثر)	4	40	60	100
		DSC-IV (Major Mandatory)	Farsi Shaeri (فارسی شاعری)	4	40	60	100
	III	Minor-III	Gulistane Saadi (گلستان سعدی)	4	40	60	100
	III	GE-I	Mirza Galib Ka Khususi Mutalea مرزا غالب کا خصوصی کا خصوصی مطالعہ	2	20	30	50
	III	VSC-I	Khutut Nigari خطوط نگاری	2	20	30	50
	III	AEC-I	Maulana Rom Aur Unka Falsapha مولانا روم اور ان کا فلسفہ	2	20	30	50
	III	FP	Field Project (Persian Poetry Analysis In Modern Context)	2	20	30	50
	IV	DSC-V (Major Mandatory)	Farsi Nasar (فارسی نثر)	4	40	60	100
		DSC-VI (Major Mandatory)	Farsi Shaeri (فارسی شاعری)	4	40	60	100
	IV	Minor- IV	Bustane Saadi (بوستان سعدی)	4	40	60	100
	IV	GE-II	Hafiz Sheerazi Ka Khususi Mutalea حافظ شیرازی کا خصوصی مطالعہ	2	20	30	50
	IV	VSC-II (2)	Colum Navesi (کالم نویسی)	2	20	30	50
		SEC- (2)	Khaka Nigari (خاکہ نگاری)	2	20	30	50
	IV	AEC-II	Allama Iqbal Aur Unka Phalsapha علامہ اقبال اور ان کا فلسفہ	2	20	30	50
	IV	CEP	Community Engagement Programme	2	20	30	50

S.Y.B.A. Persian Discipline Specific Course. (Major Mandatory)

DSC-III- FARSI NASAR

Course code: G03 (G03-DSC1-0301,G03-DSC1-0302)

(فارسی نثر)

SEMESTER .III(w.e.f.2025-2026)

**Choice Based Credit System (CBCS 2024Pattern)60/40-Pattern
(60-EndSemesterExam&40-InternalEvaluation)**

Course/Paper Title	DSC-III - FARSI NASAR (فارسی نثر)
Nature of Course	Major Mandatory
Semester	III
No. of Credits	04
No. of teaching hours	60 (OneLectureof60Minutes)

Sr. No.	Aims & Objectives of theCourse
1.	Studying Persian literature.
2.	To expose students to Persian prose.
3.	To make students aware of the popularity of Persian prose.
4.	To make students aware of the importance of Persian language.

Expected Course Specific Learning Out comes:

Sr. No.	Learning Outcomes
1.	Students gain familiarity with Persian literature.
2.	Students gain knowledge of Persian prose.
3.	Students are aware of the popularity of Persian prose.
4.	Students learn the importance and usefulness of Persian language.

SEM-III
DSC-III - FARSI NASAR
(فارسی نثر)

Unit No.	Title With Contents	No. of Lectures
I	<p>حکایات :</p> <p>1. حکایت باز با وفا. (انوار سہیلی. م K حسین واعظ کاشفی) 2. حکایت در آفتِ تعجل و شتاب. (انوار سہیلی. م K حسین واعظ کاشفی)</p> <p>3. حکایت دشمنِ دانا و دوستِ نادان. (انوار سہیلی. م K حسین واعظ کاشفی)</p>	15
II	<p>مضمون اور افسانہ:</p> <p>1. انتخاب سر زمین بند-علی اصغر حکمت (نصاب جدید فارسی) 2. زبان فارسی در بند (نصاب جدید فارسی)</p> <p>3. خانہ پدری. سعید نفیسی (نصاب جدید فارسی)</p>	15
III	<p>واقعات:-</p> <p>1. موسیٰ و خضر-سید بدرالدین ب K غی (تصنیف فارسی شکرین) 2. قصہ 'ہ سند باد بحری. (حدیقہ فارسی ڈاکٹر محمد منیر والدین تاجر)</p>	15
IV	<p>سرسری مطالعہ:</p> <p>گفتار ششم. استقامت (رببر نژاد نو-مرز حسین کاظراہ)</p>	15

Recommended Books :

Sr. No.	Title of the Book	Author
1.	Hadiqa-E-Farsi	Mohammad Muniroddin Taji

2.	AnwareSuheli	Mulla Waiz Kashifi
3.	NisabeJadeed Farsi	Hakim Zaki Ahmad Khan
4.	Farsi Shakrain	--
5.	Rahbarenazade Nau	Mirza Husain Kazim Zada

S.Y.B.A. Persian- Discipline Specific Course.(Major Mandatory)

DSC-IV- FARSI SHAERI

Course code: G03 (G03-DSC1-0301,G03-DSC1-0302)

(فارسی شاعری)

SEMESTER .III(w.e.f.2025-2026)

**Choice Based Credit System (CBCS 2024Pattern)60/40-Pattern
(60-EndSemesterExam&40-InternalEvaluation)**

Course/PaperTitle	DSC-III- FARSI SHAERI (فارسی نثر)
Natureof Course	Major Mandatory
Semester	III
No.of Credits	04
No.of teachinghours	60(OneLectureof60Minutes)

Aims&ObjectivesoftheCourse:

Sr. No.	Objectives
1.	Studying Persian literature.
2.	To expose students to Persian poetry.
3.	To make students aware of the popularity of Persian poetry.
4.	To make students aware of the importance of Persian language.

Expected Course Specific Learning Outcomes:

Sr. No.	Learning Outcomes
1.	Students gain familiarity with Persian literature.
2.	Students gain knowledge of Persian poetry.
3.	Students are aware of the popularity of Persian poetry .
4.	Students learn the importance and usefulness of Persian language.

SEM-III

DSC-IV - FARSI SHAERI

(فارسی شاعری)

Unit No	Title With Contents	No. of Lectures
I	<p>مثنوی اور غزل :</p> <p>1. بندگی نامہ۔ (زبورِ عجم۔ عجمہ اقبال)</p> <p>2. غزل۔ بہارِ تامل گلستان کشید بزم و سرور (پیام مشرق۔ عجمہ اقبال) 3. صنعت تشبیہ مع مثال فارسی۔</p>	15
II	<p>مثنوی اور غزل :</p> <p>1. در بیان فنون لطیف 'ہ' غماں (زبورِ عجم۔ عجمہ اقبال) 2. غزل صورت نہ پر ستم</p> <p>من بخانہ شکستم من (پیام مشرق۔ عجمہ اقبال)</p> <p>صنعت تضاد مع مثال فارسی۔</p>	15
III	<p>مثنوی اور غزل:</p> <p>1. مذبذب غماں۔ (زبورِ عجم۔ عجمہ اقبال)</p> <p>2. غزل۔ درگنبد میانائی این پستی و بالائی۔ (پیام مشرق۔ عجمہ اقبال) صنف مثنوی کی تعریف مع مثال</p>	15
IV	<p>نظم اور رباعیات :</p> <p>نظم : درفن تعمیر مردانِ آزاد۔ (زبورِ عجم۔ عجمہ اقبال)</p> <p>رباعیات: (پیام مشرق۔ عجمہ اقبال)</p> <p>1. شہیدِ ناز او بزم وجود است۔ 2. نہ</p> <p>برکش از محبت مایہ دار است 3. دریں گلشن</p> <p>پریشان مثل بوم 4. سحر می گفت بلبل باغبان را</p> <p>5. نوائے عشق را ساز است آدم 6. کنشت</p> <p>و مسجد و بتخانہ و دیر 7. تو خورشیدی من سیارہ تو</p> <p>8. دل من! اے دل من! اے دل</p> <p>من 9. کمال زندگی خواہی؟ بیا موز</p> <p>10. ندانم مادہ ام یا ساغر من</p>	15

	صنف رباعی کی تعریف مع مثال	
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Recommended Books :

Sr. No.	Title of the Book	Author
1.	PayameMashrique	Allama Iqbal
2.	Zabure Ajam	Allama Iqbal

S.Y. B.A. Persian - MINOR
MINOR-PAPER-III GULISTANE SAADI
Course code: G03 (G03-DSC2-0301,G03-DSC2-0302)

(گلستان سعدی)

SEMESTER.III (w.e.f.2025-2026)
Choice Based Credit System (CBCS 2024Pattern)30/20-Pattern
(30-EndSemesterExam&20-InternalEvaluation)

Course/PaperTitle	Minor-III- GULISTANE SAADI (گلستان سعدی)
Natureof Course	Generic Elective
Semester	III
No.of Credits	04
No.of teachinghours	60 (OneLectureof60Minutes)

Aims&ObjectivesoftheCourse:

Sr. No.	Objectives
1.	To introduce students to Persian writerSaadi Sheerazi.
2.	To expose students to the structure of Persian prose.
3.	To expose students to the structure of Persian book Gulistane Saadi.
4.	To inform the students about the life & works of Saadi Sheerazi.

Expected Course Specific LearningOutcomes:

Sr. No.	Learning Outcomes
1.	Students are introduced to Persian writer Saadi Sheerazi.
2.	Students gain knowledge of Persian prose structure.
3.	Students are introduced to the Persian Book Gulistane Saadi.
4.	Students get to know the life of Sadi sheerazi.

SEM-III
MINOR -III- GULISTANE SAADI
(گلستان سعدی)

Unit No.	Title With Contents	No. of Lectures
I	سعدی شیرازی کا تعارف: 1. سعدی شیرازی کی سوانح حیات 2. گلستان سعدی کا وجہ تصنیف 3. گلستان سعدی کا تعارف	15
II	حکایات: (گلستان سعدی) (باب اول : در سیرت پادشاهی) 1. حکایت اسیری کہ بادشاهی را دشنام دار. 2. حکایت ملک و سلطان محمود سبکتگین. 3. حکایت ملک زاده ای را شنیدم کوتاه قد بود 4. حکایت طائف دزدان عرب بر سر کوہی نشستہ بود. 5. سربنگ زاده را دیدم بر سرائے اغملش.	15
III	حکایات: (گلستان سعدی) (باب دوم. در اخلاق درویشاں) 1. یکے از بزرگان گفت پارسائی. 2. درویش را دیدم کہ سر بر آستان کعبہ می مالید 3. عبدالقادر گمانیرا دیدند رحمۃ اللہ علیہ در حرم کعبہ روی بر حصا نہادہ . 4. دزد دے بخانہ پارسائیدر آمد. 5. تھے چند از روندگان متفق سیاحت بودند.	15
IV	حکایات: (گلستان سعدی) (باب سوم. در فضیلت قناعت) 1. خوابندہ مغربی در صف بزازان حلب می گفت. 2. دو امیر زادہ در مصر بودند. 3. درویش را شنیدم کہ در آتش فاقہ می سوخت. 4. یکے از ملوک عجم طیبیے حادق را بہ خدمت مصطفیٰ ف رُستاد	15
	5. در سیرت ارد شیر بابکان آمدہ است.	

Recommended Books :

Sr. No.	Title of the Book	Author
1.	Gulistane Saadi	Saadi Sheerazi
2.	Gulistane Saadi	Gulam Abbas Mahu
3.	Bustane Saadi	Mulla Waiz Kashifi
4.	Urdu Gulistan	Maulvi Muhammed Khalilurraheman sahab
5.	Hayate Saadi	Molana Altaf Husain Hali

S.Y.B.A. Persian- Generic Elective
GE -I- Mirza Galib KA KHUSUSI MUTALEA
Course code: G03 (G03-GE-OE-301,G03-GE-OE-302)

(مرزا غالب کا خصوصی مطالعہ)

SEMESTER .III(w.e.f.2025-2026)
Choice Based Credit System (CBCS 2024Pattern)30/20-Pattern
(30-EndSemesterExam&20-InternalEvaluation)

Course/PaperTitle	GE - I- MIRZA GALIB KA KHUSUSI MUTALEA (مرزا غالب کا خصوصی مطالعہ)
Natureof Course	Generic Elective
Semester	III
No.of Credits	02
No.of teachinghours	30 (OneLectureof60Minutes)

Aims&ObjectivesoftheCourse:

Sr. No.	Objectives
1.	To introduce students to Persian PoetMirza Galib.
2.	To expose students to the structure of Persian poetry.
3.	To introduce students to Persian poetry of Mirza Galib.
4.	To inform the students about the life of Mirza Galib.

ExpectedCourseSpecificLearningOutcomes:

Sr. No.	Learning Outcomes
1.	Students are introduced to Persian poetry.
2.	Students gain knowledge of Persian Ghazal& Ghazal structure.
3.	Students are introduced to Persian poetry of Mirza Galib .
4.	Students get to know the life of Mirza Galib.

SEM-III
GE - I- MIRZA GALIB KA KHUSUSI MUTALEA

(مرزا غالب کا خصوصی مطالعہ)

Unit No.	Title With Contents	No. of Lectures
I	مرزا غالب : 1. مرزا غالب کی سوانح حیات 2. مرزا غالب کی فارسی شاعری 3. مرزا غالب کی فارسی نثر 4. فارسی ادب میں مرزا غالب کا مقام و مرتبہ	15
II	قطعات : کلیات غالب فارسی از سید مرتضی حسین فاضل لکھنوی (جلد اول ۱. غالب از خاک پاک تورانیم۔۔۔ 2. ساقی چون من پیشنگی و افراساییم۔۔۔ 3. آنم کہ دریں بزم صریر قلم من۔۔۔ 4. منکران شعر من ، ہاں تا نگوئی حاسد اند۔۔۔	15

Recommended Books :

Sr. No.	Title of the Book	Author
1.	Kulyate Galib farsi (Vol.I)	Edit by Sayyed Murtuza Husain Fazil Lakhnvi
2.	Galib ki Farsi Shairi Taarufwa Tanqeed	Dr. Tanweer Ahmed Ulvi
3.	Galib	Gulam Rasul Maher

S.Y.B.A. Persian Vocational Skill Course-I

VSC-I-KHUTUT NIGARI

Course code: G03 (G03-VSC-301,G03-VSC-302)

(خطوط نگاری)

SEMESTER .III(w.e.f.2024-2025)

Choice Based Credit System (CBCS 2024Pattern)30/20-Pattern

(30-EndSemesterExam&20-InternalEvaluation)

Course/PaperTitle	SEC – I- KHUTUT NIGARI خطوط نگاری
Natureof Course	Skill Enhancement Courses
Semester	III
No.of Credits	02
No.of teachinghours	30 (OneLectureof60Minutes)

Aims&ObjectivesoftheCourse:

Sr. No.	Objectives
1.	Developing students' writing skills.
2.	To develop Vocational Writing skills in students.
3.	To develop Literary Vocationalskills of Script writing in students.

ExpectedCourseSpecificLearningOutcomes:

Sr. No.	Learning Outcomes
1.	Students develop writing skills.
2.	Students develop vocational writing skills.
3.	Students develop vocational literary vocational skills in Latter Writing.

SEM-III
VSC-I- KHUTUT NIGARI
خطوط نگاری

UnitNo.	Title With Contents	No. of Lecture
I	خطوط نگاری: 1. خطوط نگاری کا فن 2. خطوط نگاری کے اصول اور اقسام 3. فارسی میں خطوط نگاری کی اہمیت افادیت 4. فارسی میں خطوط نگاری کا آغاز	15
II	فارسی خطوط نگاری: 1. والدہ کے نام خط (مزاج پرسی) 2. والد کے نام خط (اسکول کی سیر و تفریح کا اجازت نامہ) 3. دوست کے نام خط (امتحان کی کامیابی کا ذکر) 4. بھائی کے نام خط (پڑھائی کا تذکرہ	15

Recommended Books :

Sr. No.	Title of the Book	Author
1.	Fane Maktub Nigari	Wazir Aaga
2.	Maktub Nigari Ka Fan: Fan Aur Riwayat	Dr.Farman Fateh Puri
3.	Fane Maktub Nigari dar Adab Farsi	Dr.ParvezKhanlari

S.Y.B.A. Persian- Ability Enhancement Course
AEC – I- MAULANA ROM AUR UNKA PHALSAPHA
Course code: G03

(مولانا روم اور ان کا فلسفہ)

SEMESTER .III(w.e.f.2025-2026)

Choice Based Credit System (CBCS 2024Pattern)30/20-Pattern
(30-EndSemesterExam&20-InternalEvaluation)

Course/PaperTitle	AEC – I- Maulana Rom Aur Unka Phalsapha (مولانا روم اور ان کا فلسفہ)
Nature of Course	Ability Enhancement Course
Semester	III
No.of Credits	02
No.of teachinghours	30 (OneLectureof60Minutes)

Aims&ObjectivesoftheCourse:

Sr. No.	Objectives
1.	To introduce students to Persian Poet Maulana Rom.
2.	To expose students to the structure of Maulana Rom's Phylosophy
3.	To introduce students to Persian poetry of Maulana Rom.
4.	To inform the students about the life of Maulana Rom.

ExpectedCourseSpecificLearningOutcomes:

Sr. No.	Learning Outcomes
1.	Students are introduced of Persian Poetry
2.	Students gain knowledge of Philosophy
3.	Students are introduced to Persian poetry of Mualana Rom.
4.	Students get to know the life of Maulana Rom.

SEM-III
AEC – I- MAULANA ROM AUR UNKA PHALSAPHA
(مولانا روم اور ان کا فلسفہ)

Unit No.	Title With Contents	No. of Lectures
I	مولانا روم : 1. مولانا روم کی سوانح حیات. 2. مولانا روم کی فارسی شاعری 3. فارسی ادب میں مولانا روم کا مقام و مرتبہ	15
II	مولانا روم کا فلسفہ. ۱. مولانا روم کی شاعری میں فلسفہ. (عشق حقیقی، وحدالوجود، خود شناسی، تسلیم و رضا. 2. مثنوی معنوی. (مثنوی مولانا روم)	15

Recommended Books :

Sr. No.	Title of the Book	Author
1.	Masnavi Maulana Rom	Maulana Rom.
2.	Romi Aur Ruhe Masnavi	Dr. Ayarqan Turkaman.

S.Y.B.A. Persian- Field Project

FP – Analysis In Modern Context

(جدید سیاق میں فارسی شاعری کا تجزیہ)

SEMESTER -III- (w.e.f.2025-2026)

**Choice Based Credit System (CBCS 2024Pattern)30/20-Pattern
(30-EndSemesterExam&20-InternalEvaluation)**

Course/PaperTitle	FP – Analysis In Modern Context (جدید سیاق میں فارسی شاعری کا تجزیہ)
Nature of Course	Field Project
Semester	IV
No.of Credits	02
No.of teachinghours	30 (OneLectureof60Minutes)

Field Project

FP – Analysis In Modern Context

(جدید سیاق میں فارسی شاعری کا تجزیہ)

- 1- مولانا روم، حافظ، سعدی جیسے کلاسیکی فارسی شاعروں کے کام کا احاطہ کرنا۔
- 2- ان شاعروں کے کام سے عشق، تصوف، فطرت وغیرہ موضوعات کے جدید فارسی ثقافت یا عالمی ادب پر مرتب اثرات کا تجزیہ کریں۔ 3- فارسی ادب کے ماہرین یا شائقین کے ساتھ انٹرویو کریں۔

**Punyashlok Ahilyadevi Holkar Solapur University,
Solapur.**



Choice Based Credit System

(As Per NEP 2020)

Name of the Faculty: Humanities

Subject: Persian

Name of the Course : B.A. Part- II

Semester : IV

(With effect from : Academic Year 2025-2026)

Unique Programme Term Code:G034

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Syllabus

Choice Based Credit System
(As Per NEP 2020)

B.A.Part- II Semester- IV Persian

With effect from - Academic Year 2026 - 2026

Sem	Course Type	Title of the Paper	Credits	Semester Exam Marks		Total Marks
				CA	UA	
IV	DSC-V (Major Mandatory)	فارسی نثر Farsi Nasar	4	40	60	100
	DSC-VI (Major Mandatory)	فارسی شاعری Farsi Shaeri	4	40	60	100
	Minor-IV	Bustane Saadi بوستان سعدی	4	40	60	100
IV	GE-II	Hafiz Sheerazi Ka Khususi حافظ شیرازی کا خصوصی مطالعہ Mutalea	2	20	30	50
IV	VSC-II	کالم نویسی Column Navesi	2	20	30	50
IV	SEC-II	Khaka Nigari خاکہ نگاری	2	20	30	50
IV	AEC-II	Allama Iqbal Aur علامہ Unka Falsafa اقبال اور ان کا فلسفہ	2	20	30	50
IV	CEP-I	Community Engagement Programme	2	20	30	50

S.Y.B.A Persian Discipline Specific Course.(Major Mandatory)

DSC-V- FARSI NASAR

Course code: G03 (G03-DSC1-0401,G03-DSC1-0402)

(فارسی نثر)

SEMESTER .IV(w.e.f.2025-2026)

**Choice Based Credit System (CBCS 2024Pattern)60/40-Pattern
(60-EndSemesterExam&40-InternalEvaluation)**

Course/PaperTitle	DSC-IV :PAPER.V- FARSI NASAR (فارسی نثر)
Natureof Course	Major Mandatory
Semester	IV
No.of Credits	04
No.of teachinghours	60(OneLectureof60Minutes)

Aims&ObjectivesoftheCourse:

Sr. No.	Objectives
1.	Studying Persian literature.
2.	To expose students to Persian prose.
3.	To make students aware of the popularity of Persian prose.
4.	To make students aware of the importance of Persian language.

ExpectedCourseSpecificLearningOutcomes:

Sr. No.	Learning Outcomes
1.	Students gain familiarity with Persian literature.
2.	Students gain knowledge of Persian prose.
3.	Students are aware of the popularity of Persian prose .
4.	Students learn the importance and usefulness of Persian language.

SEM-IV
DSC-V :PAPER.V- FARSI SHAERI
 (فارسی نثر)

Unit No.	Title With Contents	No. of Lectures
I	<p>حکایات اور مضامین :</p> <p>1. حکایت آورده اند کے فقیہے دخترے داشت. (گلستان سعدی. باب دوم حکایت نمبر.49)</p> <p>2. حکایت از ملوک عجم طیبیے حاذق. (گلستان سعدی. باب سوم حکایت نمبر 4) 3. صنائع ظریفہ بند در عصر اسKامی. علی اصغر حکمت. (انتخاب سر زمین بند. نصاب جدید فارسی)</p>	15
II	<p>فسانہ اور داستان:</p> <p>1. افسانہ اذان مغرب. سعید نفیسی. (نصاب جدید فارسی)</p> <p>2. داستان خیر و شر. (بفت پیکر نظامی) حدیقہ فارسی، حصہ اول (</p>	15
III	<p>افسانہ اور واقعہ:</p> <p>1. افسانہ ادب پینہ دوز. ڈاکٹر ش پرتو- (حدیقہ فارسی) 2. واقعہ اصحاب فیلہ سید صدرالدین بKغی. (فارسی شکرین)</p>	15
IV	<p>سرسری مطالعہ:</p> <p>گفتار بقلم عشق و محبت. (رببر نژاد نو-مرزا حسین کاظم زاہد)</p>	15

Recommended Books :

Sr. No.	Title of the Book	Author
1.	Hadiqa-E-Farsi	Mohammad Muniroddin Taji
2.	Gulistane Saadi	Saadi Sheerazi
3.	NisabeJadeed Farsi	Hakim Zaki Ahmad Khan
4.	Farsi Shakrain	M. Siddique
5.	Rahbarenazade Nau	Mirza Husain Kazim Zada

S.Y.B.A Persian- Discipline Specific Course.(Major Mandatory)

DSC-VI- FARSI SHAERI

Course code: G03 (G03-DSC1-0401,G03-DSC1-0402)

(فارسی شاعری)

SEMESTER .IV(w.e.f.2025-2026)

**Choice Based Credit System (CBCS 2024Pattern)60/40-Pattern
(60-EndSemesterExam&40-InternalEvaluation)**

Course/PaperTitle	DSC-VI :PAPER.VI- FARSI SHAERI (فارسی شاعری)
Natureof Course	Major Mandatory
Semester	IV
No.of Credits	04
No.of teachinghours	60(OneLectureof60Minutes)

Aims&ObjectivesoftheCourse:

Sr. No.	Objectives
1.	Studying Persian literature.
2.	To expose students to Persian poetry.
3.	To make students aware of the popularity of Persian poetry.
4.	To make students aware of the importance of Persian language.

ExpectedCourseSpecificLearningOutcomes:

Sr. No.	Learning Outcomes
1.	Students gain familiarity with Persian literature.
2.	Students gain knowledge of Persian poetry.
3.	Students are aware of the popularity of Persian poetry .
4.	Students learn the importance and usefulness of Persian language.

SEM- IV
DSC-VI :PAPER.VI- FARSI SHAERI
(فارسی شاعری)

Unit No.	Title With Contents	No. of Lectures
I	<p>حمد اور غزل :</p> <p>1. حمدجہاں بادشاہا خدائی ترا است (از کلیات امیر خسرو) (تصنیف فارسی شکرین page 117)</p> <p>2. مدح بادشاہ اورنگ زیب (از غنیمت کنجاہی) (فارسی شکرین (Page149)</p> <p>3. غزل.جاں زتن بردی ودر جان بنوز۔ (انتخاب از کلیات خسرو) page 24'25 4. حمد کی تعریف مع فارسی مثال۔</p>	15
II	<p>نظم اور غزل :</p> <p>1. نظم عفت۔ از محمود خان افشار (حدیقہ فارسی حصہ سوم ڈاکٹر منیرالدین تاجی۔ page 86)</p> <p>2. نظم دو قطرہ' خون۔ از پروین اعتصامی (حدیقہ فارسی حصہ سوم ڈاکٹر منیرالدین تاجی) (Page79-80)</p> <p>3. غزل۔ مارا طپیدن از غم دنیا شعار نیست۔ از ابو طالب کلیم۔ (81-82 page 4 غزلکی تعریف مع فارسی مثال</p>	15
III	<p>غزل اور نظم:</p> <p>1. نظم رخت سیاہ و بخت سفید (انتخاب از دیوان شہر یار) (نصاب جدید فارسی۔ صفحہ۔ 35-36)</p> <p>2. نظم جنبش۔ از محمدعلی با مداد (فارسی شکرین۔ صفحہ 153-154) 3. غزل۔ بیا وجوش تمنای دیدنم بنگرازمرا غالب۔ (حدیقہ فارسی حصہ سوم ڈاکٹر منیرالدین صفحہ 84,85)</p> <p>صنعتِ مراعات نظیر مع فارسی مثال۔</p>	

IV	<p>نظم اور رباعیات :</p> <p>نظم-برای لوح مرزا خود. از ایرج مرزا (حدیقہ فارس حصہ سوم.ڈاکٹرمنیرالدین تاجی) (Page 88)</p> <p>نظم-مرغ و تیراز مرزا سید محمود فرخ خراسانی (حدیقہ فارس حصہ اول.ڈاکٹرمنیرالدین تاجی) (Page 83)رباعی-بر سحرصدناله و زاری کنم پیش صبا از میر تقی میر(حدیقہ فارس حصہ سوم. ڈاکٹرمنیرالدین) (Page 73)</p>	15
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Recommended Books :

Sr. No.	Title of the Book	Author
1	Hadiqaye Farsi Vo.I	Dr.Muniroddin Taji
2	Hadiqaye Farsi Vo.III	Dr.Muniroddin Taji
3	Farsi Shakrain	M. Siddique
4	Intekhab Az Kulyate Khusro	

S.Y. B.A. Persian - MINOR
MINOR-IV-BUSTANE SAADI
Course code: G03 (G03-DSC2-0401,G03-DSC2-0402)

(بوستان سعدی)

SEMESTER .IV(w.e.f.2025-2026)
Choice Based Credit System (CBCS 2024Pattern)30/20-Pattern
(30-EndSemesterExam&20-InternalEvaluation)

Course/PaperTitle	Minor-III- BUSTANE SAADI (بوستان سعدی)
Natureof Course	Generic Elective
Semester	IV
No.of Credits	04
No.of teachinghours	60 (OneLectureof60Minutes)

Aims&ObjectivesoftheCourse:

Sr. No.	Objectives
1.	To introduce students to Persian Poet Saadi Sheerazi.
2.	To expose students to the structure of Persian poetry.
3.	To expose students to the structure of Persian book Bustane Saadi.
4.	To inform the students about the life & works of Saadi Sheerazi.

ExpectedCourseSpecificLearningOutcomes:

Sr. No.	Learning Outcomes
1.	Students are introduced to Persian poet Saadi Sheerazi.
2.	Students gain knowledge of Persian poetry structure.
3.	Students are introduced to the Persian Book Bustane Saadi.
4.	Students get to know the life& works of Sadi sheerazi.

SEM-IV
MINOR -IV- BUSTANE SAADI
(بوستان سعدی)

Unit No.	Title With Contents	No. of Lectures
I	<p>سعدی شیرازی کا تعارف:</p> <p>1. سعدی شیرازی کی ادبی خدمات</p> <p>2. بوستان سعدی کا وجہ تصنیف</p> <p>3. بوستان سعدی کا تعارف</p>	15
II	<p>حکایات: (بوستان سعدی) (باب اول: در عدل درایو تدبیر جهان داری)</p> <p>1. حکایت یکے دیدم از عرصہ رودبار</p> <p>2. حکایت چہ خوش گفت بازار گاناسیر</p> <p>3. حکایت شنیدم کہ شاپور دم در کشید 4. حکایت در تدبیر پادشاهان و تاخیر کردن در سیاست</p> <p>5. حکایت شنیدم کہ جمشید فرخ سرشت</p>	15
III	<p>منظوم حکایات: (بوستان سعدی) (باب دوم: در احسان)</p> <p>1. حکایت در ثمرہ نیکو کاری</p> <p>2. حکایت در اخلاق پیغمبران</p> <p>3. حکایت عابد بادشاہ شوخ دیدہ 4. حکایت پدر ممسک و فرزند جوان مرد</p> <p>5. حکایت اند راحت رسانیدن بہم سایگان</p>	15
IV	<p>حکایات: (بوستان سعدی) (باب سوم: در عشق)</p> <p>1. حکایت گداز ادہ باپاد شاہزادہ 2. حکایت در معنی فنائے اہل محبت</p> <p>3. حکایت در معنی از اشتغال اہل محبت</p> <p>4. حکایت در معنی غلبہ و جد و سلطنت عشق</p>	15

5. حکایت۔ فدا شدن اہل محبت وہ Kکت را غنیمت شمردن

Recommended Books :

Sr. No.	Title of the Book	Author
1.	Bustane Saadi	Saadi Sheerazi
2.	Gulistane Saadi	Mulla Waiz Kashifi
3.	Urdu Gulistan	Maulvi Muhammed Khalilurraheman sahab
4.	Hayate Saadi	Molana Altaf Husain Hali

S.Y.B.A Persian- Generic Elective
GE.II- HAFIZ SHEERAZI KA KHUSUSI MUTALEA
Course code: G03 (G03-GE-OE-401,G03-GE-OE-402)

(حافظ شیرازی کا خصوصی مطالعہ)

SEMESTER-IV(w.e.f.2025-2026)

Choice Based Credit System (CBCS 2024Pattern)30/20-Pattern
(30-EndSemesterExam&20-InternalEvaluation)

Course/PaperTitle	GE - II- HAFIZ SHEERAZI KA KHUSUSI MUTALEA (حافظ شیرازی کا خصوصی مطالعہ)
Natureof Course	Generic Elective
Semester	IV
No.of Credits	02
No.of teachinghours	30 (OneLectureof60Minutes)

Aims&ObjectivesoftheCourse:

Sr. No.	Objectives
1.	To introduce students to Persian poet Hafiz Sheerazi.
2.	To expose students to the structure of Persian poetry.
3.	To introduce students to Persian poetry of Hafiz Sheerazi.
4.	To inform the students about the life of Hafiz Sheerazi.

ExpectedCourseSpecificLearningOutcomes:

Sr. No.	Learning Outcomes
1.	Students are introduced to Persian poetry.
2.	Students gain knowledge of Persian Ghazal & Ghazal structure.
3.	Students are introduced to Persian poetry of Hafiz Sheerazi.
4.	Students get to know the life of Mi Hafiz Sheerazirza Galib.

SEM IV

GE - II - HAFIZ SHEERAZI KA KHUSUSI MUTALEA

(حافظ شیرازی کا خصوصی مطالعہ)

Unit No.	Title With Contents	No. of Lectures
I	<p>حافظ شیرازی:</p> <p>1. حافظ شیرازی کی سوانح حیات</p> <p>2. حافظ شیرازی کی شاعری کی خصوصیات 3. حافظ شیرازی کی غزل گوئی</p> <p>4. فارسی ادب میں حافظ شیرازی کا مقام و مرتبہ</p>	15
II	<p>غزلیات : دیوان حافظ</p> <p>۱. اگر آن ترک شیرازی بدست آرد دل مارا..... 2. دل می رود ز دستم صاحب دلاں خدارا..... 3. ساقی بنور بادہ برافروز جام ما...</p> <p>4. ساقیگزار از کف خود رطل گراں را...</p>	15

Recommended Books :

Sr. No.	Title of the Book	Author
1	Deewane Hafiz	Hafiz Sheerazi
2	Hafize Sheeraz	Mohammed Moin
3	Deewane Hafiz baMuqaddamawa Tafsir	Dr Allama Iqbal

S.Y.B.A. Persian Vocational Skill Course-II
VSC.II-COLUMN NAVESI

Course code: G03 (G03-VSC-401,G03-VSC-402)

(کالم نویسی)

SEMESTER.IV(w.e.f.2024-2025)

Choice Based Credit System (CBCS 2024Pattern)30/20-Pattern
(30-EndSemesterExam&20 – InternalEvaluation)

Course/PaperTitle	SEC – II-Column Navesi کالم نویسی
Natureof Course	Skill Enhancement Courses
Semester	IV
No.of Credits	02
No.of teachinghours	30 (OneLectureof60Minutes)

Aims &Objectives of the Course:

Sr. No.	Objectives
1.	Developing students' writing skills.
2.	To develop Vocational Writing skills in students.
3.	To develop Literary Vocational skills of column writing in students.

ExpectedCourseSpecificLearningOutcomes:

Sr. No.	Learning Outcomes
1.	Students develop writing skills.
2.	Students develop vocational writing skills.
3.	Students developliterary vocational skills in Column Writing .

SEM IV
VSC-II Colum Navesi
(کالم نویسی)

Unit No.	Title With Contents	No. of Lecture
I	<p>کالم نویسی:</p> <p>1. کالم نویسی کی تعریف . 2. کالم نویسی کے اجزا . 3. کالم نویسی کی اقسام۔ (رنگ برنگی کالم، ذاتی کالم، مزاحیہ کالم، سینڈیکٹ کالم، خصوصی کالم)</p> <p>4. جدید کالم نویسی</p>	15
II	<p>کالم نویسی:</p> <p>1. کالم نویس کے اوصاف 2. کالم نویسی کے مسائل</p> <p>3. کالم نویسی کی اہمیت و افادیت</p> <p>4. عملی کام : (کسی بھی سماجی ، سیاسی، اقتصادی یا روزمرہ کے مسائل پر کالم لکھنا)</p>	15

Recommended Books :

Sr. No.	Title of the Book	Author
1	Urdu Sahafat	Anwar Ali Dahelvi
2	Fane Sahafat	Prof Zahuroddin
3	Colum Navesi	Prof Shafique Jalandhari

S.Y.B.A.II Persian Skill Enhancement Course-I

SEC-II- KHAKA NIGARI

Course code: G03 (G03-SEC-401,G03-SEC-402)

(خاکہ نگاری)

SEMESTER .IV(w.e.f.2024-2025)

**Choice Based Credit System (CBCS 2024Pattern)30/20-Pattern
(30-EndSemesterExam&20-InternalEvaluation)**

Course/PaperTitle	SEC -II-KHAKA NIGARI خاکہ نگاری
Natureof Course	Skill Enhancement Courses
Semester	IV
No.of Credits	02
No.of teachinghours	30 (OneLectureof60Minutes)

Aims&Objectives of the Course:

Sr. No.	Objectives
1.	Developing students' writing skills.
2.	To develop Sketch Writing skills in students.
3.	To develop Persian Sketch Writing skills in students.

ExpectedCourseSpecificLearningOutcomes:

Sr.No	Learning Outcomes
1.	Students develop writing skills.
2.	Students develop Sketch writing skills.
3.	Students develop Persian Sketchwriting skills.

SEM IV
SEC-II-KHAKA NIGARI

خاکہ نگاری

Unit No.	Title With Contents	No. of Lecture
I	<p>خاکہ نگاری : 1. خاکہ نگاری کا فن</p> <p>2. خاکہ نگاری کے اصول اور اقسام 3. خاکہ نگاری کے فنی لوازمات</p> <p>4. خاکہ نگاری کی اہمیت افادیت</p>	15
II	<p>فارسی میں خاکہ نگاری: (عملی کام)</p> <p>نوٹ: کسی بھی ادبی، سماجی، سیاسی اور عام شخصیت پر فارسی زبان میں خاکہ لکھنا</p>	15

Recommended Books :

Sr. No.	Title of the Book	Author
1	Fane Maktub Niagari	Wazir Aaga
2	Maktub Nigari ka Fan : Fan Aur Riwayat	Wazir Aaga
3	Farsi Bolchal: Maa Guftagui Farsi	Mushtaque Ahmed

S.Y.B.A. Persian- Ability Enhancement Course
AEC – II- ALLAMA IQBAL AUR UNKA PHALSAPHA
Course code: G03

(علامہ اقبال اور ان کا فلسفہ)

SEMESTER .IV (w.e.f.2025-2026)
Choice Based Credit System (CBCS 2024Pattern)30/20-Pattern
(30-EndSemesterExam&20-InternalEvaluation)

Course/PaperTitle	AEC -II- Allama Iqbal Aur Unka Phalsapha (علامہ اقبال اور ان کا فلسفہ)
Nature of Course	Ability Enhancement Course
Semester	IV
No.of Credits	02
No.of teachinghours	30 (OneLectureof60Minutes)

Aims &Objectives of the Course:

Sr. No.	Objectives
1.	To introduce students to Persian Poet Allama Iqbal.
2.	To expose students to the structure of Allama Iqbal's Philosophy
3.	To introduce students to Persian poetry of Allama Iqbal
4.	To inform the students about the life of Allama Iqbal.

Expected Course Specific Learning Out comes:

Sr. No.	Learning Outcomes
1.	Students are introduced of Persian Poetry
2.	Students gain knowledge of Philosophy
3.	Students are introduced to Persian poetry of Allama Iqbal.
4.	Students get to know the life of Allama Iqbal.

SEM-IV
AEC -II- MAULANA ROM AUR UNKA PHALSAPHA
(علامہ اقبال اور ان کا فلسفہ)

Unit No.	Title With Contents	No. of Lectures
I	عKمہ اقبال : 1.عKمہ اقبال کی سوانح حیات۔ 2.عKمہ اقبال کی فارسی شاعری 3.فارسی ادب میں عKمہ اقبال کا مقام و مرتبہ	15
II	عKمہ اقبال کا فلسفہ۔ ۱. عKمہ اقبال کی شاعری میں فلسفہ۔ (فلسفہ خودی ، فلسفہ عشق، فلسفہ تصوف، فلسفہ عورت، فلسفہ مردِ مومن۔) 2. اسرار خودی۔	15

Recommended Books :

Sr. No.	Title of the Book	Author
1.	Iqbal Aur Unka Phalsafa	Aale Ahmed Srur.
2.	Asrare Khudi.	Allama Iqbal.

S.Y.B.A. Persian- Community Engagement Programme CEP –

Course code: G03 (G03-CEP-401)

SEMESTER .IV (w.e.f.2025-2026)
Choice Based Credit System (CBCS 2024Pattern)30/20-Pattern
(30-EndSemesterExam&20-InternalEvaluation)

Course/PaperTitle	CEP –
Nature of Course	Community Engagement Program
Semester	IV
No.of Credits	02
No.of teachinghours	30 (OneLectureof60Minutes)

Community Engagement Programme (CEP)

Paper Codes [B.A. S.Y.]: GO3-CEP-401(Practical Paper and all Major Subject)

Credits: 02; Semester- IV; Evaluation: 20 + 30=50 Marks

1. INTRODUCTION:

New generation of students are increasingly unaware of local rural and peri-urban realities surrounding their HEIs, as rapid urbanization has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programs of community service have been undertaken by HEIs, there is no singular provision of a well- designed community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about challenges faced by vulnerable households and develop an understanding of local wisdom and lifestyle in a respectful manner

2. OBJECTIVES:

- To promote a respect for rural culture, lifestyle, and wisdom among students
- To learn about the present status of agricultural and development initiatives
- Identify and address the root causes of distress and poverty among vulnerable households
- Improve learning outcomes by applying classroom knowledge to real-world situations

To achieve the objectives of the socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improve the quality of both teaching and research in HEIs in India. India is a signatory to the global commitment for achieving

Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SDG goals requires generating locally appropriate solutions. Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs. These can take the forms of enumerations, surveys, awareness camps and campaigns, training, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness and hygiene teachings, legal aid clinics, etc. For example, students of chemistry can conduct water and soil testing in local areas and share the results with the local community. Students of science and engineering can undertake research in partnership with the community on solid and liquid waste disposal. Therefore, students are being encouraged to foster social responsibility and community engagement in their teaching and research.

3. **LEARNING OUTCOMES:**

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture, and social realities.
- Develop empathy and bonds of mutuality with the local community.
- Appreciate the significant contributions of local communities to Indian society and economy.
- Learn to Value local knowledge and wisdom.
- Identify opportunities to contribute to the community's socioeconomic improvement.

4. **Credits:** Two Credit Course; Students are expected to complete **60 hours** of participation

5. COURSE STRUCTURE:

Sr.	Module Title	Module Content	Teaching/Learning/Methodology
1.	Appreciation of Rural Society	Rural lifestyle, rural society, joint family, caste and gender relations, rural values with respect to community, rural culture nature and public resources, ponds and fisheries, elaboration of soul of India lies in villages' rural infrastructure,	Classroom discussions Field visit Individual /Group conference Report/journal submission & VIVA
2.	Understanding rural and local economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihood and artisan's rural entrepreneurs, rural markets, migrant labour, social innovation projects	Classroom discussions/Field visit Individual /Group conference Report/journal submission & VIVA
3.	Rural and local Institutions	Traditional rural and community organization, self-help groups, decentralized planning, panchayat raj institutions Gram panchayat, Nagarpalika and Municipalities, local Civil Society, Local administration, National rural, Livelihood Mission [NRLM], Mahatma Gandhi National Rural Employment. Guarantee [MGNREGA].	Classroom discussions /Field visit Individual /Group conference Report/journal submission & VIVA
4.	Rural and National development programmers	History of rural development and current National Programms in India: Sarva Shiksha Abhiyan, Beti Bachao- Beti Padhao, Ayushman Bharat, e-Shram Swachh Bharat, PM Awas yojana, Skill India, Digital India, Start-Up India, Stand-Up India, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Jal Jeevan Mission, Mission Antyodaya, ATMANIRBHAR Bharat, etc.	Classroom discussions/Field visit Individual /Group conference Report/journal submission & VIVA

Note: Faculty can make addition in the list of activities as per domain content

(*Community Engagment Programme (CEP) Related to All Major Subject.)

Recommended field-based activities (Tentative):

- ☐ Participate in Gram Sabha meetings, and study community participation;
- ☐ Visit to Swachh Bharat Mission project sites, conduct analysis and initiate problem-solving measures;
- ☐ Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- ☐ Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- ☐ surveys on Mission Antyodaya to support under Gram Panchayat Development Plan
- ☐ Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps;

- ☐ Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- ☐ Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- ☐ Attend Parent Teacher Association meetings, and interview school drop outs;
- ☐ Visit local Anganwadi and observe the services being provided;
- ☐ Visit local NGOs, civil society organizations and interact with their staff and beneficiaries;
- ☐ Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- ☐ Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;
- ☐ Understanding of people's impacts of climate change, building up community's disaster preparedness;
 - ☐ Organize orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
 - ☐ Formation of committees for common property resource management, village pond maintenance and fishing;
 - ☐ Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
 - ☐ Interactive with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
 - ☐ Financial Literacy Awareness Programme
 - ☐ Digital Literacy Awareness Programme
 - ☐ Education Loan Awareness Programme
 - ☐ Entrepreneurship Awareness Programme
 - ☐ Awareness Programmes on Government Schemes
 - ☐ Products Market Awareness
 - ☐ Services Market Awareness
 - ☐ Consumer Awareness Programme
 - ☐ Accounting Awareness Programme for Farmers
 - ☐ Accounting Awareness Programme for Street Vendors etc.

6. **IMPORTANT RULES AND REGULATIONS FOR CEP:**

Concurrent Fieldwork: Students must conduct comprehensive studies on various challenges that they face in their chosen field. Every work relevant to the subject matter should be compiled and documented.

Students should keep separate fieldwork diary or maintain journal in order to record their fieldwork experiences i.e. reading, e- contents, tasks, planning and work hours have to be recorded in the diary. Detailed work records report on students' fieldwork experiences and activities to be submitted and should be presented. The fieldwork conference is part of the timetable and is mandatory. Faculty should hold a fieldwork conference FOREIGHTNIGHTLY for all students.

In addition to the principal curriculum, the students engage in a variety of community development- related activities. They are encouraged to plan and carry out programs, processions, and events for social causes. These activities seek to enhance students' personal and professional skills as well as foster self- development. "Rural Camp" should be embedded in the curriculum for first-year students to be held in the backward and neglected areas of District's

Concurrent Fieldwork is the core curriculum activity in the CEP course. Hence, 100% attendance of the students is mandatory in case of absence on any student, supplementary fieldwork must be arranged and accomplished with the approval of the faculty supervisor.

7. **EVALUATION/ASSESSMENT SCHEME:**

Community Engagement Programme [CEP]

Evaluation Pattern: Total Marks: 50

Students should keep a field diary / journal to record contents, readings and field visit planning.

The assessment pattern is Internal and External i.e. **20+30=50**

CA- Internal Evaluation:20 Marks [P] Conducted by Internal Examiner	
Participation in the Community Engagement Programme Initiation	10 Marks
Proposal for Community Engagement Programme with all the necessary components	10 Marks
Total	20 Marks
UA- End Semester Practical Examination: 30 Marks [P] Conducted by Internal Examiner and External Examiner	
Oral Presentation of CEP Activity	10 Marks
Preparation and Presentation of Community Engagement Programme Report with all the necessary components	20 Marks
Total	30 Marks

