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

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Description automatically generated**

**DEPARTMENT OF INTERNATIONAL RELATIONS**

**SCHOOL OF LIBERAL ARTS**

**BACHELOR OF ARTS: INTERNATIONAL RELATIONS (HONOURS)**

**(Semester Based Course)**

**National Education Policy 2020**

**Rules, Regulations and Course Contents**

**Effective from**

**Academic year 2022-2023 onwards**

**COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME**

The B.A. (Hons.) course in International Relations has been designed 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, 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, Environmental Studies- I & II, Business Communication, 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.

**Programme Objectives:** The objective of making the entire programme more comprehensive and interdisciplinary in its approach so as to provide wide array of knowledge. Attainment of sound knowledge about the basics that the students is expected to imbibe in the subject. Having a clear understanding of the key concepts related to the subject along with their applications in real life situations. Development of analytical skills so as to be able to appreciate the importance of the subject and spread its awareness.

Inculcate a spirit of nationalism and develop good values contributing to building strong national character. This program also integrates teaching of other relevant sociological, 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. Subsidiary papers have been introduced in the first two years to facilitate the understanding of any two optional papers from sisterly disciplines.

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

**Program Outcomes:** Students will be able toknow about the history of international relations, international politics, diplomatic relations among different country, interest of nation and their foreign policy and to know about the culture and religion of different country of the world. To get acquaint with comparative politics of the world. Student will become aware about the UN systems, they will know about the problems of international Relations, they will be able to resolve the conflict through peaceful methods. They will get the knowledge of research methodology. Students will be able to know about the democracy and governance processes, legislative and common legal procedure, they will be able to understand about the different kind of globalization. They become aware about the public policy and administration.

Instill the graduates’ skills, knowledge and abilities to understand national security issues analytically which to help the students to pick up adequate comprehension on matters security. Imbue an appreciation of one’s civic duties and responsibilities towards society and demonstrate knowledge of contemporary or emerging threats, challenges or issues thereby contributing to strategic culture.

Encourage leadership qualities amongst students and raise ability to work as a team. Gain an understanding of professional ethics and to apply in the field of national security rather than replicate curriculum content knowledge. Demonstrate the ability to apply one’s disciplinary knowledge and skills to new frontiers and be a partner ensuring global competitiveness.

It has been generally observed that students at the time of joining graduate program or at the end of such studies remain unclear and confused in deciding their future course of study. For instance, while course in International Relations is always not an exclusive degree program, but is served at post graduate level, students are generally oblivious of certain realities. However, having taken up the discipline in International Relations at undergraduate level, the student must reflect a sense of maturity, good attributes, values, and skills.

**National Education Policy 2020**

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 across institutions within India to begin with and across 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 NEP System:**

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

**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.

**2.3 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 may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Minor.

**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 5 credits. A Project / Dissertation work may be given in lieu of a discipline specific elective paper.

**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.

**Semester I**

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| **S. No.** | **Paper Code** | **Paper Name** | **L-SW-P** | | | **Credits** | **Scheme of Marks** | | | |
| **Internal Marks** | | **External Marks** | **Total** |
| 1 | A390101T | Introduction to International Relations | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 2 | A390102T | Introduction to Comparative Government and Politics | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 3 | A050103T | Indian Culture through Ages (History) | 3 | 2 | 0 | 5 | 40 | 60 | | 100 |
| A070103T | Contemporary Issues in Society (Sociology) | 3 | 2 | 0 | 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 Human Values  (Jeevan Kaushal) | 2 | 0 | 0 | 2 | 40 | 60 | | 100 |
|  |  | Total |  |  |  | 24 |  |  | |  |

**Semester II**

|  |  |  |  |  |  |  |  |  |  |  |
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| **S. No.** | **Paper Code** | **Paper Name** | **L-SW-P** | | | **Credits** | **Scheme of Marks** | | | |
| **Internal Marks** | | **External Marks** | **Total** |
| 1 | A390201T | Introduction to Culture and World Politics | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 2 | A390202T | India’s Foreign Policy | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 3 | A060203T | Indian Constitution (Political Science) | 3 | 2 | 0 | 5 | 40 | 60 | | 100 |
| A390203T | Introduction to the UN system (IR) | 3 | 2 | 0 | 5 | 40 | 60 | | 100 |
| 4 |  | 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 |  |  | |  |

**Semester III**

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| **S. No.** | **Paper Code** | **Paper Name** | **L-SW-P** | | | **Credits** | **Scheme of Marks** | | | |
| **Internal Marks** | | **External Marks** | **Total** |
| 1 | A390301T | Introduction to Problems of International Relations | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 2 | A390302T | International Law | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 3 | A280303T | Organization Behaviour | 3 | 2 | 0 | 5 | 40 | 60 | | 100 |
| A070303T | 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 |  |  | |  |

**Semester IV**

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| **S. No.** | **Paper Code** | **Paper Name** | **L-SW-P** | | | **Credits** | **Scheme of Marks** | | | |
| **Internal Marks** | | **External Marks** | **Total** |
| 1 | A390401T | Contemporary International Politics | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 2 | A390402T | Understanding Globalization & Global Politics | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 3 | A090403T | Psychology of Social Behaviour (Psychology) | 3 | 2 | 0 | 5 | 40 | 60 | | 100 |
| A110403T | 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 |  |  | |  |

**Semester V**

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| **S. No.** | **Paper Code** | **Paper Name** | **L-SW-P** | | | **Credits** | **Scheme of Marks** | | | |
| **Internal Marks** | | **External Marks** | **Total** |
| 1 | A390501T | Introduction to Diplomacy | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 2 | A390502T | Peace and Conflict Studies | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 3 | A390503T | Legislative Support | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 4 | A390504T | Democracy and Governance | 4 | 1 | 0 | 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 |  |  | |  |

**Semester VI**

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| **S. No.** | **Paper Code** | **Paper Name** | **L-SW-P** | | | **Credits** | **Scheme of Marks** | | | |
| **Internal Marks** | | **External Marks** | **Total** |
| 1 | A390601T | Political Geography in International Relations | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 2 | A390602T | Administration and Public Policy: Concepts and Theories | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 3 | A390603T | Democratic Awareness through Legal Literacy | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 4 | A390604T | Contemporary South Asian Politics | 4 | 1 | 0 | 5 | 40 | 60 | | 100 |
| 5 |  | Entrepreneurship and Startup Management (SBM) | 3 | 1 | 0 | 4 | 40 | 60 | | 100 |
| 6 |  | Personality Development | 2 | 0 | 0 | 2 | 40 | 60 | | 100 |
|  |  | Project | 4 | 0 | 0 | 4 |  |  | |  |
|  |  | Total |  |  |  | 30 |  |  | |  |

**SEMESTER I**

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| **Programme / Class** | | B.A. (Hons) | **Year** | I | **Semester** | I | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390101T | **Course Title** | Introduction to International Relations | | | |
| **Course Outcome** - The Objective of this course is to make the students aware about the International Relation concepts, theories, and approaches. To tell them about the World War I, II, Cold War and International terrorism activities. In this course we will teach to students about classical realism of Hans J. Morgenthau, neo-realism of Kenneth Waltz, Neo –liberalism’s concept of complex interdependence of Robert O. Keohane and Joseph Nye, World System approach of Wallerstein and Andre Gunder Frank, and feminist perspective of International Relation by J. Ann Tickner. They will know about the history of wars, cold war, and international terrorism. | | | | | | | |
| **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 | **Studying IR**   * Why Study IR * IR as an Academic Subject * IR and the Changing Contemporary World and States | | | | | | 10 |
| II | **Approaches to International Relations**   * Classical Realism (Hans Morgenthau). * Neo- Realism (Kenneth Waltz). * Liberalism (Kegley and Wittkopf). * Neo- Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye). | | | | | | 12 |
| III | **Structural Approaches**   * World Systems Approach (Immanuel Wallerstein). * Dependency School (Andre Gunder Frank). * Structural Theory of Imperialism (Johan Galtung). * Feminist Perspective (J. Ann Tickner). | | | | | | 12 |
| IV | **War**   * World War - I. * World War - II. * Cold War. * Post - Cold War Era. | | | | | | 10 |
| V | **Terrorism**   * International Terrorism. * State Sponsored Terrorism. * Cyber Terrorism. * Narco- Terrorism. | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Ghosh, Peu, International Relations, Fourth Edition, PHI Learning Private Limited, ISBN: 9788120352407  Angell, Norman (1912) ‘The Influence of Credit Upon International Relations’, in The Foundations of International Polity (London: Heinemann).  Art, R. J. and Jervis, R. (eds.) (1999) International Political Enduring: Concepts and Contemporary Issues, 5TH Edition, New York: Longman, pp., 7-14; 29-49; 119-126.  Baylis, J. and Smith, S. (eds.) (2011) The Globalization of World Politics: An Introduction to International Relations: fifth Edition, Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.  Goldstein, J. and Pevehouse, J.C. (2009) international Relations, New Delhi: Pearson, p.p. 81-111.  J. C. Johri, International Relations and Politics, Sterling Publishers Pvt. Ltd., 2004.  Jackson, R. and Sorenson, G, (2008) Introduction to International Relations: Theories and Approaches, New York: Oxford University Press pp. 59-96.  L. N. Shrivastava, International Relations, SBD, Publishers, Delhi, 2012.  William, P., Goldstein, D.M. and Shafritz, J.M. (eds.) (1999) Classic Readings of International Relations, Belmont: Wadsworth Publishing Co., pp. 30-58; 92-126. |

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| **Programme / Class** | | B.A. (Hons) | **Year** | I | **Semester** | I | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390102T | **Course Title** | Introduction to Comparative  Government and Politics | | | |
| **Course Outcome** – The paper has been designed to be studied with reference to concepts, theories, and the historical experiments of developing countries as well as advanced industrialized countries.It is about the concept, nature, and methods of comparative politics. Students will get acquainted with authoritarian and democratic regimes. It will also make them aware about parliamentarian system of UK and Presidential system of U.S.A. They will know about federal system of Canada and Unitary system of China. To make them aware about the different political parties of world. | | | | | | | |
| **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**   * Introduction to the concept of state origin * Introduction to Comparative Government and Politics * Nature and Scope of Comparative Government and Politics * Methods of comparative political analysis | | | | | | 10 |
| II | **Comparing Regimes**   * Authoritarian * Democratic * Theocratic * Military Dictatorship | | | | | | 12 |
| III | **Classification of political system**   * Parliamentary: UK * Presidential: U.S.A * Federal: Canada * Unitary: China | | | | | | 12 |
| IV | **Electoral System**   * First Past the Post System * Proportional Representation * Party Systems: one- party, two- party and multi-party systems | | | | | | 10 |
| V | **Post-Colonial States and State-building**   * The Idea of Third world * Political Power and Social Classes in the Post-Colonial World * Civil-Military Relationship | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Bara, J and Pennington, M. (eds.) (2009) Comparative Politics, New Delhi: Sage Caramani D.(ed.) (2008) Comparative Politics, Oxford University Press.  Hauge, R. and Harrp, M. (2010) Comparative Government and Politics: An Introduction (Eight Edition), London: Palgrave Macmillan.  Ishiyama, J.T. and Breuning, M (eds.) (2011) 21st Century Political Science: A Reference Book Los Angeles: Sage.  Newton, K. and Deth, Jan W.V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.  O’Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc.  Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning PVT. Ltd. |

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| **Programme / Class** | | B.A. (Honors) | **Year** | B.A.I | **Semester** | I | |
| **Subject** | | History (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. | | | | | | | |

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| **Programme/Class** | | | **Certificate** | **Year** | | **B.A.I** | | | **Semester** | | **I** |
| **Subject** | | | **Sociology** | | | | | | | | |
| **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** | | Degree | **Year** | B.A.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** | | Degree | **Year** | B.A.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** | | Degree | **Year** | B.A.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

**SEMESTER II**

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| **Programme / Class** | | B.A. (Hons) | **Year** | I | **Semester** | II | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390201T | **Course Title** | Introduction to Culture and World  Politics | | | |
| **Course Outcome** – The course “Introduction to Culture and World Politics” intends to explore the concept of culture in politics, particularly at the international level. The course will analyze the politics of pluralism and the role of the diaspora, with special focus on the importance of culture as a soft power. | | | | | | | |
| **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**   * Understanding culture. * Importance of Culture in the contemporary world. * Culture and International Relations. | | | | | | 10 |
| II | **Imperialism**   * Meaning and definitions * Impact of imperialism on the culture of Third World countries. * The politics of pluralism. | | | | | | 12 |
| III | **Globalization**   * Assessing globalization. * Challenges to Cultural Globalization. * Role of popular culture. | | | | | | 12 |
| IV | * Cultural Pasts and Present in South Asia. * Culture as ‘soft power’. * Cultural exclusion. | | | | | | 10 |
| V | **Diaspora: Meaning and types**   * **Victim diasporas** (e.g., classic diasporas forced into exile such as the Jewish, African, Armenian diasporas) * **Labour diasporas** (e.g., mass migration in search of work and economic opportunities such as the Indian and Turkish diasporas) * **Trade diasporas** (e.g., migrations seeking to open trade routes and links such as the Chinese and Lebanese diasporas) * **Imperial diasporas** (e.g., migration among those keen to serve and maintain empires such as the British and French diasporas) * **Cultural diaspora** (e.g., those who move through a process of chain migration such as the Caribbean diaspora). | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Darby, Phillip (1998), ‘The Exclusions of Politics’, The Fiction of Imperialism: Reading between International Relations and Postcolonialism, London: Cassell.  Jahn, Beate (2000), The Cultural Construction of International Relations: The Invention of the State of Nature, Hampshire: Palgrave.  Johnston, Alastair Iain (1995), Cultural Realism: Strategic Culture and Grand Strategy in Chinese History, Princeton: Princeton University Press.  Kymlicka, Will (2007), ‘The Forms of Liberal Multiculturalism’, Multicultural Odysseys: Navigating the New International Politics of Diversity, New York: Oxford University Press.  Lebow, Richard Ned (2008), A Cultural Theory of International Relations, Cambridge: Cambridge University Press.  Reeves, Julie (2004), Culture and International Relations: Narratives, Natives and Tourists, London: Routledge. |

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| **Programme / Class** | | B.A. (Hons) | **Year** | I | **Semester** | II | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390202T | **Course Title** | India’s Foreign Policy | | | |
| **Course Outcome** – This course is to bring the broader agenda of India’s Foreign Policy, its principles, and objectives to the fore. The course will be analysing genesis and focusing on the determinants of the foreign policy of India. It will also investigate the role of parliament and political parties in the formulation of foreign policy. It will also explore the India’s foreign policy vis-à-vis major powers. India and the new world order is to highlight the Indian relations with SAARC, ASEAN, and the EU. | | | | | | | |
| **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**   * Meaning and importance of Foreign Policy * Principles of India’s Foreign Policy * Objectives of India’s Foreign Policy * Changing nature of India’s Foreign Policy | | | | | | 10 |
| II | **Determinants and Genesis of India’s Foreign Policy**   * Domestic Determinants of India’s Foreign Policy * International Determinants * Genesis of India’s Foreign Policy * Formulation of India’s Foreign Policy | | | | | | 12 |
| III | **India and the Major Powers**   * USA * Russia * China * France | | | | | | 12 |
| IV | **India and the New World Order**   * SAARC * ASEAN * EU * QUAD (Quadrilateral Security Dialogue) | | | | | | 10 |
| V | **India and its Neighbours**   * Nepal * Bangladesh * Sri Lanka * Pakistan | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  J. Bandhopahdyaya, The Making of India’s Foreign Policy, Calcutta, Allied, 1979.  J.N. Dixit, Across Border: Fifty Years of India’s Foreign Policy, New Delhi, 1999.  R.S. Yadav & Suresh Dhanda, eds., India’s Foreign Policy: Contemporary Trends, New Delhi, Shipra, 2009.  R.S. Yadav (ed.), India’s Foreign Policy Towards 2000 A.D., New Delhi, Deep & Deep, 1993.  R.S. Yadav, Bharat Ki Videsh Niti (in Hindi), Pearson, New Delhi, 2012.  V.P. Dutt, India’s Foreign Policy in a Changing World, New Delhi, Vikas, 1999. |

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| Programme / Class | | Certificate | Year | B.A.I | Semester | I | |
| Subject | | Elective Paper | | | | | |
| 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** | | **International Relations** | | | | | |
| **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** | | Degree | **Year** | B.A.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 | | | | | | 5 |
| II | Levels of biological diversity: 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, Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. | | | | | | 5 |
| III | Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value, Biome, Classification of biome, Ecological Successions, Soil erosion and desertification, deforestation, | | | | | | 5 |
| IV | Environmental pollution, Types, causes, effects and controls; Air, water, soil, chemical and noise pollution. Industrial waste management: Control measures of urban and industrial waste, Solid waste management: Control measures of urban and industrial waste. | | | | | | 5 |
| V | Climate change, global warming, ozone layer depletion, acid rain, Impacts on human communities and agriculture. Environment Laws, Nature reserves, tribal population and rights, and human, wildlife conflicts with special reference to India. | | | | | | 5 |
| VI | 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** | | Degree | **Year** | B.A.I | **Semester** | II | |
| **Subject** | | Geography | | | | | |
| **Course Code** | |  | **Course Title** | **Photography-II** | | | |
| 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** | | Degree | **Year** | B.A.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.

**SEMESTER III**

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| **Programme / Class** | | B.A. (Hons) | **Year** | II | **Semester** | III | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390301T | **Course Title** | Introduction to Problems of  International Relations | | | |
| **Course Outcome** – The course on “Introduction to Problems of International Relations” is to bring in the international problems and through light on them. It will analyze various problems which have been contributing to the international politics. The course will through light on Globalisation and will acquaint the students with the idea of global justice. The course will explain the ideas of power and hegemony and war and revolution and their impact on the international political system. | | | | | | | |
| **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 | * Democratisation * Phases of Democratisation * Ethnicity | | | | | | 10 |
| II | * Nationalism * Culture * Religion | | | | | | 12 |
| III | * Environment * Terrorism * Globalisation | | | | | | 12 |
| IV | * Global Justice * Borders and Territoriality * Global Economy | | | | | | 10 |
| V | * Power * Hegemony * War | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Anthony, D. Smith, “Ethnic Identity and World Order” in millennium Journal of international Studies, Vol.12, No. 2, June 1983, PP., 149-169.  Anthony, Mac-grew, the Globalisation debate, Putting advance capitalist state in the place, in global society, vol. 12, no.3, 1998, pp.299-321.  Francis, Fukuyama, ‘The Primacy of Culture, in journal of democracy, vol. 6, No. 1 January 1995, pp. 7-14.  Francis, Fukuyama, The end of history, In the National Interest, vol., 16 Summer 1989, pp. 3-35.  Samuel P. Huntington, The Clash of Civilization? in foreign affairs, Vol. 72, No. 3, Summer 1993, PP. 22-49.  Thomas F. Homer-Dixon, On the Threshold, Environmental Change as causes of acute conflict in international security, Vol. 16, No. 2, Fall 1991, PP.76-116. |

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| **Programme / Class** | | B.A. (Hons) | **Year** | II | **Semester** | III | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390302T | **Course Title** | International Law | | | |
| **Course Outcome** – The course on International Law in BA International Relations is to educate the students the need and importance of International Law in International Politics. How the world will look like in the absence of International Law and the chaos in international politics because of wars is going to affect the international scenario. | | | | | | | |
| **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 International Law in International Relations**   * **Meaning and Definition of International Law** * **Scope of International Law** * Nature of International Law * Need of International Law in International Politics / Relations | | | | | | 10 |
| II | **Sources of International Law**   * International Customs * International Treaties * General Principles of Law * Resolutions and Pacts of UN General Assembly | | | | | | 12 |
| III | **International Organizations and States**   * What purpose do international organizations serve in International Relations? * Do international organizations have authority over States? * Should international organizations have the same rights as states?  Why or why not? * International Organization and its role in multipolar world | | | | | | 12 |
| IV | **The Laws of War**   * The Use of Force * What is War * Why Regulate War * What is the Purpose of the Law of War | | | | | | 10 |
| V | **War and Peace in International Law**   * The UN Charter * International Humanitarian Law * International Criminal Law * International military tribunals * International Criminal Court * Peaceful settlement of disputes and the world court | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Dixon, Martin. 2013. Ch.2 “The Sources of International Law.” In Textbook on International Law. Oxford, U.K.: Oxford University Press. (24-54)  F. de Mulinen, The Law Of War And The Armed Forces.  Lieutenant Colonel David P. Cavaleri, US Army (Retired), The Law of War: can 20th-Century Standards Apply to the Global War on Terrorism?  Oppeniheim, *International Law,*Biblio Bazaar, LIC, 2010  Shaw, *International Law*, Cambridge University Press, 2008 (6th Edn)  Starke, *Introduction to International Law*, Oxford University Press, 2013 |

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| **Programme / Class** | | B.A. (Hons) | **Year** | II | **Semester** | III | |
| **Subject** | | **International Relations** | | | | | |
| **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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| 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 |

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| Programme / Class | |  | Year | BA I | Semester | II | |
| Subject | | Political Science | | | | | |
| 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** | | Degree | **Year** | B.A. 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** | | Degree | **Year** | B.A.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/

**SEMESTER IV**

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| **Programme / Class** | | B.A. (Hons) | **Year** | II | **Semester** | IV | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390401T | **Course Title** | Contemporary International Politics | | | |
| **Course Outcome** – The course intends to provide a background and introduction to the contemporary international order through a study of its origin and evolution. The course would also discuss of significant milestones of its development. It would also include new and alternative narratives of factors influencing the international politics. | | | | | | | |
| **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 | **Post- Second World War Period**   * Colonialism in Africa * Colonial Policies * Rise of Nationalism in African countries and Decolonisation process Independence and its Problems | | | | | | 10 |
| II | **Cold War Period (1945-1991)**   * Non-aligned Movement * Cold War, New Cold War * End of Cold War * World after Post-Cold War Period | | | | | | 12 |
| III | **Post-Cold War Period**   * New International Economic Order (NIEO) * International Financial Institutions Like IMF & World Bank * Third World in IR * Formation of WTO and its consequences | | | | | | 12 |
| IV | **Contemporary Issues and Trends - I**   * Globalisation and IR * Global Terrorism * Environment and IR * Humanitarian Intervention * Sustainable Development and Climate Action | | | | | | 10 |
| V | **Contemporary Issues and Trends - II**   * International Security * Human Rights * Poverty * Gender Equality | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Anthony Vinci, Armed Groups and The Balance of Power: The International Relations of Terrorists, Warlords and Insurgents (London: Routledge, 2009).  B.C. Smith, Understanding Third World Politics (New York, Macmillan Press, 1996).  Barry Buzan, Peoples, States and Fear: An Agenda for International Security Studies in Post War Era (Boulder, Lynne Rienner, 1991).  David Campbell, Politics Without Sovereignty, Ethics and Narratives of the Gulf War (Boulder, Lynne Rienner, 1993).  David Williams, International Development and Global Politics: History, Theory and Practice (New York: Routledge, 2012).  E.H. Carr, The Twenty Years’ Crisis (London: Macmillan, 1970). |

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| **Programme / Class** | | B.A. (Hons) | **Year** | II | **Semester** | IV | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390402T | **Course Title** | **Understanding Globalization &**  **Global Politics** | | | |
| **Course Outcome** – The course intends to understand the broad contours of the globalization. It will investigate the role of UN, WTO, and G-77 into the globalizing world. The course will be also looking into the contemporary issues the world is facing, like environmental issues, poverty and inequality and international terrorism. The course will be also looking into the challenges to globalization. | | | | | | | |
| **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 | **Globalization**   * What is it? * Theories of Globalization * Economic, Political, Technological and Cultural Dimensions * Debates on globalization | | | | | | 10 |
| II | **Contemporary World Actors - I**   * United Nations (UN) * European Union (EU) | | | | | | 12 |
| III | **Contemporary World Actors - II**   * World Trade Organization (WTO) * Group of 77 Countries (G-77) | | | | | | 12 |
| IV | **Contemporary World Issues**   * Poverty * Inequality * Terrorism | | | | | | 10 |
| V | **Global Environmental Issues**   * Global Warming * Biodiversity * Resource Scarcities | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Baylis, J. and Smith, S. (eds.) (2011) The Globalization of World Politics: An Introduction to International Relations. Fourth Edition. Oxford: Oxford University Press, pp. 312‐329;50‐385; 468‐489.  Lechner, F. J. and Boli, J. (eds.) (2004) The Globalization Reader. 2nd Edition. Oxford: Blackwell. Held, D., Mc Grew, A. et al. (eds.) (1999)  Sauvant, K. (1981) Group of 77: Evolution, Structure and Organisation, New York: Oceana Publications.  Viotti, P. R. and Kauppi, M. V. (2007) International Relations and World Politics‐Security, Economy, Identity. Third Edition. Delhi: Pearson Education, pp. 430‐450. |

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| **Program/Class: Diploma** | | **Year: Second** | | **Semester: IV** | |
| Subject: **Psychology** | | | | | |
| 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** | | Degree | **Year** | B.A.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** | | Degree | **Year** | B.A.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.

**SEMESTER V**

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| **Programme / Class** | | B.A. (Hons) | **Year** | III | **Semester** | V | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390501T | **Course Title** | **Introduction to Diplomacy** | | | |
| **Course Outcome** – The course intends to introduce Diplomacy and its different contours for the broader understanding of the students. It will equip the students with the theoretical aspects of the diplomacy. It will be also inculcating the public and diplomacy with special focus on the negotiation in diplomacy. The course is also intended to discuss conference, summit, and crisis diplomacy. The importance of diplomacy in the age of terror will be helping the students to find out the need and necessity of diplomacy to maintain peace and subsequently doing down with the terrorism. | | | | | | | |
| **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 | **National Power and Diplomacy**   * National Power and Diplomacy * Nature of national Power * Characteristics and elements of national power * Nature of Diplomacy | | | | | | 10 |
| II | **Diplomacy in Historical Perspective**   * Diplomacy in historical perspective * Nature of early diplomacy * Functions of diplomacy and the diplomatic setting | | | | | | 12 |
| III | **Types of Diplomacy**   * Civil Diplomacy * Summit Diplomacy * Conference Diplomacy * Parliamentary Diplomacy | | | | | | 12 |
| IV | **Significance of diplomacy**   * Role and significance of diplomacy * Rules of effective diplomacy * Options for conducing diplomacy | | | | | | 10 |
| V | **Challenges to Diplomacy**   * Diplomacy in the Age of Terror * Environmental issues * Humanitarian issues | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Claude, Jr., Inis L. (1958), ―Multilateralism- Diplomatic and Otherwise, ‖ International Organization, Vol.12, No.1: 43-52.  Jonsel, L., (1982), Explaining Foreign Policy, Englewood Cliffs, Prentice Hall, New Jersey.  Rosenau, J.N., (1969), International Politics and Foreign Policy, 2nd Ed., Free Press, New York.  Chellaney, Brahma (1999), Securing India’s future in the new millennium, New Delhi, Centre for Policy Research.  Dunn, David H. (1996), The Lure of Summitry: International Dialogue at the Highest Level, Discussion Papers No.13, Leicester: Leicester Diplomatic Studies Programme.  Eban, Abba. (1983), The New Diplomacy: International Relations in the Modern Age, Random House, Ch.9. |

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| **Programme / Class** | | B.A. (Hons) | **Year** | III | **Semester** | V | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390502T | **Course Title** | **Peace and Conflict Studies** | | | |
| **Course Outcome** – The course “Conflict and Peacebuilding” is intended to highlight the concept of Conflict and conflict management processes. It will analyze the various peacebuilding initiatives which are necessary to check the rising conflicts. The course will be looking on the different dimensions of the conflict(s). The course further explores the sites of conflict, including local, sub national as well as international. The course concludes with the focus on the conflict responses which are necessary to put an end to the conflicts. | | | | | | | |
| **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 | **Concepts**   * Understanding Conflict * Conflict Management * Conflict Resolution * Conflict Transformation | | | | | | 10 |
| II | **Dimensions of Conflict**   * Ideology * Economic/Resource Sharing Conflicts * Socio‐Cultural Conflicts (Ethnic, Religious, Gender‐based) * Religion | | | | | | 12 |
| III | **Sites of Conflict**   * Local * Sub‐National * National * International | | | | | | 12 |
| IV | **Conflict Responses -** Skills and Techniques:   * Negotiations: Trust Building * Mediation: Skill Building; Active Listening * Gandhian Methods * Military | | | | | | 10 |
| V | **Peacebuilding in International Relations Theories: A Meta-Look**   * Realist Theory of Peacebuilding * Idealist Theory of Peacebuilding * Structuralist Theory of Peacebuilding * Post-Structuralist Theory of Peacebuilding | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  C. Mitchell, (2002) ‘Beyond Resolution: What Does Conflict Transformation Actually Transform?’, in Peace and Conflict Studies, 9:1, May, pp.1‐23.  O. Ramsbotham, T. Woodhouse and H. Miall, (2011) ‘Understanding Contemporary Conflict’, in Contemporary Conflict Resolution, (Third Edition), Cambridge: Polity Press, pp. 94‐122.  P. Wallensteen, (2012) ‘Armed Conflicts’, in Understanding Conflict Resolution, (Third Edition), London: Sage, pp. 13‐28.  S. Ryan, (1990) ‘Conflict Management and Conflict Resolution’, in Terrorism and Political Violence, 2:1, pp. 54‐71.  W. Zartman, (1995) ‘Dynamics and Constraints In Negotiations In Internal Conflicts’, in William Zartman (ed.), Elusive Peace: Negotiating an End to Civil Wars, Washington: The Brookings Institute, pp. 3‐29. |

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| **Programme / Class** | | B.A. (Hons) | **Year** | III | **Semester** | V | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390503T | **Course Title** | **Legislative Support** | | | |
| **Course Outcome** – The course “Legislative Support” is of worldly importance. It intends to analyze the legislative system of India. India is having its own system of legislative structure as it has been derived from various countries to fulfill the needs of the people. The course intends to analyze the powers and functions of the elected representatives of the people from Parliament to Panchayats (highest to lowest level). The course further explores the legislative processes of India, wherein the focus is on the structure of bills becoming laws. The course concludes with the understanding of the budget system of India. | | | | | | | |
| **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 | **Powers and Functions of people’s representatives**   * Powers of Members of Parliament and State Legislative Assemblies. * Functions of Members of Parliament and State Legislative Assemblies | | | | | | 10 |
| II | * Functionaries of Rural local self-government from Zila Parishads to Panchayat / Ward. * Functionaries of Urban Municipal Corporation. | | | | | | 12 |
| III | * Supporting the legislative process: How a Bill becomes a Law * Role of the Standing Committee in reviewing a Bill * Legislative Consultations, amendments to a Bill | | | | | | 12 |
| IV | * Legislative committees * Types of committees * Role of committees in reviewing government finances, policy, programmes, and legislation. * Importance of Legislative Committees | | | | | | 10 |
| V | **Types of Finance Committees**   * Estimates Committee * Public Accounts Committee (PAC) * Committee on Public Undertakings (CoPU) | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Kalra, H. Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, 2011.  Madhavan, M.R. & N.Wahi Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, 2008: [http://www.prsindia.org/uploads/media/conference/Campaign\_finance\_brie f.pdf](http://www.prsindia.org/uploads/media/conference/Campaign_finance_brie%20f.pdf)  Vanka, S. Primer on MPLADS Centre for Policy Research, New Delhi, 2008, can be accessed on: <http://www.prsindia.org/parliamenttrack/primers/mplads‐487/> |

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| **Programme / Class** | | B.A. (Hons) | **Year** | III | **Semester** | V | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390504T | **Course Title** | **Democracy and Governance** | | | |
| **Course Outcome** – The course is intended to look deeply into the democracy and governance. It will analyze the structure and process of governance and will go deep down into the Indian model of democracy. The course will look into the federal structure of India. Judicial system and judicial activism will acquaint the students will the deep understanding of the justice system in India. The course will look into the different dynamics of civil society also. | | | | | | | |
| **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 | **Structure and Process of Governance**   * Indian Model of Democracy, Parliament, Party Politics and Electoral behaviour * Federalism * The Supreme Court and Judicial Activism | | | | | | 10 |
| II | **Ideas and Institutions in Public Policy**   * Contextual Orientation of Policy Design * Institutions of Policy Making | | | | | | 12 |
| III | **Regulatory Institutions**   * SEBI * TRAI * Competition Commission of India | | | | | | 12 |
| IV | **Contemporary Political Economy of Development in India**   * Policy Debates over Models of Development in India * Political Economy of Development in India * Recent trends of Liberalization of Indian Economy in different sectors * E‐governance | | | | | | 10 |
| V | **Dynamics of Civil Society**   * New Social Movements and Various interests * Role of NGO’s * Understanding the political significance of Media * Understanding the political significance of Popular Culture | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Agarwal B, Environmental Management, Equity and Ecofeminism: Debating India’s Experience, Journal of Peasant Studies, Vol. 25, No. 4, pp. 55‐95.  Atul Kohli (ed.), The Success of India’s Democracy, Cambridge University Press, 2001. Corbridge, Stuart and John Harris, Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy OUP, 2000.  Kothari, Rajini, Politics in India, Delhi, Orient Longman, 1970.  Mahajan, Gurpreet (ed.), Democracy, Difference and Social Justice, New Delhi, Oxford University Press, 2000.  Pankaj Sharma, E‐Governance: The New Age Governance, APH Publishers, 2004.  Vasu Deva, E‐Governance in India: A Reality, Commonwealth Publishers, 2005. |

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| **Programme / Class** | | Degree | **Year** | B.A.I | **Semester** | II | |
| **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** | | Degree | **Year** | B.A.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

**SEMESTER VI**

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| **Programme / Class** | | B.A. (Hons) | **Year** | III | **Semester** | VI | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390601T | **Course Title** | Political Geography in International  Relations | | | |
| **Course Outcome** – The course on **“Introduction to Political Geography”** is to bring in the importance of various perspectives related to the political geography. The course discusses the scope and methodology of political geography. It will acquaint the students with the different elements of the state. The course further entails to investigate the concepts and classifications of the frontiers and boundaries. It also looks into the idea of nation-state and federalism. | | | | | | | |
| **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 | **Meaning, Scope and Methodology of Political Geography**   * Meaning, Nature, Definitions * Scope of Political Geography * Recent Trends in political geography | | | | | | 10 |
| II | **Spatial Factors of the State**   * Location * Size and shape * Population and the state * Resources, Development and power | | | | | | 12 |
| III | **Frontiers and Boundaries**   * Concepts of Frontiers * Classifications of Frontiers * Continental Boundaries * Maritime Boundaries | | | | | | 12 |
| IV | **Emergence of Territorial State**   * Core Areas * Capital Cities * Federalism as a geographical phenomenon * Federalism and the State Idea | | | | | | 10 |
| V | **Geopolitics and Geostrategy**   * Principal Components and Exponents * Global Geopolitical and Geostrategic Patterns * Changing Perspectives and Perceptions of a World Order: National Images and International Systems | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Blacksell, Mark (2006), Political Geography, Routledge Contemporary Human Geography Series, Routledge, London  Glassner, Martin Ira and Chuck Fahrer (2004), Political Geography, John Wiley, New Jersey  Jones, Martin, Rhys Jones and Michael Woods ((2004), An Introduction to Political Geography, Routledge, London  Newman, David (2003), Chapter 9, Boundaries, in John Agnew, Katharyne Mitchell and Gerard Toal (eds.), A Companion to Political Geography, Blackwell, Oxford. |

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| **Programme / Class** | | B.A. (Hons) | **Year** | III | **Semester** | VI | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390602T | **Course Title** | **Administration and Public Policy:**  **Concepts and Theories** | | | |
| **Course Outcome** – The course on “Administration and Public Policy: Concepts and Theories” intends to analyze the different aspects of administration. The course will be looking into the public administration as a discipline and its scope and significance. The course will further analyze public and private administration and the brief evolution to public administration. The course further explains the administrative theories for the deeper understanding. Development administration is the extended part of the course. The course concludes with understanding public policy. | | | | | | | |
| **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**   * Public administration: Meaning, scope, and significance of the subject * Evolution of Public Administration * Public and private administration | | | | | | 10 |
| II | **Major approaches to Public Administration**   * Scientific Management * Classical approach * Bureaucratic approach | | | | | | 12 |
| III | **Administrative theories**   * Classical theory * Scientific management theory * Human relation theory * Rational decision-making | | | | | | 12 |
| IV | **Development Administration**   * Concept of development administration. * Elements of development administration. * Need and Importance of Development Administration * Politics of development administration | | | | | | 10 |
| V | **Understanding Public Policy**   * Concept and Meaning * Theories of Public Policy * Relevance of policy making in public administration * Process of policy formulation, implementation, and evaluation. | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Dayal Ishwar, Kuldeep Mathur, Ed. Dynamics of Formulating Policy in Government of India, Concept Publication House, 1976.  Development administration 34 Bhattacharya, M. (1999) Restructuring Public Administration: Essays in Rehabilitation. New Delhi: Jawahar, pp. 29‐70, 85‐98.  Henry, N. (2003) Public Administration and Public Affairs. New Delhi: Prentice Hall, pp.1‐ 52.  Public administration as a discipline Awasthi, A. and Maheshwari, S. (2003) Public Administration. Agra: Laxmi Narain Agarwal, pp. 3‐12.  Understanding public policy Dye, T.R. (1975) Understanding Public Policy. New Jersey: Prentice Hall, pp. 1‐38, 265‐ 299. |

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| **Programme / Class** | | B.A. (Hons) | **Year** | III | **Semester** | VI | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390603T | **Course Title** | **Democratic Awareness through**  **Legal Literacy** | | | |
| **Course Outcome** – The course **“Democratic Awareness through Legal Literacy”** is to bring in the democratic awareness in the students. It further explores the Outline of the Legal system in India with special reference to system of courts in India. It will analyze the *Mahilla* courts, *Lok Adalats* and tribunals. It also attempts to understand the fundamental rights, fundamental duties, PIL, and personal laws in India. The course concludes with the practical application wherein a hypothetical situation is created, and the attitude/ways followed by the students will be noted. | | | | | | | |
| **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 | **Outline of the Legal system in India - I**   * System of courts and their jurisdiction in India ‐ criminal and civil courts and their writ jurisdiction. | | | | | | 10 |
| II | **Outline of the Legal system in India - I**   * Specialized courts such as juvenile courts, *Mahila* courts and tribunals. * Alternate disputes mechanisms such as *lok adalats*, and other non ‐ formal mechanisms. | | | | | | 12 |
| III | **Brief understanding of the major laws applicable in India- I**   * Fundamental rights, * Fundamental duties, other constitutional rights. * Public interest litigation. | | | | | | 12 |
| IV | **Brief understanding of the major laws applicable in India**- **II**   * Concepts like Burden of Proof, Presumption of Innocence, * Principles of Natural Justice, Fair comment under Contempt laws. * Personal laws in India: Pluralism and Democracy | | | | | | 10 |
| V | **Access to courts and enforcement of rights**   * Critical Understanding of the Functioning of the Legal System * Legal Services Authorities Act and right to legal aid * How can you challenge administrative orders that violate rights, judicial and administrative remedies? | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Creating Legal Awareness, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007) Reading list for course on Legal Literacy.  Indian Social Institute, New Delhi, Legal Literacy Series Booklets. Available in Hindi also.  Multiple Action Research Group, Our Laws Vols 1‐10, Delhi. Available in Hindi also.  S.K. Agarwala, Public Interest Litigation in India, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985. |

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| **Programme / Class** | | B.A. (Hons) | **Year** | III | **Semester** | VI | |
| **Subject** | | **International Relations** | | | | | |
| **Course Code** | | A390604T | **Course Title** | **Contemporary South Asian Politics** | | | |
| **Course Outcome** – The paper aims to introspect and understand the history of South Asia and its Contemporary politics. The paper will investigate rise of South Asia and its relevance at the global stage. It will also analyse the challenges to the contemporary South Asia. SAARC and India have found a special place in the paper. | | | | | | | |
| **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 South Asia**   * What is South Asia * Politics, Society and Governance in South Asia * Impact of colonialism, nationalism, partition and cold war on ‘post- colonial’ states and societies of South Asia | | | | | | 10 |
| II | **South Asia After Second World War (Post-Colonial Era)**   * End of Colonialism and the Emergence of New Countries * Political Cultures of South Asia * South Asia and the United Nations | | | | | | 12 |
| III | **SAARC**   * Meaning, Aims and Objectives of SAARC * Success and Failures of SAARC * Areas of Cooperation * Challenges to SAARC | | | | | | 12 |
| IV | **South Asian Politics and its Regional and Global Implications**   * Rise of South Asia * Conflict of Interest between South Asian Countries and China * Importance of South Asia at the Global Stage * Issues of Strategic Importance in South Asia | | | | | | 10 |
| V | **India and the World**   * Role of India in QUAD * Role of India in South Asia * India and China in South Asia | | | | | | 12 |
| **TOTAL LECTURES** | | | | | | | 56 |

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| **Suggested Readings:**  Amit Ranjan, India in South Asia: Challenges and Management. (2019). Germany: Springer Singapore.  Lodhi, I. A. (2010). The Emerging Dimensions of SAARC. India: Foundation Books.  M. Shamsur Rahman, Rumki Basu, Governance in South Asia. (2016). India: Taylor & Francis.  M P Singh, Veena Kukreja, Democracy, Development and Discontent in South Asia. (2008). India: SAGE Publications.  Nandy Ashis (2007), “The Idea of South Asia: A personal note on post- Bandung Blue”, *InterAsia Cultural Studies*, 6:4.  Sudhakar, E. (1994). SAARC: origin, growth, and future. India: Gyan Publishing House. |

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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** | | Degree | **Year** | B.A.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