

Sant Gadge Baba Amravati University, Amravati
NEP – 2026-27
Bachelor of B.Sc./B.Com /UG with GOEC/OE
(Human Right) (631)

Class	Sem.	Credits	Course Code	Course Name	Teaching Hrs.	Exam Duration	Max. Mark
BA 1	I	02	631261	OE1- Women and Human Rights	30	2Hrs.	Th. 30 Int. 20
BA 1		02	631262	OE2 Childrenand Human Rights	30	2Hrs.	Th. 30 Int. 20
BA 1	II	02	631263	OE3 The Aged and the Disabled and Human Rights	30	2Hrs.	Th. 30 Int. 20
BA 1		02	631264	OE4 Socially/ Economically Disadvantaged People and Human Rights	30	2Hrs.	Th. 30 Int. 20
BA 2	III	02	631265	OE5- Gender Equality and Human Rights	30	2Hrs.	Th. 30 Int. 20
BA 2	IV	02	631266	OE6-Environmental Justice and Human Rights	30	2Hrs.	Th. 30 Int. 20

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NEP – 2026-27

B.A. B.Sc./B.Com /UG Part 1 (Semester – I)

GOEC/OE (Human Right) (631)

Code	Title	Credit	Period	Mark
GOEC-OE - Th.I-631261	Women and Human Rights	02	30	30+20=50

The Curriculum of any Course shall be designed as per following template:

Objectives :	While studying the Women and Human Rights, the student shall be able 1. To understand, the Constitution of India provides safeguards for the protection of human rights. 2. To understand the fundamental rights and directive principles of state policies. 3. To understand the problems and issues of Human Rights with reference to women. 4. To understand institutional mechanisms for the protection of women. 5. To describe women's participation in local self-government and legislatures.			
Course Outcomes (Cos) :	After the successful completion of the course, the students will acquire 1: To understand the human rights under the Indian Constitution. 2.: Exercise the fundamental rights in a proper sense while at the same time identifying his responsibilities in national building. 3. To understand the problems and issues of Human Rights regarding women 4. To examine the enforcement mechanisms, the Human Rights Commission, both at the national and state levels, 5. To discuss women's participation in local self-government and legislatures.			
Unit	Content	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
1	The Constitution of India and the Status of Women :- i) Fundamental Rights ii) Directive Principles iii) Special provisions for the protection of women: Article 15(3), Article 39 (d) & (e), Article 42, Articles 243-D & 243-T iv) The Protection of Women from Domestic Violence Act 2005	07	07 Marks	Suggested Internal Evaluation Methods (20 Marks): 1.Seminar/Assignment on any topic of the above syllabus. 2.Test with multiple choice questions / short and long answer questions.
2	Problems and Issues of Human Rights with Reference to Women i) Gender inequality ii) Violence against women iii) Sex ratio iv) Female foeticide	08	08 Marks	
3	Institutional Mechanism for Protection of Women : i) National Commission for Women ii) Maharashtra State Commission for Woman iii) National Human Rights Commission iv) Maharashtra State Human Rights Commission	07	07 Marks	
4	Women Participation in Local Self Government & Legislatures : i) Women Participation in Local Self of Government in Maharashtra ii) Women Participation in Parliament	08	08 Marks	

	iii) Women Participation in Legislative Assembly in Maharashtra iv) Women Reservation Act, 2023			
संदर्भ ग्रंथ	1. Desai,A.R.(ed.)(1986),Violations of Democratic Rights in India, Popular Prakashan, Bombay. 2. G.S. Bajwa, Human Rithts in India - Anmol Publication Pvt. Ltd., New Delhi. 3. Meghraj Kapurderiya (2013), Indian Philosophical Foundation ofHuman Rights, R.P.Publications. New Delhi. 4. Mishra, P. K. 2(012), Human Rights: Acts, Statues and Constitutional Provisions, Ritu Publications Jaipur. 5. Paramjeet S. Jaswal, Human Rights and Law — APH Publication Agra Corporation,New Delhi. 6. Ray, Arun (2004), National Human Rights Commission in India: Formation, Functioning and Future Prospects, Atlantic, New Delhi 7. Satish Chandra (1995), Minorities in National and International Laws, Deep and Deep Publication, New Delhi. Weblink to Equivalent MOOC on Swayam if relevant:			
Model Questions:	1) Long answers on any Two Units out of the Four Units. (This Question having 07 Marks) (questions should internal choice based. ie. Solve any one question from following questions.) 2)Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)			

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NEP – 2026-27

B.A. B.Sc./B.Com /UG Part 1 (Semester – I)

GOEC/OE (Human Right) (631)

Code	Title	Credit	Period	Mark
GOEC/OE – Th.-II- 631262	Children and Human Rights	02	30	30+20=50

The Curriculum of any Course shall be designed as per following template:

Objectives :	1) To make students acquainted with the Constitution of India and the Protection of the Child. 2) To make students aware of problems and issues of Human Rights with reference to children. 3) To make students aware of institutional mechanisms for the protection of the child. 4) To develop an understanding amongst students about the international perspective on the rights of children.			
Course Outcomes (Cos) :	At the end of the course, the students should be able: 1. To understand the Constitution of India and the Protection of the Child. 2. To understand the problems and issues of Human Rights with reference to children. 3. To describe institutional mechanisms for the protection of the child 4. To be able to analyze the international perspective of the rights of children			
Unit	Content	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
1	The Constitution of India and Protection of the Child : i) Fundamental Rights ii) Directive Principles iii) Special Protection for the child: Article 15(3), Article 24, Article 39 (e) & (f), Article 45 iv) The Right of Children to Free & Compulsory Education Act, 2009.	07	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks): 1.Seminar/Assignment on any topic of the above syllabus. 2.Test with multiple choice questions / short and long answer questions.
2	Problems and Issues of Human Rights with reference to Child. i) Child Education ii) Malnutrition iii) Child Abuse iv) Children Labour	08	8 Marks	
3	Institutional Mechanism for the Protection of the Child: i) National Human Rights Commission ii) Maharashtra State Human Rights Commission iii) National Commission for Protection of Child Rights iv) Maharashtra State Commission for Protection of Child Rights	07	07 Marks	
4	Rights of Children: International Perspective :	08	8 Marks	

	i) Universal Declaration of Human Rights 1948- International Covenant on Civil and Political Rights. ii) Convention on the Rights of the Child (UNCRC) 1989 iii) Vienna Declaration and Programme of Action 25th June 1993. iv) UNICEF and Child Protection			
Reference books :	1. Desai,A.R.(ed.)(1986),Violations of Democratic Rights in India, Popular Prakashan, Bombay. 2. G.S. Bajwa, Human Rithts in India - Anmol Publication Pvt. Ltd., New Delhi. 3. Meghraj Kapurderiya (2013), Indian Philosophical Foundation of Human Rights, R.P.Publications. New Delhi. 4. Mishra, P. K. 2(012), Human Rights: Acts, Statues and Constitutional Provisions, Ritu Publications Jaipur. 5. Paramjeet S. Jaswal, Human Rights and Law — APH Publication Agra Corporation,New Delhi. 6. Ray, Arun (2004), National Human Rights Commission in India: Formation, Functioning and Future Prospects, Atlantic, New Delhi 7. Satish Chandra (1995), Minorities in National and International Laws, Deep and Deep Publication, New Delhi. Weblink to Equivalent MOOC on Swayam if relevant:			
Model Questions:	1) Long answers on any Two Units out of the Four Units. (This Question having 07 Marks) (questions should internal choice based. ie. Solve any one question from following questions.) 2)Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)			

Sant Gadge Baba Amravati University, Amravati

NEP – 2026-27

B.A. Part 1 (Semester – II) (NEP 2020)

Human Rights (631)

Code	Title	Credit	Period	Mark
GOEC/OE - Th.III- 631263	The Aged and the Disabled and Human Rights	02	30	30+20=50

The Curriculum of any Course shall be designed as per following template:

Objectives :	1) To make students aware about constitutional provisions with regard to the aged and the disabled. 2) To make students aware of the vulnerability of the aged and the disabled. 3) To develop an understanding amongst students about special laws for the protection of the aged and the disabled: 4) To make students aware of international norms for the protection of the aged and the disabled.			
Course Outcomes (Cos) :	At the end of the course, the students should be able : 1. To understand constitutional provisions with regards to the aged and the disabled. 2. To discuss the vulnerability of the aged and the disabled. 3. To describe special laws for the protection of the aged and the disabled. 4. To discuss international norms for the protection of the aged and the disabled			
Unit	Content	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
1	Constitutional Provisions with Regards to the Aged and the Disabled Persons : i) Fundamental Rights ii) Directive Principles iii) Fundamental Duties vi) Constitutional mechanisms for Protection of the Aged and the Disabled: Legislature, Executive, Judiciary	07	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks): 1.Seminar/Assignment on any topic of the above syllabus. 2.Test with multiple choice questions / short and long answer questions.
2	Vulnerability of the aged and the disabled: i) Indian society and the aged and the disabled ii) Poverty, illiteracy, breakdown of old social and family institutions, Impact of improvements in health care on mortality iii) Social taboos regarding the disabled, General issue of poverty iv) Contribution potential of the disabled to society, Pioneers like Helen Keller and Stephen Hawking	08	8 Marks	

3	Special Laws for Protection of the Aged and the Disabled i) Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act ii) Mental Health Act 1993 iii) Other relevant laws iv) Policy on the Aged and the Disabled: 1 Special protection through reservations/quotas 2. Major issues of barrier-free access to public places, and development of special, appropriate technologies	07	07 Marks	
4	International Norms for Protection of the aged and the Disabled : i) Universal Declaration of Human Rights, 1948 ii) UN General Assembly Declaration on the Rights of the Disabled Persons 1975 iii) UN Declaration on the Mentally Retarded Persons 1971 iv) Second World Assembly on the Ageing v) Vienna International Plan of Action on Ageing.	08	8 Marks	
Reference books :	Desai, A.R. (ed.) (1986), Violations of Democratic Rights in India, Popular Prakashan, Bombay. 2. G.S. Bajwa, Human Rights in India - Anmol Publication Pvt. Ltd., New Delhi. 3. Meghraj Kapurderiya (2013), Indian Philosophical Foundation of Human Rights, R.P. Publications. New Delhi. 4. Mishra, P. K. (2012), Human Rights: Acts, Statutes and Constitutional Provisions, Ritu Publications Jaipur. 5. Paramjeet S. Jaswal, Human Rights and Law — APH Publication Agra Corporation, New Delhi. 6. Ray, Arun (2004), National Human Rights Commission in India: Formation, Functioning and Future Prospects, Atlantic, New Delhi 7. Satish Chandra (1995), Minorities in National and International Laws, Deep and Deep Publication, New Delhi. Weblink to Equivalent MOOC on Swayam if relevant:			
Model Questions:	1) Long answers on any Two Units out of the Four Units. (This Question having 07 Marks) (questions should be internal choice based. i.e. Solve any one question from following questions.) 2) Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) Short answers Types questions should be internal choice based. (i.e. Solve any Two questions from following questions.)			

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NEP – 2026-27

B.A. B.Sc./B.Com /UG Part 1 (Semester – II)

GOEC/OE (Human Right) (631)

Code	Title	Credit	Period	Mark
GOEC/OE - Th.-IV 631264	-Socially/Economically Disadvantaged People and Human Rights	02	30	30+20=50

The Curriculum of any Course shall be designed as per following template:

Objectives :	1) To make students acquainted with socially/economically disadvantaged people and Human Rights. 2) To make students aware of constitutional provisions about socially/economically disadvantaged people. 3) To make students aware of the contemporary status of socially/economically disadvantaged people and Human Rights. 4) To develop an understanding amongst students about special laws for protection			
Course Outcomes (Cos) :	After the successful completion of the course, the students will acquire 1. To understand socially/economically disadvantaged people and Human Rights. 2. To discuss constitutional provisions about socially/economically disadvantaged people. 3. To describe the contemporary status of socially/economically disadvantaged people and Human Rights. 4. To be able to analyze the contemporary status of socially/economically disadvantaged people and Human Rights, 5. To apply the knowledge of Human Rights in day-to-day life.			
Unit	Content	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
1	Concept of Disadvantaged People: i) Concept and Identification of a Disadvantaged Group ii) Caste practices in India, iii) Caste and Communalism iv) Caste System and the socio-economic situation;	07	07 Marks	Suggested Internal Evaluation Methods (20 Marks): 1.Seminar/Assignment on any topic of the above syllabus. 2.Test with multiple choice questions / short and long answer questions.

	Social and economic deprivations of the lower.			
2	Constitutional Provisions With Regards to Socially/Economically Disadvantaged People : i) Preamble&Constitutional Values – Justice, Liberty, Equality, Fraternity: Dignity, Unity and Integrity i) Fundamental Rights ii) Directive Principles iii) Special protection under Article 15 (4), Article 16 (4) & (4-A), Article 17, Article 29(1),Article 46, Articles 334 335, 338, 339, 340, 341, & 342, Fifth and Sixth Schedules	08	8 Marks	
3	Contemporary status: i) Issues of identification of backward classes (other than SCs/STs):Deprivations and atrocities ii) Poverty, illiteracy and unemployment iii) Economic and social inequalities, Issues of land rights, rural indebtedness iv) Impact of environment protection laws including forest laws on tribalcommunities v) Caste wars, Politics of caste and class	07	07 Marks	
4	Special Laws for Protection : i) Protection of Civil Rights Act 1955 ii) Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act 1989	08	8 Marks	

	iii) Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act 1999 iv) Policies of Government, reservations, quotas, special drives			
Reference books :	Course Material/Learning resource 1. भारतातील महिला विकासाची वाटचाल ज. शे. आपटे, पुष्पारोडे - २०१२. 2. मीडिया और मानवाधिकार - डॉ. कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस. 3. मानवाधिकार और कर्तव्य - डॉ. कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस. 4. मानवाधिकार एवं दलित चेतना - डॉ. कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस. 5. मानवाधिकार और कर्तव्य - प्रकाश नारायण नाटाणी, अविष्कार पब्लिशर्स व डिस्ट्रीब्युटर्स, जयपूर 6. भारतीय राजकीय व्यवस्था - सुभाष गवई, शांताराम चव्हाण, वेदमुद्रा प्रकाशन, 7. भारतीय संविधान - अलका देशमुख, साईनाथ प्रकाशन, 8. नक्षलवाद - देवेंद्र गावंडे, साधना प्रकाशन, 9. मीडिया और मानवाधिकार - डॉ. कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस. 10. मानवाधिकार एवं दलित चेतना - डॉ. कृष्णकुमार शर्मा, अर्जुण पब्लिशिंग हाऊस. 11. मानवाधिकार और कर्तव्य - प्रकाश नारायण नाटाणी, अविष्कार पब्लिशर्स व डिस्ट्रीब्युटर्स, जयपूर 12- lk0kZsHkkSeR0kiq<psvkOgku&u{kyokn&MkW-ih-,p-lw;Zoa"kh] MkW-Ogh-ch-pkantdj 13. Desai, A.R. (ed.) (1986), Violations of Democratic Rights in India, Popular Prakashan, Bombay. 9) G.S. Bajwa, Human Rights in India - Anmol Publication Pvt. Ltd., New Delhi. 14. Meghraj Kapurderiya (2013), Indian Philosophical Foundation of Human Rights, R.P. Publications. New Delhi. 15. Mishra, P. K. (2012), Human Rights: Acts, Statutes and Constitutional Provisions, Ritu Publications Jaipur. 16. Paramjeet S. Jaswal, Human Rights and Law — APH Publication Agra Corporation, New Delhi. 17. Ray, Arun (2004), National Human Rights Commission in India: Formation, Functioning and Future Prospects, Atlantic, New Delhi 18. Satish Chandra (1995), Minorities in National And International Laws, Deep and Deep Publication, New Delhi. Weblink to Equivalent MOOC on Swayam if relevant: 1) https://www.pmindia.gov.in 2) https://parliamentofindia.nic.in 3) https://nhrc.nic.in/ 4) https://www.un.org/en/about-us/universal-declaration-of-human-rights 5) https://www.un.org/en/global-issues/human-rights 6) https://www.ohchr.org/en/ohchr_homepage Weblink to Equivalent Virtual Lab if relevant:			
Model Questions:	1) Long answers on any Two Units out of the Four Units. (This Question having 07 Marks) (questions should internal choice based. ie. Solve any one question from following questions.) 2) Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)			

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NEP – 2026-27

B.A. B.Sc./B.Com /UG Part 2 (Semester – III)

GOEC/OE (Human Right) (631)

Code	Title	Credit	Period	Mark
GOEC/OE - Th.V- 631265	Gender Equality and Human Rights	02	30	30+20=50

The Curriculum of any Course shall be designed as per following template:

Objectives :	1 To introduce the students to the basic concepts of gender and its social implications 2 To develop a comprehensive understanding of human rights from a gender perspective 3 To analyze the constitutional and legal provisions ensuring gender equality in India 4 To critically examine the role of movements, institutions, and policies in promoting gender justice			
Course Outcomes (Cos) :	1 Students will understand the interplay of gender and human rights at national and international levels 2 Learners will be able to identify and analyze gender-based inequalities in various domains 3 Students will gain awareness of laws and institutional frameworks that protect gender rights 4 Learners will develop a critical lens toward policy, media, and culture from a gender perspective			
Unit	Content	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
1	Foundations of Gender Equality 1. Concept and evolution of gender as a social construct 2. Patriarchy and gender roles in historical context 3. Intersectionality: Gender, caste, class, and race 4. Feminist theories: Liberal, Radical, Socialist, and Ecofeminism	07	07 Marks	Suggested Internal Evaluation Methods (20 Marks): 1.Seminar/Assignment on any topic of the above syllabus. 2.Test with multiple choice questions / short and long answer questions.

2	Human Rights and Gender 1. Human rights: Universal Declaration and gender dimension 2. Women’s rights as human rights: Historical developments 3. Role of international institutions – UN Women, CEDAW 4. Gender identity and rights of LGBTQ+ individuals	08	8 Marks
3	Gender Equality in IndiaContext 1. Constitutional provisions for gender justice in India 2. Legal measures: Dowry Act, Domestic Violence Act, Sexual Harassment Act 3. Role of judiciary in promoting gender equality 4. Women’s representation in politics and public life	07	07 Marks
4	Challenges and Movements 1. Gender-based violence and discrimination: Forms and responses 2. Women’s movements in India and the world 3. Media, education, and gender socialization 4. Gender budgeting, government schemes, and policy interventions	08	8 Marks
Reference books :	In English: 1. "Gender and Human Rights" – NiveditaMenon 2. "Understanding Gender" – KamlaBhasin 3. "Gender and Politics in India" – N. Jayal 4. "The Constitution of India" – P.M. Bakshi (for legal references) In Hindi: 1. "लैंगिकसमानताऔरमानवअधिकार" – डॉ. प्रीतिमिश्रा 2. "भारतीयसमाजमेंनारी" – डॉ. कवितारॉय 3. "नारीवादकेसिद्धांत" – डॉ. मायाश्रीवास्तव 4. "भारतीयसंविधानऔरमानवअधिकार" – डॉ. रमेशयादव In Marathi: 1. "लैंगिकसमताआणिमानवाधिकार" – डॉ. शिल्पादेशमुख 2. "भारतीयसमाजातीलस्त्री" – डॉ. मीनलबर्वे 3. "स्त्रीवादीविचारधारा" – डॉ. उषाठाकूर 4. "मानवाधिकारआणिसंविधान" – डॉ. विलासपाटील		
Model Questions:	1) Long answers on any Two Units out of the Four Units. (This Question having 07 Marks) (questions should internal choice based. ie. Solve any one question from following questions.) 2)Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)		

Sant Gadge Baba Amravati University, Amravati

NEP – 2026-27

B.A. B.Sc./B.Com /UG Part 2 (Semester – IV)

GOEC/OE (Human Right) (631)

Code	Title	Credit	Period	Mark
GOEC/OE – Th.VI 631266	Environmental Justice and Human Right	02	30	30+20=50

The Curriculum of any Course shall be designed as per following template:

Objectives :	1 To introduce students to the relationship between environment and human rights 2 To explore the concept of environmental justice and its relevance in policy and society 3 To analyze the legal frameworks and institutional mechanisms safeguarding environmental rights 4 To critically examine environmental challenges from a human rights perspective			
Course Outcomes (Cos) :	1 Students will understand the interconnectedness of environment, justice, and human rights 2 Learners will be able to assess environmental issues from the perspective of social equity and justice 3 Students will develop familiarity with legal and institutional mechanisms for environmental protection 4 Learners will Cultivate Critical awareness about sustainable development and environmental activism			
Unit	Content	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
1	Introduction to Environment and Human Rights 1. Concept and scope of environment 2. Human rights and their linkage with the environment 3. Sustainable development and environmental ethics 4. Inter-generational and intra-generational equity	07	07 Marks	Suggested Internal Evaluation Methods (20 Marks): 1.Seminar/Assignment on any topic of the above syllabus. 2.Test with multiple choice questions / short and long answer questions.
2	Environmental Justice – Concepts and Frameworks 1. Definition and principles of environmental justice	08	8 Marks	

	2. Environmental racism and social inequalities 3. Role of marginalized communities in environmental struggles 4. Ecofeminism and indigenous perspectives			
3	Legal and Institutional Mechanisms 1. Environmental provisions in the Indian Constitution 2. Important environmental legislations: EPA 1986, Forest Rights Act, Biodiversity Act 3. Role of judiciary and National Green Tribunal (NGT) 4. International environmental law and human rights instruments (Stockholm, Rio, Paris)	07	07 Marks	
4	Contemporary Challenges and Initiatives 1. Climate change and its impact on human rights 2. Displacement, development, and environmental conflicts 3. Role of NGOs, media, and civil society in environmental protection 4. Government schemes and global campaigns for environmental justice	08	8 Marks	
Reference books :	Reference Books: 1. "Environmental Justice: Concepts, Evidence and Politics" – Gordon Walker 2. "Human Rights and the Environment" – SumuduAtapattu 3. "Environmental Law in India" – P. Leelakrishnan 4. "Our Common Future" – World Commission on Environment and Developmen 1. "पर्यावरणन्यायऔरमानवअधिकार" – डॉ. आर. पी. शर्मा 2. "भारतीयपर्यावरणकानून" – डॉ. ललिताशुक्ला 3. "मानवाधिकारऔरपर्यावरण" – डॉ. सुरेशचौधरी 4. "सततविकासऔरपर्यावरणीयनीति" – डॉ. नीलमवर्मा 1. "पर्यावरणन्यायआणिमानवाधिकार" – डॉ. राजेंद्रचव्हाण 2. "भारतीयपर्यावरणविषयककायदे" – डॉ. माधवशिंदे 3. "पर्यावरणआणिसामाजिकन्याय" – डॉ. सुप्रियागोखले 4. "मानवाधिकार: एकपर्यावरणीयदृष्टिकोन" – डॉ. प्रकाशसाळुंखे			
Model Questions:	1) Long answers on any Two Units out of the Four Units. (This Question having 07 Marks) (questions should internal choice based. ie. Solve any one question from following questions.) 2)Short answers on any Two Units out of the Four Units. (Each question having 04 Marks) Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)			