###### **NOIDA INTERNATIONAL UNIVERSITY**

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**DEPARTMENT OF GEOGRAPHY**

**SCHOOL OF LIBERAL ARTS**

**BACHELOR OF ARTS: GEOGRAPHY (HONOURS)**

**(Semester Based Course)**

**National Education Policy 2020**

**Rules, Regulations and Course Contents**

**Effective from**

**Academic year 2022-2023 onwards**

**Preamble**

The UGC suggests the curriculum for the students considering the global, national, regional, local issues and programs for better learning outcomes. The LOCF is designed to emphasize the teaching-learning process at the undergraduate (B.A) level to sensitize and train the students to develop a sound and systematic approach regarding mechanism and processes of natural and human activities. The focus is to help the students to understand the latest tools and techniques, which would help in giving focused and precise understanding of geographical phenomenon. The purpose is to enhance the capability of the students in perceiving, creating and analyzing sound geographical bases and concepts.

This Learning Outcome based Curriculum Framework is designed to emphasize the teaching and learning process at the undergraduate (B.A) from teacher centric to student centric by strengthening the quality of teaching and learning in the present day real life scenario of global, regional and local level. It is considered learning as an activity of creativity of innovations and analyzing geographical phenomena.

The following objectives would be achieved from the framework

* To orient the students towards identification and analysis of various facets of geographical features and processes.
* To develop students’ aptitude for acquiring basic skills of carrying out field work.
* To facilitate the students to learn skills of map making.
* To guide students to learn the science and art of collecting, processing and interpreting the data.
* To expose the students to the use of the updated technologies of remote sensing, IRNSS, GNSS, Geographical Information System (GIS) and GIScience.

**Learning Outcomes based Curriculum Framework (LOCF) for**

**Geography under NEP**

1. **Introduction**

Geography has been broadly accepted as a bridge discipline between human and physical sciences. In the beginning, geography focused on the physical aspects of the earth but the modern geography is an all-encompassing discipline that seeks to understand the earth and all of its human and natural processes as integrating elements. Geography has emerged through time as a trans disciplinary subject integrating the regional diversity with the concepts of the timing of space and the spacing of time. It provides broad, human and place-centred perspectives on the transformation of rural ecology to globalized urban landscape at different levels, from the local/regional/national to global.

Geography is transformed through:

• Journey from Village Ecology to Urban Regional Studies

• Qualitative Techniques to Spatial Information Technology

• Global to Micro-level Community Perception Approach

It is essential to focus on the current socio-spatial problems, issues and challenges to make the students aware of the application of geography to sort out the societal upcoming problems. It is also essential to rejuvenate the ancestral geographical knowledge to address the current local and global problems. In the light of exponential changes in the field of arts, science and technology, it is to be studied from multifaceted angles.

It is important for the policy makers to consider the geo-spatial aspects with references to the location and in context of the best utilization of public utilities. It is further expected that if the above said spatial aspects are considered, it will certainly develop the lagging regions and people living therein.

1. **Learning Outcomes based Approach to Curriculum Planning**

Learning Outcomes based Curriculum Framework (LOCF) for geography curriculum revision incorporates dynamic processes including fundamental and modern techniques, contemporary paradigms such as global initiatives like Sustainable Development Goals (SDGs), Disaster Risk Reduction (DRR), Paris Climate Action and national initiatives like smart cities, Securities of food, water, energy, human health and livelihood, biodiversity, and disaster management. The approaches are to make geography more scientific and societal-need oriented that could be the panacea of India’s developmental challenges. Geography uses scientific knowledge with the current focus that includes spatio-temporal analysis, skill development, GIScience, sustainable development and human security.

**Aims of B.A (Hons.) Programme**

Four distinct and new learning outcomes have been incorporated from each Course such as:

* Appreciate the relevance of geographical knowledge to everyday life.
* Demonstrate the ability to communicate geographic information by utilising both lecture and practical exercises.
* Inculcate the ability to evaluate and solve geographical problems effectively.
* Demonstrate the skills in using geographical research tools including spatial statistics, cartography, remote sensing, GIS, IRNSS and GIScience.
* Based on the field knowledge and advanced technologies, the students should be able to understand the on-going geographical problems in different regions and levels with appropriate pragmatic solutions.

**Program Learning Outcomes B.A (Hons)**

* Demonstrating the understanding of basic concepts in geography.
* Demonstrating the coherent and systematic knowledge in the discipline of geography to deal with current issues and their solution.
* Display an ability to read and understand maps and topographic sheets to look at the various aspects on the space.
* Cultivate ability to evaluate critically the wider chain of network of spatial aspects from global to local level on various time scales as well.
* Recognize the skill development in Geographical studies programme as part of career avenues in various fields like teaching, research and administration.

It is also suggested that after the completion of B.A (Hons.) Programme, students should be able to demonstrate the knowledge obtained in such way so that they can explore the employability options and service to the society.

**Learning Specific Outcomes**

Three distinct and new learning outcomes have been incorporated from each course such as to:

1. Understand the relevance of geographical knowledge to everyday life.

2. Getting the ability to communicate geographic information utilizing both lecture and practical exercises.

3. Inculcate the ability to evaluate geographical problems effectively.

4. Exhibit the skill in using geographical research tools including spatial statistics, cartography, remote sensing, GIS, IRNSS and GIScience.

**COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME**

The B.A (Hons.) course in Geography has been redesigned with the objective of making the entire programme more comprehensive and interdisciplinary in its approach so as to provide wide array of knowledge.

This programme also integrates teaching of other relevant sociological, political, historical, psychological and administrative concerns to enhance skill based and broader understanding of the social world we live in and to prepare them with a more pragmatic approach to deal with varied demands and challenges of occupational and social settings. It also prepares the students for higher order courses in a better way.

With this perspective, Subsidiary papers have been introduced in the first two years to facilitate the understanding of any two optional papers from sisterly disciplines that the student chooses to opt for. These papers provide a general overview to more specific and relevant concepts pertaining to that discipline.

Apart from this, few Common papers are also taught such as General English-I & II, Environmental Studies- I & II, Business Communication--I & II, Human Rights: Theory & Practice, and Gender & Women studies in India that all the students taking various Honors courses in the School of Liberal Arts.

The papers included in the curriculum will be based on Choice based credit system.

**National Education Policy (NEP):**

The NEP provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move a cross institutions within India to begin with and a cross countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations, the UGC has formulated the guidelines to be followed.

**Outline of Geography BA Hons. Syllabus based on NEP:**

**1. Major:** A course which should compulsorily be studied by a candidate as a core requirement is termed as a Major.

**2. Elective Major:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/ subject/ domain or nurtures the candidate’s proficiency/skill is called an Elective Major.

**3. Minor**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Minor.

P.S.: A core course offered in a discipline/subject maybe treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Minor.

**Educational Tours** – The visit to Parliament House both Rajya Sabha and Lok Sabha. President House and other historical locations like forts and other archeological sites will provide the students with a firsthand experience of the topics of study and emphasize their importance and significance to the present world.

**Field Study** – Taking up a small project on a related topic that could include collection of data through surveys or interviews could enhance communication skills of the students and enable them to propose a study subject and produce a report based on the data collected. This will form a vital part of the skill acquisition to undertake further research.

**Writing Assignments**- Since International Relations Studies would also entail extensive writing ability, practical training in writing essays, reports and favoring or opposing an argument or thesis, students must continuously be subjected to assignment writing so that they are well versed with the nuances of writing for a variety of purposes.

**Seminar Presentation** – Conducting seminars where student choose specific topics on which they research and present to an audience forms a vital part of developing skills of communication as well as organizing thought in a logical and cohesive manner.

**Project work/ Dissertation** is considered as a special course involving application of knowledge in solving /analyzing /exploring a real-life situation/difficult problem. A Project/ Dissertation work would be of 6 credits. A Project/ Dissertation work may be given in lieu of a discipline specific elective paper.

**1st Semester**

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| **S. No** | **Paper Code** | **Paper Name** | **L-T-P** | | | | **Credits** | **Scheme of Marks** | | | |
|  |  |  |  |  |  |  | | | **Internal Marks** | **External Marks** | **Total** | |
| 1 | A110101T | Geotectonic and Geomorphology | 4 | 1 | 0 | 5 | | | 40 | 60 | 100 | |
| 2 | A110102T | Human Geography (Economic, Social and Political) | 4 | 1 | 0 | 5 | | | 40 | 60 | 100 | |
| 3 | A050103T | 1. Indian Culture through Ages (History) | 4 | 0 | 1 | 5 | | | 40 | 60 | 100 | |
| A070103T | 2. Contemporary Issues in Society (Sociology) | 4 | 0 | 1 | 5 | | | 40 | 60 | 100 | |
| 4 |  | Communicative English (SJMC) | 3 | 1 | 0 | 4 | | | 40 | 60 | 100 | |
| 5 |  | Basic Photographic Skills Practical (SJMC) | 0 | 0 | 3 | 3 | | | 40 | 60 | 100 | |
| 6 |  | Universal Values (Jivan Kaushal) | 2 | 0 | 0 | 2 | | | 40 | 60 | 100 | |
|  |  | Total |  |  |  | 24 | | |  |  | 600 | |

**2nd Semester**

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| **S. No** | **Paper Code** | **Paper Name** | **L-T-P** | | | **Credits** | **Scheme of Marks** | | |
|  |  |  |  |  |  |  | **Internal Marks** | **External Marks** | **Total** |
| 1 | A110102T | Climatology and Oceanography | 4 | 1 | 0 | 5 | 40 | 60 | 100 |
| 2 | A110202P | Cartographic Techniques (Practical) | 3 | 0 | 2 | 3Th +2P | 40 | 60 | 100 |
| 3 | A060203T | 1. Indian Constitution (Political Science) | 3 | 2 | 0 | 5 | 40 | 60 | 100 |
| A390203T | 2.Introduction to UN System ( IR) | 3 | 2 | 0 | 5 | 40 | 60 | 100 |
| 4 | A110202P | Environmental Studies (Geography) | 3 | 1 | 0 | 4 | 40 | 60 | 100 |
| 5 |  | Advanced Photographic Skills Practical (SJMC) | 0 | 0 | 3 | 3 | 40 | 60 | 100 |
| 6 |  | Communication Skills (Jeevan Kaushal) | 2 | 0 | 0 | 2 | 40 | 60 | 100 |
|  |  | Total |  |  |  | 24 |  |  | 600 |

**3rd Semester**

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| **S. No** | **Paper Code** | **Paper Name** | **L-T-P** | | | **Credits** | **Scheme of Marks** | | |
|  |  |  |  |  |  |  | **Internal Marks** | **External Marks** | **Total** |
| 1 | A110301T | Climate Change, Hazard and Disaster Management | 4 | 1 | 0 | 5 | 40 | 60 | 100 |
| 2 | A110302T | Geography of India | 4 | 1 | 0 | 5 | 40 | 60 | 100 |
| 3 | A280303T | 1. Organization Behaviour | 3 | 2 | 0 | 5 | 40 | 60 | 100 |
| A070303T | 2. Self-Reliance and Socialization | 3 | 2 | 0 | 5 | 40 | 60 | 100 |
| 4 |  | Human Rights and Laws (Political Science) | 3 | 1 | 0 | 4 | 40 | 60 | 100 |
| 5 |  | Basic Content Writing Skills (SJMC) | 0 | 0 | 3 | 3 | 40 | 60 | 100 |
| 6 |  | Professional Skills (Jeevan Kaushal) | 2 | 0 | 0 | 2 | 40 | 60 | 100 |
|  |  | Total |  |  |  | 24 |  |  | 600 |

**4th Semester**

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| **S. No** | **Paper Code** | **Paper Name** | **L-T-P** | | | **Credits** | **Scheme of Marks** | | |
|  |  |  |  |  |  |  | **Internal Marks** | **External Marks** | **Total** |
| 1 | A110401T | Population Geography | 4 | 1 | 0 | 5 | 40 | 60 | 100 |
| 2 | A110402P | Analysis of Weather Map and Topographical Map | 3 | 0 | 2 | 3Th+2P | 40 | 60 | 100 |
| 3 | A090403T | 1. Psychology of Social Behaviour (Psychology) | 3 | 2 | 0 | 5 | 40 | 60 | 100 |
| A110403T | 2. Tourism Geography (Geography) | 3 | 2 | 0 | 5 | 40 | 60 | 100 |
| 4 |  | Women and Children Law (SLLA ) | 3 | 1 | 0 | 4 | 40 | 60 | 100 |
| 5 |  | Writing for Media Print (SJMC) | 0 | 0 | 3 | 3 | 40 | 60 | 100 |
| 6 |  | Leadership and Managerial Skills (Jeevan Kaushal) | 2 | 0 | 0 | 2 | 40 | 60 | 100 |
|  |  | Total |  |  |  | 24 |  |  | 600 |

**5th Semester**

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| **S. No** | **Paper Code** | **Paper Name** | **L-T-P** | | | **Credits** | **Scheme of Marks** | | |
|  |  |  |  |  |  |  | **Internal Marks** | **External Marks** | **Total** |
| 1 | A110501T | 1. Biogeography | 3 | 1 | 0 | 5 | 40 | 60 | 100 |
| 2 | A110502T | 2. Settlement Geography | 3 | 1 | 0 | 5 | 40 | 60 | 100 |
| 3 | A110503T | 1. Basics of Remote Sensing and GIS ( Theory & Practical) | 3 | 1 | 0 | 5 | 40 | 60 | 100 |
| 4 | A110504P | Statistical Techniques (Practical) | 3 | 0 | 1 | 5 | 40 | 60 | 100 |
| 5 |  | Research Methodology | 3 | 1 | 0 | 4 | 40 | 60 | 100 |
| 6 |  | Problem-Solving and Decision-Making (SJMC) | 2 | 0 | 0 | 2 | 40 | 60 | 100 |
| 7 |  | Project/Awareness of Rights & Law | 4 | 0 | 0 | 4 |  |  |  |
|  |  | Total |  |  |  | 30 |  |  | 600 |

**6th Semester**

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| **S. No** | **Paper Code** | **Paper Name** | **L-T-P** | | | **Credits** | **Scheme of Marks** | | |
|  |  |  |  |  |  |  | **Internal Marks** | **External Marks** | **Total** | |
| 1 | A110601T | Geographical Thought | 3 | 1 | 0 | 5 | 40 | 60 | 100 | |
| 2 | A110602T | Regional and Urban Planning | 3 | 1 | 0 | 5 | 40 | 60 | 100 | |
| 3 | A110603P | Remote sensing and GIS (Practical) | 3 | 0 | 1 | 5 | 40 | 60 | 100 | |
| 4 | A110604T | Field Visit, Survey and Project | 3 | 2 | 0 | 5 | 40 | 60 | 100 | |
| 5 |  | Entrepreneurship and Start-up Management (SBM) | 3 | 1 | 0 | 4 | 40 | 60 | 100 | |
| 6 |  | Personality Development | 2 | 0 | 0 | 2 | 40 | 60 | 100 | |
| 7 |  | Project | 4 | 0 | 0 | 4 |  |  |  | |
|  |  | Total |  |  |  | 30 |  |  | 600 | |

**Total Credit: 164**

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | I | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110101T | **Course Title** | **Geotectonic and Geomorphology** | | | |
| **Course Outcome**- The objectives of this course are to introduce the concepts in Geomorphology in adequate manner, many facets of surface relief features and to understand various aspects of their growth and evolution on the Earth. | | | | | | | |
| **Credits –** 6 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Origin of the Earth, Geological Time Scale, Internal structure of the earth, Moho’s hardness scale | | | | | | 10 |
| II | Theory of Isostasy, Continental Drift Theory, Plate Tectonic Theory, Sea-Floor Spreading | | | | | | 10 |
| III | Earth movements, Major Landforms (Mountains, Plateaus, Plains), Earthquakes and Volcanoes--Origin, Types, Distribution, Structure and Landforms— Folded and Faulted | | | | | | 15 |
| IV | Weathering (Mechanical, Chemical, Organic), Mass Movement Erosion (Cycle of Erosion-Penck-Davis, Rejuvenation) ; Fluvial Actions, Overland Flow Landforms made by Rivers, Wind Erosion, Landforms made caused by Aeolian Actions, Glacier, Classification of Glaciers, Landforms caused by Glacial Actions. | | | | | | 15 |
| V | Time and Space in Geomorphology, Concept of Equilibrium and Threshold, Systems and feedback in Geomorphology, Cyclic and non-cyclic approaches in Geomorphology | | | | | | 10 |

**Suggested Reading:**

* Strahler & Strahler - Modern Physical Geography, Wiley Int Edition, New York.
* Skinner, B. J. & Potter, S. C. (1995) - The Dynamic Earth, John Wiley, New York.
* Sparks, B. W. (1960) - Geomorphology, Longman, London.
* Sharma, H. S. (eds) (1980) - Perspective in Geomorphology. Concept, New Delhi.
* Singh, S. (1998) - Physical Geography, Prayag Publication, Allahabad.
* Thornbury, W. D. (1960) - Principles of Geomorphology, John Wiley, New York.

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | I | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110102T | **Course Title** | **Human Geography (Economic, Social and Political)** | | | |
| **Course Outcome**- The objectives of this paper are to introduce the concepts in Human Geography in adequate manner, many facets of society and its integration with nature, and to understand economic, social and political aspects of the society. | | | | | | | |
| **Credits –** 6 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Concept and Nature, Meaning and Scope of Human Geography.  Development of Human Geography; major contributors | | | | | | 10 |
| II | Man and Environment relationship - Determinism, Possibilism, and Neo-determinism | | | | | | 10 |
| III | Types of Economic Activities: Primary, Secondary and Tertiary; Location of economic activities: Agricultural location Theory by Von Thunen, Industrial Location Theory of Alfred Weber | | | | | | 15 |
| IV | Distribution and Characteristics of Race, Religion and Language; Distribution of indigenous people and major tribes throughout the World and in India | | | | | | 15 |
| V | Concept of Nation and State, Attributes of State- Frontiers, Boundaries, Shape, Size, Territory and Sovereignty | | | | | | 10 |

**Suggested Reading:**

* Chisholm, M. (1985): Human Geography, 2nd edition, Penguin Books, London.
* De Blij, H.J.(1996): Human Geography: Culture, Society and Space,. 2nd edition. John Wiley and Sons, New York,
* Haggett, P. (2004): Geography: A Modern Synthesis. 8th edition, Harper and Row, New York.
* Hussain, M. (1994): Human Geography, Rawat Publications, Jaipur.
* Kaushik, S.D. and Sharma, A.K. (1996): Principles of Human Geography (in Hindi), Rastogi Publication, Meerut.
* Stoddard, R.H., Wishart, D.J. and Blouet, B.W. (1986): Human Geography. Prentice-Hall, Englewood Cliffs, New Jersey.
* Norton, W. (2008): Human Geography, Oxford University Press, New York. 5th ed.
* Singh, L.R. (2005): Fundamentals of Human Geography, Sharda Pustak Bhawan, Allahabad

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.I | **Semester** | I | |
| **Subject** | | Geography (Major III) | | | | | |
| **Course Code** | | A050103T | **Course Title** | **Indian Culture through Ages** | | | |
| **Course Outcome**- The course is aimed to acquaint students with the roots and changes in the Indian Culture from ancient to modern times. This also aims to provide an introduction to the Political ideas, Educational system and socio-religious environment that formed the basis of Indian Culture and Heritage. This course is designed to impart knowledge of Indian culture through Ancient, Medieval and modern Indian history. It includes themes around social, cultural, intellectual and technological developments in Indian history. | | | | | | | |
| **Credits** – 6 | | **Max. Marks** : 100 | | **Min. Passing Marks** :33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Concepts of Cultural Heritage**   * Traditional and Modern Concepts of Culture * Tangible and Intangible heritage * Social, Cultural and Religious Heritage * UNESCO World Heritage Sites * Myths and Legends, Traditions, Oral History * Relationship between Culture and Civilization * Sources to study Indian Culture: Literary and Archaeological | | | | | | 15 |
| II | **UNESCO – Origin and Relevance**   * Background and Origin of UNESCO (United Nations Educational, Scientific and Cultural Organisation) * Goals and Objectives of UNESCO * Concept of Tangible and Intangible Heritage * UNESCO World Heritage Sites – Cultural, Natural, Mixed | | | | | | 15 |
| III | **Ancient Indian Culture**   * Vedic and Post-Vedic Culture * Rise of Buddhism and Jainism * Education system and important Centres * Art & Architecture * Poets and famous literature * Scientific Achievements | | | | | | 15 |
| IV | **Medieval Indian Culture**   * Rise of Bhaktism and Sufism * Education system and important Centres of Learning * Medieval Indian Art & Architecture * Poets and famous literature | | | | | | 15 |
| V | **Modern Indian Culture**   * Western Ideas and Indian Responses * New Education system and important Centres * Colonial art & Architecture * Socio-religious Reforms-Reformation and Revivalism * Tribes of India and their habitat * Vernacular Literature | | | | | | 15 |
|  | **Total Lectures** | | | | | | 75 |
| **Suggested Readings:**     * Altekar, AS, 1958, *State and Government in India*, Delhi * Bandyopadhyaya, N.C. 1980. *Development of Hindu Polity and Political Theories*, Delhi * Basham, A.L. 1989. *The Wonder that was India*, Delhi * Bhardwaj R., Kala C, *Tribes of India: Realities and Representations,* 2022 * Buddha Prakash : *India and the World*, New Delhi. * Chandra, S, 2009: *History of Medieval India: Part 1,* New Delhi * Chandra, S, 2009: *History of Medieval India: Part 2,* New Delhi * Chandra, B, 2016, India’s Struggle for Independence, New Delhi * E.H. Carr: *What is History?* London. * Kosambi, D.D. 1975. *An Introduction to the Study of Indian History*. Bombay. * Kosambi, D.D. 1975. *The Culture and Civilization of Ancient India*. Delhi. * Majumdar, R.C. 1994. *Ancient India.* Delhi . * Majumdar, R.C. 1996. *The Vedic Age.* Mumbai . * Majumdar, R.C., 1922, *Corporate Life in Ancient India,* Calcutta * Masih, Y. 2017, *A Comparative Study of Religions*, Varanasi * Sharma, R.S. 1957. *Aspects of Political Ideas and Institutions in Ancient India*, Delhi * Singh, C. 2015, *Aspects of Medieval Indian Architecture* * Subbarayappa, B.V. 1988. *Scientific Heritage of India.* Bangalore. * Thapar, Romila. 1984. *Ancient Indian Social History*. Hyderabad. * Tiwari, K.N. 1997, *Comparative Religion,* Varanasi. | | | | | | | |
|  | | | | | | | |
| Suggested Continuous Internal Evaluation Methods (25 Marks):   * Seminar/Assignment on any topic of the above syllabus. * Test with multiple choice questions / short and long answer questions. * Research Orientation of the student. * Quiz. | | | | | | | |
| Suggested equivalent online courses:  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | |

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| **Programme/Class** | | | **Certificate** | **Year** | | **B.A.I** | | | **Semester** | | **I** |
| **Subject** | | | **Geography** | | | | | | | | |
| **Course Code** | | | **A070103T** | | **Course Title** | | | **CONTEMPORARY ISSUES IN SOCIETY** | | | |
| **Course Outcomes:**  The objective is making students understand the origin and development of sociology as a discipline and make students learn the varied theoretical concepts of sociology. | | | | | | | | | | | |
| Credits - 5 | | Maximum Marks: 100 | | | | | Minimum Marks: 33 | | | | |
| Total No. of Lectures –Tutorials – Practical ( in hours per week) : 4-0-1 | | | | | | | | | | | |
| **Unit** | **Topic** | | | | | | | | | **No. of Lectures** | |
| I | **INTRODUCTION TO SOCIOLOGY**  ·       Understanding Sociology  ·       Meaning & Definitions  ·       Emerging Scope & Significance of Sociology  ·       Evolution of Discipline in India & West | | | | | | | | | 8 | |
| II | **EVOLUTION OF SOCIETIES**  ·       Meaning and Definition of society  ·       Origin and Evolution of Societies  ·       Sociological Perspective on Societies  ·       Contemporary Societies & Associated Issues | | | | | | | | | 8 | |
| III | **SOCIAL INSTITUTIONS IN INDIA**  ·       Family: Meaning & Types  ·       Kinship: Meaning & Types  ·       Marriage: Meaning & Types  ·       Changing Trends in Family, Kinship and Marriage | | | | | | | | | 8 | |
| IV | **SOCIAL PROCESSES AND SOCIAL CHANGES**  ·       Sanskritization and De-Sanskritization  ·       Westernization and Globalization  ·       Meaning and Types of Social Change  ·       Theories of Social Change & Associated Issues | | | | | | | | | 8 | |
| V | **CONTEMPORARY SOCIAL ISSUES**  ·       Transnational Migration and Transnationalism  ·       Women and Child Trafficking  ·       Poverty and Unemployment  ·       Sexual Harassment at Workplace | | | | | | | | | 7 | |
| VI | **SOCIAL SCHEMES IN INDIA**  ·       MNREGA  ·       Ladli Yojna  ·       Janni Suraksha Yojna  ·       Rural Health Mission | | | | | | | | | 7 | |
| VII | **SOCIAL LEGISLATIONS IN INDIA**  ·       Anti-trafficking laws  ·       Migration and Refugee laws  ·       Sexual Harassment Act  ·       Laws on Maternity | | | | | | | | | 7 | |
| VIII | **CONTEMPORARY SOCIAL CHALLENGES**  ·       Meaning and Significance of Disaster Management  ·       Impact of CORONA on Society  ·       Globalization and New World Order | | | | | | | | | 7 | |
| **This is an elective course open for all.** | | | | | | | | | | | |
| **Suggested Readings:**  1.     Contemporary Social Issues by Smarak Swain, 2019, Oak Bridge  2.     Principles of Sociology with an introduction to social thoughts by C.N. Shankar Rao, S. Chand  **3.**     Social Problems in India, 2021 by Ram Ahuja, Rawat Publications | | | | | | | | | | | |
| **Suggested Continuous Internal Evaluation Methods (40 Marks):**  ·       Advocacy Campaign on Girl Child/Reproductive Health  ·       Test with multiple choice questions / short and long answer questions.  ·       Research Orientation of the student.  ·       Quiz  ·       Attendance | | | | | | | | | | | |
| **Suggested equivalent online courses:**  IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad. | | | | | | | | | | | |

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | I | |
| **Subject** | | Geography | | | | | |
| **Course Code:**  A270103T | |  | **Course Title** | **Communicative English** | | | |
| Course objectives   1. To improve the students’ accuracy and fluency in English through a well-developed vocabulary, and enable them to listen to English spoken at normal conversational speed by educated English speakers and respond appropriately in different socio-cultural and professional contexts. 2. To develop critical thinking in the behavioral skills in the students. 3. To enable them to express their ideas relevant to given topics | | | | | | | |
| **Credits –** 3 | | **Max. Marks:** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Subject and Predicate, Phrase & Clause, Parts of Speech, Subject Verb Agreement, Sentences: simple, complex, compound | | | | | | 3 |
| II | Narration, Punctuation, spelling Rules, synthesis, sequence of sentences | | | | | | 3 |
| III | Grammar and Usage  Basic Grammar- Articles, Noun, Pronoun, Adjective, Verb, Finite & Nonfinite Verbs, Adverb, Prepositions, Auxiliaries Modals, Phrasal verbs | | | | | | 4 |
| IV | Negative-affirmative Sentence structure, Developing skills- Listening, Speaking, Reading, Pronunciations and Accent, Gerunds | | | | | | 4 |
| V | Kinds of sentences and clauses, Transformations-Active passive Voice, Direct-Indirect Speech, Tenses, Mood, conjunction, Interjection | | | | | | 5 |
| VI | Transformations-Active passive, Direct-Indirect, Negative-affirmative Sentence structure, Developing skills- Listening, Speaking, Reading. | | | | | | 3 |
| VII | Antonyms, Synonyms, Paronyms, homonyms, Idioms, One word substitution, Some common errors, Idioms phrases | | | | | | 3 |
| VIII | Paragraph Writing: Descriptive, Argumentative, Expository etc.  Formal correspondence, Précis writing, Report writing, Academic Essay writings, spotting Error, Cloze Test | | | | | | 5 |

**Suggested Readings:**

* Madhulika Jha, Echoes, Orient Long Man
* Ramon & Prakash, Business Communication, Oxford.
* Sydney Greenbaum Oxford English Grammar, Oxford.
* Successful Communications, Malra Treece (Allyn and Bacon)
* Effective Technical Communication, M. Ashraf

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | I | |
| **Subject** | | Geography | | | | | |
| **Course Code** | |  | **Course Title** | **Basic Photographic Skills Practical** | | | |
| **Course Outcome**- Course Objectives:  •  Handle Digital SLR Camera  •  Compose and Shoot in different lighting conditions.  •  Make a photo feature on a specific topic  Instructional plan  This course will focus on the visual grammar and Basic skills of photography. The students make a basic Photography portfolio by the end of the semester. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction to Photography & Camera  ⮚Basics of Photography. ⮚ Principles of Camera Obscura.  ⮚ Working of Camera  ⮚Understanding various types of Cameras & its Parts (Including pinhole, compact camera, Polaroid Camera, T.L.R, S.L.R D.S.L.R camera)  **Practical Assignment: Students will submit an assignment based on analysis of 5 photographs from the Mobile Phone.** | | | | | | 8 |
| II | Practical exercises-  ⮚Proper way of holding a DSLR Camera. (Battery, Card, Lenses)  ⮚Handling accessories- Tripod, Base Plate, Camera flash, etc.  ⮚Auto Manual Focus use  ⮚Vertical vs. Horizontal | | | | | | 7 |
| III | ⮚ Exposure Triangle (Aperture, Shutter, ISO)  ⮚ Auto White Balance, Auto Focus  ⮚Types of shots & Angle  Assignment 1- Students will submit Hardcopies of 6 photographs of different exposure. | | | | | | 7 |
| IV | Photoshop basics & Mobile Apps  Overview of software- Image size and resolution Tools (Selections tools, move tools Painting tools: Intro, paint bucket Gradient pattern Pen Tools, Eraser tools, etc tools Intro to layers  The tax type tool, Blending option (Layer Style)  Color correction.  Final Project - Students will submit photo essay of any Beats Consisting 10-15 photographs (printed on photo paper). Each photo should have a suitable caption. | | | | | | 8 |

**Suggested Readings:**

* The Darkroom Cookbook; Anchell, Stephen G.
* Practical photography; Freeman, John
* Visual Communication: Images with messages by Paul Martin Lester
* Focal Press: Basic Photography by Michael Langford
* The History of Photography: As Seen Through the Spira Collection, S.F. Spira

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | I | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Universal Human Values** | | | |
| **Course Outcome**- The present course deals with the meaning, purpose, and relevance of universal human values and how to inculcate and practice them consciously to be a good human being and realize one’s potential. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction: What is love? Forms of love — for self, parents, family, friend, spouse, community, nation, humanity and other beings — the living and the non-living. • Love and compassion and inter-relatedness. • Love, compassion, empathy, sympathy and non-violence. • Individuals who are remembered in history for practicing compassion and love. • Narratives and anecdotes from history and literature including local folklore. • Practicing love and compassion: What will learners gain if they practice love and compassion? What will learners lose if they don’t practice love and compassion? • Sharing learner’s individual and/or group experience(s). | | | | | | 05 |
| II | Introduction: What is truth? Universal truth, truth as value, truth as fact (veracity, sincerity, honesty among others) • Individuals who are remembered in history for practicing this value. • Narratives and anecdotes from history and literature including local folklore. • Practicing Truth: What will learners learn or gain if they practice truth? What will learners lose if they don’t practice it? • Individual and/or group experience(s). | | | | | | 05 |
| III | Introduction: What is non-violence? Its need. Love, compassion, empathy sympathy for others as pre-requisites for non-violence. • Ahimsa as non-violence and non-killing. • Individuals and organizations that are known for their commitment to non-violence. Narratives and anecdotes about non-violence from history and literature, including local folklore. • Practicing non-violence: What will learners learn/gain if they practice non-violence? What will learners lose if they don’t practice it? • Sharing individual and/or group experience(s) about non-violence. | | | | | | 05 |
| IV | Introduction: What is righteousness? • Righteousness and dharma, righteousness and propriety. • Individuals who are remembered in history for practicing righteousness. • Narratives and anecdotes from history and literature, including local folklore. • Practicing righteousness: What will learners learn/gain if they practice righteousness? What will learners lose if they don’t practice it? • Sharing learners’ individual and/or group experience(s). | | | | | | 05 |
| V | Introduction: What is peace? Its need, relation with harmony, and balance. • Individuals and organizations that are known for their commitment to peace. • Narratives and anecdotes about peace from history and literature, including local folklore. • Practicing peace: What will learners learn/gain if they practice peace? What will learners lose if they don’t practice it? • Sharing learner’s individual and/or group experience(s) about peace. | | | | | | 05 |
| VI | Introduction: What is service? Forms of service, for self, parents, family, friend, spouse, community, nation, humanity and other beings — living and nonliving, persons in distress or disaster. • Individuals who are remembered in history for practicing this value. • Narratives and anecdotes dealing with instances of service from history and literature, including local folklore. • Practicing service: What will learners learn/gain if they practice service? What will learners lose if they don’t practice it? • Sharing learners’ individual and/or group experience(s) regarding service. • Simulated situations. • Case studies. | | | | | | 05 |

**Suggested Reading:**

* Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.
* Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
* Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
* Joshi, Kireet. 1997 Education for Character Development. Delhi: Dharma Hinduja Centre of Indic Studies.
* Joshi, Rokeach. 1973. The Nature of Human Values. New York: The Free Press.
* Mookerji, Radha K. 1989 Ancient Indian Education. Delhi: Motilal Banarasidass
* Patra, Avinash. 2012. The Spiritual Life and Culture of India. London: Oxford University Press.
* Saraswati, Swami Satyananda. 2008. Asana Pranayama Mudra Bandha. Munger: Bihar School of Yoga

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | II | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110102T | **Course Title** | **Climatology and Oceanography** | | | |
| **Course Outcome**- This course is designed to provide the candidates a good understanding about the atmospheric, hydrologic and oceanographic phenomenon. The study of Elements of Climate and the factors influencing the distribution of temperature and pressure are the key aspects covered. | | | | | | | |
| **Credits –** 6 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Weather and Climate, Elements, Difference, Importance, Structure and Composition of Atmosphere, Types of Atmosphere, Factors influencing temperature, Vertical Distribution of Temperature: Adiabatic Changes, Heat Budget. | | | | | | 15 |
| II | Temperature Inversion, Planetary Winds, Forces affecting Winds, Jet Streams | | | | | | 10 |
| III | Tropical Cyclones, Extra Tropical Cyclones, Monsoon - Origin and Mechanism, Climatic Classification, Climatic Regions (Koppen’s &Thornthwaite’s). | | | | | | 15 |
| IV | Ocean Floor topography – India, Atlantic and Pacific Ocean, physical and Chemical Properties. | | | | | | 15 |
| V | Oceanic movements – Waves, Currents and Tides and their influences, Oceanic movements – Waves, Currents and Tides and their influences, theories related origin of tides. | | | | | | 10 |

**Suggested Readings:**

* Barry R.J. and Chorley R.J. (2009), Atmosphere, Weather and Climate. Routledge, London.
* Trewartha G.T. (1968), Introduction to climate, McGraw-Hill Inc., New York.
* Chrichfield H.J. (2010), General Climatology, Wiley & Sons. New York.
* Singh. Savindra, 2013, Oceanography, Pravalika publication.
* R. C. Sharma & M. Vatal, 2018, Oceanography for Geographers, Surajeet publications.
* Bhattacharya, Tapas. 2015, A textbook of Climatology, Wisdom Press.
* Pinet P.R. 2011 Invitation to oceanography, Jones and Bartlett Publishers, Inc.,
* Raghunath H.M. 2006 Hydrology: Principles, Analysis and Design, New Age International Publishers, New Delhi.
* Subramanya K. 2017 Engineering Hydrology, McGraw Hill Inc. New Delhi.
* Todd D.K. and Mays L.W. 2011 Ground water Hydrology, Wiley and Sons. New Delhi.
* Chow V.T. 2006 A Handbook of Applied Hydrology, McGraw Hill Inc. New Delhi.

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | II | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110202P | **Course Title** | **Cartographic Techniques (Practical)** | | | |
| **Course Outcome**- This course provides an introduction to the history of cartography and the new automated mapping techniques. Topics include a brief introduction to basic cartographic principles such as maps scales, coordinate systems, map projections, raster and vector data structures, data sources and accuracy, cartographic design. | | | | | | | |
| **Credits –** 6 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 3-0-2 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Definition of scale; Methods of scale representation on a map, Drawing of plane, comparative and diagonal scales. | | | | | | 15 |
| II | Calculation of R.F. from arcs of meridians and parallels, Map: Definition, Significance, Classification. Usefulness and Principles of Map Design, | | | | | | 10 |
| III | Representation of population distribution by Uniform and Multiple Dots., Representation of urban Population by spheres, proportional circles, cubes and Pyramid diagram. | | | | | | 10 |
| IV | Drawing of Graphs; Poly graph, Bar graph, Climograph, Hythergraph, Ergograph, Lorenze Curve, Calculation of Composite Index and representation by Choropleth Map | | | | | | 10 |
| V | Theory of Map Projection, Properties of Map Projection, Construction of Universal Transverse Mercator’s Projection Conical with two Standard Parallel, Sinusoidal. Map Generalization, Symbolization, Interpretation skills of Topographical map. | | | | | | 15 |

**Suggested Readings:**

* Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
* Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
* Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
* Robinson A. et al. (2020) Elements of Cartography. Wiley India Pvt. Ltd., New Delhi
* Monkhouse F.J. and Wilkinson H.R. (1971) Maps and Diagrams. Methuen & Co Ltd., London.

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| Programme / Class | | Certificate | Year | B.A.I | Semester | I | |
| Subject | | Geography | | | | | |
| Course Code | |  | Course Title | **Indian Constitution** | | | |
| Course Outcome-Acquaintance to Indian Constitution and its evolution is indispensable for a student to make a sense of Indian Constitution. The course is designed to provide an overview of evolution of the Indian constitution, which would help students in understanding Indian political system. | | | | | | | |
| Credits – 4T+2P | | Max. Marks : 100 | | Min. Passing Marks :33 | | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0 | | | | | | | |
| Unit | Topic | | | | | | No. of  Lectures |
| I | Stages Of Constitutional Development, Making Of The Constituent  Assembly  Philosophy Of Indian Constitution, Citizenship | | | | | | 10 |
| II | Fundamental Rights, Fundamental Duties, Directive Principles Of State Policy | | | | | | 10 |
| III | Union Executive & Union Legislature  President, Cabinet, Prime Minster Lok Sabha And Rajya Sabha, Speaker | | | | | | 10 |
| IV | State Executive& Legislature:  Powers, Functions And The Relationship Between The Governor & Chief Minister, The Legislative Assembly, The Legislative Council | | | | | | 10 |
| V | Judiciary:  Composition, Powers & Jurisdiction Of Supreme Court, High Court, District Court | | | | | | 10 |
| VI | Centre-State Relations: Administrative ,Legislative & Financial, Special  Provisions For Tribal Areas And N-E, Composition, Function And Power Of Election Commission | | | | | | 10 |
| Suggested Readings:   1. Basu D. (2012) ‘Introduction to the Constitution of India’ Lexis NexisNewDelhi 2. Bhargava (ed.) ‘Politics & Ethics of the Indian Constitution’ Oxford University Press NewDelhi 3. BiswalTapan (2017) ‘BharatiyaShasanSamvaidhanikLoktantraaurRajneetikPrakriya’ Orient BlackswanNewDelhi 4. Chaube S. (2009) ’The Making & working of the Indian Constitution’ National Book Trust, NewDelhi 5. Ghosh Peu (2012) ‘Indian Government & Politics’ PHI Learning Pvt. Ltd. NewDelhi 6. Singh M.P. &SexenaRekha (2008) ‘Indian Politics: Contemporary Issues and Concerns’   Prentice Hall of India Pvt. Ltd. NewDelhi | | | | | | | |
| This Course Can Be Opted As An Elective By The Student Of Any Subject. | | | | | | | |

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| **Programme / Class** | | B.A. (Hons) | **Year** | I | **Semester** | II | |
| **Subject** | | **Geography** | | | | | |
| **Course Code** | | A390203T | **Course Title** | **Introduction to the UN System** | | | |
| **Course Outcome** – The course intends to introduce the UN system to the students. It will analyse the need and importance of international organizations. The course will investigate the Legal Framework and Structural Aspects of the UN. It will be also focusing on the peacekeeping, peacemaking, and peacebuilding, so that the students will be able to understand the different peace initiatives taken by the UN from time to time. | | | | | | | |
| **Credits –** 5 | | **Max. Marks:** 100 | | **Min. Passing Marks:** 33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week): 3-2-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction and Importance**   * Meaning of International Organizations * The Need and importance of International Organizations * The League of Nations and the Establishment of the United Nations | | | | | | 10 |
| II | **The United Nations System**   * Need and Importance of the UN * Legal Framework of the UN * Specialized Agencies of the UN | | | | | | 8 |
| III | **Structural Aspects of the UN**   * UN General Assembly * The Security Council * The Economic and Social Council * The Trusteeship Council * The Secretariat * The International Court of Justice | | | | | | 10 |
| IV | **Some important tasks of the UN**   * Armed Conflicts * Peacekeeping * Placemaking * Peacebuilding | | | | | | 8 |
| V | * Reforming of the UNSC * Strengths and weaknesses of the UN * Contemporary challenges to the UN | | | | | | 6 |
| **TOTAL LECTURES** | | | | | | | 42 |

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| **Suggested Readings:**  Alger, Chadwick F. (2006), *The United Nations System: A Reference Handbook,* ABC-CLIO: London.  Baehr, Peter R. and Gordenker, Leon (2005), *United Nations: Reality and Ideal*, 4th ed. Palgrave, Basinstoke, pp.125-145.  Claude, Jr. Inis L., (1971) *Swords into Plowshares: The Problems and Progress of International Organization*, 4th edn. Random House, New York.  Doyle Michael W and Sambanis, Nicholas (2007), „ Peacekeeping Operations‟ in Weiss, Thomas G. and Daws, Sam, ed. *The Oxford Handbook on the United Nations,* Oxford University Press, Oxford, pp. 323-348. |

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | II | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110203T | **Course Title** | **Environmental Studies** | | | |
| **Course Outcome**- This course provides basic scientific knowledge and understanding of how our world works from an environmental perspective. Topics covered include: basic principles of ecosystem function; biodiversity and its conservation; human population growth; water resources and management; water, air and soil pollution; climate change; energy resources, and sustainability. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Ecology, Ecosystem, Structure and function of ecosystem, Energy flow in an ecosystem, Ecotone, Food chain, food web and ecological succession, Major Ecosystems: Desert ecosystem, Forest ecosystem, Grassland ecosystem, Aquatic ecosystem | | | | | | 15 |
| II | Biogeography zones of India; Biodiversity patterns and global biodiversity hot Spots. Threats to biodiversity: habitat loss, poaching of wildlife, In-situ and Ex-situ conservation of biodiversity. | | | | | | 10 |
| III | Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value, Biome, Classification of biome, | | | | | | 5 |
| IV | Environmental pollution, Types, causes, effects and controls; Air, water, soil, chemical and noise pollution. Climate change, global warming, ozone layer depletion, acid rain, Impacts on human communities and agriculture. Concept of sustainable development. | | | | | | 10 |
| V | Field Work: Visit to an area to document environmental assets; river/forest/flora/fauna, etc. Visit to a local polluted site – Urban/Rural/Industrial/Agricultural. Study of simple ecosystems-pond, river, Delhi Ridge, etc., | | | | | | 5 |

**Suggested Readings:**

* Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
* BharuchaErach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India.
* Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
* Clark RS, Marine Pollution, Clanderson Press, Oxofrd (TB).
* Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai, 1196pgs.
* De AK, Environmental Chemistry, Wiley Eastern Ltd.
* Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press.
* Hawkins RE, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
* Heywood VH and Watson RT, 1995.Global Biodiversity Assessment. Cambridge University Press.
* Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi.

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | II | |
| **Subject** | | Geography | | | | | |
| **Course Code** | |  | **Course Title** | **Advanced Photographic Skills Practical (SJMC)** | | | |
| 1. The course will open an avenue for the students to explore career options and individual ventures in Photojournalism, which is a specialized and developing area in the media landscape.  2. Students will be able to: Define the process, uses, principles and advantages of digital photography.  3. Develop the concept of the basics of digital imaging, , Resolution, Pixel depth, Aspect Ratio, File Formats, File Size, Image Compression etc. Visualize the concept of digital platform and various methods of image capture. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction to Photography & Camera  ⮚ Sensors: CCD and CMOS  ⮚Soft focus, long exposure, short exposure, multiple exposures,  ⮚ White Balance, Focus  ⮚Understanding lenses (Prime, Telephoto lenses, Wide Angle, Normal, Fish eye, etc.)  ⮚Use of different Mode dial in photography  **Assignment 1**- Students will submit softcopies of 6 photographs of different exposure and lenses | | | | | | 8 |
| II | Composition  ⮚ Formats of a digital image  ⮚ Focal length, filed of view and depth of field  ⮚ Rule of Thirds ⮚ Balancing Elements, Symmetry and Patterns  ⮚ Viewpoint, Depth, Framing, Nose Room.  **Assignment 2** - Students will submit softcopies of 6 photographs of different guidelines of composition. Students will submit hardcopies of 3 selected photographs printed on photo paper. | | | | | | 7 |
| III | Lights & Various Beats  ⮚ Lighting & its control (source, Flash)  ⮚ One, two & three point lighting  ⮚ Bounce Lighting  ⮚Hard and soft lighting  ⮚Direct light, diffused light,  ⮚ Portrait, Nature & landscapes, ⮚ Wildlife  **Assignment 3**- Students will submit softcopies of 10 photographs of different lighting setup. | | | | | | 7 |
| IV | Different Area of Photography  ⮚ Stop motion Photography  ⮚ Product Photography  ⮚ Model & Fashion Photography  ⮚ Wild Life Photography  ⮚ Event & Wedding Photography Etc.  Final Project - Students will submit photo essay & Stop motion Film | | | | | | 8 |

**Suggested Readings:**

* Langford, M., Smith, R. S., & Renn, P. (2010). Langford's basic photography: The guide for serious photographers. Oxford: Focal.
* Langford, M. (1987). The step-by-step guide to Photography. New York: Alfred A. Knopf ●London, B., & Upton, J. (1998). Photography. New York: Longman
* The Darkroom Cookbook; Anchell, Stephen G.
* Practical photography; Freeman, John

**Format for developing syllabus for a course/paper**

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| **Programme / Class** | | B.A. | **Year** | I | **Semester** | II | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Communication Skills** | | | |
| **Course Outcome**- Learners will be able to: 1. Gain Self-competency and Confidence 2. Practice Emotional Competency 3. Gain Intellectual Competency 4. Gain an Edge through Professional Competency 5. Aim for a High Sense of Social Competency 6. Be an Integral Human Being. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Techniques of Effective Listening • Listening and Comprehension • Probing Questions • Barriers to Listening, Pronunciation • Enunciation • Vocabulary • Fluency • Common Errors | | | | | | 05 |
| II | Techniques of Effective Reading • Gathering Ideas and Information from a Given Text i. Identify the Main Claim of the Text ii. Identify the Purpose of the Text iii. Identify the Context of the Text iv. Identify the Concepts Mentioned • Evaluating These Ideas and Information i. Identify the Arguments Employed in the Text ii. Identify the Theories Employed or Assumed in the Text • Interpret the Text i. Understand What a Text Says ii. Understand What a Text Does iii. Understand What a Text Means | | | | | | 05 |
| III | Clearly State the Claims • Avoid Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues • Provide Background Information • Effectively Argue the Claim • Provide Evidence for the Claims • Use Examples to Explain Concepts. Follow Convention • Be Properly Sequenced • Use Proper Signposting Techniques • Be Well Structured i. Well-knit Logical Sequence ii. Narrative Sequence iii. Category Groupings • Different Modes of Writing i. E-mails ii. Proposal Writing for Higher Studies iii. Recording the Proceedings of Meetings iv. Any Other Mode of Writing Relevant for Learners. | | | | | | 05 |
| IV | Basic Computer Skills i. Introduction to MS Office Suite. ii. Introduction to MS Excel. iii. Introduction to MS Word. iv. Introduction to MS PowerPoint. • Basic Virtual Platforms i. Zoom ii. Google Meet iii. Cisco Webex iv. MS Teams • Cyber Security i. Understanding and Introducing the Environment of Security. ii. Types of Attacks and Attackers. iii. Threats, Vulnerabilities of Cyber Attacks. iv. The Art of Protecting Secrets. • Awareness about Trending Technologies. i. Introduction to Machine Learning. ii. Introduction to Artificial Intelligence. iii Introduction to IoT. • Digital Marketing i. Introduction to Digital Marketing ii. Traditional Marketing versus Digital Marketing iii. Digital Marketing Tools iv. Social Media for Digital Marketing v. Digital Marketing Analytics. | | | | | | 05 |
| V | Digital Ethics i. Digital Literacy Skills ii. Digital Etiquette iii. Digital Life Skills • Cyber Security i. Understanding and Introducing the Environment of Security a. Threats, Vulnerabilities, and Consequences b. Persistent Threats c. State of Security in Current World d. Importance of Security ii. Types of Attacks and Attackers a. Different Types of Cyber Attacks (Phishing, Social Engineering, Piggyback, etc.): b. Types of Cyber Attackers and Objectives c. White Hat, Black Hat, and Grey Hat Attacker iii. The Art of Protecting Secrets a. Understanding Encryption and Decryption and Its Different Types b. Art of Data Masking c. Firewall and Its Proper Use in Cyber Protection. | | | | | | 05 |
| VI | Meaning of Nonverbal Communication (NVC) • Advantages of Using Nonverbal Communication • Introduction to Modes of Nonverbal Communication i. Open and Closed Body Language ii. Eye Contact and Facial Expression iii. Hand Gestures • Do’s and Don’ts in NVC • Learning from Experts • Activities-based Learning. | | | | | | 05 |

**Suggested Reading:**

* Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
* Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association.

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| **Programme / Class** | | B.A. | **Year** | II | **Semester** | III | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110301T | **Course Title** | **Climate Change, Hazard and Disaster Management** | | | |
| **Course Outcome**- The course aim is to give basic understanding of concept Environment, Climate Change and Disaster Management, understanding of the concept of appraisal and conservation of Environment and Natural Resources. It will help in developing understanding about various Impacts of Climate Change. | | | | | | | |
| **Credits –** 6 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Climate change science: early discoveries, Greenhouse gases and global warming, Global /climatic assessment - IPCC . | | | | | | 15 |
| II | Natural Hazards and Disasters, Meaning and concept, types and occurrences  Characteristics of natural hazards and disasters, Earthquake, Flood, Cyclone, Drought, Volcanic eruption, Landslide. | | | | | | 10 |
| III | Concept of Risk and Vulnerability, Reduction of Risk, Techniques of Risk Assessment. Integral Development Planning for Disaster Management, Pre-Disaster Planning and management; Early Warning and Prediction System. | | | | | | 10 |
| IV | Post Disaster Management: Rescue, Relief, Rehabilitation; Public Awareness, Stress Management, Role of National and International Agencies in Disaster Management. | | | | | | 10 |
| V | National Perspective Disaster Prone Areas of India, Seismic Zones, Areas prone to Floods and Droughts, Landslides and Avalanches, Areas prone to Cyclones and Coastal Hazards, Industrial Disaster Areas, National Disaster Policy of India. | | | | | | 15 |

**Suggested Reading:**

* Bryant Edwards (2005): Natural Hazards, Cambridge University Press, U.K.
* Carter, W. Nick, 1991: Disaster Management, Asian Development Bank, Manila.
* Central Water Commission, 1987, Flood Atlas of India, CWC, New Delhi.
* Central Water Commission, 1989, Manual of Flood Forecasting, New Delhi.
* Government of India, 1997, Vulnerability Atlas of India, New Delhi
* Singh Ram Babu, 2006, Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat publications.
* Sulphey M. M, 2016, Disaster Management, PHI Learning Private Limited.

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| **Programme / Class** | | B.A. | **Year** | II | **Semester** | III | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110302T | **Course Title** | **Geography of India** | | | |
| **Course Outcome**- The paper describes geography of India, with special focus on physical, social, economic and the concept of regionalization. The main objective of this paper is to understand the Physiographic, socio-economic conditions prevailing in India from its evolution to current theories of regionalization. | | | | | | | |
| **Credits –** 6 | | **Max. Marks:** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week): 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Geological Regions of India; Physiographic Divisions of India: Himalayas, Indo-Gangetic Plains, Peninsular Plateaus, Thar Desert, Coastal Plains, Islands. | | | | | | 15 |
| II | Extra Peninsular Drainage: Indus, Ganga and Brahmaputra River Systems; Peninsular Drainage: east flowing rivers and west flowing river; difference in Peninsular and extra-peninsular drainage. | | | | | | 10 |
| III | Characteristics and distribution of soil in India, Major type of Vegetation found in India | | | | | | 10 |
| IV | Climate System in India; Indian Monsoon: Classical and Modern Theory; Koppen’s Classification of India | | | | | | 10 |
| V | Distribution and Production of Major Agricultural crops; Distribution and Production of Iron, Coal and Petroleum. | | | | | | 15 |

**Suggested Reading:**

* Farmer, B.H. (1983): An Introduction to South Asia. Methuen, London
* Gautam, A. (2006): Advanced Geography of India, Sharda Pustak Bhawan, Allahabad
* Johnson, B.L.C. (1963): Development in South Asia. Penguin Books, Harmondsworth
* Krishnan, M.S. (1982): Geology of India and Burma, CAS Publishers and Distributors, Delhi.
* Nag, P. and Gupta, S. S. (1992): Geography of India, Concept Publishing Company, New Delhi.
* Sharma, T.C. and Coutinho, O. (2003): Economic and Commercial Geography of India, Vikas Publishing House Private Ltd. New Delhi.
* Singh, R.L. (ed.) (1971): India: A Regional Geography. National Geographical Society of India, Varanasi.
* Spate, O.H. K., Learmonth A. T. A. and Farmer, B. H. (1996): India, Pakistan and Sri Lanka. Methuen, London, 7th edition.
* SukhwaI, B.L. (1987): India: Economic Resource Base and Contemporary Political Patterns. Sterling Publication, New Delhi
* Tiwari, R.C. (2007): Geography of India, Prayag Pustak Bhawan, Allahabad.
* Wadia, D. N. (1959): Geology of India. Mac-Millan and Company, London and student edition, Madras.
* Khullar, D.R. (2007): India: A Comprehensive Geography, Kalyani Publishers, New Delhi.

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| **Programme / Class** | | B.A. (Hons) | **Year** | II | **Semester** | III | |
| **Subject** | | **Geography** | | | | | |
| **Course Code** | | A280303T | **Course Title** | **ORGANIZATION BEHAVIOR** | | | |
| **Course Description:** Human aspects are critical in each functional aspects of management and equally so for the effective utilization of resources. In view of this, organizational behavior has assumed great importance. This course is designed primarily for students who are being exposed to Organizational Behavior for the first time. | | | | | | | |
| **Credits –** 5 | | **Max. Marks:** 100 | | **Min. Passing Marks:** 33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week): 4-1-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction to Organizational Behaviour (OB)**: Concept of Organizational Behaviour, manager and organization, Henry Fayol’s management functions, contemporary management functions, Henry Mintzberg’s managerial roles, management skills, evidence based management, challenges and opportunities for OB. | | | | | | 10 |
| II | **Work Motivation:**Concept of motivation, early theories of motivation: Maslow theory on hierarchy of needs, McGregor’s theory X and theory Y, Herzberg's two-factor theory, McClelland’s theory of needs, Contemporary theories of motivation: self-determination theory, goal setting theory, self –efficacy theory, reinforcement theory, equity theory, expectancy theory. | | | | | | 12 |
| III | **Leadership and decision Making: Decision Making:** Perception and decision making, attribution theory, rational decision-making model, decision making in organizations, creativity in decision making, individual differences and organizational constraints, cultural differences in decision making, ethics in decision making.  **Leadership:** Leadership and its types, charismatic leadership, transformational leadership, visionary leadership, theories of leadership, trait theories, behavioral theories, contingency theories, contemporary leadership roles, finding and creating effective leaders. | | | | | | 12 |
| IV | **Power and Politics in organizations:** Definition of power and politics, bases of power, power tactics, unequal power in the workplace, political behaviour and types, factors contributing to political behaviour, responding to organizational politics, defensive behaviours, impression management, ethics and global implications. | | | | | | 10 |
| V | **Organizational Culture:** Concept and definition of organizational culture and organizational climate, essence of organizational culture, functions of culture, dysfunctional aspects of culture, ethical organizational culture. | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| S Suggested Readings:  1. Hellriegel D. (2011), ‘Organizational Behavior’ (Thirteenth ed.), South Western Educational Publishing: USA 2. Pareek U. (2012), ‘Understanding Organizational Behavior’ (Third ed.), Oxford University Press, USA 3. Robbins S.P. (2010), ‘Essentials of Organizational Behavior’ (Tenth ed.), Pearson: Delhi 4. Schermerhorn J.R. (2010), ‘Organizational Behavior’ (Eleventh ed.), John Wiley & Sons, Inc.: USA |

Human Rights and Laws

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| Programme / Class | |  | Year | BA I | Semester | II | |
| Subject | | Geography | | | | | |
| Course Code | | A060303T | Course Title | **Human Rights and Laws** | | | |
| Course Outcome- This paper intends to arm the student with basic understanding Human Rights and national and international laws in the context of relationship between human rights and laws, and protection and promotion of human rights in Indian context. | | | | | | | |
| Credits – 3 | | Marks: 100 | | Min. Passing Marks :33 | | | |
| Total No. of Lectures - Tutorials - Practical (in hours per week) – 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | No. of Lectures  (2 hrs. each) |
| I | **Concepts:** Human Rights Law, Human Rights and International Law, International Humanitarian Law (IHL), War and Law, International Committee of the Red Cross (ICRC), Refugee law, International Human Rights Law. | | | | | | 5 |
| II | **UDHR**: Universal Declaration of Human Rights,  International Covenants on ICCPR and  ICECR  ICERD  CEDAW  UNCRC | | | | | | 5 |
| III | **Indian Constitution:** Equality Before Law and Equality of Opportunity, Freedom of belief, Expression and Solidarity rights, Dissent, Cyber Crime, State& Cyber security. Fundamental Rights and Directive Principles of State Policy, Fundamental Duties. | | | | | | 5 |
| IV | **Act**: Civil Rights Act, 1955  Child Rights Act 2005  Human Rights Act,1993  Anti-Terrorism Act, 1967 etc. | | | | | | 5 |
| V | **Implementation:** Human Rights and Role of NGOs  Tribal Laws in India and Tribal Conventions on Rights of Indigenous People Worldwide Human Rights and the Rule of Law in India.  **Corruption:** Human Rights Dimension | | | | | | 5 |
| VI | **Commission and Committee:** Role of Commissions and Committees for the protection and Promotion of Human Rights through NHRC, NCM, NCW National Commission for SCs and STs. | | | | | | 5 |

**Suggested Readings:**

* Khosla, Madhav, et al. 2016. The Oxford Handbook of the Indian constitution. New delhi: OUP
* [ttps://www.india.gov.in/topics/law-justic](http://www.india.gov.in/topics/law-justice)e
* Benegal, Shyam. 2014. Samvidhan. Rajya Sabha TV
* D. D Basu Indian Costitution
* AK. Ray, Human Rights UN

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| **Programme / Class** | | B.A. | **Year** | II | **Semester** | III | |
| **Subject** | | **Geography** | | | | | |
| **Course Code** | |  | **Course Title** | **Basic Content Writing Skills** | | | |
| 1. The course will open an avenue for the students to explore career options and individual ventures in Photojournalism, which is a specialized and developing area in the media landscape.  2. Students will be able to: Define the process, uses, principles and advantages of digital photography.  3. Develop the concept of the basics of digital imaging, , Resolution, Pixel depth, Aspect Ratio, File Formats, File Size, Image Compression etc. Visualize the concept of digital platform and various methods of image capture. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction to content writing**   1. Importance and purpose of content writing 2. Categories of documents 3. Content Writing Process and Guidelines | | | | | | 2 |
| II | **Essential of good Writing**   1. Content Writing Essentials – ABCD of content writing 2. Basic Principles of AP Style (Associated Press Style Book) 3. Basic English Usage & Vocabulary building 4. Overcoming grammar problems | | | | | | 3 |
| III | **Writing for News Paper**   1. Technique of writing for newspapers 2. Article & interviews 3. Editorials and letter to editor 4. Features and backgrounder | | | | | | 5 |
| IV | **Reviewing**   1. Principles of reviewing and criticism 2. Writing book review 3. Film review 4. Drama, music and art review | | | | | | 5 |
| V | **Writing for Digital Media**   1. Writing for digital media vs. print media 2. Contents of news sites 3. Writing Blogs (Health, Fitness, Travel, Political, Social Events etc.) 4. Qualities, roles and responsibilities of web journalist and content writers | | | | | | 5 |
| VI | **Plagiarism laws in Content Writing**  1. What is plagiarism, rules on plagiarism  2. How to write plagiarism-free copies  **Social Media**  Understanding the basics of social media  Understanding social media content writing  Understanding PR | | | | | | 5 |
| VII | Visual Content  Info graphics- Importance and relevance  Images, Screenshots  Videos, Memes, GIFs, 30 degree videos  Product Demonstrations | | | | | | 3 |
| VIII | Non-fiction (Essays, Reports),  Advertising, Newspapers  Writing blogs, case studies, white papers  Corporate Communications | | | | | | 2 |

**Suggested Readings:**

* Web Resources: https://www.entrepreneur.com/article/247908 https://www.locationrebel.com/b2b-writing/
* https://wordpress.com/support/prevent-content-theft/ <https://blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-itimportant-for-blog-writing/>
* https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/ https://www.clearvoice.com/blog/10-types-content-writers-us

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| **Programme / Class** | | B.A. | **Year** | II | **Semester** | III | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Professional Skills** | | | |
| **Course Outcome**- The objectives are to help learners: 1. Acquire career skills and to partake in and fully pursue a successful career path 2. Prepare a good résumé, prepare for interviews and group discussions. 3. Explore the desired career opportunities in the employment market in consideration of personal strengths, weakness, opportunities, and threats (SWOT). | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Résumé Skills : Preparation and Presentation • Introduction of résumé and its importance • Difference between a CV, résumé and biodata • Essential components of a good résumé | | | | | | 05 |
| II | Résumé Skills : Common Errors • Common errors while preparing a résumé • Prepare a good résumé considering all essential components | | | | | | 05 |
| III | Interview Skills : Preparation and Presentation • Meaning and types of interviews (F2F, telephonic, video, etc.) • Dress code, background research, do’s and don’ts. • Situation, task, action, and response (STAR concept) for facing an interview. • Interview procedure (opening, listening skills, and closure). • Important questions generally asked at a job interview (open- and close-ended questions). | | | | | | 05 |
| IV | Interview Skills : Simulation • Observation of exemplary interviews. • Comment critically on simulated interviews. Interview Skills : Common Errors • Discuss the common errors that candidates generally make at an interview • Demonstrate an ideal interview | | | | | | 05 |
| V | Meaning and Methods of Group Discussion • Procedure of Group Discussion • Group Discussion — Simulation • Group Discussion — Common Errors | | | | | | 05 |
| VI | Knowing yourself — Personal characteristics. • Knowledge about the world of work, requirements of jobs, including self-employment. • Sources of career information. • Preparing for a career based on potential and availability of opportunities. | | | | | | 05 |

**Suggested Reading:**

* Foundation Skills in IT (FSIT) — Refer to the websites like https://www.sscnasscom. com/ssc-projects/capacity-building-and-development/training/fsit/
* Global Business Foundation Skills (GBFS) – Refer websites like https://www. sscnasscom.com/ssc-projects/capacity-building-and-development/training/gbfs/

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| **Programme / Class** | | Degree | **Year** | B.A.II | **Semester** | IV | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110401T | **Course Title** | **Population Geography** | | | |
| **Course Outcome**- The objectives of this paper are to introduce the concepts in Population Geography in adequate manner and distribution of population throughout the globe. | | | | | | | |
| **Credits –** 6 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Concept and Nature, Meaning and Scope of Population Geography.  Sources of Data with special reference to India (Census, Vital Statistics and NSS). | | | | | | 15 |
| II | Determinants and of population distribution; Distribution of world population; | | | | | | 10 |
| III | Theories of Population Growth; Malthusian Theory and Demographic Transition Theory | | | | | | 15 |
| IV | Population Dynamics: Fertility, Mortality and Migration – Measures,  Determinants and Implications. | | | | | | 10 |
| V | Ageing of Population, One-child and two-child policies | | | | | | 10 |

**Suggested Reading:**

* Clarke, J.I., Population Geography, Pergamon Press, Oxford, 1972.
* Trewartha, G.T., A Geography of Population, World patterns, John Wiley & Sons, Inc., New York.
* Trewatha, G.T., The Less Developed Realm - A Population Geography, McGraw Hill, New

York, 1972.

* Chandna, R.C., A Geography of Population: Concepts, Determinants and patterns, Kalyani

publishers, New Delhi, 1986.

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| **Programme / Class** | | B.A. | **Year** | II | **Semester** | IV | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110402P | **Course Title** | **Analysis of Weather Map and Topographical Map (Practical)** | | | |
| **Course Outcome**- The objectives of this paper are to introduce the concepts in maps in suitable methods, various components of maps and the interpretation of the geographical maps. | | | | | | | |
| **Credits –** 6 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 5-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Topographical Maps; Conventional Signs and Symbols | | | | | | 15 |
| II | Interpretation of topographical maps: physical landscape and cultural landscape | | | | | | 10 |
| III | Characteristics and components of Weather Map | | | | | | 15 |
| IV | Interpretation of Indian Daily Weather Map; conventional signs and symbols, | | | | | | 10 |
| V | Interpretation of Indian Daily Weather reports- two seasons | | | | | |  |

**Suggested Reading:**

* Monkhouse, F. J. and Wilkinson, F.J. (1985): Maps and Diagrams. Methuen, London
* Raisz, E. (1962): General Cartography. John Wiley and Sons, New York. 5th edition.
* Sarkar, A. K. (1997): Practical Geography: A Systematic Approach. Orient Longman, Kolkata.
* Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi,.
* Singh, L.R. (2006): Fundamentals of Practical Geography, Sharda Pustak Bhawan, Allahabad.
* D.R. Khullar, Practical Geography

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| **Program/Class: Diploma** | | **Year: Second** | | **Semester: IV** | |
| Subject: **Geography** | | | | | |
| Course Code: A090401T | | | Course Title: **Psychology of Social Behavior** | | |
| **Course Outcome**: By the end of the course, students will be able to summarize general information, through in-class discussion and assignments, pertaining to social psychological theories and an opportunity to apply social psychological theories to their lives. Critically evaluate research to understand and explain distressing human social behavior and relate social psychological concepts and theories to the context of historic and current world, national, and local events. | | | | | |
| Credits: 3+2 | | | Core Compulsory | | |
| Max. Marks: 25+75 | | | Min. Passing Marks: 10+25 | | |
| Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 3-0-01 | | | | | |
| **Unit** | **Topics** | | | | **No. of Lectures** |
| **I** | Social Psychology: Nature, and Scope; Methods of Studying Social Behavior. Person Perception: Concept, Determinants of Impression Formation. | | | | 15 |
| **II** | Social Cognition: Schema, Schematic Processing. Attribution of Causality: Harold Kelly and Bernard Weiner. | | | | 5 |
| **III** | Attitude: Nature, Formation and Measurement. Interpersonal Attraction: Concept and Determinants. Aggression: Concept, Theories: Biological (Instinctive and Ethological), Frustration-Aggression Hypothesis, Social Learning Theory of Aggression. | | | | 20 |
| **IV** | Pro-social Behavior: Motives to help; Bystander Effect; Determinants: Personal, Situational and Socio-cultural | | | | 5 |
| **V** | Social Influence Processes: Conformity and Compliance.  Intergroup Relations: Prejudice and Discrimination. Groups: Norms, Roles, Status & Cohesiveness.  Group Influence Processes: Social Facilitation; Social Loafing and De-individuation. | | | | 20 |
| **Suggested Readings:**   1. Baron, R.A. & Branscombe, N.R. (2012). *Social Psychology* (13th ed.) New Delhi: Pearson. 2. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12thed). New Delhi: Pearson. 3. Baumeister, R.F. & Bushman, B.J.(2013). *Social Psychology and Human Nature*. (3rd ed.). Wadsworth Pub. Co. 4. सिंह, अरुण कुमार (2001). सामाजिक मनोविज्ञानI वाराणसी: मोतीलाल बनारसीदास I 5. Taylor, S.E., Paplau, L.A., & Sears, D.O. (2006). *Social Psychology* (12thed). New Delhi: Pearson Publications. 6. त्रिपाठी, एल०बी० एवं सहयोगी (2001). आधुनिक सामाजिक मनोविज्ञान I आगरा: हरप्रसाद भार्गवI 7. Suggestive digital platforms web links<http://heecontent.upsdc.gov.in/Home.aspx>   <http://www.apa.org>  <http://www.yale.edu> | | | | | |

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| **Programme / Class** | | B.A. | **Year** | II | **Semester** | IV | |
| **Subject** | | **Geography** | | | | | |
| **Course Code** | | A110403T | **Course Title** | **Tourism Geography** | | | |
| **Course Outcome**- The objectives of this paper are to equip the students with the Knowledge of tourism Geography and to lay emphasis on the importance of geography in travel and tourism. | | | | | | | |
| **Credits –** 6 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 3-0-2 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Basics of Tourism: meaning, definition, concept; Approach of Tourism: Tourism products Definition of Tourism | | | | | | 15 |
| II | Factors influencing tourism, historical, natural, socio – cultural and economic; motivating factors for pilgrimages; leisure, recreation | | | | | | 10 |
| III | Tourism types: natural, cultural, adventure, national and international. | | | | | | 10 |
| IV | Infrastructure and Support System: - Accommodation, Transport; other facilities and amenities. | | | | | | 10 |
| V | World tourist pattern; factors and important sites, Indian tourism pattern; factors and important sites | | | | | | 15 |

**Suggested Reading:**

* Bhatia, A.K., Tourism Development: Principles and Practices, Sterling Publishers, N D., 1996.
* Bhataia, A.K., International Tourism – Fundamentals and Practices Sterling Publishers, New Delhi,1991.
* Biju, M.R., Sustainable Dimensions of Tourism Management, Mittal Publications, N.D, 2006.
* Chandra, R.H., Hill Tourism, Planning and Development, Kanishka Publications, N, D.1998.
* Hunter C. and Green, H., Tourism and the Environment A Sustainable Relationship, Rout Ledge, London, 1995.
* Hanifa Bano, Geography of Dal Lake, unpublished Ph.D. thesis, Department of Geography, A.M.U., 1984.
* Hugel, B.C., Kashmir and Punjab, Light and Life Publishers, Jammu, 1972.
* Kaur, J., Himalayan Pilgrims and New Tourism, Himalayan books, New Delhi, 1985.
* Kaur, R.K., Dynamics of Tourism and Recreation, Inter – India, New Delhi, 1985.
* Lea, J., Tourism and Development in the third world, Rout Ledge, London, 1988.
* Nigam, D., Tourism, Environment and Development of Garhwal Himalayas, Mittal Publications, 2002.
* Robinson, H., A Geography of Tourism, Macdonald and Evans, London, 1996.
* Sharma, J.K. (ed.), Tourism Planning and Development – A new Perspective, Kansihka Publisher, New Delhi, 2000.
* Sinha, P.C. (ed.)., Tourism Impact Assessment, Anmol Publishers, New Delhi, 1988.
* Siddiqui, S., Eco - friendly tourism in U.P. Himalayas, B.R. Publishers, New Delhi, 2000.
* Singh, I., Manipur, A Tourist Paradise, B.R. Publishers, New Delhi, 2005.

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| **Programme / Class** | | B.A. | **Year** | II | **Semester** | IV | |
| **Subject** | | Geography | | | | | |
| **Course Code** | |  | **Course Title** | **Writing for Media Print** | | | |
| 1. The course will open an avenue for the students to explore career options and individual ventures in Photojournalism, which is a specialized and developing area in the media landscape.  2. Students will be able to: Define the process, uses, principles and advantages of digital photography.  3. Develop the concept of the basics of digital imaging, , Resolution, Pixel depth, Aspect Ratio, File Formats, File Size, Image Compression etc. Visualize the concept of digital platform and various methods of image capture. | | | | | | | |
| **Credits –** 3 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction**  Writing for Newspaper, Hard News , Soft News, Feature Writing, Article Writing, Editorial Writing Headline Writing, Writing Intros, Writing for Magazines, Style Sheet. | | | | | | 2 |
| II | **Introduction to News Resource**  Major newspaper and magazine organizations: An analysis of major publications   1. Sources of News: Traditional Sources, Media Sources, Cross Media Sources including Radio, TV and internet, ethical issues regarding sources, Gate-keeping and validation of news sources. | | | | | | 3 |
| III | Introduction to news writing  Structure of a news report: Types of leads: inverted pyramid style, hour glass style and nut graph, News Nibs and Analysis.  Covering beats, press conferences, speech reports seminars, press releases   1. Reporting for a news agency, specialized reporting like investigative journalism, etc. | | | | | | 5 |
| IV | **Introduction to feature writing**  Definition, structure, characteristics, types  Process: Ideas and research, tools and techniques  Kinds of features: Profiles; middles, columns, human interest stories, travel writing, opinion pieces and editorials; book reviews, movie reviews, music reviews, narrative writing  Magazine reporting: Current trends, style and future | | | | | | 5 |

**Suggested Readings:**

* Langford, M., Smith, R. S., & Renn, P. (2010). Langford's basic photography: The guide for serious photographers. Oxford: Focal.
* Langford, M. (1987). The step-by-step guide to Photography. New York: Alfred A. Knopf London, B., & Upton, J. (1998). Photography. New York: Longman
* The Darkroom Cookbook; Anchell, Stephen G.
* Practical photography; Freeman, John

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| **Programme / Class** | | B.A. | **Year** | II | **Semester** | IV | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Leadership and Managerial Skills** | | | |
| **Course Outcome**- The learners will be able to: 1. Examine various leadership models and understand and/or assess their skills, strengths and abilities that affect their personal leadership style and can create a leadership vision. 2. Learn and demonstrate a set of practical skills such as time management, self-management, handling conflicts, and team leadership. 3. Understand the basics of entrepreneurship and develop business plans. 4. Apply the design thinking approach for leadership. 5. Appreciate the importance of ethics and moral values for developing a balanced personality. 6. Allocate available funds judiciously, maintain an account of current expenses, and plan for savings and investments. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Understanding Leadership and its Importance • What is leadership? • Why is leadership required? • Whom do you consider as an ideal leader? b. Traits and Models of Leadership • Are leaders born or made? • Key characteristics of an effective leader • Leadership styles • Perspectives of different leaders c. Basic Leadership Skills • Motivation • Teamwork • Negotiation • Networking. | | | | | | 05 |
| II | Basic Managerial Skills • Planning for effective management • How to organize teams? • Recruiting and retaining talent • Delegation of tasks • Learn to coordinate • Conflict management b. Self-management Skills • Understanding self-concept • Developing self-awareness • Self-examination • Self-reflection and Introspection • Self-regulation. | | | | | | 05 |
| III | Basics of Entrepreneurship • Meaning of entrepreneurship • Classification and types of entrepreneurships • Traits and competencies of entrepreneur b. Creating Business Plan • Problem identification and idea generation • Idea validation • Pitch making. | | | | | | 05 |
| IV | Innovative Leadership • Concept of emotional and social intelligence • Synthesis of human and artificial intelligence • Why does culture matter for today’s global leaders? b. Design Thinking • What is design thinking? • Key elements of design thinking: - Discovery - Interpretation - Ideation - Experimentation - Evolution. • How to transform challenges into opportunities? • How to develop human-centric solutions for creating social good? | | | | | | 05 |
| V | Learning through Biographies • What makes an individual great? • Understanding the persona of a leader for deriving holistic inspiration • Drawing insights for leadership • How leaders sail through difficult situations? b. Ethics and Conduct • Importance of ethics • Ethical decision making • Personal and professional moral codes of conduct • Creating a harmonious life. | | | | | | 05 |
| VI | Budgeting • Setting personal goals • Estimate likely expenses • Monitor spending to obtain the most value for the available funds. b. Saving and Investing • Advantages of saving money • Concept of present and future value of money. | | | | | | 05 |

**Suggested Reading:**

* Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin
* Brown, T. 2012. Change by Design. New York: Harper Business.
* Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education.
* Dawkins, E.R. 2016. 52 Weeks of Self Reflection — Your Guided Journal of Self Reflection. Chicago: A B Johnson Publishing.
* Elkington, J., and Hartigan, P. 2008. The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Boston, MA: Harvard Business Press.
* Goleman, D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.
* Kalam, A.P.J. 2003. Ignited Minds: Unleashing the Power within India. New Delhi: Penguin Books India.
* Kelly, T., and Kelly, D. 2014. Creative Confidence: Unleashing the Creative Potential Within Us All. New Delhi: Harper Collins Publishers India.
* Kurien, V., and Salve, G. 2012. I Too Had a Dream. New Delhi: Roli Books Private Limited.
* Livermore, D.A. 2010. Leading with Cultural Intelligence: The New Secret to Success. New York: American Management Association.
* McCormack, M.H. 1986. What They Don’t Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham.
* O’Toole, J. 2019. The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good. New York: Harper Collins Publishers.
* Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin.
* Sternberg, R.J., and Baltes P.B. (Eds.). 2004. International Handbook of Intelligence. Cambridge, UK: Cambridge University Press.

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| **Programme / Class** | | B.A. | **Year** | III | **Semester** | V | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110501T | **Course Title** | **Biogeography** | | | |
| **Course Outcome**- The course will provide a historical background for the field of biogeography and the ecological foundations needed to understand the distribution and abundance of species and their changes over time. The course also provides nature, scope, significance of Soil Geography and its relevance to pedology; factors of soil formation, soil formation process, soil erosion, soil degradation and conservation of soil; physical and chemical properties of soils, classification of soils and soil management. | | | | | | | |
| **Credits –** 5 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 4-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | History of Biogeography, Ecology, Ecosystem, Structure and function of ecosystem, Energy flow in an ecosystem, Ecotone, Food chain, food web and ecological succession, Major Ecosystems, Biome, Classification of biome, Ecological Successions. | | | | | | 10 |
| II | Biodiversity: genetic, species and ecosystem diversity; Biogeography zones of India; Biodiversity patterns and global biodiversity hot Spots. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions, In-situ and Ex-situ conservation of biodiversity. | | | | | | 10 |
| III | Niche concepts, Biogeography of human infectious disease, Dispersal and Immigration, Speciation and Extinction, Geography of Diversification and Invasion, Assembly and Evolution of Insular Biotas, Ecogeographic Rules and Diversity Gradients, Conservation Biogeography. | | | | | | 15 |
| IV | Factors of Soil Formation: Parent Material, Organic, Climatic, Topographic. Processes of Soil Formation and Soil Development: Physical, Biotic and Chemical. Physical Properties of Soils: Morphology, Texture, Structure, Water, Air, Temperature. Chemical Properties of Soils : pH, Organic Matter ,NPK(Nitrogen, Phosphorous and Potassium) and Other Properties of Soils. | | | | | | 15 |
| V | Genetic Classification of Soils, Characteristics and World Distribution of Soils. Soil Erosion: Concept, Causes and Controlling Factors. Degradation and Conservation of Soils. USLE and RUSLE model. | | | | | | 10 |

**Suggested Readings:**

* Lomolino, M.V. et al. 2004. Foundations of Biogeography.
* Brady, N.C and Well, R.R. (2010) The Nature and Properties of Soils, Mc Millan NewYork.
* Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
* BharuchaErach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India.
* Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
* Clark RS, Marine Pollution, Clanderson Press, Oxofrd (TB).
* Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai, 1196pgs.
* De AK, Environmental Chemistry, Wiley Eastern Ltd.
* Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press.
* Hawkins RE, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
* Heywood VH and Watson RT, 1995.Global Biodiversity Assessment. Cambridge University Press.
* Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi.

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| **Programme / Class** | | B.A. | **Year** | III | **Semester** | V | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110502T | **Course Title** | **Settlement Geography** | | | |
| **Course Outcome**- The objectives of this paper are to introduce the concepts in settlement geography in adequate manner and various types of settlements. | | | | | | | |
| **Credits –** 5 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 4-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Concept and Nature, Meaning and Scope of Settlement Geography. | | | | | | 10 |
| II | Determinants of settlement pattern | | | | | | 10 |
| III | Settlements: Types of Rural Settlements; Patterns of Rural Settlements; | | | | | | 10 |
| IV | Classification of Urban Settlements based on Function and Size. | | | | | | 10 |
| V | Trends and Patterns of World Urbanization, Contemporary Issues of population and Urbanization | | | | | | 10 |

**Suggested Reading:**

* Singh, R.L., et., al. Readings in Rural Settlement Geography, Varanasi 1972.
* Chisholm, M., Rural Settlements and Landuse, London, 1970.
* Hudson, F.S., A Geography of Settlements, McDonald and Evans., N.D., 1976.
* Wanmali, S., Service Centers in Rural India, B.R. Publication, Delhi, 1983.
* Daniel, P.A. and Hopkinson, M.F. (1989) The Geography of Settlement, Oliver & Boyd, London.
* Johnston R; Gregory D, Pratt G. et al. (2008) The Dictionary of Human Geography,

Blackwell Publication.

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| **Programme / Class** | | B.A. | **Year** | III | **Semester** | V | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110503T | **Course Title** | **Basics of Remote Sensing and GIS (Theory & Practical)** | | | |
| **Course Outcome**- The objectives of this course are to introduce the concepts in Geomorphology in adequate manner, many facets of surface relief features and to understand various aspects of their growth and evolution on the Earth. | | | | | | | |
| **Credits –** 5 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 4-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Remote Sensing: Definition and Development, Platforms and Types, Components, EMR Interaction with Atmosphere and Earth Surface, Types of RS Satellites, Sensors, Resolution. | | | | | | 10 |
| II | Photogrammetry: Definition and Development, Aerial Photography, Types, Planning for Aerial photographs, Introduction of DIP, Interpretation of Satellite Images, Image Pre-processing, Enhancement, Classification, Accuracy assessment. | | | | | | 10 |
| III | Geographical Information System (GIS), Definition and Components, History, An Overview of Hardware of GIS, Software requirements of GIS, GIS Data Creation and Components of Data Quality, Sources of Errors, Geo-Referencing, Data Types (spatial and Non-spatial), Raster and Vector Data Structure. | | | | | | 15 |
| IV | Global Positioning System (GPS), Principles and Uses; DGPS. Constellation of GPS Satellites, Applications of GPS in Surveys, Mapping and Navigation | | | | | | 15 |
| V | DEM Derivatives, Network Analysis, Buffering, Interpolation Methods, Map Compilation, Land Use/land Cover Mapping, Urban Sprawl Analysis, Urban Planning, Health Information System | | | | | | 10 |

**Suggested Reading:**

* Lillesand et al. 2010 Remote Sensing and Image Interpretation, Wiley and Sons. New Delhi.
* Chang K.T. 2014 Introduction to Geographic Information System, McGraw Hill, New Delhi.
* Nag, P. (2008) Introduction to GIS, Concept India, New Delhi.
* Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
* Singh, R.B. and Murai, S. (1998) Space Informatics for Sustainable Development, Oxford and IBH, New Delhi.
* Bhatta, B. (2010) Analysis of Urban Growth and Sprawl from Remote Sensing, Springer, Berlin Heidelberg.
* Burrough, P.A., and McDonnell, R.A. (2000) Principles of Geographical Information System-Spatial Information System and Geo-statistics. Oxford University Press
* Heywoods, I., Cornelius, S and Carver, S. (2006) An Introduction to Geographical Infromation system. Prentice Hall.
* Jha, M.M. and Singh, R.B. (2008) Land Use: Reflection on Spatial Informatics Agriculture and Development, New Delhi: Concept.

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| **Programme / Class** | | B.A. | **Year** | III | **Semester** | V | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110504P | **Course Title** | **Statistical Techniques (Practical)** | | | |
| **Course Outcome**- Statistics is the discipline which helps to understand the dynamics temperature, weather and climate, agriculture and other geographical study with the help of tabulation techniques, data representation. Sampling methods, measure of central tendency, dispersion, and association and correlation techniques helps in research involved in geography. | | | | | | | |
| **Credits –** 5 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 3-0-1 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Use of Data in Geography: Geographical Data Tabulation, Significance of Statistical Methods in Geography, Sources of Data, Data Presentation, Scales of Measurement (Nominal, Ordinal, Interval, Ratio). | | | | | | 10 |
| II | Frequency distribution, Histograms, frequency curve and polygon, Cross Tabulation, Cumulative frequency curve and polygon**,** Measure of Central Tendencies, Measure of Dispersion | | | | | | 15 |
| III | Coefficient of Variation, Z-score, Skewness, Kurtosis, Regression, | | | | | | 15 |
| IV | Sampling: Purposive, Random, Systematic and Stratified. Non-probability Sampling, Probability and Normal Distribution, Poisson Distribution an Binomial Distribution, Lorenz Curve and Gini Coefficient. | | | | | | 10 |
| V | Rank Correlation, Product Moment Correlation**,** Simple Regression and Residuals from regression**,** Measurement of Spatial Patterns of Distribution—Nearest Neighborhood Analysis, Rank Size Rule. Location Quotient and its importance. | | | | | | 10 |

**Suggested Reading:**

* Berry B. J. L. and Marble D. F. (eds.): *Spatial Analysis – A Reader in Geography*.
* Mahmood A., 1977: *Statistical Methods in Geographical Studies,* Concept.
* Pal S. K., 1998: *Statistics for Geoscientists*, Tata McGraw Hill, New Delhi.
* Silk J., 1979: *Statistical Concepts in Geography*, Allen and Unwin, London.
* Spiegel M. R.: Statistics, *Schaum's Outline Series.*
* Yeates M., 1974: *An Introduction to Quantitative Analysis in Human Geography*, McGraw Hill, New York.

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| **Programme / Class** | | B.A. | **Year** | III | **Semester** | V | |
| **Subject** | | Geography | | | | | |
| **Course Code** | |  | **Course Title** | **Research Methodology** | | | |
| **Course Outcome**- On completion of this course students will be able to understand the general principles and methods involved in doing social research. This course provides philosophical underpinnings of the social research and familiarizes the students with methodological tools and statistical techniques, explaining quantitative and qualitative methods, which will help them to undertake empirical research independently. | | | | | | | |
| **Credits –** 4 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 3-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Definition, Types and Importance Geographical Research  Problems of objectivity  Relationship Between Theory and Research | | | | | | 7 |
| II | Hypotheses: Meaning, Importance  Types and Formulation  Sampling: Meaning, Characteristics and Types  Research Design, Meaning and Types. | | | | | | 7 |
| III | Meaning and Methods of Data Collection  Primary Data**:** Observation, Questionnaire and Interview  Secondary Data | | | | | | 7 |
| IV | Measures of Central Tendency: Mean Median and Mode.  Research Reports – Structure and Components of Research Report.  Characteristics of Good Research Report. | | | | | | 7 |
| V | Qualitative and Quantitative Research: Qualitative research – Quantitative research  Concept of measurement, causality, generalization, replication.  Merging the two approaches. | | | | | | 7 |
| VI | Sampling: Concepts of Statistical Population, Sample, Sampling Frame, Sampling Error, Sample Size, Non-Response. Characteristics of a good sample. Probability Sample – Simple Random Sample, Systematic Sample, Stratified Random Sample & Multi-stage sampling. Determining size of the sample – Practical considerations in sampling and sample size. | | | | | | 10 |

**Suggested Readings:**

* Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
* Gupta, S.P. (2002). Statistical Methods, New Delhi: Sultan Chand and Sons Publication.
* Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
* Blalock, Hubert M. (1979), Social Statistics. New York:
* Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
* Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
* Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
* Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
* Heinmann. Seltiz, Claire et al (1959). Research Methods in Social Relation, New York:Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
* Thakur, Devender (2003), Research Methodology in Social Science, New Delhi: Deep and Deep Publications Pvt. Ltd.
* Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

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| **Programme / Class** | | B.A. | **Year** | III | **Semester** | V | |
| **Subject** | | Co-curricular | | | | | |
| **Course Code** | |  | **Course Title** | **Problem Solving and Decision Making** | | | |
| **Course Outcome:**   1. Types of people-based problems 2. Profiling people elemental preference 3. Mindset and attitudes 4. Extending the circle of influence 5. Stages in dealing with people problems 6. To apply strategic thinking techniques in order to come up with new ideas and approaches in addressing problems and issues faced at work by senior managers   To encourage creativity and innovation, and apply ideas by providing practical problem-solving training by introducing creative thinking models and strategies to review existing perspective and considering alternative methods. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | **Introduction to Problem Solving at work**   * Meaning of a “problem” * Categorizing problems * Problem solving   Reactive and proactive approach to problem solving | | | | | | 07 |
| II | **Affinity diagrams for applying problem solving technique**   * What is an affinity diagram? * When to use affinity diagrams * Creating affinity diagrams * Brainstorming   Using histograms | | | | | | 08 |
| III | **Interrelationship diagrams to identify area for problem solving**   * What is an interrelationship diagram * When to use interrelationship diagrams * Creating inter relationship diagrams * Cause and effect diagrams * Scatter diagrams | | | | | | 07 |
| IV | **Prioritization matrix developed for problem solving**   * What is a prioritization matrix * When to use prioritization matrix * How to use prioritization matrix * Criteria for prioritization chart   Pareto charts | | | | | | 08 |

**Suggested Reading:**

* Stop Guessing: The 9 Behaviors of Great Problem Solvers by Nat Greene

### *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills*by Michael Kallet

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| **Programme / Class** | | B.A. | **Year** | III | **Semester** | VI | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110601T | **Course Title** | **Geographical Thought** | | | |
| **Course Outcome**- The objectives of this paper are to develop the philosophical and historical aptitude among students in the context of evolution and development of geographical ideas, theme, approaches and knowledge. | | | | | | | |
| **Credits –** 5 | | **Max. Marks:** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week): 4-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Origin of Philosophy of Geography in ancient times, Scientific Character  of Geography in the Classical Greek Period. Contributions of Herodotus, Eratosthenes, Strabo and Ptolemy. | | | | | | 10 |
| II | Contribution of Indian Geographers in Ancient India | | | | | | 10 |
| III | Dark Age in Europe and its impact on the development of Geography; contribution of Arab Scholars with special reference to the works of al-Masudi, a-Biruni, Ibn-Batuta and Ibn-e-Khaldun. | | | | | | 15 |
| IV | Development of Modern geography: contributors of German School, Humboldt, Ritter and Ratzel. | | | | | | 10 |
| V | French Schools of Geography: Vidal-de-la-Blache, and Brunhes, British School of geography; Mackinder, Approached and Paradigms in geography | | | | | | 15 |

**Suggested Reading:**

* Ali, S.M., Arab Geography, AMU., Press, Aligarh.
* Anuchin, V., Directions in Geography.
* Bunge, W., Theoretical Geography.
* Claval, P., Epistomology and History of Geographical Thought, in progress in Human
* Geography, Vol.4.
* Dickinson, R.E., The Makers of Modern Geog., London, 1969.
* Dickinson, R.E., The Making of Modern Geography.
* Davis, V.K., Conceptual Revolution in Geography.
* Freeman, T.A., A Hundred Years of Geography: Introduction to Behavioral Geography.
* Amedes, Douglas, An Introduction to Scientific Reasoning in Geog., John Wiley, 1971.
* Hartshorne, R., Perspectives on Nature of Geography, Rand MacNally, 1959.
* Johnston, R.J., The Future of Geography, Methuen, London, 1988.

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| **Programme / Class** | | B.A. | **Year** | III | **Semester** | VI | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110602T | **Course Title** | **Regional and Urban Planning** | | | |
| **Course Outcome**- In the competence of Geography, regions have their own self-motivated segment where it demands a separate bird eye-view to comprehend, entail and plan according to their origin, present significance, and future scope to the respective region. So, it becomes more descriptive, analytical and planning zone for the student. | | | | | | | |
| **Credits –** 5 | | **Max. Marks:** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week): 4-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Region, Development and Planning; Definitions concepts and Types | | | | | | 10 |
| II | Methods of delineation of regions: flow analysis, gravitational analysis; Weighted analysis method. | | | | | | 15 |
| III | Regional devolvement: Concepts and indicators; Regional Planning: Concepts and purpose; Process and Factors of Regional Development | | | | | | 10 |
| IV | Levels of planning: local, regional and national | | | | | | 10 |
| V | Planning in India: Five year plans – goals and achievements, Regional imbalances and inequalities in India; | | | | | | 10 |

**Suggested Reading:**

* Introduction to Development and Regional Planning: With Special Reference to India, 2001, Jayasri Ray Chaudhuri
* Planning and regional development in India, Jagannath Mishra, Chakradhar Sinha – 1985
* India’s development agenda: issues, challenges and policies, B. K. Prasad – 2005
* Regional Development And Planning In India selected Essays (2009) V. Nath, S.K. Aggarwal (Edited), Concept Publishing Company
* Regional Development and planning (1976) Paul A. Compton, Marton Pecsi, Akademiai Kiado Publisher
* Regional planning in India 1983) Mahesh Chand and Vinay Kumar Puri
* Regional development: problems and policy measures, Abdul Aziz, Sudhir Krishna
* Decentralised planning and Panchayati Raj institutions, Sweta Mishra, Chaitali Pal – 2000

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| **Programme / Class** | | B.A. | **Year** | III | **Semester** | VI | |
| **Subject** | | Geography | | | | | |
| **Course Code** | | A110603P | **Course Title** | **Remote Sensing and GIS (Practical)** | | | |
| **Course Outcome**- The objectives of this course are to introduce the concepts in Geomorphology in adequate manner, many facets of surface relief features and to understand various aspects of their growth and evolution on the Earth. | | | | | | | |
| **Credits –** 5 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 3-0-1 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Overview of image processing &amp; GIS Packages  (Including open source Software’s). – ARC GIS, QGIS | | | | | | 15 |
| II | Creation of Shape File in GIS Software’s. Coordinate  system and projections in GIS Software’s.  GIS Data Structures: Types (spatial and non-spatial),  Raster and Vector Data Structure. | | | | | | 10 |
| III | Geo-Referencing of Maps. Creation of Point, Line and  Polygon Files and features. Preparation of Maps with  Legend, Scale, North Arrow etc and Export of Map in  various Formats. | | | | | | 15 |
| IV | Downloading of Remote sensing Images from various  online platforms (like Bhuvan, USGS, ASF, Copernicus  etc). Land use Classification (Supervised and Un-  supervised) using downloaded images and GIS  Packages. | | | | | | 10 |
| V | Interpretation of aerial photograph, Interpretation of satellite images, Stereoscope use, Change detection analysis, image classification. | | | | | | 10 |

**Suggested Reading:**

* Lillesand et al. 2010 Remote Sensing and Image Interpretation, Wiley and Sons. New Delhi.
* Chang K.T. 2014 Introduction to Geographic Information System, McGraw Hill, New Delhi.
* Nag, P. (2008) Introduction to GIS, Concept India, New Delhi.
* Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
* Singh, R.B. and Murai, S. (1998) Space Informatics for Sustainable Development, Oxford and IBH, New Delhi.
* Bhatta, B. (2010) Analysis of Urban Growth and Sprawl from Remote Sensing, Springer, Berlin Heidelberg.
* Burrough, P.A., and McDonnell, R.A. (2000) Principles of Geographical Information System-Spatial Information System and Geo-statistics. Oxford University Press
* Heywoods, I., Cornelius, S and Carver, S. (2006) An Introduction to Geographical Information system. Prentice Hall.
* Jha, M.M. and Singh, R.B. (2008) Land Use: Reflection on Spatial Informatics Agriculture and Development, New Delhi: Concept.

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| **Programme / Class** | B.A. | **Year** | III | **Semester** | VI |
| **Subject** | Geography | | | | |
| **Course Code** | A110604T | **Course Title** | **Field Visit, Survey and Project** | | |
| **Course Outcome**- By the End of this Course Students Should be Able to: 1. Understand and use specific Human and Social Sciences knowledge; 2. Know and apply specific Human and Social Sciences skills; 3. Understand, adopt and apply the values related to Human and Social Sciences; 4. Foster empathy, fairness and tolerance. | | | | | |
| **Credits –** 5 | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 0-0-0 | | | | | |

**Entrepreneurship Development and Startup Management**

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| Programme/Class: Compulsory | | | Year: Third | | Semester: Six | |
| Subject :Entrepreneurship Development and Startup Management | | | | | | |
| Course Code: A27060IT | | Course Title: Entrepreneurship Development and Startup Management | | | | |
| **Course objectives**:   1. To make people learn compliance with law. 2. To develop and fortify entrepreneurial quality, i.e., motivation or need for achievement. 3. To develop small and medium scale enterprises in order to generate employment and widen the scope of industrial ownership. 4. To industrialize rural and backward sections of the society. 5. To understand the merits and demerits of becoming an entrepreneur. | | | | | | |
| Credits: 4 | | | | Compulsory | | |
| Max. Marks: 100 | | | | Min. Passing Marks: 40 | | |
| Total No. of Lectures-Practical (in hours per week): L-T-P: 6-0-0 or 3-1-0 Etc. | | | | | | |
| **Unit** | **Topics** | | | | | **No. of**  **Lectures** |
| **I** | Business: Concept, Meaning, Features, Stages of development of  business and importance of business. Classification of Business  Activities. Meaning, Characteristics. | | | | | 7 |
| **II** | Importance and Objectives of Business Organization, Evolution of Business Organisation. Difference between Industry and Commerce and Business and Profession, Modern Business and their Characteristics. | | | | | 8 |
| **III** | Promotion of Business: Considerations in Establishing New Business.  Qualities of a Successful Businessman. Forms of Business Organisation: Sole Proprietorship | | | | | 7 |
| **IV** | Partnership, Joint Stock Companies & Co-operatives and their Characteristics, relative merits and demerits, Difference between Private and Public Company, Concept of One Person Company. | | | | | 8 |
| **V** | Plant Location: Concept, Meaning, Importance, Factors  Affecting Plant Location. Alfred Weber’s and Sargent Florence’s  Theories of Location. | | | | | 7 |
| **VI** | Plant Layout –: Meaning, Objectives, Importance, Types and Principles of Layout. Factors Affecting Layout. Size of Business Unit–: Criteria for Measuring the Size and Factors Affecting the Size. Optimum Size and factors determining the Optimum Size. | | | | | 8 |
| **VII** | Business Combination: Meaning, Characteristics, Objectives, Causes,  Forms and Kinds of Business | | | | | 7 |
| **VIII** | Combination. Rationalisation: Meaning, Characteristics, Objectives,  Principles, Merits and demerits, Difference between Rationalisation and Nationalisation. | | | | | 8 |
| **Suggested Readings:**  1. Gupta, C.B., “Business Organisation”, Mayur Publiction, (2014).  2. Singh, B.P., Chhabra, T.N., “An Introduction to Business Organisation& Management”, Kitab Mahal,  (2014).  3. Sherlekar, S.A. &Sherlekar, V.S, “Modern Business Organization & Management Systems Approach  Mumbai”, Himalaya Publishing House, (2000).  4. Bhusan Y. K., “Business Organization”, Sultan Chand & Sons.  5. Prakash, Jagdish, “Business Organistaton and Management”, Kitab Mahal Publishers (Hindi and  English)  Note: Latest edition of the text books should be used. | | | | | | |
| **Course Learning Outcome:**  After completing this course a student will have:   * Ability to understand the concept of Business Organisation along with the basic laws and norms of Business Organisation. * Ability to understand the terminologies associated with the field of Business Organisation along with their relevance. * Ability to identify the appropriate types and functioning of Business Organisation for solving different problems. * Ability to apply basic Business Organisation principles to solve business and industry related problems. * Ability to understand the concept of Sole Proprietorship, Partnership and Joint Stock Company etc. | | | | | | |

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| **Programme / Class** | | B.A. | **Year** | III | **Semester** | VI | |
| **Subject** | | Geography | | | | | |
| **Course Code** | |  | **Course Title** | **Personality Development** | | | |
| **Course Outcome**- This course is especially helpful for those who are striving to learn more about who they are, which direction their life should take, and understanding others around them. This course is also good for those working in human resources and wants to learn more about personalities and how that may impact hiring new professionals. | | | | | | | |
| **Credits –** 2 | | **Max. Marks :** 100 | | **Min. Passing Marks :**33 | | | |
| **Total No. of Lectures** - Tutorials - Practical (in hours per week) : 2-0-0 | | | | | | | |
| **Unit** | **Topic** | | | | | | **No. of**  **Lectures** |
| I | Introduction to Personality Development  The Developing Personality | | | | | | 5 |
| II | Stages of Development  Need a Little Personality? | | | | | | 5 |
| III | Basic Personality Traits  Moral Development | | | | | | 5 |
| IV | Personality Type  Hearing Jung Out | | | | | | 5 |
| V | Personality and Career Choice  Changing Your Personality  Personality Disorders | | | | | | 5 |
| VI | Do Opposites Really Attract?  Personal Growth  Working on Personality Changes  Putting it All Together | | | | | | 5 |

**Suggested Readings:**

* Covey Sean, Seven Habit of Highly Effective Teens, New York, Fireside Publishers, 1998.
* Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
* Thomas A Harris, I am ok, You are ok , New York-Harper and Row, 1972
* Daniel Coleman, Emotional Intelligence, Bantam Book, 2006